

# Inspire - Enable - Achieve



## The Vale Federation Admission Policy

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Signed:

*B Zi* Principal

Date 5th January 2026

*David J Pearce* Chair of Governors

Date 5th January 2026

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## **Booker Park & Stocklake Park Schools – The Vale Federation**

Booker Park School is a co-educational, local authority maintained special school catering for children with severe learning difficulties and profound and multiple learning difficulties (see Appendix 1). It includes the age range 3-11 and supports approximately 240 pupils.

Stocklake Park School is a co-educational, local authority maintained special school catering for children with severe learning difficulties and profound and multiple learning difficulties (see Appendix 1).. It includes the age range 11-19 and supports approximately 105 pupils.

### **Procedures**

All admissions to the school follow the Local Authority processes and procedures. Following the agreement of a Local Authority multi-agency panel to undertake a statutory assessment process and this process concluding that specialist provision is appropriate, referrals are considered at an admissions panel. The schools will declare its position to the admissions panel based on:

- The capacity to successfully admit the child within a class consisting of their age range without impacting in any negative way upon the education of those children who are already in the school.
- The capacity to meet the needs of the child as identified in their Education, Health and Care Plan and/or professional reports within the school's existing systems, structures and practices, which are defined by our ethos, aims and values.
- The number of students already in the relevant academic year group, so that a maximum of nine in one year group is not exceeded.

### **Considerations for Admissions**

In relation to teaching and learning, pupils attending The Vale Federation would need:

- A highly structured, modified curriculum based upon individualized, clearly defined learning programmes delivered on a one to one basis or in very small groups by a teacher who is able to offer a flexible approach to teaching to match each pupil's specific needs.
- A small class of between 5 and 12 pupils with one teacher plus an appropriate number of classroom support staff
- A balance of individual and small group specialist teaching combined with appropriate functional inclusion opportunities in a local mainstream school
- A caring, stimulating environment where all pupils are valued and fully supported with consistent approaches to behaviour management.
- Specialist resources (e.g. adapted teaching equipment and facilities, individual seating and furniture, sensory stimulation room, hydrotherapy pool).
- Additional support from other professionals (e.g. school nurse, physiotherapist, speech and language therapist and occupational therapist)

## **Emergency Admissions**

In an emergency, admissions may be made by prior agreement directly between the Local Authority and the school.

The school is funded for a set number of planned places. If the composition of admissions looks likely to exceed the number of planned places, or that:

- Class sizes will become too large and unmanageable;
- Health and safety procedures are likely to be breached;
- The financial resources to provide specialized equipment or additional support become totally inadequate;

then the Governing Body, in consultation with the Headteacher and LA, will decide which pupils should be admitted. The Governing Body will make its views known immediately to the Local Authority who ultimately have the responsibility to provide an appropriate education for all children.

## **APPENDIX 1 – Definitions of Severe Learning Difficulties and Profound and Multiple Difficulties**

### **Severe Learning Difficulty (SLD)**

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need significant support in all areas of the curriculum and learning will need to be broken down into small steps. They may also require the specific teaching of self-help, independence and social skills. Some will be able to engage in conversations at a very basic level when key information is presented simply and emphasised, but many will rely on augmentative communication systems, such as signs and symbols. Their attainment would usually fall at or below the 0.1 percentile of age-standardised tests and is likely to remain below that expected of a child in Year 1 (aged 5) for much of their time at school.

### **Profound and Multiple Learning Difficulty (PMLD)**

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a very high level of adult support, both for their learning needs and also for personal care. They are likely to need sensory stimulation and sensory-based learning as part of a curriculum broken down into very small steps and are likely to require specialist equipment and support for their posture and feeding. Most pupils with PMLD communicate by gesture, eye pointing or symbols, although a small number may have some spoken words. Their attainment is likely to remain in the sphere of developing early learning responses and early communication skills, such as responding consistently to presented resources or familiar exchanges, throughout their times at school.