

# Policy and Procedure on

## Admissions

### New Elizabethan School

**Legal Status:**

- Complies with Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours
- all staff (teaching and support staff), the proprietor and volunteers working in the school

**Other relevant documents:**

- Equality and Diversity Policy
- Special Educational Needs and Disability Act (SENDA)
- Attendance Policy
- Inclusion Policy

**Availability:**

This policy is made available to parents, carers, staff and pupils from the school office and website

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require

Signed:

Carrie McEconomy

**Head Teacher**

January 2026

Andrew Sutherland

**Representative, Proprietor - Cambian Group**

January 2026

Review Date: January 2027

## **Introduction**

At New Elizabethan School we are registered to care for and educate children from the age of 7 to 19 covering Key Stages 2-5. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. We require confirmation of the date of birth of a child.

## **Pupil Profile**

New Elizabethan School is an independent specialist school offering 38-week day placements for students. Our school currently provides for a wide spectrum of needs or diagnoses, including ASC, ADHD, ADD, Dyslexia, Dyspraxia, mental health, and other difficulties. Most of our children are referred to us and funded through Local Authorities (LA). Our pupils can range between 7 and 19 years of age. All of our children will have an Education Health Care Plan (EHCP). The majority of our students have difficulty in communicating their needs and come to us from a diverse range of backgrounds. Due to multiple placement breakdowns our students often exhibit under-developed learning behaviours, can have extensive gaps in their education and maybe operating below age expected levels.

The school provides a safe nurturing environment where students are supported to develop their potential physically, socially, emotionally and academically. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, service to the community and the development of independence.

## **Referrals**

Most students are referred directly through their Local Authority (placing LA). However, we also accept parental referrals. In line with the Special Education Needs Code of Practice a multi-disciplinary decision is taken on all referrals. The referrals process is as follows:

- Paperwork on the student's history, including their current EHCP and other relevant reports including educational psychologist reports, speech and language reports, occupational therapy reports and behavior information will be reviewed by New Elizabethan School.
- A decision will be made as to whether it is appropriate to continue with an admissions assessment. This decision is based on a number of factors, including year group, SEN need, compatibility with peer group, and whether New Elizabethan School can effectively meet the provision outlined in Section F of the EHCP.
- Where the multidisciplinary team feels that New Elizabethan School could potentially meet this student's needs, the LA will be contacted and New Elizabethan School will request permission to assess the student.
- This assessment meeting will be arranged with the students and their parent(s)/carer(s). After the assessment, meeting school staff may go out to visit the student in their current provision or contact the provision for further information.
- Following the assessment, visit, and gathering of any further information, the multidisciplinary team will decide as to whether New Elizabethan School can effectively meet the needs of the student. This decision is then communicated to the LA.

Offers are based in accordance with the Code of Practice for Schools, Disability Discrimination Act 1995 Part 4 and Schedule 10 of the Equality Act 2010.

## **Pre-admission**

Once the LA have agreed the placement and start date, the student and parent(s)/carer(s) will be invited into school for a pre-admissions meeting. During this meeting the student will be introduced to staff from their form group and a transition plan will be agreed. The family support team will also go out to the student's home with documentation, consent forms and school uniform.

## **Admission**

New student details will be entered onto the admissions register and set up on SchoolPod (the MIS used at New Elizabethan School). Students transitioning on a part-time timetable will have their timetable reviewed on a weekly basis, with the aim of increasing it to full-time as soon as possible.

## **Special Educational Needs**

All of our students have an Education, Health Care Plan (EHCP), which details the four Special Educational Categories of need: cognition and learning, social; emotional and mental health; communication and interaction; and sensory/physical needs. Our curriculum is designed with these four categories of need and a bespoke curriculum is designed to meet the complex needs of each of the students.

We thereby offer a broad and balanced curriculum for every student. Alongside the core curriculum, we have planned a calendar of additional events throughout the year. These events meet key British Values as well as offering Social, Moral, Spiritual and Cultural experiences that will be underpinned by weekly assemblies, personal development opportunities and off-site visits. In addition to this, we offer therapeutic support through speech and language therapy, occupational therapy and mental health support all of which are an integral part of the curriculum.

## **English as an Additional Language**

Our school will make provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3). However, pupils for whom English is an additional language will be provided with appropriate support provided they meet our school academic criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at our school. Our school has a policy and procedure for students for who English is an Additional Language.

## **Reintegration to other educational establishments**

Where possible we intend for young people to be leave New Elizabethan School in a planned and purposeful way. This may be to another educational establishment, college or residential provision. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interest. All relevant documentation will be forwarded to the new provision.