

## **Woodfield School Admissions Policy 2013**

### **Aims**

Woodfield School seeks to provide a secure, enjoyable and stimulating environment which will enable pupils to realise their potential as individuals in society and provide equal access to a broad and balanced curriculum which meets statutory requirements; reflects the cultural diversity of society; and meets the needs of all pupils. In addition we seek to make parents welcome in the school, maintain close contact with the home and enable parents to play a full part in the education of their children.

Celebrating success is our vision and this ethos permeates the whole school at every level and all pupils are recognised for their individual achievements. These successes are shared with the whole school in weekly assemblies and with parents and the wider community.

### **Provision**

This secondary special school has a total capacity of xxx pupils. There are 100 places for pupils aged 11 – 16 with moderate learning difficulties, social and communication disorders and autism. This includes a specialist class for 6 children on the autism spectrum who have an uneven cognitive profile alongside MLD. Pupils require both an adapted TEACCH curriculum and a higher level of support in KS3. Pupils from this class transfer into the main school when they are ready to access a secondary model curriculum.

There is an additional class for 8 pupils with severe learning difficulties who have a specialist teacher and a higher ratio of support staff. It is expected that these pupils will continue to need a higher level of support throughout their education.

The 30-place sixth form (years 12,13,14) includes pupils who leave the KS4 curriculum to follow a curriculum based on entry-level qualifications and ASDAN Skills for Life and independence and vocational courses such as sports and recreation, parenting and food studies.

There is also a new KS4/5 Additionally Resourced Provision (ARP) based at Alperton Community School (ACS) for 10 Woodfield students. Pupils attending this ACS-managed provision access 60% of their lessons in the ARP from suitably trained staff and 40% in mainstream following suitable KS4 subject options. Pupils identified to transfer to this provision will be supported by a planned transition programme in Year 9 and will be prepared to travel independently to ACS.

In the main school there are two classes or tutor groups per year group. There are six 50 minute lessons each day following the full National Curriculum. Subjects are based in discrete areas of the school so that pupils move around the building to specialist teaching and resourced areas. There is one teaching assistant to support each tutor group in KS3. Support is withdrawn as pupils reach maturity and greater independence in KS4. There is no 1:1 support.

All pupils have weekly homework and work towards gaining external accreditation in KS4 and KS5.

Any children with medical needs are monitored by Brent NHS staff once a fortnight. There is a trained first aid welfare assistant who is able to provide day to day care and a 'friends club' for pupils who need help with diet and nutritional advice. There is also a Parent Liaison officer who deals with attendance issues and fosters home-school links. Additional specialist staff include a speech and language therapist, drama therapist and school counsellor. Specialist accommodation is provided for dance and drama therapy, speech and language assessments, medical support, counselling and psychotherapy and we also have a sensory room for pupils in need of emotional support. Where necessary we work closely with other outside agencies such as CAMHS and Social Care.

Extracurricular activities include a residential week for every pupil each year and other stimulating activities and offsite visits, facilitated by the use of our two minibuses.

### **Pupil Profile**

The school meets the needs of children with MLD and/or a diagnosis on the autism spectrum and who have attainment levels from P7 to NC level 3/4. Children with additional visual impairment fall into bands 1 – 5 and those with hearing impairment fall into bands 1 – 3. Children with physical disabilities will be considered carefully in the context of the restricted access of the building.

Pupils have personal and social skills at P7 or greater in order to be able to cope with the routines and organisation in the school. Pupils need the self help skills of dressing, eating and toileting. All teachers have knowledge and awareness of Makaton but pupils are mostly able to communicate without the need for signing.

### **Admission Criteria**

A pupil is eligible to be offered a special school placement at Woodfield School if s/he meets the following criteria:

- The child has a statement of SEN or is currently undergoing a statutory assessment of their needs under the 1996 Education Act.
- The child presents with the aforementioned pupil profile.
- There is evidence from professionals that the child will benefit from access to a modified national curriculum within a special school environment.
- The child's profile is normally banded within the range 3 – 5.

In exceptional cases a child who does not fully meet the criteria may be considered for a placement at Woodfield School. Individual cases will be discussed by the Complex Panel and in such cases the final decision will rest with the local authority who will explain the basis for such a decision.