

Admissions at Woodlands School

Woodlands School is part of Unity Multi Academy Trust. Woodlands is a school for young people with Learning & Cognition Difficulties who may also have a range of additional special educational needs, such as Communication & Interaction Difficulties, Speech & Language Difficulties, Physical Difficulties and Sensory Impairments.

Admissions Procedure

As a MAT, the admissions are completed in partnership with the Local Authority. Details of Warwickshire's admissions procedures and the continuum of provision and admission can be found as part of the Authority's local offer at <http://www.warwickshire.gov.uk/send>

Each referral is considered by an Admissions Panel, which meets monthly. The Panel is attended by a range of professionals, including representation from Warwickshire's Special Educational Needs Disability Assessment and Review team and from Warwickshire Special Schools.

Consideration will always be given to the profile of current cohorts in the schools and settings.

Any parent who makes contact with the school is invited to visit. This visit is arranged by the school office staff who are responsible for maintaining a record of any such contact with families. If a request is received from the Local Authority to place a child who has not yet visited the school, then a request will be made for them to visit as soon as possible.

School may request to visit a child in their current setting to gain further information regarding their learning needs.

Admissions Criteria

- Pupils attending Woodlands will be working significantly below expected levels in cognition and learning
- Parents will have expressed a preference for the school and accepted a place.
- The school is suitable for the child's age, ability, aptitude and special educational needs.

- Admission to the school is not incompatible with the efficient education of the school community and the efficient use of resources.
- Attainment levels across the curriculum that, over time, remain at least one key stage below those of most other learners of the same age; progress across the curriculum that continues, over time, to be significantly less than that of other learners with the same starting point, despite relevant, purposeful and evidence-based intervention.
- Performance below the 2nd percentile on a composite score, or below the 1st percentile on a test of a specific area, on the British Ability Scales (3rd UK Edition) or the Wechsler Intelligence Scale for Children (WISC IV UK), implemented by an appropriately qualified professional. Where standardized tests are not appropriate, suitably qualified professionals would describe the learner's difficulties as severe in relation to age norms.
- Other needs will not be excluding factors in recognition of the scope of the special school offer.
- Placement will be compatible with the safety of other students.

If you want to know more about the school, or the admission process, please contact us at admin7047@welearn365.com or by phone at 01675 463590.