Policy

Shaftesbury Education

March 2026

# Admissions Policy

| This document relates to | |
|---|---|
| Shaftesbury Education | ✓ |



© Copyright Shaftesbury

# General Principles

## The purpose of this policy is to describe how Shaftesbury Education manages admissions to its education settings:

### Basis for this policy

At Shaftesbury, we are committed to providing a supportive, inclusive, and high-quality educational environment tailored to meet the needs of children and young people with special educational needs and/or disabilities (SEND). This policy outlines our policy approach and admissions process and ensures transparency, fairness, and compliance with relevant legislation.

This policy complies with:

- The **Children and Families Act 2014**
- The **Special Educational Needs and Disability Code of Practice (2015)**
- The **Equality Act 2010**
- Local Authority admissions guidelines

We aim to ensure that every learner receives the educational provision they require to achieve their full potential.

It is expected that the local admission procedures will uphold any requirements as outlined in guidance provided by the DfE/Education and Skills Funding Agency for the placement of high needs students. This guidance is regularly updated and therefore dated references may not be provided.

# Admissions Criteria

### Applications

We consider applications for admission based on the following criteria:

**Identified Special Educational Needs or disabilities (SEND)**: The student must have an identified SEND as specified in their Education, Health and Care Plan (EHCP) or during Local Authority (LA) referral.

**EHCP (Education, Health, and Care Plan)**: Admission is primarily for children who have an EHCP, which identifies a Shaftesbury Setting as the most appropriate placement to meet the student's needs.


© Copyright Shaftesbury

**Suitability of Placement**: The school/college must be able to meet the student's specific educational, social, emotional, and health needs as identified in their EHCP or professional assessments.

**Availability of Space**: Admission is subject to the availability of appropriate spaces in the relevant class or provision.

**Professional Recommendations**: Recommendations from relevant professionals (e.g., Local Authority SEN officers, educational psychologists, medical professionals) will be considered as part of the admissions process.

# Admissions Process

The Admissions Process follows these key steps:

## Referrals

### Referral

- Referrals are typically made through the Local Authority SEND team, often as part of the EHCP process or annual review outcomes.
- Parents/carers may also express a preference for a school/college in line with their student's EHCP.

### 3.2 Initial Assessment and Review

- Once a referral is received, the school/college will review the student's EHCP, supporting evidence, and reports (e.g., educational psychologist, speech and language therapy, occupational therapy, etc.).
- The school/college may request additional information from parents/carers, previous settings, or professionals involved in the student's care.
- Where necessary, the school/college will invite the family and student for an assessment visit to explore the suitability of the setting and ensure the environment is appropriate for the student's needs.

### 3.3 Placement Decision

- The Headteacher/Principal plus other setting-based professionals will assess the suitability of the placement based on:
    - The student's needs and ability to benefit from the provision.


© Copyright Shaftesbury

  - Health and safety considerations for the student and others.

- For complex admissions, the decision about the school/college's capacity to meet the identified needs is made by the headteacher in conjunction with the Director for Education.
- A formal decision will be communicated to the Local Authority and the parents/carers.

### 3.4 Transition Planning

- Once a place is confirmed, a transition plan will be developed in collaboration with parents/carers, the child, and relevant professionals to ensure a smooth and supported start at school/college.
- Transition plans may include visits, phased starts, or additional preparations as necessary.

# Admissions Without an EHCP

In exceptional cases, children without an EHCP may be considered for admission if:

- The student is undergoing assessment for an EHCP and evidence indicates their needs align with the school/college's provision.
- The school/college and Local Authority agree that a placement would meet the student's needs on an interim basis.

# Oversubscription Criteria

If there are more applications than available spaces, priority will be given as follows:

1. Children already attending the setting requiring continued provision.
2. Children in care (Looked After Children) or previously looked after children with SEN.
3. Children whose EHCPs name the setting as the most appropriate placement.
4. For Victoria School: Children living within BCP and proximity to the school, where appropriate.


© Copyright Shaftesbury

The Local Authority will work with the school/college to identify alternative suitable placements for children who cannot be admitted due to oversubscription.

## Appeals

Parents/carers have the right to appeal a placement decision through their Local Authority in line with the SEND Tribunal process. Details of this process will be provided as part of the decision communication.

# 7. Monitoring and Review

This policy will be reviewed annually by the Governing Body and the Headteacher to ensure compliance with legislation and best practice. Any changes will be communicated to relevant stakeholders.

### 8. Contact Information

For further information regarding admissions, please contact the Admissions Officer in the local setting.


© Copyright Shaftesbury

## Policy Ownership

| Name | Version |
|---|---|
| Admissions Policy | 1.0 |

| Date published | Date for next review |
|---|---|
| March 2026 | March 2027 |

| Approved by | Signature | Date |
|---|---|---|
| Shaftesbury Safeguarding and Services Quality Committee | | March 2026 |

| History | Date | Author | Reason |
|---|---|---|---|
| v1.0 | March 2025 | Adele Audin | Policy created |
| v1.1 | March 2026 | Adele Audin | No changes required |



© Copyright Shaftesbury