

Admissions Criteria

St George's School



Approved by: Steff Gleeson – Headteacher
Dave Piggott – Chair of Governors

Signed: 

Signed: 

Last reviewed on: July 2023

Next review due by: July 2024

Ratified by FGB: July 2023



St George's School Admission Criteria 2023-2024

Name of School	St George's School
Designation	Secondary Special School – for pupils with severe and complex learning difficulties
Number of Places	188 PAN – Currently 202
Age Range	11 – 19 years

St George's School caters for pupils with severe and complex learning needs in three primary areas of need: Severe Learning Difficulties (SLD), Profound and Multiple Difficulties (PMLD) and Complex Needs.

Young People with Severe Learning Difficulties (SLD)

Young people with SLD have significant intellectual or cognitive impairments. Their attainments would not be expected to exceed Year 1 Age Related Expectation by the end of Key Stage 4 (Year 11). This has a major impact on their ability to participate in all areas of the school curriculum without significant support.

Young people with SLD may also have a range of additional difficulties, including mobility and co-ordination difficulties, communication and perception difficulties, autistic spectrum disorder or behavioural difficulties. They may also require additional support with teaching of self-help, independence and social skills. Some young people will require the use of visuals to support their understanding or use Augmentative and Alternative Communication (AAC).

Admission Criteria – SLD

To access a place at St George's School a young person should:

- Have an Education Health & Care Plan (EHCP) naming Severe Learning Difficulty as the primary area of need.
- Usually present with additional physical and / or sensory impairments or diagnosed medical conditions / syndromes requiring significant support in order to access appropriately differentiated learning experiences.
- Be identified within the Band B of the SEN Matrix.

Young People with Profound and Multiple Learning Difficulties (PMLD)

In addition to severe learning difficulty, young people with PMLD also have other significant difficulties, which means their attainments will be below the level of national curriculum assessments. This has a significant impact on their ability to participate in all areas of the school curriculum without significant support in small class groups. They are likely to need to follow a sensory curriculum.

Young people with PMLD will also have a range of additional difficulties, including mobility and co-ordination difficulties, communication and perception difficulties and significant medical needs. Some young people communicate through gesture, symbols or using AAC while others may use simple language. They require a high level of adult support, sometimes involving two adults, both to meet their learning needs and also for their personal care.

Admission Criteria – PMLD

To access a place at St George's School a young person should:

- Have an EHCP naming Profound and Multiple Learning Difficulties as the primary area of need.
- Present with a wide range of additional physical and / or sensory impairments and / or diagnosed medical conditions or syndromes requiring significant support in order to access appropriately differentiated learning experiences.
- May exhibit challenging behaviour as well as limited educational capabilities.
- Be identified within the Band B of the SEN Matrix.

Young People with Complex Needs

Young people with complex needs may include multi-sensory impairment, Autistic Spectrum Continuum (ASC) or Moderate Learning Difficulties (MLD).

Young People with Multi-Sensory Impairment

Young people attending St George's may have a combination of severe hearing and visual impairment. If young people also have additional disabilities, it is often difficult to ascertain their intellectual capability, and they have a significant difficulty accessing the curriculum and environment than those with a single sensory impairment or without additional disabilities. This can create perceptual and communicational difficulties and incidental learning is very limited, which can result in high anxiety and sensory deprivation.

Admission Criteria – Multi-Sensory Impairment

To access a place at St George's School a young person should:

- Have an EHCP naming multi-sensory impairment as the primary area of need.
- Exhibit significant additional needs, over and above moderate learning difficulties, and require an educational environment offering high levels of

social and emotional support, significantly beyond that which would be provided in a mainstream school with support.

- Almost always present with a range of additional physical impairment and/or communication or perception difficulties and / or diagnosed medical conditions requiring significant support to access appropriately differentiated learning experiences.
- Be identified within Band A3 of the SEN Matrix.

Young People with Autistic Spectrum Continuum (ASC)

The majority of young people with ASC are catered for within mainstream school settings. While a significant number of students at St George's School have a diagnosis of ASC, this is not sufficient to enable access unless the admission criteria for MLD (with additional needs) or SLD are also met.

Admission Criteria – ASC

To access a place at St George's School a young person should:

- Have an EHCP naming Autistic Spectrum Continuum as the primary area of need.
- Exhibit significant additional learning difficulties (MLD or SLD) over and above ASC and require an educational environment beyond that which would be available in a mainstream school setting with support.
- May have a range of additional difficulties requiring significant input from school staff.
- Be identified within Band B of the SEN Matrix.

Young People with Moderate Learning Difficulties (MLD)

The vast majority of young people with MLD should be catered for within mainstream school settings, with varying levels of support to meet their needs and enable them to access the curriculum. Their attainments would not be expected to exceed Year 6 Age Related Expectation by the end of Key Stage 4 (Year 11). Students with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding and applying concepts. Young people with MLD may also have associated speech and language delay, low self-esteem, low levels of concentration, under-developed skills, mild-to-moderate communication and interaction or physical difficulties.

Some young people with MLD may face more significant barriers to learning, which require continuous additional support in order to acquire basic literacy and numeracy skills and to access all areas of the curriculum. These additional difficulties should include at least three of:

- Significant single sensory impairment.
- Significant language impairment / delay.

- Significant physical impairment.
- Autistic Spectrum Continuum.
- Behavioural, Emotional and Social Difficulties requiring planned positive intervention.
- Augmentative communication needs.
- Personal care needs requiring additional time from school staff.
- Debilitating medical condition for which reasonable adjustments or adaptations cannot be made within a mainstream school.

Admission Criteria – MLD

To access a place at St George's School a young person should:

- Have an EHCP naming Moderate Learning Difficulties as the primary area of need.
- Face significant barriers to learning and require continuous additional support to acquire basic skills and access all areas of the curriculum beyond that which would be available in a mainstream school setting with support.
- Have a range of (minimum three) additional difficulties as listed above.