

Admissions Policy Fairway School

Policy Reference:	FWS1
Version Number:	5
Applies to:	Fairway School
Associated documents:	N/A
Approved by:	Operations Director
Implementation date:	October 2026
Next review due by:	October 2027
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Aims

To provide guidance on the admission process for students attending Aurora Fairway School.

2. Scope

This policy applies to the students and staff at Aurora Fairway School.

3. Context

Aurora Fairway School is a specialist day school located within St Ives Cambridgeshire; offering a range of academic and vocational courses leading to employment, or further education. The school can accept students aged 11 – 16 years, who would benefit from an environment that specialises in working with young people with SEMH, Autism and associated behaviour and communication needs.

5. Admission Process

5.1 Enquiries and Referrals - new referrals can be submitted via our website, by making enquiries directly with the school, or through the central Aurora Commissioning Team. We welcome visits to the school, by prior arrangement with the Referrals lead. We would encourage prospective parents/carers, advocates or Social Workers to do so to support their decision to choose Aurora Fairway School.

5.2 Observation - We require up-to-date information, including relevant documents such as the most recent Statement of SEN or Education, Health and Care Plan (EHCP), previous school reports, medical information any previous reports including behaviour management plans, risk assessments, psychology and other clinical observations, to assist in our initial assessment.

Our referrals officer will arrange to visit the student at his/ her present school and/ or at home. Initial observations will include information seeking about education interests, skills and challenges, as well as clarifying best management of health conditions and behaviours. Where appropriate, and felt to be beneficial, the student may attend Aurora Fairway School with their parents/carers, to meet the education team and other staff including therapists for an observation visit or be observed within a classroom setting.

5.3 Following observation, we use all of the available information to decide whether we can appropriately meet the needs of the student.

We liaise with the relevant Local Authority and funding bodies throughout the referral and observation process. In order for us to offer a place, there will need to be a formal application and written agreement of funding from the funding authorities (usually from education, and or health).

We can then send a formal offer letter to the funding authorities, with a copy to parents/carers. Contracts issued by Aurora Fairway School to the Local Authorities must be signed before the placement starts.

Following agreement of the place with the relevant commissioners within the Local Authority, a start date is agreed and a welcome pack, with all key information sent to parents/carers and students.

5.4 Admission

Prior to admission, we hold a pre-admission meeting, with parents/carers and placing local authority representatives to plan a smooth transition to Aurora Fairway School. Transition planning is individual to the needs and requirements of each young person.

All inductions are carefully planned and personalised, with the student's needs and wishes taken into consideration. This might include a phased entry over a short period of time, to enable a smooth transition process.

During **the first three months** of the placement, the student's abilities and needs are **fully observed** and programmes of learning are refined.

In School, teaching staff will observe abilities. The school's multi-disciplinary team including clinical staff, will conduct an initial observation.

For students with challenging behaviours, the support staff will undertake an observation and prepare a behaviour management plan with planned strategies and share this with the student to identify areas we will address together.

These initial observations allow us to determine the student's needs, evaluate the staffing levels required, refine therapy input, as well as support us in setting appropriate and achievable learning targets for the future.

6. Review

This policy will reviewed annually by the Headteacher and ratified by the Operations Director.