

Linwood School Admissions Policy

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1. School Vision & Context

At Linwood School our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support.

Linwood School is proud to offer high quality, supportive and well-matched education for children and young people with Special Educational Needs and Disabilities. The school has six sites; Linwood Campus in Winton, Springwood Campus in West Howe, Littlewood Campus in West Howe, Summerwood Campus in Charminster, Woodford Campus which is a satellite provision based at Twynham Primary School & our industry-based programme 'Classroom in the Heart of Industry' (CHI).

The school welcomes pupils from a wide geographical area and supports a comprehensive range of Special Educational Needs. Children and young people aged 3-19 who attend **Linwood Campus** benefit from being part of a diverse community of individuals with a wide range of needs. Pupils follow the right curriculum pathway appropriate for their needs which will support them to achieve the best outcomes. Curriculum pathways are EYFS, Alma, Vita, Lumos and Post 16. Each curriculum pathway is designed to ensure that each individual has access to a relevant and meaningful curriculum.

All children and young people who benefit from our purpose-built provision at **Springwood Campus** are aged 3-19 and have a diagnosis of Autism. There are 13 classes for children who also have a learning difficulty of global developmental delay. These children follow either the EYFS or Vita curriculum and good Autism practice is embedded to ensure these pupils are able to access the learning opportunities provided.

Littlewood Campus is in the heart of West Howe and provides a bespoke EYFS offer for 12 children aged 4-6 who have a diagnosis of Autism. Most children also have moderate to severe learning difficulties.

Summerwood Campus is a small provision providing education and support for children and young people age 15-19 who have a diagnosis of Aspergers or Autism. This bespoke environment enables young people to focus on their academic studies as well as learning employability skills to support their journey into adulthood.

Woodford Campus has capacity to support 24 children with SEND who benefit from being educated within a mainstream school and the inclusion opportunities this provides them. Our Woodford pupils are aged 6-11 and have two well designed and equipped classrooms within Twynham Primary School. They follow our Vita curriculum pathway which ensures their learning opportunities are well matched to their individual needs.

We are extremely proud of the outcomes our young people who attend our CHI (**Classroom in the Heart of Industry**) programme achieve. CHI is an employment and education training programme for 16-19-year-olds. It is a unique opportunity to undertake on-the-job training whilst working towards recognised qualifications that will enhance future prospects. The course acts as a gateway to employment by providing a blend of classroom based learning and practical supported real-life experiences in a range of workplace settings.

In formulating its Admissions Policy, Linwood School recognises the importance of adherence to the regulations and the spirit of the Special Educational Needs and Disability Discrimination Act (2005), The Equality Act (2010), the SEND Code of Practice 2015 and the School Admissions Code (2021).

The process begins at the point at which an initial referral through the BCP Local Authority SEND Panel is received by Linwood School. The process is organised in such a way as to ensure that students coming into Linwood School have a sense of a warm welcome to their new school and that we get our professional relationship with field professionals off to a good start.

Our commitment to the student's education begins at the admissions panel and the foundations continue to be laid during the admission process thus setting the standard of the environment within which the student's care and education will take place.

2. General information

All admissions are administered by BCP Local Authority through the monthly Special Admissions panel. At the panel the school will consider the following general criteria:

- Can the educational needs of the student as outlined in the EHCP be met?
- Is the school currently resourced to meet the educational and non-educational needs of the student as outlined on the EHCP? If not, the school will enter into dialogue with the LA to establish a time scale for the resources to be provided.
- Is there a vacancy in the campus & class group appropriate for the student's chronological age and development stage?

The school accepts children and young people from Bournemouth, Christchurch, Poole, Dorset and Hampshire.

Parent/ carers and their child have an opportunity to visit the school and appropriate phase. Visits can be arranged by contacting the School Office at the relevant Campus.

Places are offered subject to availability and to the suitability of the placement to meet a child's perceived educational needs. In all cases, appropriate transition arrangements will be discussed in order to support a successful start to the placement.

3. Criteria for Admission

2.a) To be admitted to **Linwood Campus & Woodford Campus** a student must fulfil the following criteria:

An EHCP (Education, Health and Care Plan) or a draft EHCP (in certain circumstances) will be required before consideration can be given for admission. Students must be working at levels significantly below their chronological age in most, if not all subject areas.

At Linwood Campus there are no fixed place numbers relating to the category of learning difficulty or Key Stage.

Places are allocated on vacancies within groups rather than overall vacancies within the school.

The School may, in certain circumstances admit pupils beyond internally agreed class numbers if the school is confident that in doing so the needs of the pupils in the group are not compromised.

2.b) In order to be admitted to **Classroom in the Heart of Industry (CHI)** project, a student must fulfil the following criteria:

An EHCP (Education, Health and Care Plan) or a draft EHCP (in certain circumstances) will be required before consideration can be given for admission, working at Entry Level 1 and above in English and Maths.

Students must complete an application form and visit the provision.

If application form is successful students will be invited for a further visit of the provision with an informal interview.

2.c) To be admitted to **Springwood or Littlewood** the following admissions criteria apply. Students must:

- have an EHC plan,
- have a diagnosis of Autistic Spectrum Disorder,
- be attaining at levels significantly below age related expectations.

The students' presenting difficulties must indicate that:

- they would be unable to tolerate their class and school/nursery environment (including break and lunchtimes) for a significant part of the day with support in a mainstream setting,
- they would be unable to access school and classroom activities planned by their class teacher in a mainstream setting.

In addition they may have:

- difficulty initiating appropriate social interactions and demonstrates clear examples of atypical or unsuccessful responses to social interaction of others;
- stereotyped or repetitive movements, phrases or periods of withdrawal which increase when anxious;
- difficulty with transitions;
- hyper or hypo – reactive to sensory input, including vestibular and proprioception which is difficult to regulate in a mainstream environment or resourced provision and is significantly impacting on their ability to learn.

2.d) To be admitted to **Summerwood**, the following admissions criteria apply. Students must:

- have an EHC plan working at Entry Level 2 and above in English and maths.

Most students have a diagnosis of Autistic Spectrum Disorder/Asperger's Syndrome or benefit from the provision & practice supportive of this.

Students will need to visit the provision. Taster days may be required to assess suitability of the programme.

Dysregulated & Externalised SEMH led behaviour across Campuses:

If a student currently exhibits or has a history of exhibiting dysregulated behaviour, the following criteria should be met:

- Pre-placement risk assessment indicates that the hazards in the behaviour can be managed so as to avoid significant harm to the student and others.
- Pre-placement risk assessment indicates that the hazards can be managed so as to avoid unacceptable harm, fear or abuse of others and unacceptable damage.
- If the student needs or might need to be withdrawn from situations in which risky behaviour is likely to be displayed, there is an adequate withdrawal space near the student's class.
- The Local Authority is willing to fund the staff assessed as necessary to manage the student's needs.
- The school is confident that the student can make progress in respect of his/her regulation needs with existing levels of experience and expertise in the staff team.

3. Admission Process

If parents/carers would like their child to be considered for placement at one of the Linwood Campuses then they need to notify the Headteacher and SENCO of their current School, if applicable, and the SEN Team within their Local Authority.

A monthly panel meeting is held which is chaired by BCP Local Authority SEN Team and the Executive Headteacher and Senior Leaders from the Linwood Campuses attend. Admissions may be made at any time during the school year, including Post 16, but the majority take place in September.

Places are offered subject to availability and to the suitability of the placement to meet a child's educational needs.

We reserve the right to make a professional judgement about where we place our students in the School and any changes that are made will be done after considerable thought. The decision to move a student from one Campus to another will be based on the professional judgment of the school team and in liaison with the student and their parents/carers.

An essential requirement of a student joining the school is that parents/carers wish to develop a sense of mutual co-operation on behalf of their child. Parents/carers will be requested to sign the School's Home / School Partnership Agreement although admission is not dependent on signing the document.

When parents/carers formally request a place for their child and this is agreed, a letter of confirmation is sent to the parents by the Local Authority and the provision will be named on their EHCP. The Local Authority will then inform parents regarding transport arrangements.

On occasions the Local Authority may request for a pupil to be placed on an assessment basis. The Executive Headteacher, in conjunction with the Senior Leadership Team, will make the decision to agree to or decline the request. The duration of the assessment placement and a review date will be set before the pupil starts and a decision will be made at the end of the placement whether the school is an appropriate provision to meet the needs and a place can be offered.

In addition to make the right decision, school representatives may visit the student in his/her current setting, observe his/her functioning and assess the suitability to meet the child/young person's needs at Linwood School.

Issues relating to offers of a place by the Local Authority which conflict with parental preference for an alternative provision will be dealt with by the appropriate Local Authority.