



Admissions Policy

Version	Comments/amendments	Name	Date
1.0	First Version	Christopher Bailey / Claire Chambers	July 2024
1.1	Revised version	Christopher Bailey / Claire Chambers	January 2025
2.0	Second Version	Christopher Bailey / Claire Chambers	July 2025

Admissions Policy

Introduction

Bestwood Village School is an independent specialist day school. We provide specialist education for young people aged 7 to 16, including children in care, who have a range of complex behavioural, communication and social difficulties associated with Autism Spectrum Disorder.

Bestwood Village School is committed to raising achievement and enabling pupils to recognise their potential; supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We offer an outstanding therapeutic, supportive learning environment where our young people are supported enabling them to accept responsibility for their actions, make positive decisions and display pro-social behaviour. We aim to help each young person to become confident individuals and responsible citizens with a fundamental understanding of British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Our context

Bestwood Village School is an Educational Establishment that caters for students and young people aged from 7-16. All students attending the school have an Autism diagnosis and are working significantly below their age-related expectations. Educational, Health and Care plans are in place to inform the provision planning to ensure that students are

able to progress towards and meet their highly individualised and educational goals. In addition to their autism diagnosis, many students also have additional associated diagnosis', or medical considerations, such as Attention Deficit Disorder (ADHD) or Epilepsy.

Students attending Bestwood Village School are grouped into one of three different pathways, based on their needs, EHCP targets and levels of attainment. These are called the Robin, Kestrel and Eagle Pathways. Robin and Kestrel are our informal/semi-formal pathways and allow our students to explore their sense of self. These programmes are designed to allow pupils to gain a better understanding of their individualised communication / sensory profiles, through a sensory play/ intensive interaction approach. Students on this pathway, will be supported in meeting targets against their ECHP, but also develop a greater sense of self through an EYFS style curriculum based on Development matters and in line with the Equals schemes of learning.

Our formal pathway – Eagle, is designed for students working at a higher cognitive level, this pathway contains links to the National Curriculum. Students studying on this route will eventually advance to ASDAN/Entry Level qualifications in Key Stage 4.

In addition to pathways Robin, Kestrel and Eagle, all students will access an enhanced Enrichment program, where they will have access to the local community which form an integral part of their education and preparedness for adulthood. The enrichment program allows students to build on their own independence through travel training, shopping and food preparation.

A scheme of learning around Careers has also been established to support students in understanding the different roles in society and build job aspirations in those students that may go on to find employment. PSHE, RSE and RE will be delivered to students at an appropriate level to their educational needs and levels of understanding.

At Bestwood Village School we recognise and value learners for their unique strengths and their contribution to our school community. We ensure that by following rigorous assessment we provide each child with an Autism friendly environment, an appropriate curriculum and Autism specific interventions to meet their needs and equip them for the next stage of their lives.

Vision

Together at Bestwood, we **ASPIRE** to be the best versions of ourselves that we can be.

- A - Achievement
- S - Safety
- P - Positivity
- I - Independence
- R - Respectfulness
- E - Enjoyment

Aims

To achieve our vision, we will ensure that together we all;

- Achieve outcomes that are to the best of our abilities.
- Keep one another safe and ensure that everyone feels looked after.
- Maintain unconditional positive regard in everything we do.
- Promote independence wherever possible.
- Be kind and respectful to one another.
- Have as much fun and enjoyment as possible.

Aim of policy

The aim of this policy is to ensure that Bestwood Village School admits, as far as is possible, those pupils whose special educational needs can be met effectively and in doing so ensure progress in all aspects of their development.

Objectives

The objectives of the policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at Bestwood Village
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each pupil and representatives of LA's, social service departments and other interested professionals have a clear understanding of the opportunities on offer at Bestwood Village School.
- Parents/carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at Bestwood Village and are prepared to play their part in ensuring the success of any placement²

At Bestwood Village we support young people who present with a wide range of complex needs associated with Autism. A young person may be considered for a place at Bestwood Village School if they have an Education, Health and Care plan, a diagnosis of ASD or demonstrate behaviour and difficulties commensurate with a diagnosis of ASD and where a typical mainstream environment has not appropriately met the needs of the young person.

Pupils may arrive out of difficult life experiences or be the result of some medical condition. Some of the pupils have a long history of disturbed, difficult, or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, Bestwood Village School acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration and our aim is to work with young people to reduce the frequency and intensity of these incidents.

Admissions Process

Stage 1

Referrals made to Bestwood Village School will normally be made by LA's directly or through the parents/carers of the pupil. A range of detailed information concerning that pupil should accompany these referrals including an Education, Health and Care plan. Where this is not the case, Bestwood Village will seek access to as much information as possible including information regarding the individual's education, health and social background. Senior staff will analyse all available information about the pupil to assess whether the pupil meets the admission criteria for Bestwood Village School.

The Headteacher/Deputy Headteacher/SENCO/therapy professionals will assess whether or not Bestwood Village can meet the pupil's needs and if so, arrange for a visit to Bestwood Village School.

It may be necessary for Senior Staff to organise a visit to meet or observe the young person prior to any visits being organised at LPS.

Stage 2

The initial visit will be offered to the pupil and his/her parents/carers and other appropriate professionals and will include:

- A tour of Bestwood Village School
- An introduction to key staff
- A discussion with senior staff concerning such issues as: the curriculum, content of key school policies including Bestwood Village expectations for good behaviour and discipline and the physical management of pupils and a discussion of the preferred forms of physical intervention with pupils, were this to prove necessary.
- An opportunity for each visitor to ask any questions they may have.
- Visitors will also receive (if they have not already) copies of any policies that they request on the day or will be directed as to where to find them.

Stage 3

Assessment Taster Days:

- Following this the pupil will be invited to attend a number of assessment taster session(s) at Bestwood Village School to assess how well suited LPS is to meeting the needs of the young person. A typical day would involve joining an appropriate class group and completing work and activities alongside their peers. In some circumstances the therapy team may complete assessments.

Stage 4

If, following these visits and assessment taster session(s), all concerned are agreed that the pupil's needs can be met at Bestwood Village School, that the young person can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, Bestwood Village School will write to the LA offering a place and arrangements will be made for admission. A placement will be confirmed through the completion of a formal contract signed by the school and the placing authority.

Admissions Criteria:

- The pupil will be aged between 7 and 16 years
- The pupil will have an Education, Health and Care plan
- The Education, Health and Care plan will clearly specify the pupil's learning, educational, social, behavioural and medical needs
- The pupil will normally have been assessed as being significantly below the average ability range of educational functioning (In some cases, pupils' levels of ability as measured using psychometric tests may prove difficult. In these cases, Bestwood Village School will base its judgements on its ability to meet needs)
- The pupil may have one or more specific learning difficulties
- The pupil will express a commitment to the placement
- The pupil's parents/carers will express a commitment to the placement

- Where, despite a period of sustained reasonable adjustment strategies from the pupil's mainstream setting, the young person's needs continue to be unmet
- The pupil presents with other significant needs that require sustained specialist interventions, therapies and teaching approaches that can be more appropriately delivered within a complex needs school
- For all 'looked after children' there must be permanently named carers and a permanent home base for the pupil available at any time throughout the year. Bestwood Village School cannot be the main residence for any child.

The Local Authority will:

- Provide Bestwood Village School with all current advice and information relating to the pupil
- Nominate Bestwood Village School in the appropriate section of their EHCP
- Agree contractual arrangements for transporting the pupil to and from school
- Make any arrangements for transporting the pupil to and from school
- Fulfil the requirements of the SEND Code of Practice for 0-25 years 2014 and attend planned annual review of placement meetings