

Admissions Policy

Aurora Cedars School

Policy Reference:	CED4
Version Number:	4
Applies to:	Aurora Cedars School
Associated documents:	N/A
Approved by:	Head Teacher
Implementation date:	April 2026
Next review due by:	April 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

This policy aims to:

Provide guidance on the admissions process for parents, carers and prospective students.

Aurora Cedars School is an Independent Specialist School for young people aged 5-19, who may face difficulties as a result of Autistic Spectrum Conditions (ASC)/Social Emotional Mental Health (SEMH) needs. We offer small class sizes, a nurturing approach and a curriculum which is creative and personalised for the students to ensure that we provide them with the best opportunities to succeed.

2. Legislation and statutory requirements

We aim to provide a clear and supportive process for young people, parents and carers which includes access to relevant school policies and paperwork to ensure a successful admission into the school.

3. Scope

This policy aims to provide guidance on the Aurora Cedars School admission process for parents, carers and prospective students. The policy will also be used as a reference guide for all staff involved in the admissions process.

4. Roles and responsibilities

The Headteacher is responsible for the implementation of this policy.

The Headteacher and SEND Administrator manage referrals and visits to the school. The school is supported by a Placements and Business Development Manager.

5. Admissions process

5.1 Enquiries and referrals - New referrals can be submitted via our website, direct enquiries to the school or through the central commissioning team. We welcome visits to the school by prior arrangement with the SEND administrator. We would encourage any prospective parents/carers to arrange a visit if they are interested in a placement at Aurora Cedars School.

5.2 Observations - We require up to date information, including relevant documents such as the most recent EHCP, previous school reports, medical information including any risk assessments, clinical observations to help assist with our initial assessment.

Our SENDCo or SEND Admin will arrange for the student to attend Aurora Cedars School with their parent/carer to meet the education team and other staff including any clinical staff.

The SENDCo, Headteacher or SEND Admin will also discuss the student and their needs with their current and/or previous education setting to understand their everyday needs and what support is required linked to the EHCP.

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

We will 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. We can then send a formal offer letter to the funding authority with a copy to parents/carers. Contracts issued by Aurora Cedars School to the LA must be signed before the placement can start.

Following agreement of the placement with the relevant commissioners within the LA, a start date will be agreed and a Welcome Pack with key information sent to parents/carers and students.

5.4 Admission – Prior to admission we will hold a pre-admission meeting with the parent/carer and, where required, the placing authority representatives to plan a smooth transition to Aurora Cedars School. Transition planning is individual to the needs and requirements of each young person.

All transitions are carefully planned and personalised with the student's needs and wishes taken into consideration. This may include a phased entry over a short period of time to enable to student to acclimatise to a new setting and staff. During the first three months of the placement the students abilities and needs will be fully observed and programmes of learning amended where necessary.

Staff working directly with the student will observe the level of independence, learning abilities and any support that may be required to meet the EHCP targets. This may include clinical staff, Speech and Language Therapists or Occupational Therapists.

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

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher.