

**Admission Policy 2021-22**

14/01/2022 Version Number:1

T Scott Review Date: January 2023



Castlewood  
School

# Admission Policy

# Castlewood School

**January 2022**

Adopted December 2020

Reviewed January 2022 no updates

**Signed:**

**Head Teacher**.....*T Scott* .....

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Castlewood School is a borough wide special day school for pupils aged 5-16 with Social, Emotional and Mental Health Needs (SEMH). Due to the borough wide brief, the school serves Solihull's children and on occasion those from neighbouring Local Authorities. All pupils must have a Statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP) with Social, Emotional and Mental Health Needs (SEMH) as an identified need.

Referrals are made by the Local Authority StART team or the equivalent from neighbouring Local Authorities. Castlewood School accepts primary and secondary age pupils as new starters between the ages of 5-14 as we recognise that to take older pupils does not sufficiently improve their life chances in the short time they would be in the school. Pupils with external influencing factors or additional vulnerabilities such as being a Looked After Child (LAC) or pupils that are currently out of school may be given priority.

Pupils are admitted whenever a place becomes available, regardless of the time of year.

Once pupils are allocated a place, parents/carers and the child are invited to an admission meeting to visit and tour the school; be interviewed by a member of the senior leadership team; where possible meet the Class Teacher; and discuss expectations, procedures and any concerns.

After the initial admission meeting, an agreement for the child to attend Castlewood School is secured and the admission date is then arranged. The placing Authority sends letters detailing the agreed placement and admission date to parents and carers and other relevant agencies.

Prior to admission, consideration is given to the prospective pupils age, ability and social skills, to the qualities of individual staff and to the dynamics of existing class groups in order to suit the individual needs of the child being admitted.

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## Appendix 1

### **Admission Indicators for Castlewood School – a special school for pupils aged 5–16 with Social, Emotional and Mental Health needs.**

The school will admit a child in **Years 1-9 subject to the availability of an appropriate place** and taking account of the following indicators:

1. The child has an Education, Health and Care Plan (EHCP)
2. Indicators include risk factors known to negatively affect children's outcomes: <ul style="list-style-type: none"><li>• A child in care to the Local Authority</li><li>• Bereavement, separation, loss, neglect or abuse</li><li>• Family breakdown, conflict or domestic abuse</li><li>• Mental illness or mental health issues in the family</li><li>• Frequent moves of home</li><li>• Attended more than two primary schools</li><li>• Poor attendance</li><li>• Poor learning progress and educational engagement</li></ul>
3. The child has severe, persistent, and complex behavioural, emotional and social needs that present barriers to learning. Evidence should include <b><u>most</u></b> of the following: <ul style="list-style-type: none"><li>• Behaviour that presents as aggressive, violent, and provoking</li><li>• Behaviour that requires physical intervention and a Positive Handling Plan (PHP)</li><li>• A high risk assessment of harm to self or to others</li><li>• Extreme hyperactivity, impulsivity and lack of concentration</li><li>• Behaviour that can be defiant and non-compliant with an inability to take responsibility for own actions</li><li>• Frequently challenging or unusual behaviour that is evident in more than one setting and with a variety of adults and peers</li><li>• Extreme reactions to changes of routine, activity or everyday disappointments</li><li>• Inappropriate social interactions, isolation, unhappiness, inability to empathise and poor relationships with peers</li><li>• Low self-esteem and inability to accept praise</li><li>• A fear of learning and inability to access teaching</li><li>• An inability to function in larger whole class situations</li><li>• A slow rate of progress in literacy and numeracyThe child requires an individualised timetable necessitating 1:1 support for a significant amount of their time in school</li><li>• The child is unable to manage a whole day at school necessitating an interim reduced timetable</li></ul>

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<ul style="list-style-type: none"><li>• Professionals working with the child feel that they are unlikely to cope behaviourally, emotionally and socially in a mainstream environment</li></ul>
<p>4. The child does not exhibit the following characteristics:</p> <ul style="list-style-type: none"><li>• High anxiety that requires a calm, quiet environment</li><li>• High levels of Autism</li><li>• SLD/MLD characteristics that mean the child is functioning well below his/her expected age</li></ul>
<p>5. It is expected that all reasonable steps have been taken to support a mainstream placement and that these have not been successful. The child will have been supported through a number of interventions:</p> <ul style="list-style-type: none"><li>• A class or whole school system which manages negative behaviours and encourages positive behaviours</li><li>• A high level of additional resources to facilitate flexible teaching arrangements including 1:1, social skills and nurture groups.</li><li>• Pastoral Support Plan</li><li>• Individual Behavioural Plan</li><li>• Positive Handling Plan based on current risk assessment</li><li>• Individualised differentiated curriculum or timetable</li><li>• Ongoing support and advice from external agencies including: SOLAR, Social Care, Families within a support framework, SISS.</li></ul>
<p>6. The parent has visited Castlewood School and expresses a preference for a special school placement, which is agreed by the Solihull StART Team, or equivalent in neighbouring Local Authorities.</p>