

Admissions and Exclusions Policy

Henry David Learning

Woodfield School



August 2025 – August 2026

Purpose

To ensure there are planned and robust systems in place to support an efficient and consistent approach to referrals, admissions and exclusions at Woodfield 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 Woodfield 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.

Referrals and Assessment:

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

- The pupil will have a statement of Special Educational Needs or Education Health Care Plan
- The statement will specify that the pupil has Social Emotional Mental health needs, Moderate learning difficulties or ASD or evidence of these behaviours, which are in line with such a diagnosis.
- The pupil will express a commitment to the placement and agree to Woodfield School's expectations.
- The parents/carers of the pupil will express a commitment to the placement and agree to Woodfield 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. Woodfield School cannot be the main residence for any child.

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

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 Statement of Special Educational Needs (SEN)/ 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 exclusions 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 Woodfield 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 Woodfield and be satisfied that the young person's needs may be met.
3. Parents are encouraged to visit and inspect Woodfield 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, Woodfield School will make an informal assessment either at the young person's home or, if appropriate, at Woodfield School or at the school the young person is currently attending. Woodfield 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. All medication shall be carefully recorded.

6. If the assessments indicate Woodfield 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, Woodfield 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 Woodfield School can meet their child's needs as laid down in the SSEN/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: Woodfield School, do not return to mainstream education.

Risk Assessments

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

End of placements

When an Individual Placement Agreement (IPA) is due to come to a natural end (as noted on their IPA), Woodfield 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, Woodfield School will discuss this with parents and agree a plan for the next steps. Woodfield School will advise the Local Authority, and an emergency annual review will be called. If it is felt that Woodfield School is no longer the right setting for the pupil, the principal will write to the Local authority providing a 6 weeks' notice period to end the placement.

Suspensions and Exclusion

It is to be expected that Woodfield School will be best able to manage young people who present with challenging behaviour as a consequence of their autism or related condition. Exclusion from Woodfield School would be very rare, and only happens in extreme circumstances. 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 exclude a young person.

A young person's parents and Local Authority will be informed of inappropriate behaviour that causes particular concern. Woodfield School will liaise with parents and the LA to review the EHCP if appropriate. A Support Programme written in conjunction with all relevant staff and agreed by the principal will be forwarded to parents, Local Authority, Social Care (if required) and, when appropriate, discussed with the young person. Exclusion will only then be considered as a last resort if this plan should prove unsuccessful.

The principal is the only person authorised to exclude a young person. Before a young person is excluded 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, exclusion may be the only appropriate course of action.

Suspension Procedure

1. A decision to suspend or exclude a pupil will only be taken in response to serious breaches of the Woodfield 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 or exclude 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 exclusion until the parent(s) agree to attend a meeting.
4. Before deciding the type of exclusion, a full investigation will take place with the principal and members of the Leadership Team considering all facts and evidence from all parties concerned. This will take into account Woodfield 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.
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. Permanent exclusion is an extreme measure made after consultation when Woodfield School can no longer meet the young person's needs, whatever the level of resources that might be made available.
6. A fixed period suspension shall not exceed a total of 45 school days in any academic year.
7. The young person shall be returned to the care of the parent or placing Authority as appropriate.
9. The principal, 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.
10. The school will provide work for the young person to undertake and/or guidance about activities and occupation of time during the period of exclusion.

11. When a young person is suspended, they should 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.

12. If a young person is to be temporarily suspended for more than 15 school days in one term, the school must plan how to enable them to continue their education; how to use the time to address the young person's problems, and in conjunction with the LA, what arrangements will best help the young person to re-integrate into the school at the end of the suspension.

13. 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.

14. If a fixed-term suspension is to be extended for any reason, the principal must write again to the parent(s) explaining the change.

15. 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.

16. 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.

17. Permanent exclusion is only appropriate when Woodfield School cannot meet the pupil's needs whatever the level of resources that might be made available. The principal will consult with the staff team, parent(s) and the Local Authority. It is particularly important that parent(s) are encouraged at an early stage to play a positive part in the resolution of the young person's difficulties. Woodfield School will plan how to enable the pupil to continue their education if the pupil remains on roll throughout the appeal process.

18. The principal 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.

19. 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.