



# ADMISSIONS POLICY

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Review Committee: Standards

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### Version Control

V1.1	November 2023	Version control added and the sentence "covid permitted" removed at the end of the document.
V1.2	November 2024	No Changes
V1.3	January 2026	Amended to have stages in line with Larwood. Larwood phrasing adopted. Added definitions as per Larwood's. Change to stage 6. PAN added.



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## 1. Introduction

Using the admissions policy we wish to ensure that:-

- Parents/carers are happy with the choice of placement and induction process
- The child's introduction to school is positive
- The school feels confident in its capacity to meet the child's needs

Brandles School is a secondary school which caters for pupils with social, emotional and mental health related issues. All pupils have an Education Health Care Plan and they may have range of conditions including, but not exclusive to autism, ADHD, ODD, anxiety and/or other conditions. Pupils are referred to the school at various stages of their school life and therefore may not spend their whole secondary education in the school.

This policy is based on the following advice from the Department for Education (DfE): School Admissions Code 2021 and School Admission Appeals Code. As an academy, the school is required by its funding agreement to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

## 2. Definitions

Looked-after children, as defined in section 22 of the Children Act 1989, are children who, at the time of making an application to a school, are:

- In the care of a local authority, or
- Being provided with accommodation by a local authority in exercise of its social services functions

Previously looked-after children are children who were looked after, but ceased to be so because they:

- Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002, or
- Became subject to a child arrangements order (defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014), or
- Became subject to a special guardianship order (defined in section 14A of the Children Act 1989)



A child reaches compulsory school age on the prescribed day following his or her fifth birthday (or on his or her fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August.

A parent is any individual who holds parental responsibility, as defined under the Children Act 1989, or any person who has care of a child, where the child lives with them either full or part time and they look after that child.

### **3. Published Admission Number (PAN)**

Brandles School currently has capacity for 70 pupils from Hertfordshire and Central Bedfordshire and neighbouring local authorities. Whilst there is no specific class size number, the limited space in many specialist teaching areas means that Brandles School has a limit of 7 maximum in classes to avoid potential risks to safety and wellbeing.

### **4. Admission Criteria**

Pupils will be considered for admission at Brandles if:

Upon receipt of a consultation the Headteacher will determine whether it would be suitable for the age, ability, aptitude or SEN of the child or young person, or if the attendance of the child or young person would be compatible with the efficient education of others, or an efficient use of resources. If the school is deemed appropriate and a place is available, then the Headteacher will assess the provision required to meet the child or young person's needs and the level of top-up funding to support this. The Headteacher may speak to professionals from other agencies including Health and Social Care who may make recommendations as to the child's suitability or compatibility. Should it be agreed that a place is appropriate an offer letter will be sent to the relevant local authority who will then decide whether they wish to accept the place at the level of funding requested.

Pupils will be considered for admission at Brandles if:

- They have an Education Health Care Plan and there is a parental preference for a place at Brandles School or where the LA believes the School, in light of its specialism, is appropriate given the child's age, and special educational needs
- They have been approved for an SEMH secondary school placement via a provision panel meeting and there is evidence of the same



- Documentation presented to Brandles School as part of the statutory consultation process has included a full range of reports including, but not exclusive to an EHCP in final or draft format, school based report (s), behaviour logs, Education Psychology reports, intervention reports where appropriate and any other supporting papers. Reports should be accurate and provide full and comprehensive details of all relevant issues for the child and family concerned
- A suitable place is available. This would not just be in terms of number of places, but also in relation to peer group and any factors that may be prevalent in relation to class dynamics
- Following consideration of all the evidence, Brandles school can meet the social, emotional, mental health and behavioural needs for the pupil

## 5. The Admission Process

The admission process will:

- Be clearly outlined to prospective parents / carers, which may include making opportunities for parents / carers to visit to help them make an informed decision both informally and formally
- Be handled as sensitively as possible taking into account both the needs of the pupil and their family
- Begin to establish the partnership with parents / carers and clarify expectations
- Facilitate the exchange of information and ideas between home and school through home visits and induction meetings
- Enable parents / carers to become confident partners in their child's education
- Be sensitive to the needs of other pupils in the class and the resources available
- Include close liaison with feeder schools where appropriate
- Include liaison with the external agencies involved with the pupil as appropriate (e.g. SALT, EP, Social Care, OT) and Outreach where involved

Our admissions activities:

### Stage 1-School visit\*\*

Parents are invited to visit the school and meet key staff, as well as having a look around the school. Ideally, this is before a provision panel meeting and allocation of placement. The Headteacher and Deputy Headteacher will generally be available to meet with you at this visit. This is the perfect opportunity to ask any questions you may have been thinking about.

### Stage 2-Consultation paperwork



Paperwork is sent to Brandles consulting on the possible placement for a pupil. There is a 15-day period to respond to this. At this stage, it is essential that there is a range of documentation supporting the assessment of placement. It is not acceptable to simply send the Education Health Care Plan.

### **Stage 3-Initial admission meeting \*\***

Once placement is agreed, a meeting will take place involving key school staff and the family.

### **Stage 4-Visit to student's school\*\***

A member of staff from Brandles will try to see your child in their existing provision. This may take place earlier, when possible during the consultation stage. However, some of our students may not be in school and this may not be possible.

### **Stage 5-Second admission meeting**

A Family Engagement Worker from Brandles will meet with the family and have a secondary meeting to discuss further details about the students/family history etc. This is when a start date and plan of entry is agreed.

### **Stage 6- Welcome to Brandles**

A phased start may be considered if it would be beneficial to the child. This may or may not include a 6 week placement in the hive.