



# ADMISSIONS POLICY

REVIEWED – 14th November 24  
RATIFIED 14th November 24

## REGULATIONS

PART 3: Welfare, Health and safety.

PART 6: Provision of Information

### TO BE READ IN CONJUNCTION WITH:

Child Protection and Safeguarding Policy, Attendance Policy, Behavior Exclusions Policy

## **Admissions Policy and Procedure**

Complies with Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

We are registered to educate children from the age of 3 to 19 covering EYFS – Key Stage 5. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation.

The school provides education for pupils with ASD, SEMH, Communication and Interaction and/or difficulties with Cognition and Learning. All children are referred to us by Local Education Authorities.

The vast majority of our children have an Education, Health and Care Plan, and others may be undergoing assessment.

### **When Local Education Authorities refer a pupil to us:**

A local authority refers pupils that they feel may be a good match to the school. If there is a school place available, the Referrals Manager considers the EHC plan and shares initial thoughts regarding their suitability. The information provided assists the Referrals Manager in their assessment as to whether a school placement is viable and appropriate.

The senior leadership team consider whether the school has sufficient staffing in terms of number and experience to manage such admission, both in terms of the individual child's needs and respect of the potential impact that the admission may have on existing group dynamics.

**The Referrals Manager either seeks consent from the local authority to contact parents/carers and current education provision to observe the pupil, or states that we do not feel that the school can meet the pupil's needs at this time.**

If agreed, the school observes the pupil in their current education setting (or at home if they are not in education), and invites the parent(s)/Carer(s) and potential pupil to visit school.

A member of the senior team and / or the referrals manager meets with the parent(s)/Carer(s) and pupil ensuring that they will be fully supportive of our ethos and approach. Please see appendix A for check list, to be signed by all parties, which established the agreement going forward.

If agreed by all parties, only at this point is an official place offered and an admission plan set out. This involves full information gathering, documentation completion, contracting and pupil induction. It is essential that individual placement agreements are in place to ensure a placement is confirmed.

School places are filled on a first come, first served basis, and offers of placement may be withdrawn once school has reached capacity, at this point pupils will be placed on a waiting list.

On the day of admission, pupil details are entered into the admissions register and the accompanying information is filed.

All decisions regarding admissions are made in accordance with the Code of Practice for Schools, Disability Discrimination Act 1995 Part 4 and Schedule 10 of the Equality Act 2010.

The school has a policy for children with Special Educational Needs and Disabilities (SEND) in line with the SEN Code of Practice (July 2014).

Our school makes provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)).