

Admissions Policy

Definition

This policy outlines the school's role in the process of admitting pupils to school.

Rationale

Placement at Briarwood should arise from a process that identifies Briarwood as an appropriate and positive choice and best meets the needs of the pupil. This is managed through the annual review and consultation process with Bristol Local Authority.

Equality

Briarwood School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

Briarwood School strives to ensure that the culture and ethos of the school are such that, whatever the heritage and origins of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and celebrate diversity.

Provision

Briarwood is a maintained day special school for children aged 3-19 years. There are currently 168 places available across the school. Briarwood is a specialist provision, for children with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Autism (ASD) and children with Complex Needs. Pupils will be provided with an appropriately paced and differentiated curriculum.

The school is based on 3 sites;

Briarwood Infants, our Early Years and Key Stage 1 provision, which is based in Barton Hill, Bristol.

Briarwood Juniors, based on Briar Way in Fishponds, Bristol for pupils in Key Stage 2. .

Briarwood Secondary, based on Snowdon Road in Fishponds, Bristol for pupils in Key Stages 3 and 4.

Briarwood Sixth Form, co-located on the Briar Way site for pupils age 16-19.

We also have a specialist provision called The Nexus, which provides bespoke educational programmes and positive behaviour support for pupils with severe learning difficulties and challenging behaviours, who have been or are at risk of exclusion from other specialist settings. This caters for 11 pupils. The aim of this alternative approach is to provide the opportunity to continue the entitlement for pupils where challenging behaviour risks their exclusion from education.

For more information please refer to the Briarwood School SEN Information Report and the information available on our website.

Placement

All pupils admitted to Briarwood will have an Education Health Care Plan (EHCP). The exception to this will be those admitted to the school under an assessment place agreed by the local authority. All admissions will be dependent on places being available. In consultation with the local authority, the Executive Headteacher or the Head of Provision and Inclusion, will comment on the appropriateness of the placement and the school's ability to meet the child's needs as outlined in the EHCP.

Process

The school wishes to make prospective pupil's admission to Briarwood a smooth and positive experience both for them and their parents. It is recognised that the parents of perspective pupils may feel anxious and uncertain about what to expect and it is therefore important that the admissions process is sensitive to their needs.

Whilst Bristol local authority is the main admitting authority for Early Years pupils and those of statutory school age the school admits pupils from other Local Authorities and takes the decision to place a child following consultations with the Governing Body and Bristol LA.

At Briarwood School, this consultation process is delegated to the Headteacher or Head of Provision and Inclusion. As the host Local Authority, Bristol funds the base cost of £10,000 per pupil. However, the commissioning Local Authority will be responsible for the top-up value for the pupil. The value of the top-up funding, which is based on the provision the pupil will need in the school, forms part of the consultation with the Headteacher.

Families are welcome to contact the school to arrange for an informal visit whilst they are deciding which school is the best for their child or young person.

Using the EHCP, the commissioning Local Authority will formally consult with the school's Governing Body on both the placement and the top-up value. At Briarwood School, this consultation process is delegated to the Headteacher who will keep the Governing Body informed of new admissions. We may contact previous educational establishments and professionals involved with each learner and visit them in their current placement if practicable.

If Briarwood School is then named on the EHCP, the school will be aware of the pupil's individual needs and will:

- Inform the parents as much as possible about the school and their child's place within it.
- Provide parents with the opportunity to visit the school and discuss needs with a member of the Senior Leadership team and relevant class teacher.

Home visits can also be arranged and the school will:

- Send two members of staff including a member of the leadership team.
- Answer any parental questions.
- Arrange a visit to the school.

The Headteacher, in consultation with the Senior Leadership team, will be responsible for all decisions relating to admissions. In this way pupil numbers will be dealt with in a planned and efficient way. The Headteacher will inform all relevant personnel in the school as soon as admission has been confirmed.

Once the placement has been confirmed the school will:

- Provide parents with an admissions pack containing all relevant information and forms.
- Ensure that parents are aware of arrangements such as transport and any relevant contact details.
- Offer a structured induction to the pupil to support their transition into the school.

Links to other documents

- Briarwood School SEN Information Report

- Attendance policy
- Equality Policy

Useful contacts

Special Educational Needs Team – Email: sen@bristol.gov.uk Tel: 0117 922 3700

Bristol's Local Offer – <https://www.bristol.gov.uk/bristol-local-offer>

Briarwood School Website - <https://www.briarwoodschoo.org.uk/>

Email: briarwood@bristol-schools.uk

Briarwood Infants: Queen Ann Rd, Avon, Bristol BS5 9TX – Tel: 0117 9038727

Briarwood Juniors: Briar Way, Fishponds, Bristol BS16 4EA – Tel: 0117 3532651

Briarwood Secondary: Snowdon Road, Fishponds, Bristol BS16 2EQ – Tel: 0117 3773042

Briarwood Nexus: Snowdon Road, Fishponds, Bristol BS16 2EQ – Tel: 0117 3773042

Briarwood Sixth Form: Briar Way, Fishponds, Bristol BS16 4EA – Tel: 0117 3532651

Entry Criteria

Placement at Briarwood should arise from a process that identifies Briarwood as an appropriate and positive choice and best meets the needs of the pupil. Briarwood School provides an education for all, acknowledging that the society within which we live is enriched by the ethnic diversity, culture and faith of its citizens.

All admissions will be dependent on places being available. In consultation with the local authority, the Headteacher will comment on the appropriateness of the placement and the school's ability to meet the child's needs as outlined in the EHCP through a consultation.

At Briarwood the pupil's identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties). As described in the SEND Code of Practice as per the broad areas of need, Briarwood will admit pupils who;

- Communication and interaction – have speech, language and communication needs (SLCN) - have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism. However, these pupils **MUST** have an additional need under the area of cognition and learning.
- Cognition and learning - severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Social, emotional and mental health difficulties - These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other

children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. However, these pupils **MUST** have an additional need under the area of cognition and learning.

- Sensory and/or physical needs - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. However, these pupils **MUST** have an additional need under the area of cognition and learning.
- The school caters for pupils aged 3 to 19. Pupils can be admitted at any age providing there is space in the appropriate class and that the balance of the group can be maintained. The needs of the learner will be considered alongside the needs of the whole school population, and the ability of the school, its facilities and working context to meet the learners identified needs.
- At times staff will need to develop new skills in order to meet the complex needs of an individual pupil; at these times we may negotiate an appropriate admission date in order for us to plan and prepare for the new pupil to have a smooth transition into school and then to settle in swiftly.
- Admission will depend upon the number of places the allocated funding and the type of place required. A balanced intake is necessary to continue to provide high quality education for the learners.

Entry into the Nexus provision will be under consultation with the local authority, even if the pupil is already at Briarwood School. Entry criteria into the Nexus include;

- Behaviour which is adversely affecting learning of individual students and/or class group significantly.
- Breakdown of relationships with adults / peers.
- Risk of exclusion.
- Exclusion.

Leaving the Nexus and reintegration into the main school will and should occur if;

- A pupil demonstrates a more positive attitude to learning.
- Targets are met.
- There is a successful gradual reintegration.

For more detail about the Nexus program and entry and exit from the Nexus, please visit <https://www.briarwoodschool.org.uk/page/?title=Nexus+Provision&pid=17>

Exclusion

A decision to exclude a student permanently from the school will be taken only in response to serious breaches of the school's behaviour policy, a significant risk to themselves or others or if allowing the student to remain in school would not be in the student's best interest.

Where students are at serious risk of exclusion, the LA and all relevant external agencies will be involved and an urgent meeting will be called. The school will aim to make bespoke provision for a pupil if it is safe

to do so and if the local authority is in agreement. The school hosts regular Multi-Agency Consultation meetings where at-risk students are brought to discuss. Exclusion will be the last resort after all other steps have been exhausted. Pupils at risk of exclusion will be considered through an annual review process, considering the legal position of a named school in an EHCP.

All pupils with behaviours that challenge require a risk assessment. All behaviours and physical interventions are monitored and recorded on a daily basis. Any pupil whose behaviours are categorised as high or very high risk will be at risk of exclusion. For more information about behaviour and risk assessment, please see the Behaviour and Pastoral Policies.