



Outcomes
First Group

ADMISSIONS POLICY



**Belmont
School**

Document History

VERSION	COMMENTS/AMENDMENTS/REVIEW	NAME	DATE
1.0	<i>Initial document</i>	<i>S Pegrum</i>	<i>June 24</i>
2.0	<i>Annual Review</i>	<i>M Johnson/ M Taylor</i>	<i>June 25</i>
3.0	<i>Annual Review</i>	<i>D Cassidy</i>	<i>June 26</i>

1. Introduction

This policy supports and reflects the school's mission, values and commitment to providing high-quality educational provision for pupils with special educational needs and disabilities (SEND).

The policy outlines the principles, criteria and procedures governing admissions to the school and seeks to ensure that placements are appropriate, sustainable and in the best interests of both the individual pupil and the wider school community.

2. Rationale

The school provides specialist education for pupils with an Education, Health and Care Plan (EHCP) whose identified needs primarily relate to Social, Emotional and Mental Health (SEMH) needs and/or Autism Spectrum Disorder (ASD).

Many pupils admitted to the school present with complex and overlapping needs which may include learning difficulties, communication difficulties, emotional vulnerability, mental health challenges and behavioural needs. These difficulties may arise from a range of factors including adverse life experiences, neurodevelopmental conditions, trauma, medical conditions or other underlying special educational needs.

Some pupils may have experienced significant disruption to their education and may have a history of behaviours that have challenged previous educational placements. The school recognises that pupils may, at times, display behaviours that vary in frequency, duration and intensity.

As the complexity of pupils' needs continues to increase, it is essential that the admissions process enables the school to make informed decisions regarding its ability to meet those needs effectively, safely and sustainably. A thorough admissions process helps ensure that placements are successful and that the school can continue to provide an appropriate learning environment for all pupils.

3. Aim

The aim of this policy is to ensure that the school admits pupils whose identified needs can be met effectively through the provision, expertise and resources available, thereby enabling them to make meaningful progress across educational, social, emotional and personal development outcomes.

4. Objectives

The objectives of this policy are to ensure that:

- There is a clear and transparent process for assessing the suitability of prospective placements.
- Staff, parents/carers, local authorities and other professionals understand the criteria used when considering admissions.

- Prospective pupils and their families have a clear understanding of the school's provision, expectations and opportunities.
- All parties are fully informed about key aspects of school life and their respective responsibilities in supporting a successful placement.
- Admission decisions are made consistently, fairly and in the best interests of the pupil and the wider school community.

5. Admissions Process

Stage 1 – Referral and Initial Assessment

Referrals are normally made by a Local Authority and should be accompanied by all relevant documentation relating to the pupil's educational, social, emotional, behavioural and medical needs.

Where information is incomplete, the school may request additional documentation from the Local Authority or other relevant professionals.

Senior leaders will review all available information to determine whether:
The pupil meets the school's admissions criteria.

The school has the capacity, expertise and resources necessary to meet the pupil's needs.
The placement is likely to be compatible with the needs of existing pupils and the school's educational provision.

The Headteacher, Deputy Headteacher and/or SENCO will undertake this assessment. Where appropriate, a provisional offer of a placement may be considered, subject to further assessment.

Stage 2 – School Visit

Prospective pupils and their parents/carers will be invited to visit the school.

The visit will normally include:

- A tour of the school.
- Introductions to key staff members.
- An opportunity to observe aspects of school life where appropriate.
- Discussions regarding:
 - The curriculum and educational provision.
 - Behaviour expectations and support systems.
 - Positive behaviour strategies, rewards and consequences.
 - Safeguarding arrangements.
- The pupil's strengths, interests, preferences and support needs.
- An opportunity for parents/carers and pupils to ask questions.

The purpose of the visit is to gather further information about the pupil, establish whether their needs can be met effectively, and assess whether the placement is likely to be successful.

The school will seek evidence that both the pupil and their parents/carers are willing to engage positively with the placement.

Relevant admission documentation will be provided, and personal information required for enrolment will be

collected where appropriate.

Stage 3 – Further Assessment and Home Visit

Where deemed appropriate, a member of the Senior Leadership Team or Senior Management Team may arrange a home visit following the school visit.

The purpose of the home visit is to gain a deeper understanding of the pupil's needs, strengths and circumstances and to support effective transition planning.

The visit may include:

- Meeting the pupil in a familiar environment.
- Providing opportunities for the pupil to develop familiarity with key staff.
- Exploring the pupil's interests, aspirations and support needs in greater depth.
- Answering any further questions from parents/carers.
- Strengthening relationships between home and school.
- Where undertaken, home visits will normally take place within one week of the school visit.

Stage 4 – Placement Decision

Following completion of the admissions process, the school will consider all available information.

A formal offer of a placement may be made where the school is satisfied that:

- The pupil's needs can be met appropriately.
- Adequate staffing, resources and support arrangements are available.
- The placement is compatible with the needs and welfare of other pupils.
- Parents/carers and the pupil demonstrate commitment to the placement.

The school will notify the Local Authority in writing of its decision and, where appropriate, agree arrangements for admission and transition.

6. Admissions Criteria

To be considered for admission, pupils will normally meet the following criteria:

- Be aged between 5 and 18 years.
- Have an Education, Health and Care Plan (EHCP).
- Present with needs that fall within the school's designated area of specialist provision, primarily SEMH and/or ASD.
- Demonstrate a profile of need that can be met through the school's available provision, expertise and resources.
- Have learning difficulties and/or low attainment associated with their identified special educational needs where applicable.
- Have one or more specific learning difficulties where these can be supported appropriately within the school's provision.
- Express, where developmentally appropriate, a willingness to engage with the placement.
- Have parents/carers who are committed to supporting the placement and working collaboratively with the school.
- Looked After Children

For pupils who are Looked After Children, there must be:

- Clearly identified and permanently named carers.
- A stable and permanent home base available throughout the year.
- The school cannot serve as a pupil's primary residence.

7. Responsibilities of the Local Authority

The referring Local Authority will be expected to:

- Provide all current and relevant documentation, reports and professional advice relating to the pupil.
- Consult with the school in accordance with statutory procedures.
- Name the school in Section I of the Education, Health and Care Plan where a placement is agreed.
- Arrange and fund appropriate transport where required.
- Ensure that transport arrangements are in place prior to admission.

8. Review

This policy will be reviewed annually by the Governing Body and Senior Leadership Team, or sooner where changes in legislation, statutory guidance or operational requirements necessitate for an earlier review.



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