



Wembley Manor School Admissions Policy

July 2025

Approved	July 2025
Review date	July 2026

Aims

Our Admission Policy adheres to the DfE's Schools Admissions Code 2021.

Wembley Manor School is part of The Rise Partnership Trust (RPT).

We seek to provide an outstanding safe, positive, encouraging learning environment within a friendly, welcoming atmosphere. We cater for students with Autism (moderate to severe learning difficulties).

Wembley Manor School fosters a culture that is positive, collaborative and which values and respects every member of its community equally. The school builds positive relationships with parents/carers and encourages their full involvement in their student's education.

Our school aims to ensure that students have the maximum number of opportunities to participate fully in society, thus enhancing their life chances. Staff support students to thrive and help give them the confidence to learn independently.

Our mission is for every child and young person to be successful in their future lives. For this to happen we must champion the unique potential of every pupil. We know that an excellent education underpinned with opportunities to love, learn and laugh is transformative, and we are committed to this motto.

We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

We aim to be a centre of excellence for our students, parents/carers, staff, the Local Authority (LA) and the wider community.

Provision

Wembley Manor School is a 150 (PAN) place special school (Key Stage 3 and 4). NB –It's PAN is currently 84 and will grow to its full PAN of 150 places once moved to its permanent site in September 2025 (this will be a phased growth).

Our curriculum, resources and teaching approaches are highly differentiated and modified to create learning opportunities which provide the foundation for our students to become life-long learners and active members of their community. The core of our curriculum has an emphasis on functional communication, life skills, personal, social and health education (PSHE/RSHE), and citizenship. We offer a specialist secondary curriculum that provides a breadth of experiences, careers opportunities and is a vehicle for the delivery of essential skills that will prepare students for adulthood.

The school's approach aims to be holistic and creative to ensure personalised learning. Each student has their own Personalised Intervention Plan (PIP) and works at their own pace. Staff have time to observe the students they teach, to listen to them and to provide them with opportunities to express themselves; thereby developing positive self-image through a sense of achievement.

Staff ratios are high. There are 10/12 students in each of our classes.

The number of adults in each class depends on the nature/needs of the students in a class group.

All staff are trained in understanding and meeting the needs of students with a variety of learning needs and Autism.

The Trust/School employs:

Speech and Language Therapists (SaLT), Speech and Language Therapy Assistants and Occupational Therapists (OT). Our students' speech, language and communication needs are met as identified in their EHCPs; our occupational therapists provide support with meeting the needs of students with identified sensory and physical difficulties. If the therapy input defined in Section F of a pupil's EHCP is increased or significantly changed by a Local Authority without prior agreement from school, the placing Local Authority is responsible for commissioning and delivery.

Our Director of Inclusion and Therapy oversees the school's Inclusion Team and behaviour support/provision.

A first aid lead is based at our site. Our Medical Welfare Officer supports them and they are supported by the local Primary Care Trust and meet regularly with colleagues from the School Nursing Team. This team is based at The Village School, Kingsbury.

Where needs have been identified, students at Wembley Manor School are supported by the LA's Specialist Visual Impairment (VI) and Hearing Impairment (HI) teams.

Trips, outings, and residential stays are organised to develop knowledge and understanding beyond the classroom; in doing so, they enhance learning. The school has access to the Trust's minibuses to facilitate this provision.

Wembley Manor School also has access to the Children with Disabilities Team and Brent Carers (a parent support organisation). Where necessary, access to the Child and Adolescent Mental Health Service (CAMHS) can be sought via a parent agreed referral.

Student Profile

Our school caters for students who have a diagnosis of Autism and whose general cognitive ability indicates to professionals that they require a modified and personalised curriculum.

Students may have moderate to severe learning difficulties alongside their diagnosis of Autism. They may have additional language and communication difficulties, social difficulties, sensory impairments, medical needs or moderate physical disabilities.

Many of our students require additional support to develop their communication skills; therapists and highly trained staff are experts in identifying which 'system(s)' are likely to be most effective. A plethora of approaches are used across school, including: PECs, Makaton (sign), Communication Boards and various visual/symbolic aids. Many of our students need programmes of support to develop their self-help and independence skills. Some of our students have challenging behaviour which is likely to be ameliorated by a specialist approach to managing their needs.

Progress is assessed regularly and the school has developed its own highly specialised assessment programme that is based on a small step, 'I Can' approach.

Admission criteria

The admission process is overseen by the Head teacher together with the Trust's CEO.

A student is eligible to be offered a placement at Wembley Manor School if the following applies:

The student has an Education Health and Care Plan (EHCP) or is currently undergoing a statutory assessment of their needs under the 1996 Education Act that will result in an EHCP;

- The student presents within the aforementioned student profile;

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- There is evidence from professionals that the student will benefit from access to a highly modified, personalised curriculum within a special school environment;
- The student's profile is within Brent's 5 to 6 SEND Banding range;
- A place is available in an appropriate class group that will offer a suitable peer group to meet the student's personal, social and learning needs;
- The student's parents are in agreement with the idea to place their son/daughter within a special school setting.

In exceptional cases a student who does not fully meet the criteria may be considered for a placement at Wembley Manor School. Individual cases will be discussed by the Complex Panel and the Head teacher in liaison with the CEO.

The school can only admit a student:

- If there is a vacancy in an appropriate class group;
- If the student's needs can be met by the school;
- If the student's needs can be accommodated without adversely affecting the education of the other students in the school;
- If the placing LA agrees to the Banding (funding) identified by the school.

The school is not able to admit students over its Published Admission Number (PAN) except in exceptional circumstances. Wembley Manor School's PAN is currently 150 students (once full).

Admission over number can only be agreed with the consent of the CEO in liaison with the Head teacher and Trust Board. If consent is agreed to place a student over number, the placing Local Authority must agree to the Banding and support level requested by Wembley Manor School.

We can offer places to young people who have complex learning difficulties and significant medical needs only when the appropriate Banding is agreed with the placing Local Authority.

We can, on occasion, offer the possibility of mainstream inclusion for a session per week for social or specific academic reasons if/when this is appropriate (with parent's consent). However, this is subject to individual agreements with mainstream partners. Due to travel implications and staffing restraints, inclusion sessions can only be facilitated in settings which are in close proximity (i.e. walking distance) to our school. We consider that if a student requires more than one session per week, they may be ready to transfer to a mainstream setting. Within our staffing and budgetary constraints, we cannot offer more than one session per week.

We can/will only agree to admit a student if their needs can be accommodated without adversely affecting the education of the other student at Wembley Manor School.

The level of therapy support (speech & language therapy and occupational therapy) is determined on an individual basis (see EHCP) and is subject to negotiation with the placing Local Authority. Any individual physiotherapy requirements will need to be provided for separately by the placing Local Authority.

Please note that we can only admit students into their actual/chronological year group. We are unable to offer any student a placement that is outside of their year group, even if they've been previously "held back" by a previous setting earlier in their education.

To ensure fairness, we only consider places for students who are seeking an admission in the current academic year (i.e. "in year" admissions), or for a September start in the following academic year. We are unable to reserve places for future academic years beyond this.

Admission procedure for families:

- Parents / carers should phone the school office to arrange a school tour. Parents / carers should inform the office which year group their student is currently in and whether they're looking for an "in year" admission;
- If parents / carers would like their home Local Authority to formally consult with Wembley Manor School, they should speak to the SENCo (current setting) and speak to the relevant SENAS Case Officer.

Admissions procedure:

All admissions are co-ordinated via Brent's SENAS team.

For students living out of borough, the placing Local Authority should send consultation papers via Brent's SENAS Team and copy in asha.varsani@wembleymanor.co.uk

The Head teacher will review the EHCP and any additional information about the student and arrange for a colleague to visit them in setting. Following this, the Head teacher will inform the placing Local Authority about whether or not Wembley Manor School can meet needs.

If needs can be met, and a space is available, the Head teacher will inform the placing Local Authority of the funding (banding) necessary. This will be done in writing. Once banding agreement is in place, the placing Local Authority will formally inform parents and transition work will commence at an appropriate time.

If needs can't be met, or if a space is not available, the Head teacher will inform the placing Local Authority of this within 15 days.

Please note, Wembley Manor School does not operate a "waiting list."

It should be noted that the majority of our vacancies will be in Year 7. Vacancies in older year groups tend to only occur if/when a student transitions away from Wembley Manor School.

Questions or Comments:

Any questions or comments can be passed on, in writing, to:

Andrew Chaplin (Headteacher)

Other school policies and further information can be found on Wembley Manor's website or by visiting the school site:

- EDI policy
- Complaints procedure
- Safeguarding policy