



Admissions Policy

Person responsible: Chris Wilson
Date Adopted: 19th June 2019
Reviewed and Approved 19th June 2020, 9th July 2021
Date of Next Review: July 2022
Governor's Signature: David Bishop

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Queensbury School

Policy: ADMISSIONS POLICY

Person responsible: Chris Wilson

Date policy reviewed: December 2009, January 2011, March 2013, January 2015, November 2016, May 2018, June 2019, June 2020, July 2021

Date of next policy review: July 2022

Queensbury School is a Secondary Special School, which educates up to 250 students aged between 11 – 19, who have Moderate Learning Difficulties. Many of our students have additional needs such as communication disorders including Autism. Moderate Learning Difficulties may be referred to on a child's Statement of Special Educational Need or EHC Plan with comments such as a 'global learning difficulty', 'significant difficulty with literacy and numeracy skills' or a child may have a primary diagnosis such as Autism and have additional learning needs which require additional support.

We recognise that our young people have a variety of complex Special Needs and we believe that they are effectively supported by bespoke interventions in order to assist them in achieving their full potential. The teaching methods and strategies we use aim to address our students' individual needs and abilities and ensure both personal development and academic progress.

The curriculum at Queensbury covers from 'P Level' 6 for our Year 7 students up to GCSE and therefore students below P level 6 at Year 6 would find it difficult to manage the expectations of our curriculum, the teaching styles and the speed of delivery. As Queensbury is funded for students with moderate learning difficulties we often have only 1 Teacher and 1 Teaching Assistant in each classroom, therefore we are not able to support students with higher support needs such as severe behavioural difficulties.

As part of our curriculum we also cater for students with severe learning difficulties (SLD) in our nurture groups. In the nurture groups there is higher than normal staffing levels (3 staff to 12 students) and these staff have experience and expertise in educating students with ASD and SLD. We currently have a nurture class group in each key stage for this ability level of students.

We have recently added an additional class in Key Stage 3 which caters for students with Social, Emotional and Mental Health needs. This is our Venture class where we have a high staff ratio (2 staff to 6 students). Staff support and challenge students both academically and in their personal development, a big focus of this class is to support students with their mental health, social skills and their emotional regulation.

As a Special School we only take children on roll who have an EHC Plan.

Admission to the school at Year 7 (Secondary transfer)

At present parents make their choice of secondary school in June of their child's Year 5. This decision is made with the advice and support of Primary School staff and any other agencies that may be involved with their child. All parents are advised of the names of potential schools that can meet their child's needs and are encouraged to visit all of these schools. All parents who have contacted the school are invited in, with their children, to view the school and will be met by one of the Learning Mentors who will

describe the education and support available at the School. Parents are also offered one-to-one interviews with the Head Teacher if requested. Parents then make their choice.

Queensbury is notified of children recommended by SENAR in the September prior to admission. The Head of Key Stage 3 visits as many of the referred children as possible in their Primary School and discusses the children with Primary school staff. A decision as to whether Queensbury can meet a child's needs will be made through an evaluation of the information received by the school from SENAR and the visit to the Primary school. The Head of Key Stage 3 then contacts SENAR (Special Education Needs Assessment Service) to inform them if there are any children whose needs cannot be met at Queensbury School.

As a result of these discussions SENAR will allocate places to applicants. ***Under no circumstances will places be offered to children unless referred by SENAR.*** In the Summer term before students start Queensbury the relevant paperwork is sent to parents requesting such information as medical needs, ethnicity, uniform requirements home/school agreement and general intake information.

A Transition taster day is organised in June/July where all prospective Year 7 students come into school and spend the day. The students take part in a range of activities including meet our Staff, have taster lessons and familiarise themselves with the environment in preparation for September. This day also offers parents the opportunity to meet with key Staff who will be supporting their children. For students needing a higher level of support through transition, individual transition programmes will be put into place with the feeder primary schools and further visits arranged if necessary to reassure students.

Prior to the Transition Day, our Assistant Head for Key Stage 3 visits prospective students in their current settings and if possible attends the Transition Review meetings. The Assistant Head for Key Stage 3 also takes current Key Stage 3 students back to their feeder schools to visit, talk about their experiences at Queensbury School and reassure prospective students.

Admission to school at times other than secondary transfer

When transition occurs during the school year, arrangements for students are made on an individual basis. If a student is coming to us from a different school, we would invite the student to visit our school and complete a Transition/Admissions meeting with parents and key staff. We will often visit the student in their current setting and if possible attend their Transition Review meeting. Sometimes, a series of short visits into our school are necessary in helping the student make a smooth transition into our setting.

Although prospective parents may be shown around the school on an informal basis NO children are admitted to Queensbury School unless they have been referred to the school by SENAR. Places will be offered only if there is a vacancy at the school and the school can meet the child's educational needs without detriment to the education of other students at the school.