



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

Admissions Policy and Protocol

Reviewed and ratified by Full Governing Board: July 2026

Next review: July 2027

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 learners between the ages of 4 and 19 years who have severe or profound and multiple learning difficulties, where the majority of children and young people are not engaged in subject specific learning.

All learners 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 learners between the ages of 4 and 19 years who have autism and complex learning difficulties within the severe range. College Park is currently on four-sites.

- Bayswater – ages 7-19
- Hallfield satellite at Hallfield Primary School – ages 4-7
- Pimlico satellite – ages 4-11
- St Johns Wood satellite at St John's Wood Lower School – ages 11 plus (currently only key Stage three)

The satellite provision on primary school sites are separate provisions to the host primary school and are not linked to the primary school. All College Park learners are on College Park roll and taught and supported by College Park staff.

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 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 learners with severe or profound and multiple learning difficulties. This is defined as learners who present with some or all of the characteristics outlined below:

- Severe or complex profound and multiple learning difficulties where the majority of children and young people are not engaged in subject specific learning;
- highly complex medical needs possibly including some learners with life-limiting conditions; and/or a range of severe physical disabilities; and/or complex mental health needs and severe/complex learning difficulties.
- 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 SEND Information Report.

1. Designated capacity

The current agreed roll of the school is currently 85 and learners are placed into classes with reference to their learning strengths and needs and, in certain circumstances, appropriate to their physical and medical needs. Classes typically range in size from 8 to 10 learners with upper KS4 and Post-16 learners working in more flexible groups as part of their Preparation for Adulthood. Staffing and resources are allocated to individual classes according to the severity and complexity of the learning, medical, care and behavioural needs evident within the class group.

2. Admissions criteria

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

Westminster City Council (LA), or the learner's home authority where this is not Westminster, acts as the Admissions Authority, in consultation with the Federation Governing Board. The learner's home authority has the responsibility to request a placement for a learner, 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 SEND Information Report and in Westminster's Local Offer.

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

- Learners 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 learner 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 learner has severe medical needs, the school will work with parents and health care professionals to ensure their needs are met, through a health care plan linked to their EHCP.
- Learners 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 learners leaving the school. New learners can be admitted into any of the class groups, providing there is an appropriate peer group and capacity is available in the relevant class and/or year group.
- Learners 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 learner's home authority to the Headteacher with the following recommendations:

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

3. 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 learner'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 learners 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 learners

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 learner's home authority.
- When a placement at QEII is agreed, the home LA will inform the learner'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 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 multiagency review meeting to consider the suitability of the placement.

4. 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

Introduction

College Park School is part of the Federation of Westminster Special Schools. It is an all-age (4–19) community special school for learners with autism and complex learning needs within the severe range.

Pupils have autism as their primary need and require a specialist autism provision due to significant differences in social communication, emotional regulation, sensory processing and learning. These differences create substantial barriers to accessing learning, developing relationships and communicating needs.

This is defined as learners who:

- Have an uneven developmental profile where autism significantly impacts learning and prevents the child from achieving their academic potential.
- Present with complex learning difficulties
- Experience sensory processing differences that affect engagement in learning and everyday functioning.
- Have expressive and receptive language difficulties.
- Have significant difficulties understanding social communication and expressing needs, opinions and wishes in social situations.
- Experience difficulties developing and maintaining friendships and social relationships.
- Have emotional regulation difficulties linked to differences in communication, sensory processing and social understanding.
- Experience high levels of anxiety, which may be expressed through passivity, challenging behaviour, obsessive interests or repetitive behaviours.
- Have a restricted range of interests and/or highly self-directed behaviour that significantly impacts learning and social participation.
- Experience difficulties independently applying strategies to manage emotions, anxiety and social situations.
- Have autism as their primary presenting need, supported by a formal diagnosis.

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

1. Designated capacity

The current agreed roll of the school is currently 188 this includes learners across all our provisions, namely at College Park Main Site (Garway Road) and Satellite provisions at Hallfield, Pimlico and St Johns Wood. Learners 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 7 to 10 learners. 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.

College Park @ Hallfield, College Park Pimlico and College Park @ St Johns Wood

Pupils admitted to all satellite locations will meet College Park admission criteria. The headteacher will decide, when learners are admitted, which site they will attend and will take into account geographical location. Through continued evaluation and discussion, a decision may be made to move a learner from the satellite to the main College Park School site, or vice versa in order to best meet their need.

Learners at College Park @Hallfield are at Early Years and Foundation Stage (EYFS) and Key Stage 1 and will move to another site after year 2.

Learners at College Park Pimlico are primary aged – reception to year 6.

Learners at College Park @St Johns Wood are secondary age. Currently only KS3

The satellites are an extension of College Park and will be lead and managed by College Park staff.

2. 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, in consultation with the school's Governing Board. The learner's home authority has the responsibility to request a placement 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 SEND Information Report and in Westminster's Local Offer.

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

- Learners 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 learner lives.
- Learners admitted to College Park will have a formal diagnosis of autism or autistic spectrum condition (ASC).
- Learners 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 learners leaving the school. New learners can be admitted into any of the class groups or satellite locations, providing that capacity is available in the appropriate class / year group.

- Learners 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 learner's home authority to the Headteacher with the following recommendations:

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

3. 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 learners 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 learners in their current setting, or invite them to visit the school, wherever possible.
- The Headteacher will respond to the Bi-borough's Casework and Commissioning Team regarding the proposed placement of the learners and give the reasons for their response.
- The final decision as to whether to name the school is the responsibility of the learners home authority.
- When a placement at College Park is agreed, the home authority will inform the learner'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 learner'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 multiagency review meeting to consider the suitability of the placement.

4. References

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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>