

Admissions Policy

Fairley House School is a school for children with specific learning difficulties. Suitability of children for admission is determined by a transi-disciplinary assessment usually conducted over 2 days. This involves assessment sessions with an Educational Psychologist, Speech and Language Therapist and Occupational Therapist and time spent with a class.

The criteria for admission are that children have a specific learning difficulty, would benefit from the education and resources on offer at Fairley House and that their admission would not adversely affect the education of other pupils. Since the primary purpose of the school is to meet the needs of pupils with specific learning difficulties (SPLD), pupils without SPLD would not meet the criteria for admission. They would benefit from a less specialised setting or from a setting with a different specialism. Pupils with difficulties, such as dyslexia, dyspraxia, social and communication difficulties, language difficulties, ADD/ADHD are all considered to fall under the umbrella of specific learning difficulties. However, the primary thrust of the difficulty must be literacy-based since literacy development is emphasised at Fairley House. Thus, a child with a social and communication difficulty, but strong literacy, would not meet the criteria for admission. Children with physical disabilities **in addition to** specific learning difficulties are admitted if they meet the criteria. Every effort is made to make reasonable adjustments for such children under the SEN and Disability Act 2001 (see Equal Opportunities Policy and SENDA policy). However, children have to be sufficiently mobile to manage the stairs at 30 Causton Street, sometimes with assistance, since it is not possible to install a lift.

Children can only be admitted to Fairley House School if the school can meet their needs. Thus a child who required in excess of 2 speech and language and 2 occupational therapy sessions per week would be better suited to a setting with a higher level of therapy provision.

The assessment team aims to assess children carefully and to make considered decisions in consultation with parents on admission.

This policy links with the Equal Opportunities and Assessment Policies.

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