

Woodside Group

Admissions Policy

Owner:	Executive HT		
Last reviewed on:	29.10.26	**By :**	Julie Rawle
Next review due by:	28.10 27		

Overview and Purpose

Woodside Group is a collection of Independent Special Schools providing holistic education packages for students, aged 5-19, with an Autism Spectrum Condition.

Documents which Inform the Content of this Policy

- Equality Act, 2010
- Children and Families Act, 2014 (In particular, Sections 37-50)
- Education Act, 2002 (In particular, Section 10)
- School Admissions Code of Practice, 2014
- School Admissions (Admissions Arrangements)(England) Regulations, 2008

Woodside Group is committed to…

- Ensuring that each referral is dealt with as efficiently and expediently as possible.
- Providing a positive dynamic at each school site through careful design and management of the cohort as a whole, as well as small groups.
- Meeting the needs of all children at the point of admission through dissection of learner specific documentation and collaboration with parents to ensure compatibility of all parties, making reasonable adjustments, where necessary.
- Supporting families through the admissions process, including a managed induction process for each student.

Referrals

Upon receipt of a referral from the Local Authority, Headteacher, will request the following documentation:

- Education, Health and Care Plan;
- Review notes/call from the educational establishment most recently attended by the child;
- Looked After Children (LAC) Review for young people in care
- Any psychiatric, psychologist, social worker, occupational therapist, speech & language therapist, or any other professional reports, which may be of relevance.

Dissection of these documents by the Headteacher in conjunction with review of the Admission Criteria (listed below) and liaison with parents/carers at an initial school visit, will allow us to ascertain whether we can sufficiently meet the needs of the child and offer them a place at one of our schools, which we will then confirm, in writing, to the relevant Local Authority.

Admissions Criteria

The child/young person for whom we receive a referral must:

- be aged between 5-16 at the point of application*;
- have a diagnosis of an Autism Spectrum Condition;
- have an Education, Health and Care Plan, which states the need for a specialist provision and, thus, have agreed funding in place from the Local Authority in which they reside;

● have an understanding of, and commitment to, the programme Woodside Group will offer. (This also applies to parents/carers);
● have the appropriate skills, aptitude and behaviours to satisfy the vacancy, including assessment of potential cohesion with the current cohort, in line with the Children and Families Act, 2014 (39)(4)(b).

*Though we work with students up to 19, we do not usually admit students who are over the age of 16 based on the time afforded to us to work with students and their families to achieve successful outcomes in line with our school mission (To enable young people with an ASC to independently contribute to society, embrace lifelong learning and achieve without a ceiling). Should the student be approaching the end of a key stage for which reapplication would be necessary and there is an indication that Woodside would be a short term interventionary solution, we reserve the right to apply the same line of thinking, due to the potential insufficiency of time with the learner in our setting; the impacts this would have on the individual learner; and also the impact of this brief placement on the rest of the cohort.

Reapplication

Depending upon the commissioning Local Authority, there may be the need for reapplication as learners transition through key stages of education. Should this be the case, Woodside will review all relevant data (such as educational application, behavioural analytics, relational information and attendance data) to offer insight as to whether we feel that we can still meet the needs of the student. This is to ensure that we retain high expectations for each learner and in no way place a ceiling on the development of the young person, or their peers. Our decision and reasoning will be discussed in full with parents and the commissioning Local Authority in the interest of transparency and a commitment to providing the right placement for the student at the right time in their developmental journey.

Learners for whom English is an Additional Language

Woodside Group schools are committed to providing equality of opportunity for all learners for whom English is an additional language. Through dissection of the EHCP in the admissions process, undertaken by the Headteacher, reasonable adjustments will be identified and form part of an action plan for the base for which the student is being considered.

This process will also consist of communication with previous school settings, as well as the home environment to uncover any previously successful strategies, or ways of working.

Throughout this process consideration will be given to such areas as:

Recruitment needs for any 1:1 requirement for translation purposes.

- Level of staff training required for staff at the identified base.
- Provision of resources, which are appropriate for the age of the
- young person, as well as appropriate for their language level.
- Provision of resources which are both linguistically and culturally appropriate.
- Key visual strategies to be employed in order for the young person to fully access the curriculum and school environment.
- Any additional support/expertise for developing oracy/literacy in English.
- Processes for the provision of dual language
- reports/correspondence for reporting to parents/carers.

All of the above work will be undertaken in order to ensure that the young person can reach their full potential at Woodside.

Once Confirmed

Once a child is confirmed as having a place at one of Woodside Group's schools, a meeting will take place between the Headteacher and a wider team. Through this meeting, an individualised package for each child will be discussed, with reasonable adjustments to the base taken into consideration. Also discussed will be the induction process for the young person, all of which will be communicated to parents/carers.