

14/01/2020

# **Blossom Lower School and Upper House**



**POLICY FOR ADMISSIONS  
EYFS, Primary**

**Shirley Padden September 2019  
Review Date September 2020**

## **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 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

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.

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.

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.

**(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).**

## **Assessment Process 2019-2020**

The Admissions Officer takes initial phone calls and information from parents or the LA if the pupil has been referred by the LA and books pupils in for an initial assessment appointment if appropriate.

### **Initial Assessment**

The pupil and parent(s) attend an initial assessment. The Senior SLT carries out an informal assessment with the pupil, whilst the Headteacher, Admissions Lead Speech and Language Therapist or Senior SENCO speaks with the parents. If appropriate, the Admissions Officer and parents will then arrange a time for a three day assessment.

### **Three Day Assessment**

Prior to the three days, parents will receive a timetable for their child and additional relevant information via email. Pupils in school are informed that there will be a pupil joining their group for three days,

### **Three Day Assessment**

Whilst the pupil is here, the Admissions Lead Speech and Language Therapist or senior Speech and Language Therapist completes a formal language assessment and carries out a number of informal observations to provide information regarding appropriacy of placement.

The Head of Assessments then liaises with staff to determine whether the pupil's needs can be met at Blossom House School in conjunction with the needs laid out in their statement or EHCP where applicable. The parents and LA are then alerted of the outcome first by phone and an assessment report is then compiled and sent out to parents or LA usually within two weeks of the assessment finishing.