

Admissions Policy

Aurora Severnside School

Policy Reference:	SEV2
Applies to:	Aurora Severnside School
Associated documents:	
Approved by:	Headteacher
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 Severnside School.

Aurora Severnside School is a specialist day school located within the Gloucester Science and Technology Park, offering a range of academic and vocational courses leading to employment, or further education. The school can accept students aged 11 - 16 year, who would benefit from an environment that specialises in working with Social, Emotional and Mental Health conditions, and other associated barriers to learning.

3. Scope

This policy applies to new students at Aurora Severnside School.

4. Admission Process

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 Admissions Manager. We would encourage prospective parents/carers, advocates or Social Workers to do so to support their decision to choose Aurora Severnside School.

Assessment - We require up-to-date information, including relevant documents such as the most recent Statement of SEND 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 assessments, to assist in our initial assessment.

Our admissions manager will arrange for the student to visit Severnside should the initial assessment stage be successful. Our Admissions Manager may also request to visit the student at his/ her present school and/ or at home. Initial assessments will include information seeking about education interests, skills and challenges, as well as clarifying best management of health conditions and behaviours

Following assessment, 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 assessment 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 Severnside 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.

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 Severnside 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 assessed and programmes of learning are refined.

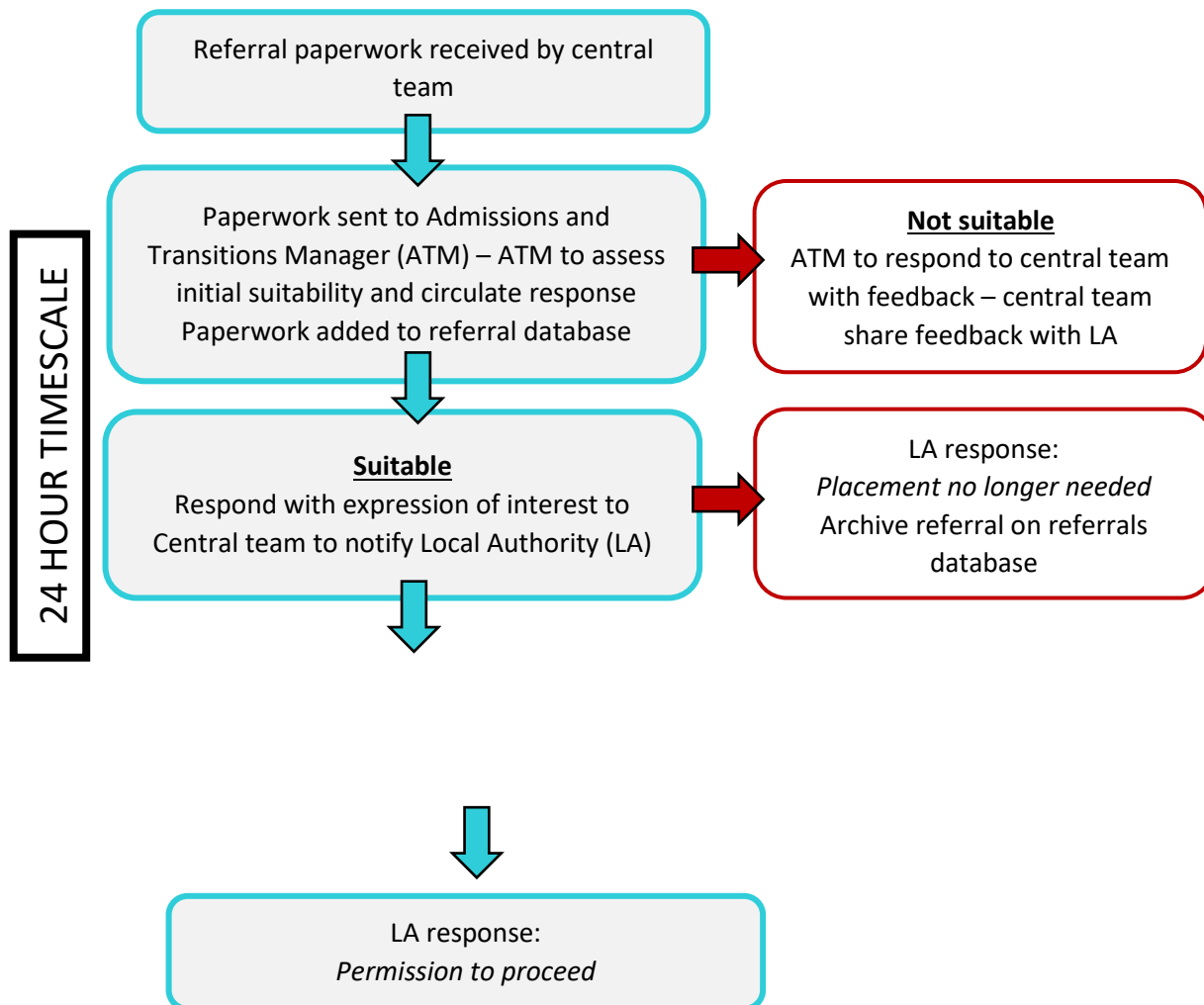
Staff working directly with the student will assess his/ her level of independence in daily living skills. In school, teaching staff will assess learning abilities. The school's multi-disciplinary team including clinical staff, conduct an initial joint assessment.

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

These initial assessments 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.

Aurora

Admissions Process



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