



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

Admissions Policy and Protocol

Reviewed by PPP Committee: Jan 2019

Next Review: Feb 2021

Reviewed by PPP Committee: Feb 2021

Ratified by FGB: March 2021

Next review: February 2022

Introduction

The Federation of Westminster Special Schools caters for a wide range of special educational needs within two schools, Queen Elizabeth II Jubilee School and College Park School. Both schools cater for children and young people between the ages of 4 and 19 years.

Queen Elizabeth II Jubilee School caters for children and young people between the ages of 4 and 19 years who have severe, profound and multiple learning difficulties, where the majority of pupils are not engaged in subject specific learning.

All pupils are operating below age related expectations in all aspects of their education. There is a very small minority who function at a higher level within certain subjects.

College Park School caters for children and young people between the ages of 4 and 19 years who have autism and complex learning needs within the moderate to severe range.

Detailed information on the admissions procedures and protocols for each school is provided below, as follows:

- Appendix 1: Queen Elizabeth II Jubilee School
- Appendix 2: College Park School.

This policy will be reviewed annually or more frequently where changes in legislation require this.

APPENDIX I:

Admissions Policy and Protocol

Queen Elizabeth II Jubilee School

COVID ADDENDUM

New admissions to Queen Elizabeth II Jubilee School (QEII School) during the Covid Pandemic will continue to be managed in accordance with this policy wherever that does not put the safety of the pupils and staff at the school or the parents or the prospective new pupil at risk.

Amendments:

When assessing a pupil's suitability for placement the Headteacher will read all relevant paperwork as per this policy but will not visit the pupil in their current school or setting. They will make suitable arrangements with the parents and school to meet /assess the child by video link or other suitable and agreed means.

The parents and child will be able to visit the school after the pupils have left for the day and we are also able to offer live virtual tours by arrangement.

Transition arrangements will be discussed and agreed on an individual pupil basis taking account of the local situation in relation to the Covid pandemic at the time of transition.

1. Introduction

Queen Elizabeth II Jubilee School (QEII School) is part of the Federation of Westminster Special Schools. It is an all-age (4 - 19) community special school for pupils with severe, profound and multiple learning difficulties. This is defined as pupils who present with:

- complex, profound and multiple learning difficulties where the majority of pupils are not engaged in subject specific learning;
- highly complex medical needs including some pupils with life-limiting conditions; and/or a range of severe physical disabilities; and/or complex mental health needs.
- severe speech and language disorders resulting in very limited or no verbal communication;
- high level of anxiety associated with their learning difficulties which may result in a range of challenging behaviour;
- highly complex sensory processing and sensory integration needs.

Further details on entry criteria are available in the school's SEN Information Report.

2. Designated capacity

The current agreed roll of the school is 75 pupils. Pupils are placed into classes according to their chronological age and, in certain circumstances, appropriate to their physical and medical needs. Classes currently range in size from 6 to 10 pupils. Staffing and resources are allocated to individual classes according to the severity and complexity of the learning and behavioural needs evident within the class group.

3. Admissions criteria

The admissions procedures for special schools do not conform to the same enrolment and admission procedures applicable to mainstream schools.

Westminster Local Authority (LA), or the pupil's home authority where this is not Westminster, acts as the Admissions Authority to the school, in consultation with the Federation Governing Board. The pupil's home authority has the responsibility to request a placement for a pupil, according to procedures detailed in the SEND Code of Practice (Department for Education, 2015). All placements at the school are offered according to the criteria set out in the school's SEN Information Report and in Westminster's Local Offer.

The following statutory guidance should be noted in consideration of admissions practice at QEII School:

- Pupils admitted to QEII School will have an Education Health and Care Plan (EHCP). QEII School will be named in the EHCP ideally with the support of the parents / carers and the home authority where the young person lives.
- The Children and Families Act 2014 places a duty on schools to make arrangements for children and young people with medical conditions. Where a young person has severe medical needs, the school will work with parents and health care professionals

to ensure the needs of the young person are met, through a health care plan linked to their EHCP.

- Pupils will only be admitted into QEII when a vacancy occurs (unless exceptional circumstances apply). The number of vacancies will be dependent on the number of pupils leaving the school. New pupils can be admitted into any of the class groups, providing there is an appropriate peer group and capacity is available in the relevant year group.
- Pupils can be admitted into QEII at any time of the academic year. However, most admissions will take place in September.

The Federation Governing Board has currently delegated responsibility for responding to the referral from the pupil's home authority to the Executive Headteacher. The Executive Headteacher has delegated this responsibility to the Headteacher of QEII School, with the following recommendations:

- The placement is appropriate to the pupil's age, ability and special educational needs.
- It is compatible with the efficient education of other pupils in the school.
- It is an efficient use of available resources.

4. Admission process

The formal admissions procedure will adhere to agreed protocols and guidelines as follows:

- The Bi-borough's SEN Casework and Commissioning Team, on behalf of Westminster Local Authority (LA), will consult with QEII and, as part of the consultation, send a copy of the proposed EHCP to QEII, together with supporting advice. Where the pupil's home LA is not Westminster, that LA will consult the Bi-borough's SEN Casework and Commissioning Team and the school.
- The Headteacher will make a preliminary decision on the basis of the information received and in light of the Governing Board recommendations.
- The Headteacher or other member of the school's senior leadership team will contact the existing provision to observe the child or young person in their current setting, wherever possible.
- The Headteacher will respond to the Bi-borough's Casework and Commissioning Team regarding the proposed placement of the pupil advising whether or not a place could be offered and give the reasons for their response.
- The final decision as to whether to name the school is the responsibility of the pupil's home authority.
- When a placement at QEII is agreed, the home LA will inform the pupil's family. The school will then contact the family to arrange a formal visit and to discuss transition arrangements.
- In the event that the Headteacher concludes that the proposed placement is inappropriate, the child's home LA will be informed and reasons given. The LA may wish to challenge the Headteacher's decision. In this situation:

- The Headteacher will consult with the Federation's Executive Headteacher, who will decide whether or not to seek further advice.
- The Executive Headteacher may decide that admission will only be offered on a fixed-term assessment placement. This will be followed by a multi-agency review meeting to consider the suitability of the placement.

5. References

SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School Admissions Code:

<https://www.gov.uk/government/publications/school-admissions-code--2>

Children and Families Act 2014:

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

APPENDIX 2:

Admissions Policy and Protocols

College Park School

COVID ADDENDUM

New admissions to College Park School during the Covid Pandemic will continue to be managed in accordance with this policy wherever that does not put the safety of the pupils and staff at the school or the parents or the prospective new pupil at risk.

Amendments:

When assessing a pupil's suitability for placement at College Park, the Headteacher will read all relevant paperwork as per this policy but will not visit the pupil in their current school or setting. They will make suitable arrangements with the parents and school to meet /assess the child by video link or other suitable and agreed means.

The parents and child will be able to visit College Park after the pupils have left for the day and will be shown around the school by a member of the senior leadership team who will be able to answer their questions and queries. A virtual tour is available via the school's website.

Transition arrangements will be discussed and agreed on an individual pupil basis taking account of the local situation in relation to the Covid pandemic at the time of transition.

1. Introduction

College Park School is part of the Federation of Westminster Special Schools. It is an all-age (4 - 19) community special school for pupils with autism and complex learning needs within the moderate to severe range. This is defined as pupils with autism who also present with:

- an uneven developmental profile where autism contributes to preventing the child from achieving their academic potential;
- complex learning difficulties and typically functioning at or just below the 1st centile;
- sensory processing difficulties that may cause high anxiety levels;
- expressive and receptive language delay
- significant difficulties understanding social communication and in expressing needs, opinions and wishes in a social setting;
- high levels of anxiety expressed through passivity, challenging, obsessive or repetitive behaviour.

Further details on entry criteria are available in the school's SEN Information Report.

2. Designated capacity

The current agreed roll of the school is 105 pupils. Pupils are placed into classes according to their chronological age or, in certain circumstances, appropriate to their cognitive and developmental level. Classes currently range in size from 6 to 10 pupils. Staffing and resources are allocated to individual classes according to the severity and complexity of the learning and behavioural needs evident within the class group.

3. Admissions criteria

The admissions procedures for special schools do not conform to the same enrolment and admission procedures applicable to mainstream schools.

Westminster Local Authority (LA), or the pupil's home authority where this is not Westminster, acts as the Admissions Authority to the school, in consultation with the school's Governing Board. The pupil's home authority has the responsibility to request a placement for a pupil, according to procedures detailed in the SEND Code of Practice (Department for Education, 2015). All placements at the school are offered according to the criteria set out in the school's SEN Information Report and in Westminster's Local Offer.

The following statutory guidance should be noted in consideration of admissions practice at College Park School:

- Pupils admitted to College Park will have an Education Health and Care Plan (EHCP). College Park School will be named in the EHCP, ideally with the support of the parents / carers and the LA where the young person lives.
- Pupils admitted to College Park will have a formal diagnosis of autism or autistic spectrum disorder (ASD).
- Pupils will only be admitted into College Park when a vacancy occurs, unless exceptional circumstances apply. The number of vacancies will be dependent on the number of pupils leaving the school. New pupils can be admitted into any of the class groups, providing that capacity is available in the appropriate class / year group.
- Pupils can be admitted into College Park at any time of the academic year. However, most admissions will take place in September.

The Federation Governing Board has currently delegated responsibility for responding to the referral from the pupil's home authority to the Executive Headteacher. The Executive Headteacher has delegated this responsibility to the Headteacher of College Park School, with the following recommendations:

- The placement is appropriate to the pupil's age, ability and special educational need.
- It is compatible with the efficient education of other pupils in the school.
- It is an efficient use of available resources.

4. Admission process

The formal admissions procedure will adhere to agreed protocols and guidelines as follows:

- The Bi-borough's SEN Casework and Commissioning Team, on behalf of Westminster LA, will consult with College Park and, as part of the consultation, send a copy of the proposed EHCP to College Park, together with supporting advice. Where the pupil's home LA is not Westminster, that LA will refer the consultation to the Bi-borough's SEN Casework and Commissioning Team and the school.
- The Headteacher will consider the referral on the basis of the information received from the LA and in light of the Governing Board recommendation, as detailed above.
- The Headteacher or other member of the school's senior leadership team will contact the existing provision to observe the child or young person in their current setting, wherever possible.
- The Headteacher will respond to the Bi-borough's Casework and Commissioning Team regarding the proposed placement of the pupil and give the reasons for their response.
- The final decision as to whether to name the school is the responsibility of the pupil's home authority.
- When a placement at College Park is agreed, the home authority will inform the pupil's family. The school will then contact the family to arrange a formal visit and to discuss transition arrangements.
- In the event that the Headteacher concludes that the proposed placement is inappropriate, the pupil's home authority may wish to challenge the Headteacher's decision. In this situation:
 - The Headteacher will consult with the Federation's Executive Headteacher, who will decide whether or not to seek further advice.
 - The Executive Headteacher may decide that admission will only be offered on a fixed-term assessment placement. This will be followed by a multi-agency review meeting to consider the suitability of the placement.

5. References

SEND Code of Practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

School Admissions Code:

<https://www.gov.uk/government/publications/school-admissions-code--2>

Children and Families Act 2014:

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>