Admissions Policy

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<th>Policy Reviewed:</th>
<th>Approved by the Governing Body (CAF committee):</th>
<th>Date of the next review:</th>
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<td>May 2019</td>
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<td>Spring, 2020</td>
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INTRODUCTION

Woodlands School is a primary school for children aged between three and eleven with severe and complex learning difficulties. Children usually attend from Reception age onwards. Many of the pupils have profound and multiple difficulties, which include sensory and/or physical, medical, behavioural, emotional and social needs. Some children have named conditions; such as Autistic Spectrum Condition, but severe cognition and learning difficulties are the overriding factors.

The school is divided into three key stages: EYFS, KS1 and KS2. Classes span several year groups but children are kept within their Key Stages. There may be some exceptional circumstances where this is not possible.

The school is currently funded for 135 pupils and class groups are organised on the basis of age, identified needs and pupils’ learning styles.

The majority of pupils attending Woodlands School will move to Kingsley High School at secondary transfer.
ADMISSIONS CRITERIA

The admission procedures for special schools do not conform to enrolment and admission procedures for mainstream schools.

- All admissions to Harrow special schools go through the Special Educational Needs Assessment & Review Service (SENARS). SENARS will signpost appropriate schools based on a pupil’s Educational Health and Care plan. Pupils will be placed in the appropriate school according to their primary needs as assessed by their Educational Health Care plan. Placement decision will be based on parental preference, the child’s special educational needs and multi-agency advice.
- Children will have an Educational Health and Care Plan or be in the process of statutory assessment. Consideration of whether special educational provision is required should start with the desired outcomes for a child in mind. This should include the expected progress and attainment and the views and wishes of the pupil and their parents. It should then help determine the support that is needed and whether it can be provided by Woodlands School.
- Pupils will have complex needs and their ability to make progress will be limited in comparison to their mainstream peers across all areas of development. Pupils will be at very early stages of learning.
- Most children with this level of learning difficulty will have been recognised as needing a high level of support from a very young age. They will be known to a range of Health, Social Services and Education professionals. They may have received Portage support in the home, or have attended preschool provision with support.
- Children are likely to be functioning at significantly below their chronological age. They may have an inconsistent development profile. Observational assessment will demonstrate that these children are unlikely to be able to access the mainstream curriculum and/or interact with their peers even with reasonable adjustments and with considerable support.
- Factors determining whether Placement is appropriate
  - That they meet the criteria as above
  - The effective and efficient use of resources, e.g. space, class numbers and needs as well as staffing ratios
  - Compatibility with the interest of other pupils
- The school follows the SEN Code of Practice for Admissions. There is a wide range of pupils who can be taught at Woodlands, but there is a need
for a “balance” within teaching groups that will impact on class size, grouping of children and staff ratio. This ideally recognises all issues in relation to the equality of opportunity and compatibility so that an appropriate teaching and learning environment can be maintained.

REFERRAL

- Decisions relating to placements in special schools are the responsibility of the SEN Assessment and Review Service acting on behalf of the Local Authority as the placing authority for its special schools and they will make final decisions with regard to placement. An Assessment and Review Panel will consider cases put forward for specialist provision.

- Parents are an important part of the admissions process. They are encouraged to visit the school, prior to admission, to see if the school is able to meet their child’s needs and to meet the staff who would be working with their son or daughter.

- If special school provision has been recommended as appropriate, the SEN Assessment and Review Service will submit copies of the relevant documentation, including a copy of the Educational Health and Care plan, to the school, requesting the Headteacher to consider the child for admission and to invite parents to visit the school with their child.

- The SEN Assessment and Review Service, acting on behalf of the Authority, will inform parents of the special school placement offer, and amend the child’s EHCP to this effect.

- The Local Authority and school will notify parents and carers of the starting date. Parents can apply for transport assistance and information on how to apply and eligibility criteria can be found on the Local Offer: http://www.harrowlocaloffer.co.uk/services/education/special-resourced-provision-in-mainstream-schools/travel-assistance

- All applications for places from other Local Authorities must be sent to the SEN Assessment and Review Service who will determine with the school whether or not an offer of a place can be made.

- The Authority determines, in consultation with the schools, the number of places to be funded at each special school annually. Each school will create a class structure for this set number of pupils. If in the course of the year all funded places are filled and the Authority wishes to place additional pupil(s) at the school, this will be subject to negotiation with the school concerned, recognising accommodation constraints and the needs of pupils already on the school roll. Additional funding will be triggered for placements over and above place-funded numbers.
Once a placement has been agreed the school will:

- Hold a multi-disciplinary admissions meeting to make sure all the professionals involved with the child in school have the relevant information to ensure the child’s learning, health and wellbeing needs are met.

- Request that parents or carers attend an information morning at Woodlands School which gives key information about the transfer process into school with relevant information from school and health professionals, as well as the Harrow transport service. Families are also encouraged to attend our ‘New Families play afternoon’ to meet the school staff who will be working with their child.

- Make a visit to the child’s current educational provision and/or visit families at home to gain further information for their child’s transition into school. If the child has an annual review meeting we may also attend this as part of their transfer to Woodlands School.

- Approximately six weeks after a child starts at Woodlands School, parents or carers will have the opportunity to attend a settling in meeting with the key stage leader and the child’s class teacher. They will be able to discuss how the child is settling in, look at the proposed multi-disciplinary learning targets and talk about about any priority areas families would like us to work on, as well as sharing any worries or concerns they may have.

Help and advice

**Harrow parents 4 Disabled Children (HP4DC)**

Tel: 07928577689

Email: info@harrowparents4disabledchildren.org

Website: [http://www.harrowparents4disabledchildren.org/](http://www.harrowparents4disabledchildren.org/)

**Harrow SEND Information, Advice and Support Service (formerly Harrow Parent Partnership Service):**

Tel: 020 8428 6487

Email: harrowsendias@family-action.org.uk

**Harrow Children and Young People’s Advocacy Service**
Tel: 020 8861 8876
Email: handcadv@had.org.uk

Harrow Association of Disabled People
Tel: 020 8861 9920
Email: general@had.org.uk