



New Direction School



Admissions Policy

Reviewed Date:	Reviewed By:	List of changes	Next Review
August 2021	Luke Collins	<ul style="list-style-type: none"> ● added initial consultation information ● Added pupil passport information 	August 2022
16th February 2022	Luke Collins	<ul style="list-style-type: none"> ● Reviewed by Luke Collins and no changes made. 	January 2023
20th February 2023	Luke Collins	<ul style="list-style-type: none"> ● Reviewed by Luke Collins with no changes made 	February 2024
February 2024	Luke Collins	Reviewed by Luke Collins with no changes made	February 2025
February 2025	Luke Collins	Reviewed by Luke Collins with no changes made	February 2026
February 2026	Luke Collins	Re-written to provide more information and context around admissions	February 2027

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1. Aims

To provide a clear admissions process that is fair, transparent and centred on the needs of the child or young person.

To ensure the school considers whether it can meet need safely and effectively before a placement is agreed.

To ensure the admissions process reflects the school's duties under the Equality Act 2010 and the Independent School Standards.

To support successful transition into school through careful planning, information-sharing and induction.

2. Scope

This policy applies to applications and consultations for admission to New Direction Independent Special School.

The school is an independent special school. Placements are normally commissioned by local authorities through an Education, Health and Care Plan (EHCP).

If the school ever considers an alternative route of admission, this will only be done where lawful and where the school is satisfied that it can meet need appropriately and safely.

3. Principles

Admissions decisions will be made on the basis of whether the school can meet a pupil's needs and provide a suitable education, rather than on subjective views about whether a pupil will 'fit in'.

The school will work collaboratively with families, local authorities and other professionals during the admissions process.

The school will not unlawfully discriminate on the grounds of disability, race, sex, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or any other protected characteristic.

Reasonable adjustments will be considered to support disabled pupils and their families to access the admissions process and school provision.

4. Published admissions arrangements

The school publishes particulars of its policy and arrangements for admissions in line with the Independent School Standards.

This policy should be read alongside the school's Accessibility Plan, SEND policy/information, Behaviour Policy, Safeguarding and Child Protection Policy, Complaints Policy and Exclusions Policy.

5. Usual route for admission

Referrals are normally received from the local authority as part of a consultation for placement through an EHCP.

In most cases, the school will expect to receive the child or young person's EHCP or draft EHCP and supporting professional information before reaching a decision.

The school will acknowledge consultations and respond within the timescale required by the local authority, where reasonably practicable.

6. Information considered as part of admissions

The school may consider, where relevant:

- the EHCP or draft EHCP;
- recent educational reports, annual review paperwork and current attainment information;
- behaviour support plans, risk assessments and attendance information;
- safeguarding information and social care involvement where relevant and lawful to share;
- medical information, therapy reports and specialist recommendations;
- the views of the pupil, parent/carer and current setting.

7. Admissions criteria

When considering whether to admit a pupil, the school will consider whether:

- the placement is suitable for the pupil's age, ability, aptitude and special educational needs;
- the school can meet need safely, appropriately and within the provision it is registered to deliver;
- admission would be compatible with the efficient education of other pupils;
- admission would be compatible with the efficient use of resources;
- the placement can be supported through appropriate staffing, curriculum access, therapeutic input, risk management and safeguarding arrangements.

8. Visits, assessment and consultation meetings

The school will always invite parents/carers, the pupil and relevant professionals to visit the school or attend a consultation meeting.

The purpose of any visit or meeting is to help all parties understand the pupil's needs, the school's provision, the environment, likely transition arrangements and whether the school can meet need safely and effectively.

Where helpful, the school may arrange additional transition visits, taster sessions or assessment activity. These will be used to inform planning and suitability, not as a subjective interview.

9. Decision-making and communication

Admissions decisions will usually be made by the Headteacher and/or other senior leaders with relevant responsibility for admissions, SEND and safeguarding.

Following consideration of the available information, the school will confirm its decision to the local authority in writing.

Where the school concludes that it cannot offer a placement, it will give clear reasons linked to the child or young person's needs, the school's registered provision, safety, compatibility with the education of others or efficient use of resources, as applicable.

10. Equality, disability and accessibility

The school is committed to ensuring that disabled pupils are not treated less favourably and that reasonable adjustments are considered wherever required.

The school will take reasonable steps to ensure that families and pupils can access the admissions process, including meetings, visits and information.

Details of the school's arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably, the facilities provided to assist access, and the school's Accessibility Plan are available from the school and/or on the website.

11. Safeguarding and safer admissions transition

Admissions and transition arrangements will take account of the school's safeguarding duties.

Before a pupil starts, the school will seek the information needed to keep the pupil and others safe. This may include safeguarding records, risk assessments, medical information, behaviour support information, transport information and details of external professionals involved.

Where information indicates that additional planning is required, the school may hold a transition planning meeting before the start date.

12. Start date, transition and induction

Once a placement is agreed, the school will work with the local authority, family and current setting to agree a suitable start date and transition plan.

The initial induction period will normally be used to support settling in, baseline assessment, curriculum planning, therapeutic planning, risk assessment and the creation or review of key pupil documents such as the pupil profile/passport.

The induction period will not be used as an informal trial placement. If significant concerns arise after admission, these will be discussed promptly with parents/carers and the local authority so that support or next steps can be agreed.

13. Personalised planning after admission

Following admission, the school will put in place a personalised timetable, appropriate curriculum pathways, risk assessment arrangements, therapeutic or pastoral support and individual targets informed by the EHCP and baseline information.

Relevant staff will be made aware of the strategies, adjustments and support required for the pupil.

Planning documents will be treated as working documents and reviewed regularly.

14. Home-school transport

Where transport forms part of the pupil's EHCP or placement arrangements, this is usually organised by the local authority.

The school will work with families and the local authority to share relevant information so that transport arrangements are safe and appropriate.

15. Refusal of a place, concerns and complaints

If a parent/carer has concerns about the admissions process, they may raise these initially with the Headteacher.

Formal complaints will be considered under the school's Complaints Policy.

Nothing in this policy removes any legal rights a parent/carer or young person may have in relation to EHCP processes or disability discrimination claims.

16. Monitoring and review

The proprietor will monitor the implementation of this policy.

This policy will be reviewed annually, or sooner if there is a change in legislation, statutory guidance, the school's registration details or operational practice.