ADMISSIONS POLICY

Area:	Mackenzie Thorpe Centre	north east autism society	
Title:	Admissions Policy		
Effective Date:	August 2025	Review Date:	August 2026
Authors:	Education Leadership Team	Number of Pages:	3

Introduction

This policy is to ensure that all school settings within North East Autism Society admits, as far as possible those learners whose special education needs can meet effectively and in doing so ensure progress in all aspects of their development.

The Admissions Policy is relevant to all trustees, staff, parents, learners, and local authority representatives who are involved in the admission of a learner to the school. The school will work in partnership with local authorities and parent(s)/carers(s) to assess the suitability of learners for an educational placement at the school. The school will ensure that each individual referral is dealt with efficiently and within the required timescales to provide a transparent, fair, effective, and efficient process.

This policy will promote the equal rights of all learners regardless of disability, ethnic background, language, culture, faith, sexual orientation, and gender. We will ensure that any individual who uses our services or who wants to access our services is treated with the utmost respect and dignity.

(The specific policy relating to the promotion and protection of equal opportunities is available from our"Equality and Diversity Policy")

Purpose

The purpose of this policy is to ensure that the school can meet the individual needs of the children and young people who are admitted.

Mackenzie Thorpe Centre is an independent specialist school which provides education placements forchildren and young people aged 5-19 years with autism, learning difficulties and, or disabilities and neurodiverse needs. A significant number of our learners have multiple sensory impairments, inaddition to complex communication difficulties.

This policy is in response to:

- The Education Act 2011
- School Admissions Code (DfE/ DFE-00728-2014/ 2014)
- Part 6, Paragraph 32 (3) (a) of the Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations

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Admissions criteria

The school accepts referrals from Local Authorities (LA) and must have their support for the referral process to begin, however parent(s)/carer(s) and people who support the learner can arrange a visit to the school.

A copy of the school's latest prospectus can be found on our website (www.ne-as.org.uk/our-schools) for reference by parent(s)/carer(s) and other stakeholders. Hard copies of the prospectus are also available from school upon request by contacting a member of the school via the main telephone line.

Typically, learners will have an Education Health and Care Plan (EHCP) or Support Plan

Parents whose children have an Education, Health, and Care Plan (EHCP) would have the legal right to seek a place at Mackenzie Thorpe Centre so long as it is suitable for the learner and does not prejudice the education of other learners or does not mean an inefficient use of funds.

The school will ensure that the special educational needs outlined in the child/young person's Education, Health, and Care Plan (EHCP) or other records are able to be met within the setting.

If a child/young person requires additional resources, the school will ensure that these resources can reasonably be provided by the setting before a place is offered (or within an agreed timescale).

All correspondence relating to the referral process will be provided to relevant agencies and p supporting the child/young person during their application of educational placement.

The school has an established systematic approach for maintaining admission records, in line with current legislation. Ensuring that all relevant documentation (contracts, permissions, medical information, and consent etc.) have been signed by the appropriate parent(s)/carer(s) local authority representative prior to admission of the child or young person to the school.

It is expected that contractual arrangements between the setting and the paying authority, including a funding agreement are approved before the admission any child/young person

Application process

The schools in partnership with local authority personnel who refer learners that they feel may be a good match to the school. The school requires all available documentation to ensure an informed decision can be made about meeting the needs of a child/young person. It requires up to date information, including but not exclusive to the following areas:

(a) Education Health and Care Plan (EHCP)
(b) Most recent annual review/key educational progress data.
(c) Details of previous placement to include information on exclusions and periods out of education.
(d) Current/most recent behaviour management plan(s) and risk assessment(s).
(e) The learner's method to communicate anxiety through behaviour or other means.
(f) The learner's current or proposed support needs.
(g) A chronology of the child's life to date including family organisation.
(h) Religious and cultural needs.
(i) Current/most recent care plan/Personal Education Plan (PEP)
(j) Any additional assessments and professional reports (e.g., psychology, psychiatry, pediatrics, occupational therapy, CAMHS etc.)

(k) Any social worker involvement.
(l) Parental/carer submissions.
(m) Parents' aspirations for the future and what they expect from our school.

If there is a school place available, a member of the school's leadership team will consider the Education Health and Care Plan (EHCP) and will share their initial thoughts regarding the suitability. The information provided assists the member of the school leadership team with their assessment as to whether a school placement is viable and appropriate.

Consideration is given to whether the school has sufficient staffing in terms of number and experience to manage the admission, both in terms of the individual child/young person's needs and respect of the potential impact that the admission may have on existing group dynamics.

The school will make a decision as to whether the referral will progress to the next stage of assessment or alternatively will state that they cannot meet the needs of the learner at this time.

Pre-admission

Parent(s)/carer(s) and current education provision are contacted to arrange visits to the child/young person's existing school, support service provision and/or family home to gain a better understanding of the child/young person's needs and ability.

A member of the school's leadership team meets with the parent(s)/carer(s) and child/young person ensuring that they will be fully supportive of our ethos and approach.

All prospected learners at this stage will commence a 2-day assessment where appropriate, attending the school provision. Staff will monitor and evaluate the performance and suitability of the learner whilst undertaking educational activities in the prospective learning environment. Staff will provide a full written assessment report once the period is complete and feedback to all relevant parties whilst making a recommendation for the type of educational and support placement needed for the individual learner.

It is important that the school is confident that they can offer an appropriate environment and learning placement to all learners before offering any final placements. Once confident that the school can deliver a service, an offer will be made, and a proposed start date and transitional information will be discussed with all relevant parties.

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.

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).