Admissions and Exclusions Policy

Henry David Learning

Woodland Rise School

August 2026 – August 2027

Reviewed: August 2026

Review: August 2027

Proprietary Body Signed off

ZL & JH

Purpose
To ensure there are planned and robust systems in place to support an efficient and consistent approach to referrals, admissions and suspensions at Woodland Rise School. To also ensure assessments are conducted consistently and in a manner which will ensure needs can be met. Assessments will support the development of support plans which will allow Woodland Rise School to thoroughly understand its obligations towards an individual and the Local Authority which has responsibility for placements, in accordance with the contract and all other documentation.

This policy should be read in conjunction with the following policies
Attendance Policy
Positive Behaviour Policy
Child Protection Policy
Special Educational Needs and Disability Policy
Equality Discrimination Policy
Complaints Policy

Admissions

At Woodland Rise School, we consider young people aged 7-19 years for admission according to the following criteria:

- The pupil will have an Education, Health Care Plan (EHCP) and where consultation is being undertaken by the Local Authority
- The EHCP will identify the pupil's primary areas of needs which may include: Social Emotional Mental health (SEMH), Autistic Spectrum Condition (ASC), Cognition and learning needs, Communication and interaction needs.
- The pupil will express a commitment to the placement and agree to Woodland Rise School's expectations.
- The parents/carers of the pupil will express a commitment to the placement and agree to Woodland Rise School's expectations.
- For all Children looked after, there must be permanently named carers and a permanent home base for the pupil, available at any time throughout the year. Woodland Rise School cannot be the main residence for any child. The school will work closely with the Virtual School Head and allocated social worker should a place be awarded at Woodland Rise School.

Following an initial enquiry, we will request and assess all the necessary documentation to ensure we are able to successfully meet the young person's needs. This will include:

- Current Education, Health and Care Plan (EHCP)
- Most recent annual review/key educational progress data
- The pupil's attendance at their previous setting
- A chronology of the child's life to date, to include information on suspensions and periods out of education
- Current/most recent behaviour management plan(s) and risk assessment(s)
- Any additional assessments
- Any additional professional reports (e.g., psychology, psychiatry, paediatrics, occupational therapy, YOS, CAMHS etc.)
- Parental/ carer submissions
- Current/most recent care plan/ Personal Education Plan (PEP)
- Information on any previous Pupil Premium spend

Procedure
1. All referrals should be made directly to Woodland Rise School via referrals@henrydavidlearning.co.uk

2. Vacancies are matched to need, not on a chronological basis. The school will seek to ensure there is a balance of age, compatibility and gender at Woodland Rise and be satisfied that the young person's needs may be met.
3. Parents are encouraged to visit and inspect Woodland Rise School. If they wish their child to be considered for admission, they should contact the relevant Local Authority and request that admission procedures are initiated.
4. At the request of the Local Authority, Woodland Rise School will make an informal assessment either at the young person's home or, if appropriate, at Woodland Rise School or at the school the young person is currently attending. Woodland Rise School cannot undertake assessments at the request of parents/carers.
5. Health, medical, religious, and cultural needs must be identified and assessed prior to admission to ensure these needs can be met.
6. If the assessments indicate Woodland Rise School can meet a young person's needs, a report will be sent to the Local Authority with placement details and a proposed start date.
7. This procedure also applies to children whose referral is subject to the SEN Tribunal process. However, in this event, where the parents have received notification of the date of the Tribunal Hearing, Woodland Rise School will endeavour at the request of the parent's advocate or solicitor, to undertake an assessment prior to the date of the Hearing. This is to ensure that the parents can state at the Hearing that Woodland Rise School can meet their child's needs as laid down in the EHCP and that a placement is anticipated from a given time.
8. All decisions relating to the proposed placement of any individual are confidential. There will be open communication with relatives, carers and advocates, which acknowledges and respects the needs of each young person.

Admissions Criteria:
In addition to the primary criteria detailed above, our admission process will determine if we are able to offer an effective education to the young person, through careful consideration of the following criteria:

- Age range
- Ability to support, with reasonable adjustment, a young person's individual needs under the Equality Act (2010)
- Cognitive levels and communication needs
- Level of risk of absconding
- Level of risk of being engaged in criminal activity
- The suitability of our setting in relation to the young person's identified risks
- Specific behaviour support needs
- Specific medication support needs
- Peer compatibility
- Staff skills to support the young person's needs (this may require us to update our staff training to meet specific needs)
- Availability within a classroom to meet the young person's needs.

As part of the admissions process, we will risk assess for the following purposes:
1. Are we able to keep the young person safe?
2. Are we able to reduce over time any cited complex behaviour to a manageable level without the need for interventions which may be incompatible with the efficient learning of other pupils?
3. Is the young person able to make progress in their learning and/or personal goals?
4. Are we able to build productive relationships with other stakeholders (parents, Local Authorities, Health and other professionals) to promote the best interest of the young person?
5. Will the young person benefit from being educated in our setting? It must be noted that typically, pupils who start their education at Henry David Learning: Woodland Rise School, do not return to mainstream education.

Risk Assessment/ Regulation Support Plan
Following our assessment of the documentation, we will then arrange for the child to visit the school with their parents/carers, or we will visit the child in their current placement or at home. Having completed our assessment, if we feel we are able meet the needs of the child, and that they would benefit from a placement at Woodland Rise School, we will send a placement offer to the Local Authority. It is Woodland

Rise School's policy to exercise professional judgement and, where we are not able to ascertain that we can reasonably meet a person's needs, a placement will not be offered.

Once all parties have agreed that Woodland Rise is the best place for the young person, and we can meet their needs, we will provide a formal offer and agree an appropriate person-centred package of support. We will also agree a detailed transition plan so that the young person and their family can experience a positive start at Woodland Rise.

End of placements
When an Individual Placement Agreement (IPA) is due to come to a natural end (as noted on their IPA), Woodland Rise School will discuss this with parents and write to the Local Authority to advise that the pupil's provision of education has concluded. An annual review will be completed so that there is an up-to-date record of the pupil's provision and successes against their agreed outcomes on the EHCP and, at the end of the academic year (usually in the year the child turns 16 or 18 years old) the pupil's name will be removed from the school's register.

Placement breakdowns
On rare occasions, individual placements may break down due to the complex nature of situations and the pupil's complex needs. In these cases, Woodland Rise School will discuss this with parents and agree a plan for the next steps. Woodland Rise School will advise the Local Authority, and an emergency annual review will be called. If it is felt that Woodland Rise School is no longer the right setting for the pupil or that the school can no longer meet the child's needs, the Heads of Centre will write to the Local Authority providing a 6 weeks' notice period to end the placement.

Suspensions

Suspensions at Woodland Rise School are rare and only happen in extreme circumstances. The school will not use informal, unofficial or unlawful suspensions, including sending pupils home without formally recording a suspension.
The Heads of Centre is the only person authorised to suspend a young person. Before a young person is suspended all other alternatives/strategies should be considered. The safety, education and welfare of all pupils and staff is of paramount importance and therefore, on occasion, suspension may be the only appropriate course of action. Behaviour policies and strategies, partnership with parents, staff training and development in the management of complex and challenging behaviour will seek to avoid the need to suspend a young person.

A young person's parents and Local Authority will be informed of inappropriate behaviour that causes particular concern. A Support Programme written in conjunction with all relevant staff and agreed by the Heads of Centre will be discussed and shared with parents, Local Authority, Social Care (if required) and, when appropriate, discussed with the young person. Suspension will only then be considered as a last resort if this plan should prove unsuccessful.

Suspension Procedure
1. A decision to suspend a pupil will only be taken in response to serious breaches of the Woodland Rise School's Behaviour Policy, or if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.
2. A decision to suspend should not be taken in the heat of the moment unless there is an immediate risk to the safety or welfare of the pupil or of other persons.
3. Suspension will not be appropriate for minor incidents such as failure to complete homework, poor academic achievement, lateness or truancy, pregnancy, or punishing parent(s) for the behaviour of pupils, for example, by extending a fixed period suspension until the parent(s) agree to attend a meeting.
4. Before deciding the type of suspension, a full investigation will take place with the Heads of Centre and members of the Leadership Team considering all facts and evidence from all parties concerned. This will take into account Woodland Rise School policy on Equality and Diversity, checking whether the incident appears to be provoked by discriminatory practice and, if necessary, consultation with others but not involving anyone who may later take part in the review of the decision. The pupil should be enabled to participate to give their version of events where possible. Alternative support such as multi-agency

intervention, enhanced behaviour support or off-site direction will be considered before confirming a suspension is the most appropriate course of action.
5. Suspensions can be fixed, normally for a period of not more than 15 days to allow for a 'cooling off' period or to allow for the provision of additional resources.
6. A fixed period suspension shall not exceed a total of 45 school days in any academic year.
7. The Heads of Centre, or member of the Leadership Team directed to do so, should notify the parent(s)/carers, Local Authority and any other relevant body (as appropriate) by telephone, followed by a letter within one school day.
8. The school will provide work for the young person to undertake and/or guidance about activities to complete during the period of suspension.
9. When a young person is suspended, parents/carers will be referred to the appropriate sources of help and support. Strategies will be put in place to assist the pupil in returning to school, and to ensure that they feel welcomed.
10. Where a suspension exceeds five consecutive school days, appropriate alternative educational provision will be arranged from the sixth school day in accordance with statutory requirements.
11. A meeting will be held following any fixed term suspension to outline the conditions for return, emphasising the need for appropriate behaviour and compliance with school's behaviour policy, expectations and ethos. This meeting will consider the young person's ability to modify their behaviour and their ability to understand why they were suspended.
12. In the case of a pupil whose behaviour is a growing concern and impacting on the education, welfare and safety of other pupils, the school will liaise with the LA and arrange emergency reviews to establish if additional support and resources can be made available or whether changes to the Statement or EHCP are required.
13. In the case of a young person who is looked after by the Local Authority the school will convene an urgent review meeting to agree the next steps with the Virtual School Head and allocated social worker.
14. Permanent Exclusion will only be used as a last resort where there has been a serious breach of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.
15. The Heads of Centre will inform the LA immediately of all Permanent Exclusions, and all suspensions which result separately or in total in the young person missing more than five school days in any one term; or those which deny the pupil's chance to take an examination.
16. If a parent(s) sends a pupil to the school or refuses to collect him or her during a formal suspension, the school should have due regard for the pupil's safety and contact the Local Authority for advice.

Proprietary Body Review of Suspensions and Permanent Exclusions

The Proprietary Body has a statutory responsibility to review suspensions and permanent exclusions in accordance with current Department for Education guidance.

The Proprietary Body will ensure that all decisions relating to suspensions and permanent exclusions are lawful, reasonable, fair, proportionate and procedurally correct.

Following notification of a suspension or permanent exclusion, Proprietors will:

• Receive relevant information from the Heads of Centre regarding the circumstances of the incident and actions taken.

• Consider any representations submitted by parents, carers, the pupil, Local Authority or other relevant professionals.

• Review whether the school's policies, procedures and statutory duties have been properly followed.

• Consider the impact of any identified Special Educational Needs and Disabilities (SEND), safeguarding concerns, disability discrimination issues, or Equality Act considerations.

• Ensure that reasonable adjustments and appropriate support have been considered prior to exclusion.

• Consider whether reinstatement is appropriate where legislation requires or permits such consideration.

Permanent Exclusions

In cases of permanent exclusion, the Proprietary Body will meet within the statutory timescales to review the Heads of Centre's decision and determine whether the pupil should be reinstated.

The Proprietary Body will consider:

- The seriousness of the incident.
- The pupil's behaviour record.
- The evidence available.
- The welfare and safety of pupils and staff.
- Any SEND-related factors.
- Whether the exclusion was a proportionate response.
- The views of parents and relevant professionals

.

The Proprietary Body may:

- Uphold the permanent exclusion.
- Direct reinstatement of the pupil.
- Make recommendations regarding future support and provision.

Parental Rights

The school will inform parents, without delay, of:

- The reason(s) for the suspension or permanent exclusion.
- The length of any suspension.
- Their right to make representations to the Proprietary Body.
- Their right to be accompanied at review meetings.
- Their right to request an Independent Review Panel, where applicable.
- The availability of a SEND expert during an Independent Review Panel where relevant.

Children Looked After

Where a pupil is looked after by a Local Authority, the school will ensure that the relevant Local Authority, Social Worker and Virtual School Head are informed without delay and invited to contribute to any review process.

Record Keeping

Accurate records of all suspensions, permanent exclusions, reviews, outcomes and correspondence will be maintained securely in accordance with data protection requirements and school record-retention procedures.

Monitoring by the Proprietary Body

The Proprietary Body will receive at least annual reports on:

- The number and length of suspensions.
- Any permanent exclusions.
- Patterns and trends relating to SEND, gender, ethnicity and vulnerability groups.
- Repeat suspensions.
- The effectiveness of behaviour support and intervention strategies.

The Proprietor will use this information to challenge, support and monitor the effectiveness of the school's behaviour and inclusion practices and to ensure that exclusion is used only as a last resort.

Monitoring and Review

The Heads of Centre with the Proprietary Body will monitor and review the implementation of this policy to ensure practices remain fair, consistent and compliant. The date of the next review is August 2027.