

Aurora Chaldon School Admissions Policy

Policy Reference:	CHA1
Version Number:	2
Applies to:	Aurora Chaldon School
Associated documents:	SEND Policy
Approved by:	Operations Director
Implementation date:	September 2026
Next review due by:	September 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:

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

2. Scope

Aurora Chaldon School is a specialist day school; offering a range of academic and vocational courses leading to employment, training or further education.

3. Admission Process

3. 1. Student Profile The school admits young people aged 11– 16 years, who would benefit from an environment that specialises in working with young people who have communication and social communication difficulties. Some have co-existing needs such as learning difficulties alongside their communication difficulties.

It is unusual for students who only have needs related to SEMH to be considered for admission to the school.

All admissions to the school will not be detrimental to the efficient and effective education of other students on roll at the school.

3. 1.1. Enquiries and Referrals - New referrals can be submitted via our website, or through the central Aurora Business Development Team.

3.1.2. Consultation – To decide whether to assess a young person for placement the local assessment team will require the following to be submitted by the commissioning authority:

- EHCP
- Most recent Annual Review of EHCP
- Any available supplementary documents
 - Educational Psychology reports
 - SALT reports
 - OT reports
 - School reports
 - Behaviour Plans
 - Risk Assessments
 - Individual Healthcare Plan – where medical needs dictate this
 - Other agency reports or clinical assessments

It is a general expectation that young people attending Aurora Chaldon School will be able to successfully function in a small class group – 9 students – and not require a fully bespoke curriculum and/or timetable.

There are 2 class environments that students would be placed in:

- Nurture based classes – one class teacher for the majority of subjects - KS3 students working at KS1-2 and/or emotional needs impacting curricular access
- Chronological classes – subject specialist teachers – KS3 and KS4 students typically working within 3-4 years of their chronological age

Aurora

On the basis of this documentation the local assessment team will consider whether the school is likely to be able to deliver the provision outlined in young person's EHCP. If the decision is to progress, the Business Development Team will request permission to assess from the Local Authority and the assessment will then follow the following format:



At any stage of this process the local admissions team may decide from the available information that we can or cannot meet the needs of the child efficiently and effectively. The Head of School will make the final decision regarding placement offers.

3.1.3. Following assessment

The local assessment team will communicate the decision of whether to offer a place or not with the Business Development Team who will communicate the decision with the Local Authority.

In order to offer a place, there will be a formal application and written agreement of funding from the funding authorities. A formal offer letter will be sent to the funding authorities. Contracts are issued by The Aurora Group to the Local Authorities will be signed before the placement starts.

4. Admission

Following a confirmation of placement, families will be sent an admission pack to complete. All students will also have a Personal Support Passport (PSP) and Risk Assessment completed within the first 2 weeks of starting the school; short and medium term EHCP targets and a baseline assessment of SaLT and OT needs.

Students will typically start on a full timetable unless there are specific individual needs that require a part time timetable to support the transition. This will be agreed with the SENDCO if appropriate.

5. Post admission

Once a young person has transitioned into the school, their academic and EHCP progress will be reviewed and communicated at both their EHCP and through termly parents evening and reports.

For students leaving the school destination data will be recorded on our MIS.

6. Monitoring arrangements

This policy is monitored and updated annually by the Head of School.