

Trust- Education Group Ltd

Admissions Policy

Policy Statement

Trust-Education Group Ltd is an independent school specialising in the education and care of children and young people with Social, Emotional and Mental Health (SEMH) needs. We provide a therapeutic, nurturing, and structured environment to support pupils who may have experienced challenges in mainstream education.

We are committed to ensuring that admissions to our school are:

- Fair, transparent, and inclusive.
- In the best interests of the child, their family, and the wider school community.
- Compliant with legislation, including the Independent School Standards 2014, the Equality Act 2010, the Children and Families Act 2014, and Keeping Children Safe in Education (KCSIE).
- Guided at all times by safeguarding and the welfare of children.

Aims of the Policy

The aims of this policy are to:

- Outline the referral and admissions process for prospective pupils.
- Ensure that the school admits pupils whose needs can be appropriately met within our specialist SEMH provision.
- Maintain a culture of safeguarding and child-centred decision-making.
- Provide clarity to parents/carers, Local Authorities, mainstream schools, and professionals about expectations and procedures.
- Ensure equality of opportunity and avoid discrimination.

Eligibility and Admissions Criteria

Trust-Education Group Ltd admits children and young people who:

- Are of statutory school age (11-16)
- Have identified SEMH needs that impact their ability to thrive in mainstream settings.
- May have an Education, Health and Care Plan (EHCP), or are undergoing assessment for one.
- Require smaller class sizes, therapeutic intervention, and a nurturing environment.
- Can be safely and effectively supported within the school's staffing, resources, and expertise.

Admissions will not be offered if:

- The placement would compromise the safety or welfare of the child or others.
- The learner's primary needs fall outside the scope of SEMH (e.g., profound and complex medical or learning needs that require specialist provision that Trust-Education Group Ltd cannot provide).
- The school is at full capacity.

Referral and Application Routes

Applications to Trust-Education Group Ltd may be made by:

1. Local Authorities through the EHCP statutory consultation process.
2. Parents/Carers who approach the school directly.
3. Mainstream schools seeking an alternative placement or intervention for a student, with parental consent.
4. Other professionals (e.g., social workers, educational psychologists, CAMHS teams) with parental consent.

All referrals must be accompanied by appropriate documentation, which may include:

- A copy of the EHCP (if applicable).
- Recent school reports, attendance records, and behaviour logs.
- Safeguarding history (including referrals or involvement with Social Services).
- Risk assessments (where applicable).
- Reports from external agencies (educational psychologists, therapists, CAMHS, etc.).

Admissions Process

The admissions process at Trust-Education follows these detailed stages:

Stage 1: Initial Enquiry

- Parents/carers, Local Authorities, or mainstream schools contact the admissions team.
- The school provides information, including the **admissions policy and referral form**.
- Families are invited to arrange an initial informal meeting.

Stage 2: Initial Informal Meeting and Tour

- An informal meeting is held at Trust-Education with the parents/carers, the learner, and senior staff (Director of Education, Head of School, SENCO, or Admissions Lead).
- The purpose of the meeting is to:
 - Build rapport with the family and the learner.
 - Explore the learner's needs, interests, and aspirations.
 - Provide an opportunity for parents/carers to share information and ask questions.
- During this visit, the learner and their family or professional are given a guided tour of the school, meeting staff and, where appropriate, peers.
- The visit allows the learner and family to see the environment first-hand, understand routines, and assess whether the provision feels right for them.
- Feedback from the family and learner is considered as part of the admissions decision.

Stage 3: Application Submission

- Referral/application documents are submitted (EHCP if applicable, school reports, safeguarding records, assessments).
- Missing information is requested if needed.

Stage 4: Screening and Assessment

- The Director of Education, Head of School, Senco and Designated Safeguarding Lead review the application.
- Academic, safeguarding, health, and behavioural information is considered.
- An **initial** safeguarding and risk assessment is completed.

Stage 5: Taster Sessions (where appropriate)

- Learners will be invited to take part in taster sessions.
- Staff observe the learner's engagement, social interaction, and support needs.

Stage 6: Admissions Panel Decision

- The **Admissions Panel** considers all evidence.
- Decisions are based on:
 - The learner's needs.
 - The school's ability to meet those needs.
 - Safeguarding considerations.
- The outcome may be:
 - **Offer of a place** with an induction plan.
 - **Conditional offer** (e.g., phased start, additional support required).
 - **Refusal** with clear written reasons.

Stage 7: Offer and Induction

- A written offer is sent to parents/carers and, where relevant, the Local Authority or referring school.
- A personalised induction plan is created, which may include a phased transition to support the learner's successful integration.

Oversubscription and Waiting Lists

If the school is full:

- A **waiting list** will be maintained, ordered by the date of referral and assessed level of need.
- Priority will be given to:
 - Children with an EHCP naming Trust-Education Group Ltd.
 - Children at immediate risk of permanent exclusion from mainstream schools.
 - Children without a suitable placement identified by the Local Authority.

Safeguarding and Risk Assessment

- Safeguarding is central to admissions decisions.
- Every applicant undergoes a **robust safeguarding and risk assessment**.
- The school will consider:
 - Child protection history.
 - Risks of harm to self or others.
 - Ability to maintain a safe environment for all pupils.
- If safeguarding risks cannot be managed safely, admission may be declined.

Equality and Inclusion

Trust-Education complies fully with the **Equality Act 2010**. No child will be refused admission on the grounds of:

- Disability
- Gender or gender identity
- Race, ethnicity, or cultural background
- Religion or belief
- Sexual orientation
- Family circumstances

Adjustments will be made where reasonable to ensure equality of access.

Appeals Process

- If a place is refused, parents/carers or the referring body will receive a written explanation.
- Appeals must be submitted in writing to the Headteacher within **14 days** of the decision.
- Appeals will be reviewed by the **Board of Governors**, whose decision is final.

Roles and Responsibilities

- **Director of Education and the Head of School:** Overall responsibility for admissions decisions.
- **SENCO:** Ensures SEMH and SEND needs are fully considered.
- **Designated Safeguarding Lead:** Oversees safeguarding and risk assessment elements.
- **Board of Governors:** Provides oversight, reviews appeals, and ensures compliance.

Monitoring and Review

- All admissions decisions are recorded and reported to the Senior Leadership Team and Governors.
- Admissions data (applications received, offers made, refusals, waiting list numbers) are monitored for fairness and equality.
- This policy is reviewed annually to ensure compliance with legislation, best practice, and school needs.

- The policy is available on the school website and in hard copy upon request.

Policy Lead	Melissa Wainman Director
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