

Aurora Poppyfield School Admissions Policy

<i>Policy Reference:</i>	POP1
<i>Version Number:</i>	4
<i>Applies to:</i>	Aurora Poppyfield
<i>Associated documents:</i>	-
<i>Approved by:</i>	Head Teacher
<i>Implementation date:</i>	September 2026
<i>Next review due by:</i>	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 Poppyfield School.

2. Scope

Aurora Poppyfield School is a specialist day school located within Effingham, Surrey; 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 young people with Autism and associated behaviour and communication needs.

3. 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 Poppyfield School.

Assessment - We require up-to-date information, including relevant documents such as the most recent Statement of SEN 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 SENDCO or a member of the SLT will arrange to visit the student at his/ her present school and/ or at home. We will then make a request to assess the student via two taster days at the school.

Initial assessments will include information seeking about education interests, skills and challenges, as well as clarifying best management of health conditions and behaviours. We always encourage prospective students to attend Aurora Poppyfield School with their parents/carers, to meet the education team and other staff including therapists for an assessment visit.

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 Poppyfield 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.

Aurora

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 Poppyfield 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 who display behaviours of concern, the support staff will undertake an assessment and prepare a behaviour management plan 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.

5. Monitoring arrangements

This policy is monitored and updated annually by the Headteacher