

Admissions Policy

Aurora Vincent House School

Policy Reference:	VHS12
Version Number:	1
Applies to:	Aurora Vincent House School
Associated documents:	Attendance policy
Approved by:	Head Teacher
Implementation date:	June 2026
Next review due by:	June 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>	

0. Summary of changes since previous version of policy

New policy

1. Aims

This policy aims to:

Provide guidance on the admission process for professionals, parents, carers and prospective students to Vincent House School.

2. Legislation and statutory requirements

This policy is written with regard to:

- Children and Families Act 2014
- Education Act 1996
- Equality Act 2010
- SEND Code of Practice 2015
- KCSIE
- Schools Admissions and Appeals code 2021
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3. Scope

This policy aims to provide guidance on the Aurora Vincent House Admission process for professionals, parents, carers and prospective students. It affects all prospective students to Vincent House School and their families.

4. Roles and responsibilities

4.1 The Headteacher will:

- Lead the admissions process at Vincent House School
- Ensure the process within Vincent House School is followed
- Ensure that the admissions process fulfils all statutory guidance
- Reviews the Admissions process regularly, with the relevant professionals within Aurora
- Responds to requests for assessment and placement in a timely manner, delegating where relevant

4.2 The Referrals team at Aurora will:

- Ensure clear communication with all stakeholders
- Provide the Headteacher with appropriate referrals that follow the admissions guidelines
- Respond to requests in a timely manner with all stakeholders

5. Admissions Criteria

5.1 Our Students

5.1.1 Aurora Vincent House School is an independent specialist provision and applies the following criteria to identify students well suited to our provision:

- All students have an EHCP.
- All students have a diagnosis, or are on a pathway for a diagnosis of Autism.
- Students may have other associated complex needs
- Students may have experienced emotional based school avoidance due to being placed in an inappropriate educational setting, but want to be able to attend school.

5.1.2 Aurora Vincent House School is not designed to provide specialist support to students with difficulties below, and may not be an appropriate provision for students who meet the below criteria:

- Students with severe, profound or multiple disabilities (SLD / PMLD)
- Students with a fight stress response.
- Students who cannot learn within a classroom environment despite adaptations
- Students who readily make others feel unsafe

5.2 Our Curriculum Offer

5.2.1 Aurora Vincent House School aims to provide an age-appropriate curriculum, with elements of personalised learning

5.2.2 Aurora Vincent House School aims to offer a range of qualifications at KS4 from Entry Level 3 up to GCSE level.

5.2.3 Our curriculum model involves an integrated therapeutic approach. Clinical teams will work with our teachers to incorporate therapeutic practices into their work.

5.2.4 High levels of individual clinical work may require additional funding agreements from the local authority.

6. Admissions Process

6.1 Enquiries and Referrals

6.1.1 New referrals are made to Vincent House school by the Local Authority.

6.1.2 The school can be approached directly by parents and carers. In these cases, the Headteacher will share the referral process with parents and ensure all stakeholders are clear on the appropriate channels to follow to secure placement or admission.

6.1.3 Referrals can only be formally processed via the local authority and Aurora's referral team. The school cannot accept or agree referrals without local authority and Aurora support.

6.1.4 The school will advertise open events throughout the year online and via the local SENDIAS. These bookable events will offer any stakeholders the opportunity to visit the school.

6.2 Consultation Process

6.2.1 Referral

On receiving a referral, the Headteacher will:

- Ensure there are the tools and resources needed to be able to handle the process from start to finish, including relevant persons to complete appropriate tasks e.g. Contracts Manager, the tools to be able to complete an appropriate assessment, and to be able to allow for successful admission to the school.
- Ensure all parties that need to be informed of a referral, as well as the process that follows it is contacted and remain updated during the process.
- Ensure school leaders make the referrals team aware of a referral being received.
- Where an EHCP indicates a child is likely to be a good match for the above criteria a student assessment will be arranged.

6.2.2 Assessment Process

The Headteacher will notify the referral team that they agree to assess. The assessment will be completed in a manner that:

- considers the needs of the child during the assessment e.g. support needs, health needs, other relevant information.
- The assessment will be completed in an environment where the child feels safe, will involve multiple people that support the child; e.g. family, carers, current teachers, and will be conducted in a manner to ensure we can confirm if we can or cannot meet the needs of the child and provide them with an appropriate service.
- Professional reports and assessments regarding the child will be reviewed, as well as talking to those who are responsible for the care of the child e.g. family, carers, social worker, and other professionals who have been involved including those who have been involved in previously providing education.
- Ascertain the child's views, wishes, and feelings concerning education. At every opportunity, seek the child's voice during the assessment and process; this may include providing accessible information on the school, providing child friendly tours and taster activities, and the chance to meet and spend time with potential peers.
- Classroom staff will be informed of a potential new student at the school and possibly be involved in the assessment process, including visits, where appropriate

6.2.3 Decision making

The Headteacher will discuss placement with the senior team to review and discuss the appropriateness of the placement with the evidence available.

The decision will be recorded and reported to the referrals team. The referrals team will then contact the local authority, including any adaptations or queries as necessary.

When a placement is offered and agreed by the commissioning authority we will:

- Remain in contact with all bodies involved whilst contracts are being agreed upon.
- Plan and coordinate a bespoke transition for the child during their admission to the school; this involves planning with staff at the school, family/carers, current school (if applicable), social worker, and other persons involved. Before and during the transition, the likes of risk assessments, health questionnaires, and other relevant documentation should be completed for the child's files.
- Classroom staff and therapeutic services staff will be involved in the transition of the child to the school; a transition plan will be created with the input of staff.

If a placement is not agree, the Headteacher will feedback to the referrals team at Aurora. They will communicate with the local authority. The Headteacher will be clear and transparent in their feedback.

6.3 Admission/Transition

Following agreement of the place with the relevant commissioners within the Local Authority, a transition plan will be agreed with the parents, young person and local authority.

These transition plans are personalised and bespoke, dependent on the individual child's needs. During planning, the tutor, timetable, curriculum adaptations and any further considerations will be taken into account when building a transition plan.

Transition plans are approximately 4 weeks long, but may be longer or shorter dependent on individual circumstances.

As many of our students have experienced periods of non-attendance, a transition plan may include a part-time timetable if required. This is a temporary and transitory agreement, applied as a phased reintroduction to full time education, reviewed every two weeks by our clinical team.

Transition plans will be put down in writing and agreed with parents/carers and the young person.

The SENCO will meet with parents and carers after the first four weeks of placement to review transition and how the child has settled in. At this time, their education plan will be finalised.

All transitions are carefully planned and personalised, with the student's needs and wishes taken into consideration to ensure anxiety is reduced.

7. Reviews

Student placements are reviewed annually as part of the annual review process with the local authority.

6. Support, Advice and Communication

Anybody requiring further information or clarity can contact the school on 01403 337500.

7. Monitoring arrangements

This policy will be reviewed annually or where significant changes to the process occur.