



## **Admissions Policy**

Version	Date	Author	Changes
1.0	7 <sup>th</sup> June 2024	N Bowker	Created Policy
1.1	4 <sup>th</sup> March 2025	M Tomes	Amended names
1.2	9 <sup>th</sup> January 2026	R Martin	Re-assessed and amended policy sections and legislation
1.3	20 <sup>th</sup> February 2026	R Martin	Re-assessed with removal of SEMH admissions

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### **Statement of intent**

At Supreme Start School we admit, as far as possible, those pupils whose special educational needs can be met effectively and in doing so ensures progress in all aspects of their development. Pupils with a range of special educational needs (SEN)

and an Education, Health and Care Plan (EHCP) which notes the nature of these difficulties.

The type of pupils we accommodate predominantly include a diagnosis Autism or ASD. They may arrive out of difficult life experiences or be the result of a medical condition. Some of the pupils have a long history of disturbed, difficult or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

## **1. Objectives**

The objectives of this policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at Supreme Start School.
- All concerned will have a clear understanding of the process of judging the appropriateness of that placement.
- Parents, carers, each pupil and representatives of the local authority, social services departments and other interested professionals have a clear understanding of the opportunities at the school.

## **2. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act 1998
- School Standards and Framework Act 1998
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'School Admission Appeals Code'
- The Education (Independent School Standards) Regulations 2014

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- SEN Information Report

### **3. Admission Procedures**

Referrals made to the school will normally be made by the Local Authority. A range of detailed information concerning each pupil should accompany these referrals. Where this is not the case, the school will seek access to such information including information regarding the individual's education, health and social background. The head teacher will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school.

The head teacher will assess whether or not the school can meet the pupils needs, and if so, arrange for a visit to the school. See Appendix 1 for the Admission Procedure.

Supreme Start School works in partnership with local authority personnel and requires that all necessary documentation is provided in a timely manner, in order to ensure an informed decision can be made about meeting the needs of a pupil.

The documents required are:

- a) Current Education, Health and Care Plan (EHCP)
- b) Most recent annual review/key educational progress data
- c) A chronology of the pupil's life to date, to include information on suspensions/permanent exclusions and periods out of education
- d) Current/most recent care plan/ IEP/ Personal Education Plan (PEP)
- e) Current/most recent behaviour management plan(s) and risk assessment(s)
- f) (f) Any additional assessments
- g) Any additional professional reports (e.g. psychology, psychiatry, paediatrics, occupational therapy, SALT, CAMHS etc.)
- h) Parent / carer submissions
- i) Information on any previous Pupil Premium spend
- j) The pupil's attendance at their previous setting.

We will ensure that the special educational needs outlined in the pupil's Education, Health and Care Plan (EHCP) or other records can be met within the setting. If there are any aspects of a pupil or young person's EHCP that cannot be met within the setting or can be met via alternative strategies/support this will be made clear by the setting following referral and prior to admission.

If we feel that a pupil may need additional resources we will ensure that these resources can reasonably be provided by the setting before a place is offered (or within an agreed timescale) for a pupil.

We will ensure that an individual risk assessment and behaviour management plan is generated within 2 weeks of admission and that they are reviewed regularly once the pupil arrives or following a significant incident.

Supreme Start School has established a systematic approach for maintaining admission records, in line with current legislation. We will ensure that all relevant documentation (contracts, permissions, medical information and consent etc.) have been signed by the appropriate parent/carer/local authority representative prior to admission of the pupil.

It is expected that contractual arrangements between the setting and the placing authority and funding agreement letters are approved before the admission of any pupil.

#### **4. Fees**

Following the assessment process of admission to our education provision we will determine which package of support a young person requires from us based on their assessed needs.

**Band one: £60,000 - £75,000.**

Minimal and Low-level behaviours  
Therapeutic input, both direct and indirect.

**Band 2: £75,000 - £95,000**

Moderate to High Level behavioural needs  
Any additional needs  
Therapeutic input, direct and indirect  
Additional staffing requirements including 1:1  
Specific needs identified in the EHCP

#### **5. Monitoring and review**

This policy will be reviewed by the proprietor and the headteacher on an annual basis. Any changes to this policy will be communicated to all staff and other interested parties.

**The next scheduled review date for this policy is 4<sup>th</sup> January 2027.**

### **Appendix A - Admissions Procedure at Supreme Start Primary School**

#### **1. Purpose of the Admissions Procedure**

This Admissions Procedure sets out how the school considers, assesses and admits pupils with Special Educational Needs and/or Disabilities (SEND), ensuring that admissions are fair, transparent, lawful and centred on the needs and best interests

of the child.

The school works in close partnership with Local Authorities, parents/carers and relevant professionals to ensure that placements are appropriate, safe and capable of meeting pupils' educational, communication, sensory, emotional and safeguarding needs.

## **2. Legislative and Statutory Framework**

Admissions are managed in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years
- Equality Act 2010
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children
- Local Authority SEND and commissioning guidance

## **3. Admission Principles**

Admissions are guided by the following principles:

- The child's needs are paramount
- Placements must be appropriate, safe and sustainable
- Decisions are evidence-based
- Safeguarding considerations override capacity or preference
- Admissions are transparent and collaborative

## **4. Referral Routes**

The school accepts referrals from Local Authority SEND teams, SEN case officers, inclusion panels, commissioning teams, social care and Virtual School Heads.

Direct parental self-referrals can be considered and supported with Local Authority involvement.

## **5. Information Required at Referral Stage**

Referrals must include:

- EHCP (final or draft)
- Educational reports
- Psychological advice
- SALT / OT reports
- Behaviour or risk management plans
- Attendance history
- Safeguarding information
- Medical information where relevant

## **6. Initial Screening and Capacity Review**

Upon receipt of a referral, the school will review documentation and assess whether it has the staffing, expertise, space and safeguarding capacity to meet the pupil's needs safely and sustainably.

## **7. Assessment Visit / Observation**

Where appropriate, the school may request an observation or assessment visit. These focus on communication, sensory regulation, interaction, transitions and risk management.

## **8. Decision-Making Process**

Admissions decisions are made by senior leaders based on evidence, assessment outcomes and safeguarding considerations. Written confirmation will be provided to the Local Authority.

## **9. Admission and Transition Planning**

Where a placement is agreed, a supported transition will be planned, which may include phased entry, reduced timetables (time-limited), transition visits and staff preparation.

Where a placement is agreed, the school implements a structured and individualised transition plan to ensure that pupils are able to settle safely and successfully. Transition planning is led by senior staff and is informed by information from the placing Local Authority, parents/carers and relevant professionals.

Transition planning will include:

**Phased transition arrangements**, tailored to the pupil's needs, which may involve:

- Short, supported visits increasing in length over time
- Gradual introduction to routines, environments and staff
- Time-limited reduced timetables where appropriate, with clear review points

**Visual and communication supports**, including:

- A personalised transition book with photographs of the school, classroom, staff and key areas
- Visual timetables, now/next/then boards and symbol-supported routines
- Social stories to support understanding of expectations, transitions and new experiences
- Consistent use of the pupil's established AAC system (e.g. PECS, symbols, communication aids)

**Familiarisation opportunities**, such as:

- Pre-start visits to the classroom and key spaces
- Opportunities to meet key staff in a calm, low-arousal context
- Gradual exposure to sensory environments (noise, lighting, movement)

**Staff briefing and preparation**, ensuring that all relevant staff are informed of:

- The pupil's communication methods and AAC use
- Known sensory triggers and regulation strategies
- Early indicators of distress or dysregulation
- Preferred calming approaches and safe support strategies
- Any medical or safeguarding considerations

**A 'first week risk and support plan'**, which sets out:

- Anticipated risks during transition (e.g. distress, absconding, shutdown, self-injury)
- Agreed preventative strategies and de-escalation approaches
- Staffing arrangements and supervision levels
- Clear escalation routes if concerns arise

**An agreed handover routine**, developed in partnership with the previous setting and family, including:

- Consistent arrival and departure arrangements
- Clear communication channels between home and school
- Daily review of how the pupil has coped and any adjustments needed

Transition arrangements are reviewed regularly during the initial weeks of placement and adjusted in response to the pupil's presentation, wellbeing and engagement. The school prioritises emotional safety, regulation and communication over attendance expectations during the transition period.

## **10. Safeguarding and Risk Management**

The school reserves the right to delay or decline admission where risks cannot be safely managed or information is incomplete. Safeguarding information is handled confidentially.

## **11. Equality and Non-Discrimination**

The school does not refuse admission on the basis of disability or SEND-related behaviour and makes reasonable adjustments in line with the Equality Act 2010.

## **12. Appeals and Disputes**

Admission decisions follow Local Authority commissioning processes. Disputes should be addressed through the Local Authority's SEND procedures.

## **13. Review of Admissions Procedure**

This procedure is reviewed annually or sooner where changes in legislation or guidance require.

