CARDIFF
CAERDYDD

Western Learning Federation

Riverbank School

ADMISSIONS POLICY

Riverbank
SCHOOL
Learning together to be the best we can

RATIFIED BY GOVERNORS	30th September 2026
DATE REVIEWED	30th September 2026
DATE FOR REVIEW	30th September 2027
DATE PUBLISHED	September 2026

Monitoring the policy

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

SIGNED  **DATE** 01.10.26

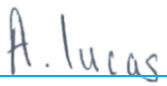
Chair of Governors

SIGNED  **DATE** 01.10.26

Executive Headteacher

SIGNED  **DATE** 01.10.26

Deputy Executive Headteacher

SIGNED  **DATE** 01.10.26

Head of School

The values and principles

The federation is underpinned by a set of values that define the culture of the three federated schools.

Our Principles

Honesty

Responsibility

Positivity

Trust

Empathy

Patience

Respect

Kindness

Our Values

- We celebrate our differences.
- We have a shared sense of belonging.
- We play, laugh, smile and celebrate success.
- We have a positive attitude.
- We learn from experiences to develop life and independent skills.
- We follow our dreams and aspirations.
- We care for our own and wider environment.
- We improve quality of life.

Definition

Values	One's judgement of what is important in school life.
Principles	Morally correct behaviour and attitudes.

Rights Respecting Schools

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

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Riverbank SCHOOL
Learning together to be the best we can

Tŷ Gwyn SCHOOL
Learning to achieve

Woodlands SCHOOL
Learning for Living

Vincent Road, Cardiff, CF5 5AQ

Western Learning Federation
Together we learn, grow and achieve

@CardiffWestern @RiverbankSch @GwynSchool @WoodlandsHS

www.westernlearningfederation.co.uk

Riverbank School provides primary education for boys and girls with severe learning difficulties aged between 4 and 11. Many pupils also have related needs such as delayed development of speech, language and communication; emotional, behavioural, medical or sensory needs.

The school admits pupils from across Cardiff. All pupils admitted to the school have an Individual Development Plan (IDP) of special educational need.

What does Riverbank School provide?

Riverbank School is a flexible educational environment which is responsive to the individual and group needs of pupils placed in the school. Class sizes are small, usually up to nine pupils per class. Teachers and teaching assistants are experienced in teaching pupils with a range of learning difficulties.

The school provides:

- A safe and empathetic environment for children with a range of learning difficulties and other needs;
- An environment in which children with severe learning difficulties can make progress through a broad and balanced curriculum, including access to the National Curriculum;
- Age appropriate learning opportunities to
    - develop a range of language, literacy, numeracy skills;
    - practise and further develop social and communication skills;
    - develop life skills and maximise the potential for independence.

The school aims to:

- work in partnership with parents;
- work closely with other professionals such as educational psychologists, and with health and therapy services.

Criteria for admission to Riverbank School

All children admitted to the school will have an Individual Development Plan (IDP) of Special Educational Need. Formal advice and assessments will confirm the appropriateness of a placement at special school for children with severe learning difficulties.

Formal advice and assessments will confirm that the pupil has:

- cognitive functioning below the 1st centile on standardised tests administered by a trained Educational Psychologist;
- sustained and long-term difficulties in the acquisition of language, literacy and numeracy skills, affecting access to the whole curriculum;
- very slow to acquire, use and retain basic concepts when compared to age equivalent peers;
- a range of associated difficulties may be evident, notably in speech and language development and in social/emotional development; and
- other medical or physical difficulties may also be present.

In addition to the above, there will be substantial evidence that the child's needs cannot reasonably be met other than by placement in a specialist setting such as a special school or specialist resource base.

Admissions process

Children are usually admitted to the school in September, at the beginning of an academic year.

Any parent wishing to visit the school may do so by telephoning the school and making an appointment with the Head of School Mrs. Deborah Herald who co-ordinates possible new entries.

Once placement has been confirmed a visit will be arranged for both parent and child. All new parents and pupils are invited to an induction morning at the school. Enhanced transition support can be arranged if necessary.