

## Admissions Policy

<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>	This policy is referenced in a number of other policies for example the Quality 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. A representative group of parents were invited to make comments and suggestions.
<b>Edition, Review frequency and dates</b>	<p>This is edition 1.1 June 2016</p> <p>This policy will be reviewed every two years</p> <p>It is due for review in July 2018</p>
<b>Relevant statutory guidance, circulars, legislation &amp; other sources of information are...</b>	The Education Act 1996 National Guidance (DFES/DOH 2002)
<b>The Lead Member of staff is</b>	The Principal
<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 boys and girls. 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.

All of the children who come to us will have their own individual challenge; 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 with a strong therapeutic approach to their individual needs that will enable them to go on to thrive academically.

We specialise in supporting the traumatised child, many of whom have had a difficult background and present with 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 Statements of Special Educational Need or Education, Health, Care Plans. Students in the second two categories usually do not although their needs are nonetheless severe for that. 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 therapeutic, caring environment where children who have failed or have been failed in mainstream or special schools can restart their education.

## The Objectives of this policy..

1. To restore each child's confidence in the value and worth of education. The majority of our students join us having experienced severe trauma. They may also have lost faith in the educational system through their poor experiences. Many will have been temporarily or permanently excluded from a range of schools and will have been reduced to receiving a minimal number of hours home tuition each week.
2. Each child comes to us disenfranchised, dispirited and suspicious of our open and positive intentions to recognise their individuality for what it is. We will work with them to build their self-confidence through their experience of success and achievement. Our hope for them is that they will discover that

they can enjoy the experience of learning.

3. Each child will be supported to work towards independence. It can frequently take several years before the needs of our students are recognised and understood, however it is essential that our true measure of success is when they no longer need us and they can take their place in society.

## Procedures & Practices

### Admissions Criteria

**The School is registered with the Department of Education, with a designation of Social, Emotional, and Mental Health Disorders.**

**We welcome a child with or without a Statement of Special Educational Needs who is exhibiting mild to moderate levels of one or more of the following: Education Health and Care plans (EHCP) will replace statements of special educational needs from September 2014)**

- 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 or bereavement
- Social difficulties, possibly as a result of extreme discrimination or bullying
- Family difficulties which need the child to be the carer
- Failure in primary or secondary school, with the child retreating "into a shell" and unable to verbalise the problems
- 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
- Persistently refuse to take their prescribed medication
- 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. We accept students at any time in the academic year, and at any age between 10-19 years of age.
3. Formal application and referral from your local authority; leading to an interview carried out by the Principal and appropriate members of the senior team.
4. A two day assessment carried out by the HEART team, to include a Speech and Language assessment and a meeting with the school's Psychologist.
5. An offer letter confirming a place at the School.
6. A placement review will be held in the first term to determine if the child is suitable to continue, in the vast majority of cases there is a positive outcome and the child is offered a permanent place at the School. In some rare circumstances usually when there is an issue surrounding the student's willingness to accept personal responsibility for his/her behaviour the assessment period may be extended. In such cases there will be review meetings at least termly involving parents and the sponsoring authority where targets will be monitored and set.

We also support parents/ guardians who are going through a Tribunal process in order for their child to attend our School. We offer a free advice and guidance service and attendance at Tribunals if required.

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**Persons with particular responsibilities**

The implementation of this policy is the responsibility of the admissions panel who are selected from the SLT team.

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**Other Participants & Stakeholders**

Parents

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**Monitoring & Evaluation**

SLT  
Student Services Committee  
Trustees