

## Admissions Policy & Procedure

<b>This policy has been written for...</b>	All staff and students at West Heath School
<b>Copies of this policy may be obtained from...</b>	<ul style="list-style-type: none"> <li>The School <b>web site</b> - <a href="http://www.westheathschool.com">http://www.westheathschool.com</a></li> <li>It is available as a hard copy on request from the <b>school office</b></li> <li>Hard copies for reference are filed in the <b>staff room</b> and <b>staff library</b></li> </ul>
<b>This policy links with the following policies</b>	Equality of Opportunity Policy.
<b>Participants and consultees in the formulation of this policy were...</b>	The Principal, Senior Leadership Team, Student Services Committee and the Trustees of the School. .
<b>Edition, Review frequency and dates</b>	<p>This is edition 1.2 November 2018</p> <p>This policy will be reviewed every two years</p> <p>It is due for review in November 2020</p>
<b>Relevant statutory guidance, circulars, legislation &amp; other sources of information are...</b>	<p>Independent School Standards 2015</p> <p>Children and Families Act 2014</p> <p>Equality Act 2010</p> <p>Human Rights Act 1998</p>
<b>The Lead Member of staff is</b>	The Principal & Chief Executive
<b>Definitions and key terms used in this policy...</b>	<p>ADHD – Attention Deficit Hyperactivity Disorder</p> <p>ODD – Oppositional Defiance Disorder</p> <p>ASD – Autism Spectrum Disorder</p> <p>PDA – Pathological Demand Avoidance</p> <p>OCD – Obsessive Compulsive Disorder</p>
<b>The Rationale and Purpose of this policy</b>	This policy outlines the admissions process and gives clear examples of the type of student we are able to educate and support
<b>Appendices</b>	This policy has no appendices
<b>Copying</b>	No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at the West Heath School are noted on the front page. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.

## Introduction

West Heath School seeks to provide education for 10-19 year old students. We provide a high level of education for Key stage 2, 3, 4 and 5 teaching the National Curriculum, as well as a broad range of GCSE, BTEC and A Level subjects. We are an approved s.41 school under the Children and Families Act 2014

All of the children who come to us will have their own individual challenges; many of them will have been out of school for a considerable period of time. Here at West Heath we are able to provide them excellent support in accordance with their individual needs that will enable them to go on to thrive academically.

We specialise in providing for a wide range of Social Emotional and Mental Health (SEMH) needs presenting attachment difficulties and complex trauma; some of our children suffer from obsessive disorders, anxiety and depression, others have high functioning ASD or PDA and therefore have communication difficulties. Alternatively, some of our children externalise their behaviour and have a diagnosis of ADHD or ODD, but will respond well to our gentle therapeutic approach. We are a haven for those children who have been severely bullied, but accept that the victim can sometimes become the perpetrator; who also needs understanding and management.

There are three main routes of referral, local educational authorities, parents who fully fund places at the school directly and parents whose children receive full or partial bursaries. Students in the first category almost invariably have Education, Health and Care Plans. Students in the second two categories usually do not.. Under the new Children and Families Act (September 2014) we are aware that parental choice will be a greater factor in deciding what school a child attends.

## The Aim of this policy...

- To provide a clear admissions process for parents and stakeholders

## The Objectives of this policy..

- To ensure West Heath School admits students who meet our admission criteria and have every chance of succeeding and progressing.
- To ensure all our students can progress and the mix of students is in keeping with a vibrant and successful learning environment and with all students feeling safe where possible.

## **Admissions Criteria**

**The School is registered with the Department of Education under the designation of Social Emotional and Mental Health (SEMH).**

**We welcome a student with or without an EHCP who is exhibiting mild to moderate levels of one or more of the following:**

- A child suffering from depression and related problems which in the extreme have led to self harm and possible suicide ideation
- Anxiety based problems including attachment disorder and Tourette's syndrome
- Phobias inhibiting school attendance or "normal" living e.g., OCD
- Refusal to attend school; separation anxiety disorder
- High functioning ASD (including PDA)
- Mental health problems suffered as a result of complex trauma
- Externalising behaviour difficulties including ADHD and ODD
- Relationship problems and lack of social skills
- A child suffering family trauma as a result of events such as accidents, bereavement or abuse
- Social difficulties, possibly as a result of extreme discrimination or bullying
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- Specific learning difficulties with resultant behaviour reactions
- Social and communication difficulties
- Diagnoses of ME and post viral syndrome illnesses which have prevented normal school attendance and progress
- Foetal Alcohol Syndrome

**We do not normally take students who display the following tendencies but we can often recommend an appropriate School.**

- A sustained history of violence directed against property, students or staff
- A history of arson
- A history of bringing fire arms, knives or other dangerous items into school
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- A child whose behaviour creates unacceptable health & safety risk
- A child who has been known to supply or deal in drugs
- A child who has severe learning difficulties and who is unable to access the broad and balanced curriculum delivered for students of average or above potential
- A child with complex physical needs

- Students with a primary speech and language need
- A child with high levels of mental health difficulties such as Schizophrenia/Psychosis/Severe Personality Disorder
- A child who presents as a significant suicidal risk
- A child whose behaviour is likely to significantly impact negatively on fellow members of our school community, for example, by increasing anxiety in other students

### **Admission Procedure:**

1. We welcome informal visits to the School from prospective parents/guardian and pupils. This can be arranged by contacting our Admissions officer.
2. Our admissions team review the paperwork in the context of our admissions procedure.
3. We accept students at any time in the academic year (subject to space), and at any age between 10-19 years of age.
4. Formal application and referral from your local authority; leading to an interview typically carried out by the Principal and appropriate members of the senior leadership team.
5. A two day assessment carried out by relevant professionals and practitioners, to include a Speech and Language assessment and a meeting with the school's Psychologist.
6. The school will discuss the student's needs with previous providers and professional/practitioners involved, prior to making a decision regarding placement.
7. A letter to parents and local authority either not offering or offering a placement at West Heath School is sent to parents and local authority. If a placement is offered the school await funding to be agreed before transition arrangements are put in place.
8. The offer of a placement is always dependent upon available spaces available generally and in specific year groups/learning environments (HEART for example). It is also dependent upon the capacity of our induction and transition teams.
9. A new student progress review will be held typically after 12 weeks, to understand how well the student is progressing.
10. On the rare occasion where the student either isn't progressing sufficiently to warrant a continued placement or if the students' needs emerge as outside our admission criteria, an in year review will be called. This review will focus on how our provision can be adjusted if possible to meet the student's needs and if this isn't achievable or reasonable to identify an

alternative provision in partnership with the student, parent and local authority.

11. In cases where the continued placement is putting others at risk or is incompatible with the effective education of other students and the operations of the school, our education offsite provision will typically be implemented whilst an alternative placement is being found. Typically, the school will always try to achieve end of placement in this way and not permanently exclude if possible.

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<b>Persons with particular responsibilities</b>	The implementation of this policy is the responsibility of the admissions panel who are selected from the SLT team and the SENCO
<b>Other Participants &amp; Stakeholders</b>	Parents Local Authorities
<b>Monitoring &amp; Evaluation</b>	SLT Student Services Committee Trustees Admissions Officer

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