

Blossom Lower School and Upper House



POLICY FOR ADMISSIONS

**Primary, Secondary School
and Post 16**

Frances O'Garro September 2026

Review Date September 2027

POLICY FOR ADMISSIONS

Aims

- To provide children and parents with detailed information about Blossom House School, the assessment process 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

Mission Statement

At Blossom House, we conduct a comprehensive and thorough assessment process in order to establish if the school is a suitable educational placement to meet the needs of the individual child or young person being assessed. This includes meeting educational, therapeutic and social needs to ensure the placement is appropriate for achieving best outcomes for the child/young person.

Admissions Criteria

Children are offered a place at Blossom House only after careful assessment, to ensure that we are the right provision.

Please Note: Blossom House School has several different provisions, and each has its own remit and admissions criteria as follows:

Blossom House Motspur Park & Euston Admission Criteria

The provision at Motspur Park and Euston is for children who have a primary need of speech, language and communication difficulties. Pupils require highly specialist teaching and integrated therapeutic provision to enable them to achieve the best possible outcomes.

Many of the children have some associated needs such as specific learning difficulties (SpLD), sensory or motor needs, alongside a broadly average range of cognitive ability. Approximately half of pupils have an Autism diagnosis. Pupils at Motspur Park and Euston follow the National Curriculum that is delivered through modified teaching approaches to accommodate pupils' specific language and learning profiles. Pupils' diagnoses, individual neurodevelopmental profiles, strengths, needs and preferred ways of learning and communicating are considered as part of the initial assessment and placement process. We assess children if there is a space available in the appropriate year group. We are currently unable to assess children who require places in years 10 or 11.

The school may provide an appropriate and successful placement for pupils whose primary identified need relates to speech, language and communication, including pupils with additional diagnoses such as Autism, where the pupil's individual profile and support needs are compatible with the school's learning environment and available provision. This includes consideration of whether, with reasonable adjustments and appropriate support, the pupil is able to:

- Access an appropriately adapted version of the National Curriculum.
- Learn within a small-group setting and engage with academic learning alongside the social and communication demands of the group environment.
- Navigate regular transitions between classrooms as well as cope with the emotional and sensory impact of change.
- Adapt to working with different members of staff across lessons.
- Navigate variations to familiar routines, such as school trips, events and changes to the usual school day.
- Adjust to changes within the peer group, including new pupils joining the class.
- Access learning within an environment that may include sensory demands such as noise, heat and movement.
- Engage with adult-led learning and activities.
- Engage with and benefit from teaching, therapeutic input and approaches to support regulation, wellbeing and participation.
- Be supported safely through proactive and relational behaviour support rather than reliant upon bespoke individualised support.

- Access learning and participate in the school day with the level of adult support ordinarily available within the school's provision, without requiring consistent individual 1:1 support.

Blossom House Wimbledon Admissions Criteria

The curriculum at Blossom House Wimbledon is a therapeutic, holistic, and highly personalised programme designed to maximise pupils' communication, independence, problem-solving, and functional life skills. It places pupils' wellbeing, interests, and individual needs at the centre of learning, enabling them to work towards meaningful personal goals, active participation in their communities, and future vocational opportunities. Community-Based learning is a central feature of the curriculum, providing authentic opportunities for pupils to develop independence in real-life contexts. Speech and Language Therapy is embedded throughout the school day, supporting pupils to develop functional communication, self-advocacy, problem-solving, and independence through evidence-based strategies and personalised communication systems. Occupational Therapy is integrated throughout the curriculum, enabling pupils to develop essential activities of daily living, including travel training, self-care, meal preparation, housekeeping, shopping, money management, time management, leisure, and social participation.

Blossom House Wimbledon may provide an appropriate and successful placement for pupils who:

- Require support with any/all areas of receptive & expressive language and social communication skills and for this to be the primary need of the pupil.
- Require a functional, community-based approach to learning rather than traditional classroom-based models.
- Require supported work placements as an appropriate pathway rather than formal academic qualifications.
- Require intensive therapeutic support due to their co-occurring language, sensory and physical needs.
- Are able to cope with the demands of following an adult's agenda.

- Show an awareness of how to keep themselves safe in the community and at school.
- Have sufficient attention and listening skills and behaviour regulation to manage without the need of a 1:1.
- Have the ability to manage unstructured times and able to transition between different settings in their local community e.g., travelling on public transport and visiting community leisure facilities.

Blossom House Post 16 Admissions Criteria

Blossom House 16-19 caters for students with Speech, Language and Communication Needs (SLCN) and has three pathways which cater for different student profiles. All pathways are three-year provisions.

College Link

College Link students attend a local Further Education college and complete a full-time course there. They then attend Blossom House for therapeutic sessions as per their EHCP requirements, as well as English and Maths if required.

The three local colleges we currently link with are Kingston College (Creative Industries Centre campus only), Merton College and Nescot College. Each college has onsite College Link Mentors (CLMs) employed by Blossom House to support students in accessing their college courses. Our Speech and Language Therapy team liaise with the CLMs and visit the colleges to support the students there.

Students must be relatively independent and be working at an academic level sufficient to access the college provision effectively. As such, students on the College Link need to:

- Be able to travel independently by public transport to/from college.
- Be able to travel independently by public transport between college campus and Blossom House Motspur Park site.

- Work independently at times without direct support from College Link Mentors (CLMs) within a mainstream environment.
- Demonstrate academic potential to progress beyond level 1 & 2 courses at college, to enable progression across the three-year provision.
- Be working at Level 1 or above (equivalent of GCSEs grade 1-3) in English and/or Maths.
- Have knowledge and understanding of their diagnoses and how these might relate to their strengths and areas of need.
- Be willing to engage with strategies and support that will allow them to work towards self-advocacy.
- Be willing to engage with strategies that support them to work towards independent study.

GOALS (Growth in Occupation, Ambition in Life Skills)

The GOALS programme is split into two pathways in order to allow students with a wide range of abilities and needs to access meaningful learning and meet their potential.

GOALS Green Pathway

This pathway is a provision for students who have achieved at Entry Level, but who would not be able to engage independently with college courses. This is a five-day-a-week provision and the aim of the curriculum is to support students to develop their skills, experience and understanding so that when they graduate, they are prepared for the world of work.

In the first year of the programme, students engage with carefully managed work placements within the school, at our school-run café Blossom & Brew, and at local charities – currently Voices of Hope and The Dons Trust. In the second and third years of the provision, students engage with work placements in the local community and further afield which align with their interests or potential next steps. Students' timetables incorporate English and Maths, and a Work Skills BTEC qualification, as well as other qualifications relevant to the world of work. They receive group sessions of Speech and

Language Therapy and Occupational Therapy as well as Arts Therapy and one-to-one therapy sessions if required.

Students on the GOALS green provision need to:

- Be able to work towards independent travel by the third year of the provision.
- Have achieved already at Entry Level and demonstrate the capacity to work towards Level 1 qualifications or beyond.
- Be able, with support, to develop knowledge and understanding of their diagnoses and how these might relate to their strengths and areas of need.
- Show a willingness to engage with strategies and support that will allow them to begin to work towards self-advocacy.
- Show a willingness to engage with strategies that support them to organise their academic learning and develop useful study habits.
- Be able to engage in learning across a range of environments, transitioning between onsite lessons and offsite placements, including community volunteering and work experience opportunities.
- Have an interest in and capacity to work towards future employment.
- Be able to interact safely and intentionally with the general public.
- Manage unstructured break times independently.

GOALS Blue Pathway

Students enrolled on this pathway will have access to a five day a week educational program at Blossom House School. Pupils are given opportunities to develop a range of independent living skills through practical experiences and therapeutic input. This pathway builds skills needed for keeping healthy, domestic independence, socialising independently, pursuing interests and hobbies, engaging with the local community and travelling more independently. Pupils are supported to become more aware of the world around them, and to engage with it with increased confidence and independence. The programme's key focus on independence includes thinking about useful occupation. Students work through an OCR Entry Level Certificate in Life & Living Skills.

All classroom-based learning links to functional skills development and will be completed at a pace suitable for each child. There are multiple opportunities for hands-on learning outside the classroom, both in the local community and further afield. Our pupils will develop their skills over three years to support them to move on to further educational opportunities, or Post 19 provisions.

Students on the GOALS blue pathway need to:

- Be working towards communicating independently with a range of peers and adults.
- Be developing their understanding of their strengths and needs alongside their diagnoses, with support
- Engage with literacy and numeracy tasks and show an understanding of their importance as a life skill.
- Demonstrate emotional literacy at a level where they can identify verbally how they are feeling and be able to use emotional regulation strategies, with support.
- Be developing an understanding of their sensory profile and sensory needs, alongside using individual sensory strategies, with support.
- Be able to cope, with some support, with numerous transitions, for example between staff and rooms and from onsite to offsite activities.
- Be able to cope, with some support, with changes to their routine and timetable.
- Access the community safely, with support around road safety and interacting safely with members of the public.
- Manage unstructured break times.

Early Years Foundation Stage (EYFS) Admissions

UPDATE SEPTEMBER 2026

Please note- at the present time, we do not have a reception or nursery cohort at our Motspur Park or Euston Schools. We are still assessing children within this age range for the academic year 2026-2027. Please refer to our Assessments and Admissions EYFS Policy for more information about what we are able to offer. Also, please do get in

touch with the admissions team if you would like to find out more about the school and your child is currently nursery or reception age for further information.

Adapted Curriculum Overview

The Adapted Curriculum is a specialist setting for children with complex social communication needs.

The Adapted Curriculum at Blossom House Lower School consists of a range of classes from Early Years, up to and including year 6. The Adapted Curriculum Early Years Class is a mixed class of Nursery and Reception Children (some Year One pupils may remain in the Early Years Adapted Curriculum class at the discretion of the transdisciplinary team, if it is felt that they would benefit from additional time in this setting). Pupils of Year One age and upwards are taught within one of the other six classes within the Adapted Curriculum. Classes are typically grouped by the sensory profiles, communication and interaction strengths and needs, behaviour and learning styles of the pupils and are therefore not always the same age as their peers. However, pupils within each class are usually within a couple of school years of one another. The environment of the Adapted Curriculum is specifically designed to be low-arousal and highly therapeutic. The approach supports the development of spontaneous functional communication as a primary aim.

Admission to the Adapted Curriculum is dependent on a number of factors, and each child's needs will be considered individually. However, in general a child entering the AC would:

- Require a slower paced timetable of lessons and activities, with fewer transitions, and a very flexible approach to access sensory regulation activities across the curriculum.
- Need a high level of support to develop a consistent, functional, communication method e.g., verbal or non-verbal.
- Require ongoing support to demonstrate their skills consistently to others e.g., not always able to respond to direct requests and/or questions to express their wants and needs.

- Present with sensory processing needs and/or seek significant amounts of sensory stimulation.
- Be self-directed in their attention and find it extremely challenging to jointly attend to an activity with an adult.
- Present with emotional regulation needs, often showing high dependency on communication partners to calm, organise and/or alert them within different situations.

Progression through the Adapted Curriculum's classes is not automatic and will be subject to the statutory annual review process. Parents will be kept informed of any multi-disciplinary discussions and decisions that take place that would impact on their child's continued progression through the Adapted Curriculum.

The Admissions Process

Children can join Blossom House School at any time during the school year should the school be an appropriate educational placement, a place is available and funding has been agreed.

When a parent telephones the school to find out about Blossom House School, they will usually speak to the Admissions officer who will enquire about specific information such as:

- Date of Birth
- Diagnosis
- Local Authority and EHCP status
- Current School Placement

Based on this information, and if there is a place available in the school, parents would then be invited to complete a questionnaire for their child and send relevant paperwork. This usually includes the EHCP and any supporting reports (including Speech and Language Therapy (SLT), Occupational Therapy (OT), Paediatrician/Neurodevelopmental assessments, Educational Psychologist (EP) assessments and current school reports) to provide a full picture of their child and his/her special educational needs.

These reports would then be reviewed by the Admissions Lead Speech and Language Therapist and/or a senior member of the Admissions Team. Based on this information, parents would either be:

- Given an appointment to visit the school with their child (an initial assessment).
- Informed that more information is required to help best understand their child's profile so the right next steps can be identified (e.g. additional reports, a discussion on the phone with parents or with the current school -with parental permission) or contacted via email to explain why the school would not be able to meet needs.

The Initial Assessment

At the initial interview, the parents will be seen by a member of the Admissions Team, and the child will be seen by a senior Speech and Language Therapist or Specialist Teacher. For early years, the parents and child may be seen in the same room if required. The parents will discuss their child's Speech, Language and Communication Needs (SLCN) profile in more depth (including a case history) with a member of the Admissions Team and the child will engage in informal, play-based assessment with a Speech and Language Therapist or Specialist Teacher.

At the interview, there is an opportunity to ask questions and engage in discussion about the school's possible suitability should the parents wish to pursue Blossom House as an option for their child.

If the school is not deemed appropriate, the Admissions Team will signpost alternative next steps or provisions to consider if possible. If it is not entirely clear either way, additional information at this point may be sought from the current school or key professionals (with parental permission). A follow up phone call will then be made to parents to explain the outcome.

A School Trial

If the school may be a good fit for the child, they will be offered a more detailed assessment at the school (school trial). This provides the school and the child the opportunity to explore how the school environment can best support the child's individual strengths, needs and ways of learning. The timeframes offered will depend upon the age of the child and will be planned in conjunction with parents prior to the assessment.

The assessment visits are booked in with the Admissions Officer/Administrator.

During their in-depth assessment, the child will spend time in the classroom with his/her appropriate peer group and is supported to do this by a member of the Admissions Team. Informal assessment and observation will be carried out, to determine the suitability of the provision to meet the child's individual strengths, needs and ways of learning. Formalised Speech and Language Assessments can be carried out if requested (please see information below regarding the fee for this service). Feedback from all members of staff working with the child is crucial and is considered prior to concluding whether Blossom House School can meet the child's needs.

To help us build a full and accurate understanding of the child's strengths, preferences, and support needs, a member of the Admissions Team will, with parental consent, liaise with the child's current school. This information will help us consider how we can best support the child and whether our provision is a good fit for them.

Further external assessment of a child's cognitive profile may be recommended to parents/carers to determine the exact nature of a child's difficulties.

Assessment Outcomes

Following the assessment period, parents will be notified of the outcome usually by telephone in the first instance.

A written outcome letter will then be sent explaining in writing the outcome of the assessment. If a place is offered, parents are requested to complete a written form to either accept or decline the offer within two weeks of receiving their placement offer. The offer period will be stated in the outcome letter and is usually for a period of 6 months.

If requested by parents/carers prior to the child's assessment, an assessment report can be compiled as part of the assessment process, detailing the assessment visit and the outcomes of the assessment providing evidence for this. There will be a fee of £750 for this service if it includes formalised assessments (e.g. Speech and Language Therapy Assessment(s) or £450 without the formalised assessment.

Offers made are subject to the Statutory Review Process. This means that a child's place will be reviewed after their first term at the school, at their annual review and at interim reviews when required. This is in accordance with the statutory annual review process (SEND Code of Practice pg. 194) and is to ensure that the placement remains appropriate in relation to the following criteria:

- To ensure that the school continues to be suitable for their age, ability, aptitude and special educational needs outlined in the EHCP
- Their attendance is not incompatible with the efficient education of other children in the school or the efficient use of resources.

Parents will then need to inform the Local Authority (LA) that an offer has been made and that they would like to pursue this. Parents are asked to inform the school of any decisions made by their LA.

Once the child's place has been confirmed, parents are asked to keep in close contact with the school to ensure that their child's transition to Blossom House School is successful.

Transitioning into the school

After Funding is Finalised, Blossom House tailor a comprehensive transition package which is individualised for each pupil to ensure the transition is as smooth as possible.

The key steps include:

Step 1	Initial Phone Call Families will be contacted usually by phone by a member of the admissions
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	team to verbally outline the next steps for the transition process
Step 2	The Admissions Officer/ Administrator will send them a ‘New Child Pack’ which contains key information including: - Letter confirming the pupil’s placement, stating that this is subject to regular review. - Forms for parents/guardians to complete. - Key Policies. - Key Information e.g. uniform, lunch requirements, PE kit. - Letter stating who the pupil’s Specialist Advisor is, as well as outlining what the role is and what the main points of contact are for the parents.
Step 3	Administration including putting the new joiner on roll The Admissions Officer, IT & Admin team will set up the relevant documentation for the pupil, such as a personal Bromcom profile.
Step 4	In House-Team Planning Key Staff are notified when a new pupil’s placement is confirmed. The following is then put into action: relevant information regarding a new pupil is disseminated to key staff as well as any significant points to note regarding the pupil’s well-being and integration into the school.
Step 5	Contacting Child’s Current/Most Recently Attended Education Setting With parental consent, the Admissions team will arrange a phone meeting with the current school to ensure all key up to date information is shared to help inform the transition process. Information sought includes: - Confirmation of the most up to date National Curriculum levels - Gaining an up-to-date insight of key strategies in place - An understanding of current presentation in school including personal strengths and areas of difficulty
Step 6 Please refer to enhanced transition section	Transition Meeting with Parent/Carer or Home Visit <i>For pupils entering the Foundation Stage:</i> A short home visit will be organised prior to their start date. The Foundation Stage Manager and Early Years Teacher or Speech and Language Therapist will attend this. <i>For pupils in Key Stage 1 and above:</i>

	Parents/carers will be invited to attend a transition meeting with the admissions team and the Specialist Advisor (SENCo), This is an opportunity to ensure that the school have all of the most up to date information from parents regarding their child as well as relevant background information to support the transition process. During this meeting, a transition plan will be finalised including- identifying the frequency and duration of transition sessions required, specific transition support/considerations required and whether specific services may need to be involved such as the Family Support Team or Pastoral Team.
Step 7	School Team Meeting Once a pupil's place has been confirmed, the Assessment Team will pass on this information to the Specialist Advisor, and any key points to note such as individual needs, family circumstances, previous school experiences. The Specialist Advisor then disseminates this information, as well as key EHCP requirements, to the relevant members of staff
Step 8	Pupil Information-Transition Packs Pupils are sent a Transition Pack that is relevant to their age and phase. Transition packs contain key information such as: - Class name, photos of key staff and pupils in the group - Structure of the day including visual timetable - How we can help you - Photos of the school building - School rules and behaviour chart The <i>Early Years pack</i> also contains photos of the staff, a social story for the children, a letter for the parents and an 'All about me' EYFS pack.
Step 9	Transition Sessions The exact nature, frequency and duration of transition sessions will depend upon individual circumstances and can include but is not exclusive to: Familiarisation or taster sessions where the new joiner will spend time in their new class group If there has been a significant gap between the pupil's three-day assessment in school and the placement being confirmed, additional transition days will be arranged. This may also be put in place for those pupils where it is apparent that s/he will require more gradual integration to

	reduce anxiety levels. In the summer term new pupils are invited to a whole school Transition Day where they will meet their new group leader and other relevant staff, as well as their peers and get to know the layout of the building For children joining year 7, pupils are invited to a series of after school social skills sessions (please note, we would have to have at least 3 new joiners to make these sessions viable)
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Enhanced Transition Provision

In addition to the above package, we provide enhanced transition opportunities for pupils who have been impacted by complex (developmental) trauma or loss to assist in making the transition as smooth as possible. This may be particularly relevant for pupils who are Previously Looked After (adopted), a Child Looked After, under a Kinship Care Arrangement, including Special Guardianship Order. It may also be necessary for pupils who have experienced significant and repeated trauma, such as neurodivergent and/or school-based trauma. The support is based on the following key principles:

- Good preparation to help alleviate transfer difficulties
- To reduce anxiety levels for the pupil as well as the family
- To start to build trusting relationships with the school and key staff
- To build strong communication between home and school
- To understand their life story so far and how we adjust to meet these needs
- To remain focused on building a feeling of emotional (felt) safety with school
- In some cases, to work towards healthy separation from their previous school and instil a feeling of being kept in mind

The provision offered includes, but is not exclusive to, the following:

The approach below is based on the Attachment-Aware and Trauma-Responsive Transition guidelines published by Louise Bomber's 'Allado' (formerly, 'TouchBase').

Transition Meeting with Parent/Carer (Step 6)	At the transition Meeting, a specific meeting will be offered for looked after/previously looked after children or for children who have been impacted by trauma or loss to plan for the transition into school and ongoing support - This meeting will include a member of staff with an adoption
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above)	specialism. - At this meeting the school will ensure that all relevant information is gathered in relation to a child's background and early life experiences. - It will identify what support has been received and what might be helpful in the future for both pupil and family. (This could include Life Story Work, family or individual therapy, external support, and sibling support groups.) - Understanding the child's experiences will then inform the approach to the child's transition and ongoing support.
Information shared with Specialist Advisor, Designated Teacher for CLA, PLAC and SGO, and Adoption Support Counsellor	An Adoption Support Counsellor/Designated Teacher and Specialist Advisor will meet to discuss the child's needs and to create a transition plan which may include: - Referral to the in-house Arts Therapy Team. - Linking up with external services already in place e.g. CAMHS, Social services, etc. - Referral to in-house family support team. - Establishing a 'Team Pupil' consisting of key staff working with the child. - Devising a bespoke timetable.
Direct Pupil support	To include but not exclusive to: - Offering additional transition sessions and visits to create familiarity, increase identity with new school provision and reduce the 'unknown' & increasing familiarity with the building and the staff/pupils. - Creating a memory bank e.g., photos, pictures, objects from previous school. - Creating a physically secure base- this can include maps, photos of key learning spaces and may involve identifying a 'consistent base'. - Creating an emotional secure base- identifying a key adult or a 'Team Pupil' (attachment team).

	- Transitional Objects- pupils may require a transitional object to help to provide a sense of security and familiarity within the new school setting. - A carefully planned 'after care' approach to ensure contact with key adults from a pupil's previous school through visits, letters etc. (promoting healthy separation and being kept in mind).
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Visiting Children- Wellbeing & Safeguarding

Parents and carers should be aware that whilst visiting children are onsite at Blossom House School, the school's policies and procedures will be followed in the event of any notable incident. This could be a behaviour event, a safeguarding event or medical event, as an example.

Parents and carers should read the policies on the school website to ensure they are familiar with the school's processes around these events. We have a Safeguarding and Child Protection Policy, a Working Together with Parents Policy and a Behaviour Policy amongst others.

In the event of a Safeguarding incident that meets the harms threshold, the local authority will be contacted in line with our policy. If the safeguarding event does not meet the harms threshold, but staff feel that the event is significant enough that it should be documented on the child's Safeguarding log, this will be shared with the Designated Safeguarding Lead at the school where the child is on roll.

Oversubscription

If Blossom House School is oversubscribed, details will be kept and parents will be encouraged to keep in touch with the school if they continue to require a place.

(cf Equality Act 2010 Part 6: Education)

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).