Admissions & Induction Policy

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Applies to:	Aurora Brooklands School
Associated documents:	Child protection and safeguarding Policy
Approved by:	Headteacher & 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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Aims

This policy aims to:

Provide guidance on the admission process for parents, carers and prospective young people.

Aurora Brooklands School is an independent specialist setting that provides places for up to 80 young people aged 9-16. The policy of all Aurora School and Services follows a standard process adapted where required to meet the needs of the child or young person, their families and funding authorities.

The school caters for pupils with Education, Health and Care Plans (EHCP) for addition learning needs including Social Emotional and Mental Health needs, ASD/ADHD/PDA and will consider pupils from year 4 -11 subject to a successful assessment process. We offer specialist teaching and integrated therapeutic support, small classes and a nurturing approach, we give young people a framework for breaking down barriers to learning.

Legislation and statutory requirements

We aim to provide a clear and supportive process for Young People and Parents/Carers that includes access to relevant school policies and paperwork to ensure a successful admission.

Scope

This policy aims to provide guidance on the Aurora Brooklands Admission process for parents, carers and prospective young people. The policy will also be used as a reference guide for all staff involved in the admissions process, as well as those providing information to parents, carers and prospective young people.

Roles and responsibilities

The Headteacher, SENCo and Pupil Administrator are responsible for the implementation of this policy.

The Pupil Administrator manages referrals and arranges agreed visits to the school. The school is supported by the Placements and Business Development Managers.

Admission Criteria

- Pupils will be aged between 9 and 16 years
- All pupils will have a statement of special educational needs or Education Health and care Plan (EHCP)
- The EHCP will contain information about the pupil that enables the school to make an initial decision as to their ability to meet the pupil's needs
- Pupils may have specific or generalised learning difficulties
- There might be exceptional circumstance in which the Local Authority admits a pupil for a formal assessment

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Admissions Process

Enquiries and Referrals

New referrals are usually made through the Local Authority as part of their consultation process. New referrals can be submitted via the school website, by making enquiries directly with the school, or through the central Aurora commissioning team.

The school hosts open events throughout the year, and these may be advertised online, Via Aurora Facebook or locally. These events are informal and allow parents and prospective young people to visit the school site.

Booking for these events is required. These opportunities allow visitors to view the school in a managed way with little student impact. From these events parents can make informed choices about the provision and support offered and may have an opportunity to meet the senior leaders' teachers or support staff. We would encourage prospective parents/carers, advocates, or Social Workers to attend. We are on some occasions able to support an independent visit for any parent and child who has an EHCP. There may not always be an opportunity to speak with any of the SLT at this time, but available staff know the school well. There is a virtual tour also available via the school website.

Consultation Process

Most pupils attending Aurora Brooklands School will have been initially referred by their LA, some may have come via a different route e.g parental referral. If, after reviewing the information provided, the school believes that they can meet the pupils needs then arrangements will be made with the LA for the parents or carers and pupil to visit the school and/ or attend an assessment.

The initial visit will include a tour of the school and a meeting with the leadership team and key members of staff who may be involved in working with the young person. Visitors will have the opportunity to ask any questions they may have and will be given information about the nature of service provided at the school, the curriculum, therapeutic input as well as wider discussions about the ethos and vision of the school.

Assessments are tailored to the young person's individual needs. If appropriate, a member of the Leadership Team or Pastoral Team will arrange a visit to the young person's current educational setting, enabling staff to get to know them, assess their needs, plan their programmes of learning, and ensure that the school can meet the individual needs of the young person.

Initial Placement Consultation will involve a meeting with a member of the Leadership Team in a relaxed and informal setting, sharing information about barriers to education, personal interests, skills and challenges, as well as clarifying best management of health conditions, anxieties and associated behaviours. It is a requirement that the young person attends the consultation with their parents/carers. This is to ensure that key staff are introduced and that the young person has a voice as to the suitability of the school. The process does include some questions regarding safeguarding/ specific health issues and ASC management strategies and if preferable this can be requested to be 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 including any academic information, medical information, any previous support plans including behaviour management plans, risk assessments, care plans (if applicable), psychology, OT, SaLT assessments and other clinical assessments to assist in our initial consultation and ensure we can meet needs.

Information regarding the child's likes and dislikes and interests are helpful too. The more information we have the better prepared we can be and the better able we are to match the young people in our classes.

We cannot support a placement at Aurora Brooklands unless we have identified that we can meet need.

It may also be a useful part of the process for school staff to conduct a home visit to engage with the pupil and parents and staff in their home environment – this may help to further identify the pupils support needs and will assist with the transition process into the new school placement.

If, following these visits, all concerned are agreed that the young person's needs can be met at the service and that the young person and parents or carers are happy to name the service, arrangements will be made to progress to the next stage of the placement process. This next stage is typically offering a placement and engaging with the funding authority.

In all admission decisions, Aurora Brooklands will pay due regards to equal opportunities and diversity and the SEND reforms 2014. Aurora Brooklands will remain prepared to make reasonable adjustments to stated entry criteria to enable admission, where it is felt to be appropriate to do so.

The service will provide parents with information about the service, including general and regular information and prospectus.

Should funding agreement be reached, a place will be offered via the EHCP consultation process.

An admissions register is maintained by the school as per the DFE regulations.

Following Consultation

We use all the available information to decide whether we can appropriately meet the needs of the young person 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. 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.

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Aurora Brooklands Induction Process

- Our Pupil Administrator will contact parents or carers to agree a date for induction which will take place with the Pastoral Team or SENDCO

- Induction process and checklist to be completed

- Headteacher and Leadership Team will assign the new pupil to a class

- Our Pupil Administrator will send Parents/carers consent letters relevant to the school, and these must be signed and received before any young person can attend the school site

- Our Pupil Administrator will support parent or carers with their transport application with the local authority and liaise with the local authority transport team to ensure transport is in place for the agreed start date

- Induction meeting to take place at the young person's home with the Pastoral Lead/SENDCO, including the new pupil, parent or carer and induction paperwork to be completed by both pupil and parent or carer. During this meeting a discussion will take place about what a successful transition will look like for the young person.

- During this meeting we will check that all past information shared is still relevant e.g. allergies etc. And seek clarity regarding key information and provision in the EHCP e.g. any Occupational Therapy, dyslexia, sensory needs or equipment requirements. Where the EHCP states 1:1 support is required in class and the child has previously attended a mainstream setting, this may not be the requirement in a specialist provision due the low-class sizes, the appropriate teaching strategies being applied, the adaptations made to the curriculum and the high staffing level.

- All transitions are carefully planned and personalised, with the young person's needs and wishes taken into consideration to ensure anxiety is reduced. This might include a managed slow transition over a short period of time to build relationships, trust etc, from entry to full time. Learners usually will start with a choice of a Morning (start time 9am) or afternoon (start time 1.00pm). Although the transition may be at a pace to suit the young person, the weekly plan must demonstrate an increase in time spent on site and in class to full time. Support is available on site from our dedicated Pastoral and Therapy Team. If attendance has not increase during this time (we generally monitor over a half term or 6 weeks) then the suitability of the placement may be questioned.

- At Brooklands we can support more anxious students with agreed options e.g. meet and greet, alternative entrance, safe space on entry etc. For young people who are more complex or who have been out of education for a long period of time there is an Extended Transition Timetable (ETT), available with LA agreement. This may include support from the clinical team and or the Pastoral lead. They will be able to provide bespoke attendance support to prepare transitions and devise support strategies to reduce anxiety and manage behaviours appropriately.

- Our Pupil Administrator will send parents/carers a copy of the young person's Transition timetable provided by the SENDCO and upload all paperwork and save into the pupil file on teams. Our Pastoral and Safeguarding Team will work with staff teams

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to produce risk assessments and any relevant Health care/Allergy plans before the young person starts at Brooklands.

- Our Pupil Administrator will confirm start date and transition plan with parent or carer

Support, Advice and Communication

Anybody requiring further information or clarity can contact the school on 01772 454826.

Monitoring arrangements

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

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