

# **Blossom Lower School and Upper House**



## **POLICY FOR ADMISSIONS EYFS, Primary, Secondary School and Post 16**

**Frances O'Garro September 2020  
Review Date September 2021**

## **POLICY FOR ADMISSIONS**

### **Aims**

- To provide children and parents with detailed information about Blossom House School and the education and therapies provided
- To ensure that Blossom House is an appropriate provision to meet a child's special educational needs
- To make each child's start a happy and successful one
- To begin a partnership with parents that will be lasting

### **Admission criteria**

Children are accepted at Blossom House only after careful assessment, to ensure that we are the right provision. Whilst the primary need of pupils at Blossom House is speech, language and communication needs, many also have additional co-occurring diagnoses such as SpLD (dyslexia). Approximately half of our children and young adults are diagnosed as being on the autism spectrum. This is taken into consideration during the initial assessment process and when a pupil is placed at the school, through planning, teaching, therapeutic input and behaviour management. The school is able to meet the needs of a pupil with a primary speech and language difficulty and an additional diagnosis of autism and can be an appropriate and successful placement if the pupil is able to cope with the following features of our learning environment:

#### Primary and Secondary admission criteria

- Learning within a small group setting and being able to process both academic instruction and social information at the same time
- Coping with frequent transitions between classrooms
- Coping with changes of staff for different lessons
- Coping with changes to the school day e.g. trips and events
- Coping with additional pupils joining a class
- Coping with environmental stressors e.g. noise, heat, movement
- Coping with the demands of following an adult's agenda

- Responsive to teaching, therapy and behaviour interventions
- Sufficient attention and listening skills and behaviour regulation to manage without the need of a 1:1.

Post 16 admission criteria

- Difficulties with any/all of receptive & expressive language and social communication skills.
- Able to attend in a group or 1:1 setting for at least 40 minutes with support/learning breaks
- Working at a level close to Level 1 or above (equivalent of GCSEs) in English and/or Maths
- Able to process and understand simple spoken information
- Able to plan a journey involving public transport with support
- Able to independently travel at least one known route or be working towards this
- Able to engage in simple interactions with both adults and peers in a fairly appropriate manner
- Able to communicate thoughts and ideas in a way which can be understood by a listener, whether via speaking/writing
- No behavioural difficulties which require staff to be specifically trained in physical intervention
- Has some level of self-awareness - some ability to discuss and reflect on their diagnosis and its impact on their functioning
- Has an understanding of social norms in a school and college setting even if the student is not always able to fully adhere to these
- Ability to follow an adult's agenda in adult-led tasks
- Some level of self-organisation – has achieved some independent life skills and is able to take responsibility for some areas of their lives.
- Able to use strategies to manage anxiety/emotional wellbeing or be working towards this.
- Can cope in a group setting without constant 1:1 support.
- Some understanding of the Post 16 provision and willingness and motivation to engage and participate.

### EYFS admission criteria:

Admission to the EYFS is dependent on a number of factors, and each child's needs will be considered individually. However in general a child entering the EYFS would be expected to be able to:

- Have some ability jointly to attend with an adult to an activity.
- Be able to learn as part of a group.
- Be able to follow simple instructions.
- Have some communicative intent.
- Have some basic-expressive communication
- Show some problem solving abilities e.g. puzzles, construction
- Show some signs of non-verbal cognitive strengths
- Be able to transition between activities

Transition into the main school from the EYFS is not automatic. Each child's needs and progress will need to be considered in line with the main school admissions criteria. Additional assessments, for example from an Educational Psychologist, may be requested.

### **Process**

Children are admitted to the nursery and main school at any time during the year should they be appropriate for the school and a place is available.

When a parent telephones the school to find out about Blossom House School they will usually speak to the Admissions officer or the Admissions Lead Speech and Language Therapist. Based on this information, an appointment to visit the school with their child may be made either at that time or at a future date.

Parents are then asked to complete a questionnaire for their child prior to the initial interview. Parents are also asked to supply any other information including SLT, OT and EP assessments and current school reports that may be useful in providing a fuller picture of their child and his/her special educational needs.

At the initial interview the parents will be seen by the Head teacher, or Admissions Lead Speech and Language Therapist. The child will be seen by a senior Speech and Language Therapist.

**Please note- due to the current global coronavirus pandemic, it may be necessary to conduct initial appointments via telephone consultation (parents) and via video assessment (child).**

After the interview there is a discussion about the child's possible suitability for the school should the parents wish to pursue Blossom House as an option for their child.

If the school is not deemed appropriate the Head teacher or Admissions Lead Speech and Language Therapist will suggest alternative provisions to consider.

If the child is considered to be a possible candidate for the school, a 1-3 day assessment is booked in with the Admissions Officer. During this time the child will spend time in the classroom with his/her appropriate peer group and is seen individually for further assessments which will include Speech and Language and may include also include maths and literacy if needed. Feedback from all members of staff working with the child is crucial and is considered prior to making a decision as to whether Blossom House School can meet the child's needs.

Further assessment of a child's cognitive profile may be recommended to parents/carers to determine the exact nature of the child's difficulties.

Nursery children do not necessarily go through this procedure and may spend a morning or full day within the provision. A home visit by the Foundation Stage Manager, Early Years teacher and/or Speech and Language Therapist will be arranged before a child begins in the Foundation Stage.

Pupils seeking places for Post 16 will spend up to 3 days in year 11 and Post 16 (usually 1 day in year 11 and 2 days in Post 16).

Transfer from the nursery to the full time school is not automatic. Ongoing assessment of the child, as well as information from other professional sources informs this decision.

Once the child's place has been conformed, parents are asked to keep in close contact with the school to ensure that their child's transition to Blossom House School is successful.

### **Oversubscription**

If Blossom House School is oversubscribed, the application will be added to the waiting list for the relevant year group and reassessed if a place becomes available in an appropriate class. If a place becomes available the school will contact you to see if you would like to proceed with an assessment.

**(cf Equality Act 2010 Part 6 : Education)**

**For information detailing the Transition Process please refer to the Transition Policy.**

**For information relating to pupils who require an adapted curriculum to support their transition, please refer to the Holistic Curriculum Policy ('Adapted Curriculum and Transitional Pupils' section).**

