

## **Admissions Policy**

**Date:** May 2025

**Approved by:** Pupils and Curriculum Committee

**Review Period:** Annually

**Next review due:** Summer 26



### **Principles**

Springhallow School is an all-age (4 - 19) community special school for pupils with Autism. The agreed roll of the school is 130 pupils within the main school. There are 40 places within the offsite Post 16 provision.

Pupils are placed into small classes according to their chronological age or, in certain circumstances, appropriate to their cognitive and developmental level. Staffing and resources will be allocated to individual classes according to the severity and complexity of the learning and behavioural needs evident within the group.

The Local Authority (LA) acts as the admissions authority to the school, in consultation with the school's Governing Body. The Governing body has currently delegated responsibility for responding to the LA to the Headteacher. The following statutory guidance should be noted in consideration of admissions practice at Springhallow School.

- The admission procedures for special schools do not conform to the same enrolment and admission procedures applicable to mainstream schools.
- LAs have a responsibility to request a placement for a pupil in a special school and all pupils will have an Education and Health Care Plan (EHC Plan).
- Pupils admitted to Springhallow will have a formal diagnosis of Autism. In rare cases, a pupil can be placed at the school on an assessment place, pending an Autism diagnosis.
- Pupils can be admitted into Springhallow at any time of the academic year. However, most admissions will take place in September.

### **Practice**

The Governing Body at Springhallow has delegated the responsibility for responding to requests for admissions to the Headteacher. In considering and agreeing a placement at the school, the Headteacher will determine that:

- The pupil's main presenting special educational need is Autism supported by a formal diagnosis.
- The placement is appropriate to the pupil's age, ability and special educational need.
- It is compatible with the interests of other pupils already in the school.
- It is an efficient use of available resources.

**All admissions are coordinated by the Local Authority and the school does not engage directly with parents and carers outside of the official procedures.** The formal admissions procedure will adhere to agreed protocols and guidelines as follows:

- The LA will consult with Springhallow and, as part of the consultation, send a copy of the pupil's EHCP and associated documentation.
- The Headteacher will make a preliminary decision on the basis of the information received. If more information is needed to make a decision, a visit may take place by a member of school staff.
- The Headteacher will respond to the LA regarding the proposed placement of the pupil and give the reasons for their response using a Pupil Placement Feedback form. Any additional funding

arrangements will be made clear within the offer for the LA to consider as part of their placement decisions.

- The final decision as to whether to name the school is the responsibility of the LA.
- When a placement at Springhallow is agreed, the LA will inform the child's family. The school will then contact the family to arrange transition arrangements.
- In the event that the Headteacher concludes that the proposed placement is inappropriate, the LA may wish to challenge the Headteacher's decision. In this situation:
  - The Headteacher will consult with the Governing Body, who will make a decision whether or not to appeal to the LA.
  - The Governing Body may decide that admission will only be offered on a fixed-term assessment placement. This will be followed by a multi-agency review meeting to consider the suitability of the placement.

It should be noted that informal visitor sessions are organised by the school. This is to provide parents and professionals with the opportunity to visit the school and find out about school organisation, teaching methodology and provision.

**Full details of the admission arrangements can be found on the school's website, including details of the entry and exit criteria.**

### **Admissions to Post 16**

As an all-through school, if a placement within Springhallow is appropriate, a student will transition to the Post 16 offsite provision, depending on availability of an appropriate vacancy within the appropriate curriculum pathway. Students are placed into classes according to their cognitive and developmental level. Staffing and resources will be allocated to individual classes according to the severity and complexity of the learning and behavioural needs evident within the group.

In line with the 'Pathway' structure, the student should have knowledge of literacy and numeracy to enable them to access Entry level 1, 2 or 3+ (no higher than working at Functional skills Level 2) or the student is currently accessing an informal curriculum based at Pre-entry level. Further information to understand the qualifications on offer can be found on the school's website.

For students on pathways 1 and 2, they must be able to demonstrate an aptitude that indicates that he/she can be successful in an integrated environment and to function within a peer group available.

Formal visits to this provision are recommended as part of transition planning for existing students and students considering this provision.

There is no on-site Post 16 provision at the main school site.