

# **ADMISSION POLICY**

## **INTRODUCTION**

The Authority has the statutory duty to define the use of the school. This needs to be within an LEA a strategy for the education of SEBD within its care.

The three non-residential S.E.B.D schools within Liverpool promote a therapeutic (healing) educational environment and do not operate on a containment basis.

All these schools have outreach programmes to support colleagues in mainstream schools, to support S.E.B.D. pupils within mainstream and to re-integrate pupils from special provision.

All these schools recognise that early intervention is paramount in effecting positive changes in behaviour so that the child can return to mainstream education.

Our vision is to make every attempt to avoid exclusion but we realise that on occasion a time out of school allows time to build a partnership with parents and 'feelings' to cool.

## **ERNEST COOKSON POLICY**

The curriculum and behaviour management and modification systems are designed to meet the needs of: -

1. Pupils who have difficulties with relationships
2. Pupils with behaviour problems that are grounded in dysfunctional, traumatic and /or abusive family dynamics or environments.
3. Pupils needing an environment that gives the security of unconditional love and warmth.
4. Pupils that need positive and appropriate adult models.
5. Pupils with mild mental health problems and who are under the care of the Health Authority.

We have the capability to support pupils with these needs, and our capacity is limited only by the appropriately funded places and programmes.

Our capacity to help these pupils could be increased by:

- Better support from outside agencies such as Health and Social Services.
- Clearer LEA & Central Government Policy.

**All placements at Ernest Cookson School will be subject to a six-week trial; thereafter a review will take place to determine whether or not the school can meet the child's educational needs.**

The Ernest Cookson School does not have the capability or capacity to:

1. Support pupils other than in National Curriculum years 3 – 8.
2. Pupils who pose a recognised and serious Health and Safety risk to staff and / or pupils due to aggression, intimidation and violence.
3. Pupils who have a diagnosed predisposition to impose on other pupils 'Child Protection' risks.
3. Pupils with significant psychiatric problems that require specialist treatment.
5. Pupils with serious or complex learning needs.
6. Pupils who are referred mainly for delinquent behaviour.

We recognise that two key factors limit our ability to help pupils:

- Lack of parental support
- Embedded pupil disaffection from schooling as a whole

We see as crucial, that the school and LEA work in strong partnership when deciding the pupils who will benefit from what we provide.