Guidance for admission to Springwell School

Springwell School is a primary school for pupils aged 4-11. Pupils that attend Springwell School will have a moderate or severe learning disability as their primary area of need and will demonstrate needs in relation to Cognition and Learning and communication and interaction. Pupils at Springwell may present with social, emotional and mental health needs that are related to their primary need.

	Cognition and Learning	**Communication and Interaction**	**Social, Emotional and Mental Health**	**Sensory And physical**
We are likely to be able to provide for…	• Pupils who are working within early developmental stages and their development is significantly behind their chronological age • Pupils with severe learning disabilities that impacts on all areas of learning, affecting self-help and ability to function independently • Pupils who need a significantly differentiated and individualised developmental curriculum	• Pupils whose communication skills are significantly delayed or disordered • Pupils who have severe, persistent, and complex social interaction disabilities and extremely limited understanding of the function of communication. • Pupils who show no indication of the awareness or existence of others and rely on solely on body language and reflex responses	• Pupils who have severe difficulties coping with changes in routine/environment • Pupils with sensory needs that have significant impact on their learning, interactions, and behaviour • Pupils that have SEMH needs related to their learning disability	• Pupils who are independently mobile for part of the school day, but require some adult support at times • Pupils who need support with personal care
We may be able to provide for…	• Pupils who have severe learning disabilities combined with a complex health and physical need • Pupils who are making some progress with high levels of differentiation and targeted support from external professionals	• Pupils whose communication is delayed but this is not a primary need • Pupils who can interact with adults and peers but this is limited by their understanding of the world	• Pupils who present with SEMH needs not related to their learning disability as a secondary area of need	• Pupils who have significant Visual or Hearing impairment as a secondary need.

We are unlikely to be able to provide for…	• Pupils working at age related expectations (ARE) or above • Pupils working less than two years below ARE without an associated complex need • Pupils who are assessed as Profound and Multiple Learning disabilities	• Pupils whose communication is in line with chronological age • Pupils who can interact at an age-appropriate level	• Pupils who have SEMH as their primary area of need. • Pupils with acute ongoing mental health needs which require additional input from specialist CAMHS services such as BRS, not associated with a learning disability	• Pupils who require onsite therapy staff to be available to meet their needs. • Pupils whose primary need is visual or hearing impairment. • Pupils whose primary need is linked to a physical disability.

Other Areas of consideration:

Health	**Social Care**
• Pupils that have health needs that do not require a high level of intervention or onsite nursing provision. • Pupils that have health needs that are not directly related to the primary area of need.	• Pupils that have assessed social care needs that highlight a significant impact on their ability to access learning.

Additional considerations for Springwell Satellite Provisions:

Pupils that are already attending the main Springwell site that:

- are making progress and are able to access some independent learning
- can engage in subject based learning
- can regulate their emotions

Pupils that are attending a mainstream setting that:

- Have a moderate learning difficulty but with a high level of intervention are not making progress over time
- Have sensory needs that are highly impacted within a mainstream environment but can be managed for shorter parts of the day
- Can engage with subject based learning but requires a high level of support