Entry & Exit Criteria

The Beech House School

Approved by:	Camilla McInnes
Last reviewed on:	June 2026
Next review due by:	June 2027

Cameron & Cooper Provision: The Beech House School (TBHS) Entry and Exit Criteria	
School address	413 Walton Road West Moseley Surrey KT8 2EJ
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School Website	www.thebeechhouseschool.co.uk
Needs Catered for	Social, Emotional and Mental Health Needs
Age Range	11-18 years
Admissions	The Beech House School aims to assist the development of young people with SEMH needs. The school has been set up to support young people who have experienced adversity in their lives and are looked after. They will generally have a Statements of SEN or an Education, Health and Care Plans and who meet the criteria described below. Admission is coordinated between the School, the Home, the Virtual School and the Social Work team.

About Our School

To support our students, we maximise opportunities to develop: a sense of belonging, self-esteem, communication skills, listening skills, emotional literacy, resilience, social and emotional aspects of learning, self-awareness, self-organisation, a growth of independence and responsibility. We enable our students to take on roles outside of their current range of expertise by providing access to experiences and tasks that are challenging but achievable. We create opportunities for adults to model and facilitate key interactions that enable students to develop positive ideas about themselves and others.

We take a 'positive unconditional regard' approach. 'Positive unconditional regard separates what a person has done in the past from the inherent value they possess. We have a high level of differentiation in behaviour management practice. It is student specific and focuses on logical consequences as part of a stepped approach to behaviour management. We encourage a young person to freely express ideas and feelings, such as joy, sadness, frustration, and fear, enabling a young person to develop strategies to cope with new, challenging or stressful situations. We involve young people in identifying issues and finding solutions whilst encouraging them to think about issues from the viewpoint of others. We relate to the young person at their emotional/ social age rather than the chronological age. The homes and school work closely together to ensure a bespoke plan is established on a weekly basis, ensuring the needs are addressed as and when they evolve.

Entry Criteria

- A young person is eligible to be considered for a placement if they meet the following criteria:
- The young person has experienced ACEs
- The young person is a young person looked after
- The young person is aged 10-18
- The young person is unable to fully access, or follow in a modified form, the National Curriculum in a mainstream setting
- On average, young people we admit to The Beech House School have the following attainment levels in Literacy and Numeracy upon entry:

7	Working at Yr 4-7
8	Working at Yr 4-8
9	Working at Yr 4-9
10	Working at Yr 5-10
11	Working at Yr 5-10

Cognition and Learning	• Uneven developmental profile. ACEs contribute to preventing the young person from engaging with their learning and thus achieving their potential • Functioning mainly in the primary phase with moderate learning delay but have the potential to be functioning at Functional Skills Levels 1/2 • Functioning in the secondary phase at KS3 with moderate learning delay with potential to function towards an age appropriate level • Functioning in the secondary phase at KS3 with moderate learning delay with potential to function at GCSE level in English and Maths • All young persons require small group teaching, modified environment with fewer distractions, a curriculum which acknowledges their needs and extends them to engage with a wider curriculum
Communication and Interaction	• Difficulties understanding social communication and in expressing needs, opinions and wishes appropriately in a social situation • Moderate expressive and receptive language delay • Difficulties in friendship making and social interaction skills
Social and emotional health and well-being	• Socially vulnerable, lacking in confidence, experiencing low self-esteem or anxiety about themselves as learners • These high levels of anxiety may be expressed through passivity, challenging, obsessive or repetitive behaviour • Difficulty in applying strategies to manage anxiety levels successfully • Young people may have significant difficulties understanding social communication and expressing needs and opinions in different situations • Young people may have delayed friendship making skills and will need support with this

	• Self-directed and/or a restricted range of interests
Physical, sensory, medical	• Sensory processing difficulties that may cause high anxiety levels

School Offer

Students are supported through:

- Smaller than average class sizes / enhanced staffing ratios
- Staff experienced / trained in supporting students with attachment and emotional needs
- Staff skilled in supporting uneven learning profiles, difficulties accessing working memory effectively
- Relevant, modified or alternative curriculum models, including the National Curriculum, where appropriate, including a broad and balanced range of activities and experiences tailored to meet our young people's needs. There is an acknowledgement of the very small steps of progress made by our students (as a result of the impact of their emotional needs on their capacity to focus) and in some cases, the loss of previously learned skills
- The aim of all of the above is to support pupils in accessing the curriculum and to ensure that their statemented needs are met

Exit Criteria

A young person may be considered for an alternative provision for a number of reasons.

Mainstream School

A young person will be considered for placement in a mainstream school when one or more of the following factors are evident:

- The young person's special educational needs are no longer a barrier to accessing the curriculum of a mainstream setting.
- They have consistently achieved expected average National Curriculum levels in core subjects (English – reading, writing, speaking and listening, Numeracy and Science) taking into account base line assessment and learning styles
- The young person is motivated to learn, is becoming more independent and can learn alongside peers in a mainstream class
- The young person has a constant and effective method of communicating their needs confidently and can work in groups with some oversight by adults
- The young person can manage their stress levels and develop friendships with minimal adult support
- The young person's mental health is stable and they have the resilience to engage in a larger environment
- The young person no longer requires an Education, Health and Care Plan.
- The young person has achieved the short and long-term objectives in their EHC plans e.g. they are prepared for fulfilling adult lives: including employment; good health; inclusion in local communities and living independently.
- There is evidence from professionals across the agencies involved that the young person will benefit from a placement in a mainstream school
- The young person requires a facility we are unable to offer
- The young person has complex needs we are unable to meet

Alternative Specialist Provision

A young person will be considered for placement in an alternative specialist provision when more or more of the following factors are evident:

The young person's special education needs have changed to the extent that the provision is no longer able to meet their needs, and they require the specialist skills, facilities and/or resources available within an alternative specialist placement.

A young person will be considered not suitable for placement if there has been deterioration of their health to the extent that they are required to be in a full-time health-based environment, for example, hospital, hospice, full-time nursing care home.

Consideration is also given to the compatibility with the efficient education of other young people and effective use of resources available. For this reason, a young person may be considered no longer appropriately placed when the points above do not apply.

We do not exclude, however in the extreme event that we absolutely had to, we would follow the most current statutory guidance.