



Woodend Farm school

Kindness comes in many forms

Admissions

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RECORD OF POLICY AMENDMENT / HISTORY

Version / Issue	Updated by	Date	Reviewed/ Approved By Governors	Reason for Change
V1.0 – initial draft	Gemma Quantrill	16/11/2022	26/01/2023	New policy
V1.1	Gemma Quantrill	19/10/2023	08/11/23	Annual update
V1.2	Nicola Overland	8/10/2024		Annual review and updates.
V1.3	Gemma Quantrill	26/09/2025		Annual review an updates.
V1.4	Gemma Quantrill	10/10/2025		Amendment to job titles
V1.5	Gemma Quantrill	17/10/2025	15/10/2025	Secondary section added

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1. Mission

We believe every child deserves a quality first education, regardless of background or need. We believe that school should be an environment where a child feels safe, secure and is provided nurture by professional that are invested in them and develop positive and trusting relationships. Success at Woodend Farm means unleashing the potential of every child we teach. We strive to help children flourish by supporting their growth and development each day through an enriched curriculum that is bespoke to meet their individual developmental needs. Our values are grounded in a determination to be the change we want to see in the world, through passion, commitment and integrity. We want to plant seeds of kindness and compassion in a generation that will help them develop resilience & hope to fulfil their own destinies. Our success therefore will be measured by the impact with have on the children we work with.

2. The Admissions Process

In line with the proposed Children's Wellbeing and Schools Bill (2025), Woodend Farm School recognises the evolving expectations around safeguarding, suitability of provision, and regulation of independent educational institutions (IEIs). We continue to monitor legislative developments and ensure our admissions and safeguarding practices align with the Independent School Standards and any new statutory guidance.

This process is started by a referral from a local authority. If the school feel we can meet the needs of the pupil then their family or carers and pupil would visit the school. The local authority then fund the school place.

Pupils that attend Woodend Farm School

All admissions and referrals are subject to:

- Availability of space
- With EHCP or Statement of special educational needs
- Support of the local education authority or making the referral
- Active support and participation from the parent or carer
- Referrals are usually initiated by the Education Department or the Social Services Department of the Local Authority seeking a placement. Parents are welcome to visit before papers are submitted.

For a pupil to be considered the Senior Leadership Team need to receive the following documentation:

- The EHCP
- Recent Educational Psychologist reports
- Current levels of educational attainment
- Most recent education report
- Social history of the young person, including family composition and ethnic data
- Any relevant Social Services involvement
- Medical conditions and the need for any specific input
- Details and description of any relevant behaviour patterns

3. Independent School Standards Compliance

Woodend Farm School adheres to the Independent School Standards (ISS) as set out in the Education (Independent School Standards) Regulations 2014 and amended in 2022. These standards cover quality of education, welfare, health and safety, suitability of staff, premises, provision of information, complaints handling, and leadership and management.

4. SEND Code of Practice and EHCPs

All pupils referred to Woodend Farm School must have an Education, Health and Care Plan (EHCP). We assess whether the provision outlined in Section F of the EHCP can be met within our setting. While we are not Section 41 registered, we work collaboratively with local authorities to ensure that our provision is suitable and that the placement is agreed through consultation.

5. Ofsted and Inspection Readiness

We are aware of the updated Ofsted framework (2025), which places SEND provision as a standalone category in school evaluations. We welcome external scrutiny and are committed to continuous improvement in our provision for pupils with SEND.

6. Secondary Provision

Curriculum Pathways

- Our secondary curriculum is designed to provide a broad and balanced offer that meets the diverse needs of our learners.
- Pathways include Functional Skills (English, Maths, ICT), GCSE options where appropriate, and vocational qualifications such as BTEC or ASDAN.
- An individualised pathway is available through AQA Unit Award Schemes, allowing pupils to achieve recognition for smaller units of learning tailored to their needs.
- Personalised timetables ensure that pupils can access accredited learning alongside therapeutic and social development programmes.

Staffing and Roles

- Secondary provision is supported by subject specialists in core areas (English, Maths, Science) and vocational instructors.
- A designated Head of Secondary oversees curriculum planning, assessment, and quality assurance.
- Support staff and Thrive mentors work alongside teachers to ensure emotional regulation and engagement in learning.

Qualifications and Accreditation

- Pupils are entered for qualifications that reflect their ability and aspirations, including Functional Skills, GCSE, and vocational awards.
- Assessment is ongoing and informs personalised learning plans to maximise outcomes.

Safeguarding and Risk Management

- All safeguarding policies apply equally to secondary pupils, with additional consideration for age-appropriate risk assessments.
- Online safety, peer relationships, and community-based learning activities are monitored closely to ensure pupil welfare.

Transition and Post-16 Planning

- Transition planning begins at Year 9 and includes careers guidance, college visits, and work-related learning opportunities.
- We work with local colleges, training providers, and employers to support successful progression to post-16 destinations.
- Each pupil has a personalised transition plan reviewed annually as part of their EHCP process.

Appendix A

Woodend Farm Fact sheet

About Woodend Farm School

Woodend Farm School is an independent special school that is not registered under Section 41 of the Children and Families Act 2014. As such, while we work closely with local authorities and adhere to the SEND Code of Practice, we are not subject to the same statutory naming obligations in EHCPs as Section 41 schools.

We at Woodend Farm School believe every child deserves a quality first education, regardless of background or need. We believe that school should be an environment where a child feels safe, secure and is provided with nurture by professionals that are invested in them. We believe in developing positive and trusting relationships.

Success at Woodend Farm School means unleashing the potential of every child we teach. We strive to help children flourish by supporting their growth and development each day through an enriched curriculum that is bespoke to meet their individual developmental needs.

Our values are grounded in a determination to 'be the change' we want to see in the world, through passion, commitment and integrity. We want to plant seeds of kindness and compassion in a generation that will help them develop resilience and hope to fulfil their own destinies. Our success therefore will be measured by the impact we have on the children we work with

Pupils Journey

Enquiry and Application

If you have a pupil that needs a creative sensory curriculum that enables children to flourish whilst providing them with opportunities in a safe and structured environment to meet their unmet developmental needs surrounding their social, emotional, and mental health. Please contact admin@woodendfarm.school or call our enquiries line on 01376 790202, we will be happy to guide you through the consultation process.

Pupil and family meeting

During the consultation period our thrive mentors and a member of SLT will arrange to visit the pupil in current provision (if applicable) and their family home. During that visit we will assess the pupil views on strengths, needs and wishes and how we can support those views. We will also assess what support the family requires and devise a family intervention plan that will run alongside the pupil provision.

Assessment and Agreement

Before the pupil starts at Woodend Farm school their learning needs will be fully assessed and we will ensure that needs in section F of EHCP (if applicable) can be met by our provision. The class team will develop a programme of individual support that will support the learning, social, emotional, and mental health needs of all pupils.

Induction

Induction can vary in length dependent on the individual and their needs, induction will consist of a slow integration based upon pupils readiness to join the main population. Induction will be tailored to the individual's needs, and baselines won't be taken until relationships have developed to promote a sense of safety.

Delivery and continuous review of learning

The Woodend Farm School curriculum fulfils every individual's potential.

We seek to provide a broad, balanced, relevant, meaningful and motivating curriculum to develop the specific strengths, needs, interests and aspirations of our pupils. We have designed and implemented our whole school curriculum offer to meet the wide range of learners we have in our school. The curriculum is used to develop pupil confidence, interest in and understanding of the world.

Our curriculum structure is designed around the thrive stages of emotional development and pupils are grouped not solely based on chronological age, but they will be placed in groups dependent on their cognitive, sensory, social, emotional and communication needs.

Review of learning need and EHCP

All pupils learning will be reviewed daily through pupils learning intentions, half termly through staff data drop and termly through pupil/parent review (one-plan) meetings. Referring agencies e.g. LA will receive annual review reports on pupil's progress both academically and social and emotional. Pupils will also have the mandatory annual reviews.

Onward Transition

Pupils and families will receive support with transition onto next setting, pupils will have transition timetables and social stories to assist with this. School staff will support with encouraging both pupils and parents with the transition process.

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