



Henry David Learning

ORGANISATIONAL

POLICIES & PROCEDURES:

Admission Policy

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Admissions Policy

Woodfield school will carry out assessments as part of their admissions policy. The school will assess each referral against the school's aims and objectives.

The School Prospectus (available on the website) sets out the nature of the school's offer, the students it will be able to educate and the curriculum.

Parents, placing authorities, commissioners, and other professionals may make a referral directly to the School Principal.

Referrals and Assessment:

At Woodfield School we consider children for admission to the school against the following criteria:

- A diagnosis of ASD, or evidence of behaviours, which are in line with such a diagnosis
- An Education, Health and Care Plan
- Age range 7 -19

Children may also have a learning difficulty; challenging behaviour; speech, language & social communication difficulties and mental health needs.

Following the initial enquiry, we will invite parents/LA to visit the school for a one-to-one visit with the Principal and a tour of the school. The next stage is to request referral documentation from the Local Authority. This can include:

- EHCP and school reports
- Psychological and medical assessments
- Speech and language assessments

Risk Assessments

Following our assessment of the documentation, we will then arrange for the child to visit the school, either on their own or with parents, depending on individual needs, or we will visit the child in their current placement or at home.



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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 Woodfield School, we will send a placement offer to the Local Authority.

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 ranges
- 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 assessments 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 excessive interventions?
3. Is the young person able to make progress in their learning and/or personal life style 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; and
5. Will the young person benefit form a period of education in our setting?

It is Woodfield'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.



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