Aurora

Admissions Policy
Ryefields School

Policy Reference:	RYE10
Version Number:	2
Applies to:	Ryefields School
Associated documents:	
Approved by:	Head Teacher & Operations Director
Implementation date:	September 2026
Next review due by:	September 2027
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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0. Summary of changes since previous version of policy

V2 – no changed

1. Aims

Aurora Ryefields School is a specialist independent school for students with Autism Spectrum Condition (ASC) and associated needs. This policy outlines the admissions process to ensure a fair, transparent, and needs-led approach, aligning with statutory requirements and the Independent School Standards.

2. Legislation and Statutory Requirements

This policy is based on the following legislation and statutory guidance:

- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010
- The SEND Code of Practice (2015)
- The Independent School Standards (2014) and relevant updates
- Local Authority placement and consultation processes

3. Scope

This policy applies to all prospective students seeking admission to Aurora Ryefields School. The school caters for students aged 5-19 with an Education, Health, and Care Plan (EHCP) identifying Autism Spectrum Condition (ASC) as their primary need.

4. Roles and Responsibilities

4.1 Proprietor and Governance

The proprietor is responsible for:

- Approving and reviewing the admissions policy.
- Ensuring compliance with statutory requirements and the Independent School Standards.
- Monitoring admissions to ensure a fair and inclusive approach.

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4.2 Headteacher

The Headteacher is responsible for:

- Overseeing the admissions process.
- Liaising with Local Authorities, parents/carers, and other professionals.
- Ensuring the school is prepared to meet the needs of each admitted student.

4.3 Admissions Team

The Admissions Team is responsible for:

- Processing applications and consultations.
- Communicating with families and professionals regarding placements.
- Arranging visits, assessments, and transition plans.

5. Definitions

- Admissions Authority: Aurora Ryefields School, as an independent provider, is responsible for making admission decisions in line with statutory requirements.
- EHCP (Education, Health, and Care Plan): A legally binding document outlining a child's special educational needs and required support.
- Consultation Process: A Local Authority-led process for identifying a suitable school placement.

6. Admission Procedures

6.1 Admission Criteria

To be considered for a place at Aurora Ryefields School, students must:

- Have an EHCP that identifies ASC as their primary need.
- Require a specialist ASC setting for education and development.
- Be able to access the curriculum and provision offered within the school's environment.
- Not present risks that the school cannot safely manage within its resources.

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6.2 Consultation and Assessment Process

1. The Local Authority submits a consultation request, including the student's EHCP and relevant reports.
2. The school reviews the documentation to assess whether it can meet the student's needs.
3. If required, an observation or assessment visit may be arranged.
4. A decision is made and communicated to the Local Authority within 15 working days, in line with statutory consultation timelines.
5. If a place is offered, transition planning begins in collaboration with families and professionals.

6.3 Oversubscription and Waiting List

If the school is at capacity, the following criteria will be considered for priority:

1. Suitability of placement based on the student's needs and the school's provision.
2. The ability to create a peer group appropriate for the student.
3. Date of consultation submission.

Where a place is not immediately available, the student's details may be kept on a waiting list for future review.

6.4 Appeals Process

As an independent school, Aurora Ryefields School is not subject to Local Authority appeals. However, parents/carers may request a reconsideration of the decision or discuss alternative provision with their Local Authority.

7. Transition and Support

Once a student is offered a place, transition planning includes:

- A phased induction process based on individual needs.
- Parent/carer meetings to discuss specific strategies and support plans.
- Close liaison with previous educational settings and external professionals.

8. Equal Access and Inclusion

Aurora Ryefields School is committed to ensuring equality of access by:

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- Adhering to the Equality Act 2010 in all admissions procedures.
- Ensuring no student is disadvantaged based on disability, gender, race, religion, or background.
- Providing a fully inclusive, autism-friendly environment.

9. Monitoring and Review

The effectiveness of this policy is reviewed annually by the school leadership team and proprietor. Key indicators such as placement success rates, consultation outcomes, and student retention will be monitored to ensure compliance with the Independent School Standards and best practice in SEND education.

This policy will be updated as necessary to reflect changes in legislation, best practice, or school circumstances.

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