



**WESTBOURNE
SCHOOL**

Admissions Policy

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| Date reviewed: | March 2023 | Policy: | Admissions Policy |
| Review due: | March 2024 | Reviewed by: | Richard Garbutt |

| Version | Date | Updated by |
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| 1.0 | September 2018 | Leo Guy |
| 1.1 | September 2019 | Leo Guy |
| 1.2 | September 2020 | Leo Guy |
| 1.3 | July 2021 | Darren Harte |
| 1.4 | March 2023 | Richard Garbutt |
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Admissions guidelines

Introduction

The policy supports the school statement of intent that every pupil should achieve their potential and develop an understanding of and respect for themselves and others.

Rationale

The School will be admitting pupils who have a range of social, emotional and mental health (SEMH) needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. These pupils will have a statement of special educational needs (SEN) or an education and health care plan (EHCP) which notes the nature of these difficulties.

Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences or be the result of some medical condition. Some of the pupils have a long history of disturbed, difficult or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils' exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

Aim

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils whose special educational needs they can meet effectively and in doing so ensure progress in all aspects of their development.

Objectives

The objectives of the policy are that:

- all concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at the school
- all concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- parents/carers, each pupil and representatives of Local Authority (LA), Social Services departments and other interested professionals have clear understanding of the opportunities on offer at the school
- parents/carers, each pupil and representatives of LAs, Social Services departments and other interested professionals understand all key aspects of school life at the school and are prepared to play their part in ensuring the success of any placement.

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Admissions process

Stage 1

Referrals made to the school will normally be made by LAs. A range of detailed information concerning that pupil should accompany these referrals. Where this is not the case, the school will seek access to such information as possible including information regarding the individual's education, health and social background. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school. The Headteacher will assess whether or not the school can meet the pupils needs and if so, either complete an assessment visit or arrange for parents/carers to visit the school.

It is expected that a response from senior leaders within the school will provide an initial feedback to the referrals / admissions manager within 48hrs of receiving the referral. This response will form 3 parts:

- Accept for further assessment (see stage 2);
- Accept for assessment, whilst awaiting further information requested;
- Decline placement based on being unable to meet pupil needs;

All referral declines will need the approval of the Principal (Darren Harte) and should be made on the referral decline form (see appendix A)

Stage 2

The visit will include:

- a tour of the school
- an introduction to key staff
- a discussion with senior staff concerning such issues as:
 - Early life experiences
 - Attitudes towards education and why previous provisions may have broken down
 - the school curriculum
 - the content of key school policies, including the school expectations for good behaviour and discipline and the physical management of pupils
 - a demonstration of the preferred forms of physical intervention with pupils, were this to prove necessary
 - an opportunity for each visitor to ask any questions they may have.

Visitors will also receive (if they have not already) a copy of the Pupils Handbook and/or other relevant information, e.g. information on how to raise a complaint.

Stage 3

The headteacher or member of the senior team will complete a school visit and/or home visit. The benefits of seeing a pupil at school are that a more honest assessment can take place of how the pupil interacts with a school environment. The home visit is an opportunity to informally discuss the school with the potential pupil. The staff member will also use this as an opportunity to gain further information in relation to the child or young person to be able to make an informed decision as to whether or not offer a placement.

Stage 4

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If, following these visits, it is agreed that the school can meet the needs of the pupil, that they can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, the school will write to the LA offering a place and arrangements will be made for admission. In exceptional circumstances, the school may offer a taster day, as part of the referral process.

Stage 5

Upon successful admission, the school will then work with the pupil, family and local authority to create a transition plan to aid the successful start of a new school placement. Transitions will be bespoke and will be based around the individual needs of the pupil. The school will be completely transparent in this process.

Admission criteria

- The pupil will admit students aged between 9 and 18 years of age;
- The pupil will usually have an Education, Health and Care Plan (EHCP) (*this may be in a draft format;*)
- The EHCP will specify that the pupil has social, emotional and mental health needs (SEMH);
- The pupil will normally have been assessed as within the average ability range of educational functioning (in some cases, pupil's levels of ability as measured using psychometric tests may prove difficult and information may be missing. In these cases the school will base its judgements on its ability to meet needs);
- The pupil may have learning difficulties and/or low attainment that are associated with their SEMH/ASC needs;
 - The pupil may have one or more specific learning difficulties;
 - The pupil will express a commitment to the placement;
 - The pupil's parents/carers will express a commitment to the placement;
 - For all "Looked After Children", there must be permanently named carers and a permanent home base for the pupil, available at any time throughout the year. The school cannot be the main residence for any child.

The Local Authority will:

- provide the school with all current advice and information concerning the pupil
- nominate The School in Section I of the EHCP
- agree contractual arrangements for transporting the pupil to and from school
- make any arrangements for transporting the pupil to and from school.

Admissions process

Westbourne School is an independent school for pupils from ages 9 to 18 years, with special educational needs. All pupils admitted to Westbourne School will have been initially referred by their Local Authority (we accept referrals from a variety of different authorities). Westbourne School welcomes enquiries and visits from parents. A significant aspect of the referral process is to ascertain that the school can address the **Outcomes** as described in Section E of their EHCP. This may relate to all four areas of need:

- Social, Emotional and Mental Health
- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical.

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In doing so, this should be without negatively impacting upon the efficient education for others.

The school has a dedicated member of staff who is responsible for overseeing the referral process. It is through this staff member that visits are coordinated, information is gathered and arrangements for admission are undertaken.

An admission will only be undertaken when the approval for funding is granted by the appropriate person who holds this authority, within the funding LA.

Westbourne School applies the statutory reviewing process (for EHCPs, as set out within the SEND Code of Practice) and will use this to inform the funding authority of any changes to provision. These changes can relate to the provision provided by Westbourne School and/or identify the type of provision that would better meet need. The reviewing process will also be used to identify the next phase of education placement (this could be, but not exclusively, a transfer to a maintained mainstream school, a different special needs settings, a college of further education or employment).

The Headteacher is responsible for ensuring that the school only admits pupils whose Special Educational Needs can be met. To summarise, in all cases, pupils will only be considered for admission if:

- they have a current EHCP
- funding has been formally agreed with the respective Local Authority and an Individual Placement Agreement (IPA) has been completed and signed by relevant parties
- the special needs of the pupil can be met by the school
- the provision, described in Section F of the EHCP, is such as can be met by the school
- all up to date information concerning the pupil, including the most recent reviews, reports and the EHCP will be provided by the funding authority
- there is a place available in the appropriate class/year group
- it is compatible with the provision of efficient education for others
- the child/young person's attendance does not jeopardise the safety of others.

Pre-Placement procedure

Once a placement has been agreed the following actions will be undertaken in preparation for the pupil to take up their placement:

- Staff team informed;
- SENCO and Behaviour Lead to review pupil needs and create/share:
 - Pen portrait (Appendix B)
 - Behaviour plans / Pupil risk assessment;
 - Communication needs;
 - EHCP needs / classroom strategies

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Appendix A – Referral decline

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|----------------------------------|--|
| Pupil Name | |
| Pupil Yr. grp | |
| Primary SEN | |
| Date of referral | |
| Date of response | |
| Decline response | |
| Reasons for decline: | |
| | |
| Resources required to meet need: | |
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Appendix B – Pupil Passport

Pupil Passport

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|---------------|--|-------------------------|-------------|-------|
| Name | | D.O.B. | | PHOTO |
| Tutor | | School year | | |
| Pupil Premium | | LAC | | |
| Social worker | | Other external agencies | | |
| Allergies | | Medication | | |
| Passport no. | | Date set | Review date | |

Academic information

| | |
|--|--------------------|
| Baseline <i>(previous / Westbourne)</i> | EHCP needs: |
| Classroom / cognition needs: | |
| | |

Previous history:

| | |
|--|--|
| Normal behaviours | Successful learning strategies |
| | |
| Interests | Successful behavior management strategies |
| | |
| Risks / Challenging behaviour presentation: | |
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