Admissions Policy
Aurora Wilden View School

Policy Reference:	WVS3
Version Number:	4
Applies to:	Aurora Wilden View
Associated documents:	N/A
Approved by:	Head Teacher
Implementation date:	October 2026
Next review due by:	October 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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1. Aims

This policy aims to provide guidance on the admissions process for parents, carers and prospective students to Aurora Wilden View School.

Aurora Wilden View School is an Independent Specialist School for young people aged 11-19, who may face challenges as a result of **Autistic Spectrum Conditions (ASC)/Social Emotional Mental Health (SEMH) needs**. We offer small class sizes, a nurturing approach and a curriculum which is creative and personalised for each student, to ensure we provide them with the best opportunities to succeed.

2. Legislation and statutory requirements

We aim to provide a clear and supportive process for young people, parents and carers which includes access to relevant school policies and paperwork to ensure a successful admission into the school.

3. Scope

This policy covers the admission processes for Aurora Wilden View School for parents, carers and prospective students. The policy is also be used as a reference guide for staff involved in the admissions process.

4. Roles and responsibilities

The Headteacher is responsible for the implementation of this policy.
The Headteacher, SENDCo and SEN administrator manage referrals and visits to the school. The school is supported by a Placements and Business Development Manager.

5. Admissions process

5.1 Enquiries and referrals

New referrals can be submitted via our website, direct enquiries to the school or through the Aurora central commissioning team. We welcome visits to the school by prior arrangement with the SENDCO. We would encourage any prospective parents/carers to arrange a visit if they are interested in a placement at Aurora Wilden View School. The school will also host open afternoons, which will be advertised on the website and locally.

5.2 Consultation Process

If you would like to have a formal consultation of a place this is usually done with the support of the Local Authority. Initial Placement Consultation will involve a meeting a member of team; normally on the school site. During the meeting, the carers/parents should share information about education, interests, skills and challenges, as well as clarifying best management of health conditions and behaviours of the young person. It can be beneficial that the student attend Aurora Wilden View School with their parents/carers to see for themselves what makes Aurora Wilden view so different to other provisions. We may decide to offer the prospective student a compatibility session to ensure suitability. The process does include some questions regarding safeguarding/specific health issues and ASC/SEMH management strategies and if preferable, this can be requested to discussed away from any young person.

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We require all up-to-date information, including relevant documents such as the most recent Health and Care Plan (EHCP), previous school reports, medical information, any previous support plans including behaviour management plans, risk assessments, care plans if applicable, psychology and other clinical assessments to assist in our initial assessment. Information regarding the child's likes and dislikes and interests are helpful too. The more information we have the better prepared we can be.

Aurora Wilden View's admissions team meet regularly through a term and consistent of members of the Senior Leadership Team as well as members of the Clinical Team: we explore all information and make a decision as to whether a student will match with our cohort and whether we can accommodate the needs within the EHCP.

5.3 Following Consultation

We use all the available information to decide whether we can appropriately meet the needs of the student and which class the prospective young person would fit in to. There is no guarantee of a place as we carefully match to our cohort.

We liaise with the relevant Local Authority and funding bodies throughout the referral and consultation 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, social care and/or health). We can then send a formal offer letter to the funding authorities, with a copy to parents/carers. Contracts issued by the funding authority must be signed before the placement starts.

5.4 Admission

Prior to admission we will develop a transition plan in line with our transition policy for the young person and meet with the family to discuss a smooth and successful transition. Transition planning is individual to the needs and requirements of each young person.

All transitions are carefully planned and personalised with the student's needs and wishes taken into consideration. This may include a phased entry over a short period of time to enable to student to acclimatise to a new setting and staff. During the first three months of the placement the student's abilities and needs will be fully observed and programmes of learning amended where necessary.

Staff working directly with the student will observe the level of independence, learning abilities and any support that may be required to meet the EHCP targets. This may include clinical staff including our: Assistant Psychologist, Speech and Language Therapists or Occupational Therapists.

For students, the psychology team, supporting by the staff team, will undertake an observation and prepare a Positive Behaviour Support Plan with planned strategies and share this with the student to identify areas we will address together.

These initial observations allow us to determine the student's needs, evaluate the staffing levels required, refine any need for clinical input as well as support us in setting appropriate and achievable learning targets for the future.

For pupils who are more complex or who have been out of education for a long period of time 1:1 support may be requested to support attendance up to full time. This would usually be a Teaching Assistant who may make contact and become your key support worker to provide bespoke attendance, to prepare transitions and devise strategies to reduce anxiety and manage behaviours appropriately. We do not aim to replace CAMHs and do not undertake clinical 1: 1 work for lengthy periods without a further funding agreement.

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6. Monitoring arrangements

Review cycle: Annually.
Responsible person: School Business Manager.
Reviewers: Headteacher and the Operations Director.

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