



WESTFIELD HOUSE SCHOOL

Admissions Policy

Reviewed: September 2019

Reviewed: Annually

Next Review Date: September 2020

Person(s) responsible for Review:

Headteacher - Jo Murray

Ethos:

Westfield House School welcomes pupils of all faiths, cultures, ethnic origins and socio-economic family backgrounds. We are a non-partisan school and as such there is no bias towards any political group. In addition, Westfield House School is non-secular and therefore there is no bias towards any religion, spirituality or faith.

We are a school that celebrates and welcomes diversity and cohesion, which is based upon underlying principles of respect and tolerance.

The following criteria for admission apply:

Admission to our school is considered upon a strict case-by-case basis. This is because we provide a curriculum that is developed around individual needs. We take admissions seriously and all referrals (or Expressions of Interest) are thoroughly scrutinised to ensure that:

- We can meet the individual needs of the child that has been referred;
- We are able to keep the child that has been referred safe;
- The admission of the child referred will not detrimentally impact upon the safety and welfare of existing pupils, staff or visitors;
- The presentation and needs of the child referred are consistent with the broad areas of need

Our Pupils:

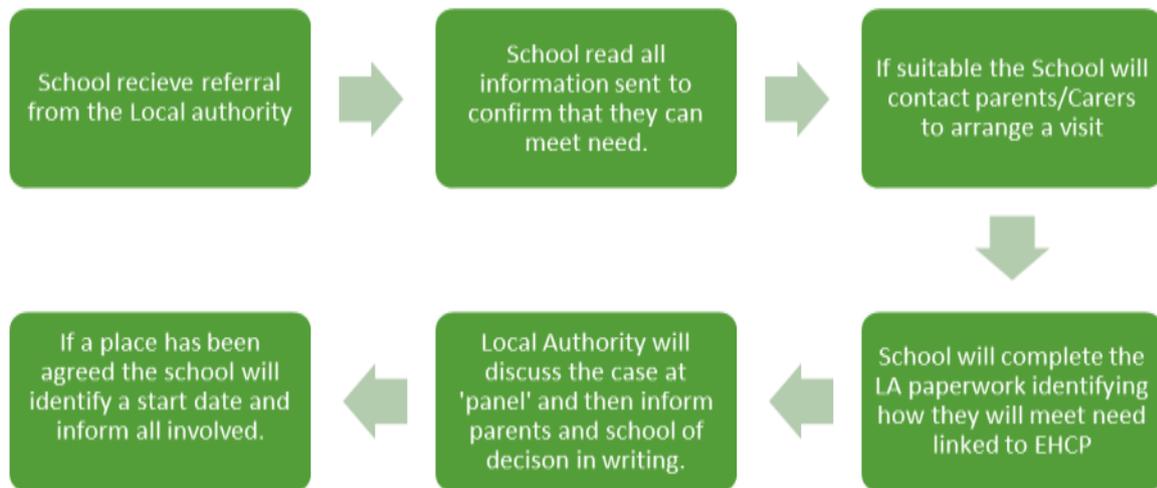
Our pupils have complex needs. These needs will be associated with Social, Emotional and Mental Health (SEMH) and this can be seen as consistent with a range of special educational needs, including Autism, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Pathological Demand Avoidance (PDA) for example, amongst many other factors;

- The needs of the pupil will be considered alongside the needs of the whole school population, the skills of the staff and the ability of the school to meet the pupils' needs;
- The school can cater for pupils aged between 10 and 18 years;
- Pupils' can be admitted at any key stage providing there is space in the appropriate class and that the balance of the group can be maintained;
- Admission will depend upon the number of places available and the type of place required. A balanced intake is necessary to maintain continuity and progression and to continue to provide high quality education.

Important Information on Process:

- The local authority will usually undertake a referral to our school, in direct liaison with all appropriate parents and professionals. However, referrals made directly to the school will be considered and the school may ask that such admissions are made in conjunction with the placing authority as appropriate to the circumstances of the referral.

- We will contact prospective parents without unreasonable delay to arrange a visit to the school as appropriate. Occasionally parents contact school to make their own arrangements directly;
- We will contact previous educational establishments and professionals involved with each pupil and visit the pupil in their current placement if practicable.
- We will look at the outcomes within the EHCP to ensure that we can meet the needs of the prospective pupil.
- Transition arrangements will be made as necessary and a staggered integration may be deemed appropriate, however this will be regularly reviewed and maintained with strict regard to the best interests of the pupil and peers;
- The final offer of a place will be formally offered in writing to the local authority through the referral process.



Assessment and Progress

Upon entry to Westfield House School our pupils' will generally have experienced a significant range of difficulties regarding realising age-appropriate levels of progress and achievement.

This means that many pupils will enter Westfield House School lower than average National Curriculum Levels. However, presenting with factors consistent with a diagnosis of Social, Emotional, Mental Health Difficulties (SEMH) or high functioning Autism does not mean that cognitive ability is necessarily impaired.

All pupils' previous levels of achievement and their previous rate of progress will be established from the onset, using information provided by their former school/alternative provision and the local authority.

Baseline assessments will then be carried out (with flexible regard for presentation) at Westfield House school, these will include assessments within the hidden curriculum in addition to academic assessments. The resulting data and information will be carefully aligned and working curriculum levels will be established. These levels will provide us with the means to monitor, record and develop future rate of progress. All pupils will be subject to on-going “reasonable challenge.”

Aids Memoir	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
RCYG Range	Year Group							
01/09/95 - 31/08/96	13							
01/09/96 - 31/08/97	12	13						
01/09/97 - 31/08/98	11	12	13					
01/09/98 - 31/08/99	10	11	12	13				
01/09/99 - 31/08/00	9	10	11	12	13			
01/09/00 - 31/08/01	8	9	10	11	12	13		
01/09/01 - 31/08/02	7	8	9	10	11	12	13	
01/09/02 - 31/08/03	6	7	8	9	10	11	12	13
01/09/03 - 31/08/04	5	6	7	8	9	10	11	12
01/09/04 - 31/08/05	4	5	6	7	8	9	10	11
01/09/05 - 31/08/06	3	4	5	6	7	8	9	10
01/09/06 - 31/08/07	2	3	4	5	6	7	8	9
01/09/07 - 31/08/08	1	2	3	4	5	6	7	8
01/09/08 - 31/08/09	Reception	1	2	3	4	5	6	7
01/09/09 - 31/08/10		Reception	1	2	3	4	5	6
01/09/10 - 31/08/11			Reception	1	2	3	4	5
01/09/11 - 31/08/12				Reception	1	2	3	4
01/09/12 - 31/08/13					Reception	1	2	3
01/09/13 - 31/08/14						Reception	1	2
01/09/14 - 31/08/15							Reception	1
01/09/15 - 31/08/16								Reception

Children Looked After (CLA) Statement

Improving Experiences & Outcomes for Children Looked After

In providing a flexible and coherent curriculum, specifically developed in strict accordance with the individual needs of each and every pupil, we recognise and actively support the expectations and values of Improving the Attainment of Looked After Young People in Secondary Schools (DCSF, 2009).

Effective schools support looked after children by:

- Doing the things, they do for all children but more so;
- Balancing high levels of support with real challenge;
- Skilfully linking each child to a key person, they relate well to;
- Making it a priority to know the children well and to build strong relationships;
- Developing strong partnerships with carers, local authorities and specialist agencies;
- Making things happen and seeing things through;
- Ensuring consistency as well as discrete flexibility;
- Actively extending the horizons of each child;
- Planning for future transitions.

The designated teacher with responsibility for CLA learners is Kaylee Butler

English as an Additional Language (EAL/ESOL) Statement

Westfield House School promotes full access to its curriculum, and this means that reasonable adjustments will be made to accommodate the needs of pupils for whom English is an additional language.

When appropriate, upon entry to Westfield House School pupils will be assessed, this will enable us to identify potential difficulties and develop strategies designed to meet the varying degree of needs exhibited by EAL/ESOL pupils. In meeting the needs of EAL/ESOL pupils, the following strategies may be adopted as appropriate to individual needs and in partnership with the placing local authority and the Virtual School:

- The Head Teacher (or designated staff member), with the support of the EAL/ESOL Support Team and any other relevant agencies, will draw up a strategy to ensure consistent support and monitor access requirements;
- Strategies designed to encourage all pupils to fulfil their potential will be put into place without unreasonable delay;
- Negative assumptions about individual abilities, interests and dispositions will not be entertained;
- Every reasonable attempt should be made to provide the pupil with the opportunity to follow a programme of study in their first language.

Please Note:

Where additional support and/or intervention is needed Westfield House School may admit the EAL/ESOL pupil to the year group below, allowing time to improve language skills and possible assessment entry. The Local Authority may be consulted (as appropriate) in order to ensure the pupil's best interests are served.

The designated teacher with responsibility for EAL/ESOL learners is Kaylee Butler