



HOMEBROOK WOODS

Independent Special School

Ages 5-11

Autism Spectrum Condition

and associated Speech, Language and Communication Needs

ADMISSIONS AND PLACEMENT SUITABILITY POLICY

Independent School Standards	Part 1 - Quality of Education Part 3 - Welfare, Health and Safety of Pupils Part 6 - Provision of Information Part 8 - Quality of Leadership and Management
Proprietor	Vonika Shelley
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Document Governance and Version Control

This policy has been formally adopted by the Proprietor of Homebrook Woods. It forms part of the school's regulatory and operational framework and will be implemented in full upon registration as an independent special school:

- ensuring compliance with statutory guidance and the Education (Independent School Standards) Regulations 2014;
- ensuring admissions processes are lawful, transparent, SEND-informed and safeguarding-led;
- ensuring that admissions decisions are based on robust evidence and professional judgement;
- ensuring that placement sustainability and transition effectiveness are monitored;
- reviewing this policy annually or sooner where legislative, regulatory, inspection or operational changes require amendment.

Version	Date	Author/Owner	Summary of Changes	Approved By Proprietor
1.0	19.06.26	Initial policy for DfE registration / pre-registration inspection	Proprietor	

Policy Purpose

The purpose of this policy is to explain how Homebrook Woods receives referrals, assesses suitability, makes admissions decisions, plans transition and monitors whether placements remain safe, appropriate and effective.

Admissions at Homebrook Woods are not treated as an administrative process alone. They are a safeguarding, SEND, curriculum and welfare decision. The school will only offer a placement where it is satisfied that it can meet the child's needs safely, lawfully and meaningfully, and where the placement is likely to support positive outcomes over time.

- support robust responses to Local Authority consultations;
- ensure EHCPs, professional reports, communication profiles, sensory needs and risk information inform placement decisions;
- ensure the views of parents/carers and pupils are considered;
- support successful transition and induction;
- reduce the risk of placement breakdown through early planning and review.

Scope

This policy applies to all prospective pupils and to all staff, leaders, external professionals, parents/carers and Local Authority officers involved in admissions, consultation, assessment, transition and placement review at Homebrook Woods.

It applies to full-time placements, assessment placements, alternative provision arrangements, emergency or crisis referrals, and any other placement route considered by the school.

Linked Policies (Integrated Framework)

This policy should be read alongside the following policies and documents, which operate as an integrated framework:

- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour, Regulation and Positive Support Policy

- Curriculum Policy
- Assessment / Pupil Performance Evaluation Framework
- Health and Safety Policy
- Accessibility Plan
- Supporting Pupils with Medical Needs / First Aid Policy
- Attendance Policy
- Exclusions / Suspensions Policy
- Physical Intervention / Positive Handling Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- Equality Policy
- Data Protection and Privacy Notices
- Complaints Policy

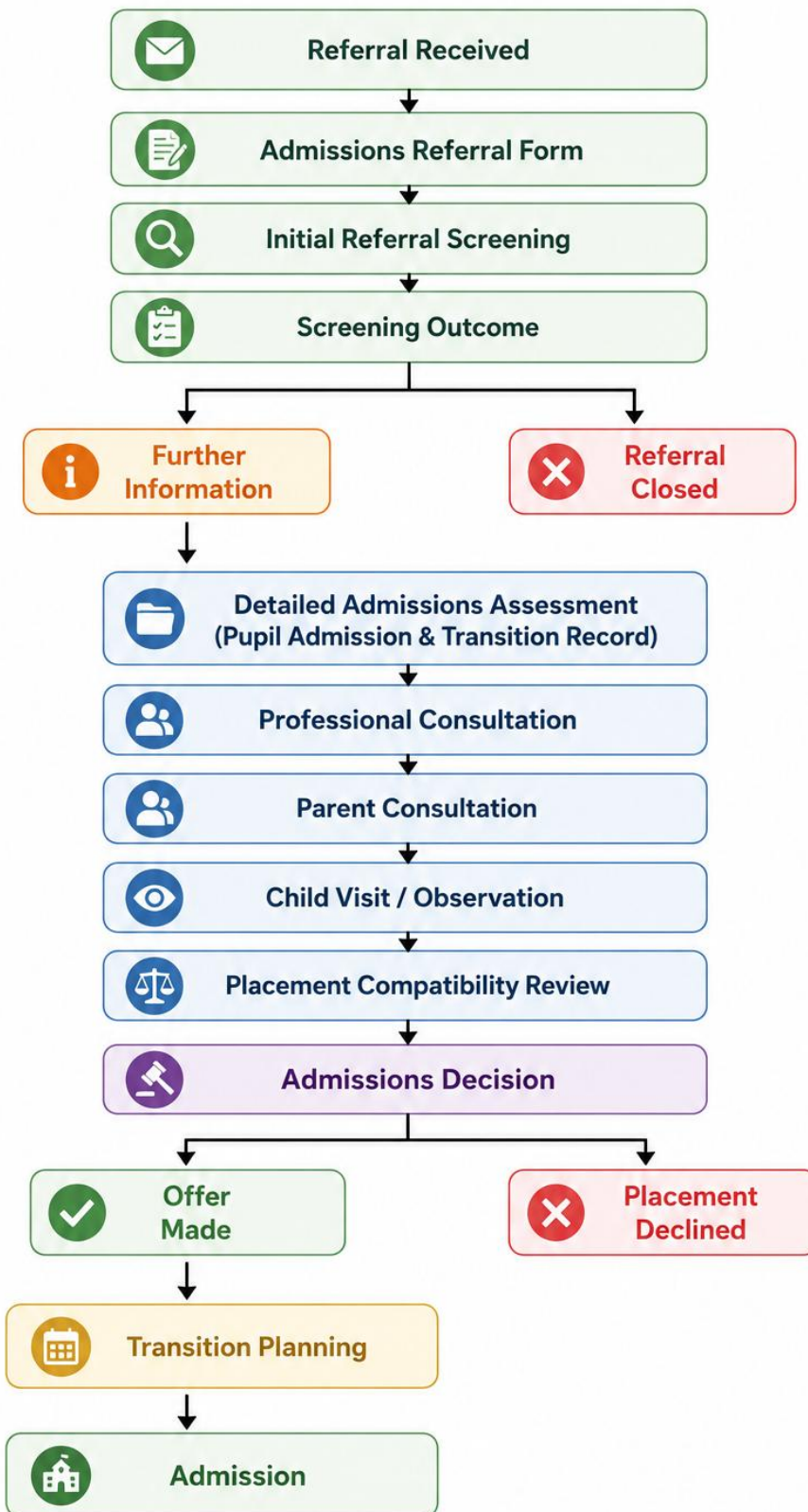
Where admissions information indicates potential safeguarding risk, unmet SEND need, health and safety concerns, equality considerations or placement sustainability concerns, the relevant linked policy will be applied alongside this policy.

Key Definitions (Shared Language)

Term	Definition
SEND	Special Educational Needs and Disabilities. A pupil has SEND if they have a learning difficulty or disability requiring provision different from or additional to that generally available to peers.
EHCP	Education, Health and Care Plan - a statutory plan describing a child's needs, outcomes and special educational provision.
Reasonable Adjustments	Changes to environment, communication, curriculum, staffing, routines or practice designed to prevent a disabled pupil being placed at substantial disadvantage.
Placement Suitability	The professional judgement of whether Homebrook Woods can safely and effectively meet a child's needs within its designation, staffing, environment and cohort context.
Placement Sustainability	The likelihood that a placement can remain safe, appropriate and beneficial over time, including when needs change or risks emerge.
Co-production	Collaborative planning with parents/carers, pupils and professionals so that lived experience and professional evidence shape provision.
AAC	Augmentative and Alternative Communication, including objects, symbols, visuals, communication boards, devices or other systems that support communication.
Regulation	The ability to manage emotional, sensory and arousal states in order to engage safely and meaningfully in daily life and learning.
Risk Assessment	A structured process for identifying risks, likelihood, severity, control measures, staffing implications and review arrangements.

HOMEBROOK WOODS

Admissions Process Flowchart



1. Whole-School Admissions Ethos and Vision

Homebrook Woods believes that successful placements begin with a detailed understanding of the individual child. Admissions decisions are therefore grounded in the child's strengths, interests, communication, sensory profile, emotional wellbeing, risk information, professional advice and family knowledge.

The school's admissions approach is designed to ensure that children do not simply "fit into" a provision, but that provision is deliberately planned around what each child needs to feel safe, communicate effectively, regulate, learn and participate.

1.1 Child-Centred Admissions Philosophy

Every referral is considered individually. Homebrook Woods does not make admissions decisions based solely on diagnosis, label or presenting behaviour. A diagnosis may help describe a pupil's profile, but it does not determine whether a placement is suitable on its own.

The school considers the whole child: what they enjoy, what helps them feel safe, what creates barriers, what adults need to understand, and what conditions are likely to enable progress. Strengths, interests and motivators are recorded because they directly inform transition, curriculum access and relationship-building.

1.2 Successful Placements as a Safeguarding Priority

Placement decisions are safeguarding decisions. A poorly matched placement can increase anxiety, dysregulation, attendance difficulties, peer vulnerability, safeguarding concerns and risk of exclusion or placement breakdown.

For this reason, Homebrook Woods will only offer a placement where it has carefully considered safety, welfare, staffing, environmental capacity, peer compatibility and the school's ability to implement the provision required.

1.3 Inclusion, Equality and Dignity

Homebrook Woods is committed to inclusion through proactive planning, specialist teaching, reasonable adjustments and environmental design. Inclusion does not mean expecting pupils to adapt to an unsuitable environment; it means adapting systems, communication, curriculum and routines so pupils can access education with dignity.

Admissions decisions will not discriminate on the basis of protected characteristics. The school will consider anticipatory and individual reasonable adjustments as part of suitability assessment.

1.4 Co-production and Partnership

Parents and carers are recognised as experts in their children. Local Authorities and professionals provide essential statutory and specialist information. Pupils communicate their views in different ways, including through speech, AAC, behaviour, play, engagement, avoidance, preference and distress signals.

Homebrook Woods will seek to build a joined-up understanding from the start, so that admissions decisions and transition plans are informed by all relevant perspectives.

2. Legal and Regulatory Framework

This policy supports compliance with relevant legislation, statutory guidance and regulatory expectations, including:

- Education (Independent School Standards) Regulations 2014
- Children and Families Act 2014

- SEND Code of Practice: 0 to 25 years
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children
- Education (Pupil Registration) (England) Regulations, as applicable

2.1 Independent School Standards

Admissions processes support the school's ability to meet the Independent School Standards by ensuring that pupils admitted can access an appropriate curriculum, are safeguarded effectively, and receive provision in a safe, well-led and properly monitored environment.

2.2 SEND and Equality Duties

Homebrook Woods will consider its duties to pupils with SEND and disabilities, including the duty to make reasonable adjustments and to avoid discrimination. The school recognises that communication access, sensory access and emotional access are central to equality for pupils with ASC and SLCN.

2.3 Local Authority Consultation Duties

Where a Local Authority consults Homebrook Woods regarding a pupil with an EHCP, the school will review available evidence carefully and respond professionally within required timescales wherever possible. Responses will set out whether the school believes it can meet need and what information, resources or adjustments may be required.

2.4 Information Sharing and GDPR

Admissions information will be handled lawfully, securely and proportionately. Information will be shared only where there is a legitimate educational, safeguarding, statutory or operational reason to do so. Where safeguarding concerns arise, information may be shared without consent where this is necessary to protect a child or others from harm.

3. Specialist Designation of Homebrook Woods

Homebrook Woods is a specialist independent school for pupils aged 5-11 whose primary educational needs arise from Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN), with associated sensory processing differences and related barriers to learning.

3.1 Cohort Profile

Pupils may have experienced difficulty accessing larger, busier or less predictable settings. Many may require a smaller, structured and communication-supportive environment where adults understand neurodiversity, emotional regulation and sensory processing.

3.2 Primary Areas of Need

- Autism Spectrum Condition (ASC);
- Speech, Language and Communication Needs (SLCN);
- sensory processing differences;
- anxiety linked to communication, transitions, sensory overload or previous school experiences;
- associated cognition and learning needs;
- difficulties with social understanding, flexibility, engagement or independence.

3.3 What Homebrook Woods Is Designed to Provide

Homebrook Woods is designed to provide a small, structured, relationship-based and communication-centred educational environment. The school's approach includes predictable routines, visual supports, personalised curriculum access, regulation opportunities, low-arousal practice and strong parent-professional collaboration.

3.4 Needs That May Require Further Consideration

Some pupils may present with needs that require careful further assessment before a decision can be made. These may include complex medical needs, significant risk to self or others, high levels of absconding, significant trauma histories, substantial mental health needs, or behaviours requiring a level of intervention beyond the school's available staffing and expertise.

3.5 If Needs Fall Outside Designation

Where needs appear to fall outside the school's specialist designation, Homebrook Woods will review whether reasonable adjustments, additional professional advice, staffing arrangements or phased transition could make placement viable. If the school cannot meet need safely and effectively, it will decline the placement and provide clear reasons.

3.6 Placements Homebrook Woods Is Unable to Provide

Whilst Homebrook Woods aims to be inclusive and to make reasonable adjustments wherever possible, there may be occasions where the school is unable to meet a child's needs safely or effectively.

- where the level of risk to self or others cannot be safely managed;
- where specialist medical provision exceeds available staffing expertise;
- where the pupil requires a secure, highly restrictive or clinical environment;
- where intensive therapeutic or clinical input is required beyond that available through commissioned or external services;
- where admission would significantly compromise the welfare, safety or education of existing pupils;
- where the school is unable to implement provision specified within the EHCP;
- where the child's primary need requires a different specialist setting or service.

Each case will be considered individually and decisions will never be based solely on diagnosis.

4. Referral and Consultation Pathways

Homebrook Woods may receive enquiries or referrals through several routes. The same safeguarding, SEND and suitability principles apply regardless of the source of referral.

4.1 Local Authority Consultations

Local Authority consultations will normally include an EHCP or draft EHCP and supporting evidence. Homebrook Woods will review this information and may request further documentation before confirming whether it can meet need.

4.2 Parental Enquiries

Parents and carers may make initial enquiries. The school will explain its designation, admissions process and the importance of Local Authority consultation where an EHCP is in place.

4.3 School Referrals

Current schools or settings may provide information where families or Local Authorities are exploring specialist placement. Information from current settings is valued because it helps identify what has and has not worked.

4.4 Emergency or Crisis Referrals

Emergency referrals may arise where a child is out of education, at risk of exclusion, experiencing school-related anxiety or where placement has broken down. Homebrook Woods will still require sufficient information to assess safety and suitability.

4.5 Alternative Provision and Assessment Placements

Where assessment or alternative provision arrangements are considered, the school will clarify the purpose, timescale, review arrangements, safeguarding responsibilities, attendance recording, transport arrangements and expected outcomes before agreeing placement.

5. Information Gathering and Pre-Admission Assessment

Admissions decisions must be informed by sufficient, accurate and up-to-date information. Homebrook Woods will request documentation that enables leaders to understand the child's needs, risks, provision requirements and likely compatibility with the school environment.

5.1 Core Documentation Required

- EHCP or draft EHCP, where applicable;
- latest annual review paperwork;
- current school or setting report;
- attendance record;
- behaviour support plan, if applicable;
- risk assessments, if applicable;
- safeguarding chronology or relevant safeguarding summary, where appropriate and lawful;
- communication profile;
- sensory profile or OT information;
- medical information and healthcare plans.

5.2 Additional Documentation

Additional documentation may be requested depending on the child's profile. This may include exclusion records, Early Help assessments, social care information, therapy advice, previous placement reports, transport risk assessments or records of emotionally based school avoidance.

5.3 Professional Reports

Professional reports are reviewed to identify statutory provision, recommended strategies, risk factors, therapeutic input, communication approaches and environmental adjustments. Reports may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, paediatric, social care or specialist teaching advice.

5.4 Safeguarding Information

Safeguarding information is essential to safe placement planning. Homebrook Woods will seek proportionate information about known vulnerabilities, risks, child protection involvement, peer risks, online safety concerns, trauma indicators, missing episodes, harmful sexual behaviour concerns or other relevant safeguarding matters.

5.5 Information Gaps and Escalation

Where information is incomplete, inconsistent or out of date, the school may delay a decision until further evidence is provided. If risk information is unavailable or unclear, Homebrook Woods may conclude that it cannot safely determine suitability at that stage.

5.6 Environmental Compatibility Assessment

Homebrook Woods recognises that the environment itself can act either as a support or barrier to successful placement. As part of the admissions process, consideration will be given to:

- sensory characteristics of the environment;
- noise levels and tolerance;
- group sizes;
- access to quiet or low-arousal spaces;
- outdoor access requirements;
- supervision requirements;
- physical accessibility;
- transport arrangements;



- transition demands;
- toileting, personal care and medical access requirements.

Environmental compatibility assessment forms part of the school's anticipatory duty to make reasonable adjustments.

5.7 Transport, Attendance and Practical Arrangements

Transport and attendance can significantly affect placement success. Homebrook Woods will consider journey length, arrival routines, anxiety linked to transport, handover arrangements, punctuality, fatigue, medical factors and whether the child requires a staged attendance plan during transition.

5.8 Protective Factors and Strength-Based Assessment

Admissions assessments adopt a strengths-based approach. Assessment will identify:

- individual strengths;
- interests and motivators;
- preferred activities;
- existing coping strategies;
- successful approaches used previously;
- communication strengths;
- relationships that support wellbeing;
- aspirations identified by the child and family.

This information informs transition planning, curriculum design and relationship-building.

5.9 Historical Educational Experiences

Understanding a child's previous educational experiences is essential to successful placement planning. The admissions process will explore:

- previous placements attended;
- attendance history;
- exclusions or suspensions;
- emotionally based school avoidance;
- periods out of education;
- successful and unsuccessful strategies;
- significant educational transitions;
- experiences of trauma, bullying or school-related anxiety.

This information supports risk reduction and transition planning.

6. Placement Suitability Framework

Homebrook Woods uses a structured suitability framework to ensure that admissions decisions are comprehensive, evidence-based and auditable. The framework considers individual needs, school capacity, cohort compatibility and the reasonable adjustments required to make placement successful.

6.1 Communication and Interaction Assessment

Detailed consideration will be given to:

- expressive language
- receptive language
- social communication
- pragmatic language
- AAC requirements
- processing time

- communication environment needs
- the level of adult modelling, visual support and reduced language demand required.

6.2 Sensory Processing and Regulation Assessment

Detailed consideration will be given to:

- sensory seeking behaviours
- sensory sensitivities
- sensory triggers
- environmental adaptations
- regulation support requirements
- OT recommendations
- early signs of dysregulation
- effective co-regulation strategies.

6.3 Learning and Curriculum Access Assessment

Detailed consideration will be given to:

- cognition and learning profile
- curriculum access
- developmental stage
- learning behaviours
- engagement profile
- independence skills
- ability to access structured teaching
- required differentiation and reasonable adjustments.

6.4 Social, Emotional and Mental Health Considerations

Detailed consideration will be given to:

- anxiety
- emotional regulation
- trauma history
- attachment considerations
- self-esteem
- previous educational experiences
- relationships with adults and peers
- mental health support already in place or required.

6.5 Health and Medical Assessment

Detailed consideration will be given to:

- diagnoses
- medication
- intimate care
- epilepsy/medical protocols
- dietary needs
- accessibility requirements
- healthcare plans
- staff training implications.

6.6 Risk Assessment Framework

Admissions decisions are informed by risk information. Risk assessment is not used to exclude children automatically; it is used to identify whether risks can be understood, reduced and managed safely within the Homebrook Woods environment.

- safeguarding concerns;
- risk to self;
- risk to others;
- absconding or missing episodes;
- self-injury;
- aggression;
- property damage;
- online safety risks;
- medical or environmental risks;
- vulnerability indicators.

Risk assessment includes consideration of severity, likelihood, control measures, staff competence, environmental adaptations, supervision, training and review arrangements.

6.7 Cohort Compatibility Assessment

Homebrook Woods recognises that successful placements depend not only on meeting individual need but also on ensuring compatibility with the existing school community. Consideration includes:

- age profile;
- communication profile;
- regulation profile;
- vulnerability profile;
- safeguarding implications;
- group dynamics;
- peer relationships and potential triggers;
- the efficient education and welfare of existing pupils.

6.8 Multi-Agency Consultation

Where appropriate, Homebrook Woods will seek information and advice from:

- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- CAMHS professionals;
- Social Workers;
- Virtual School Heads;
- previous schools and settings;
- Early Help professionals;
- Local Authority SEND Officers.

Professional advice will be considered alongside parental views and pupil voice when determining suitability.

7. Admissions Decision-Making Framework

Admissions decisions are made through a structured professional judgement process. The school will weigh all available evidence and record the rationale for any offer, conditional offer, request for further information or decision not to offer a placement.

7.1 Decision-Making Principles

All admissions decisions will be:

- child-centred;
- evidence-informed;
- transparent;
- lawful;
- proportionate;
- clearly recorded;
- informed by safeguarding and SEND duties;
- mindful of the welfare and education of existing pupils.

7.2 Placement Suitability Threshold

A placement will normally only be offered where Homebrook Woods is satisfied that:

- educational needs can be met;
- required provision can be delivered;
- identified risks can be managed safely;
- staffing expertise is sufficient;
- reasonable adjustments can be implemented;
- the environment can be adapted appropriately;
- the placement is likely to be successful and sustainable.

7.3 Exceptional Admissions

In exceptional circumstances, Homebrook Woods may consider pupils whose needs fall partially outside the school's usual designation where professional evidence suggests that the placement may nevertheless be appropriate. Such decisions will require careful assessment, documented rationale and clear review arrangements.

7.4 Circumstances Where Placement May Not Be Offered

A placement may not be offered where evidence indicates:

- inability to maintain safety;
- needs beyond available expertise;
- inability to implement required provision;
- incompatibility with existing cohort;
- risks that cannot be reduced through reasonable adjustments;
- insufficient information to make a safe decision;
- a different specialist setting would be more appropriate.

7.5 Consultation Response Framework for Local Authorities

Where Homebrook Woods receives a consultation from a Local Authority, responses will normally include:

- summary of information reviewed;
- identification of additional information required;
- analysis of suitability;
- consideration of risks;

- staffing and resource implications;
- consideration of reasonable adjustments;
- proposed transition arrangements;
- final recommendation and rationale.

This ensures transparency and consistency in decision-making.

7.6 Withdrawal of Offers

Homebrook Woods reserves the right to withdraw a placement offer where significant information has not been disclosed, information provided is materially inaccurate, circumstances change significantly prior to admission, or risk information emerges which materially alters suitability. Any such decision will be evidence-based, documented and communicated sensitively.

8. Child and Family Participation

Homebrook Woods believes children and families must actively shape admissions decisions. Their knowledge informs not only whether placement is suitable, but how transition should be planned and how staff can support the child from day one.

8.1 Parent and Carer Consultation

Parent/carers consultation may include discussion of strengths, anxieties, triggers, communication, sensory needs, routines, previous education, medical needs, safeguarding vulnerabilities and family priorities for the first term.

8.2 Pupil Visits and Observations

Where appropriate, pupils may visit Homebrook Woods, meet key adults, explore spaces, engage in preferred activities or be observed in their current setting. Visits are adapted to reduce pressure and gather meaningful information.

8.3 Professional Meetings

Homebrook Woods may attend or convene meetings with professionals to clarify provision, risk, statutory requirements and transition arrangements.

8.4 Supported Pupil Voice During Admissions

Homebrook Woods recognises that some pupils may communicate preferences, worries or views non-verbally. Where appropriate, pupil voice may be gathered using:

- observations;
- photographs;
- visual choices;
- symbols;
- AAC;
- play-based interaction;
- social stories;
- trusted adult interpretation.

The absence of spoken language will never prevent meaningful participation.

9. Transition and Induction

9.1 Transition Philosophy

Transitions are recognised as periods of heightened vulnerability for pupils with ASC and SLCN. Transition planning prioritises predictability, emotional safety, relationship building, communication support and regulation.

9.2 Transition Pathway

1. Pre-admission consultation
2. Visit programme
3. Transition planning meeting
4. Visual preparation / social stories
5. Gradual induction where required
6. Baseline assessment period
7. First review

9.3 Baseline Assessment Window

During the induction period Homebrook Woods completes:

- communication profile;
- sensory profile;
- regulation profile;
- engagement profile;
- learning profile;
- safeguarding profile;
- independence and adaptive skills profile;
- initial Pupil Passport and provision plan.

9.4 Transition Risk Reduction Planning

Transition plans may include:

- phased attendance;
- staggered start dates;
- reduced timetables during induction;
- environmental adaptations;
- additional staffing;
- individual risk assessments;
- visual transition materials;
- home-school communication plans;
- pre-teaching of routines.

Transition plans will be individualised and reviewed regularly.

9.5 First Review Meeting

A first review meeting will be scheduled following admission to evaluate transition, early engagement, regulation, attendance, communication, risk, family feedback and any required amendments to provision.

10. If Needs Change Following Admission

Homebrook Woods recognises that needs may evolve. Where evidence suggests that needs have significantly changed, risks have escalated or placement sustainability is compromised, the school will respond through review, adjustment and escalation.

10.1 Placement Sustainability Reviews

Following admission, placement suitability will be formally reviewed:

- during baseline assessment;
- at the first review meeting;
- following significant incidents;

- following safeguarding concerns;
- during annual reviews;
- when concerns regarding placement sustainability arise.

Indicators that a placement may require review include increased dysregulation, deteriorating attendance, escalating risk, reduced engagement or significant deterioration in wellbeing.

10.2 Escalation and Emergency EHCP Review

Where statutory provision, risk or placement suitability requires urgent reconsideration, Homebrook Woods may request an early or emergency review of the EHCP, convene a multi-agency meeting and document all actions and decisions.

10.3 Placement Breakdown Prevention

Before concluding that a placement is no longer suitable, Homebrook Woods will consider whether reasonable adjustments, intensified provision, professional advice, risk planning, altered routines, environmental changes or additional support could restore safety and access to learning.

11. Leadership and Governance

11.1 Governance Structure

Homebrook Woods operates a proprietor-led governance structure. Where governance and operational leadership are unified, the school ensures admissions decisions are documented, subject to professional discussion and open to external scrutiny where appropriate.

11.2 Proprietor Responsibilities

The Proprietor/Headteacher is responsible for:

- ensuring admissions remain lawful;
- ensuring placement decisions are evidence-based;
- ensuring safeguarding and SEND duties are considered;
- monitoring placement sustainability;
- reviewing admissions trends;
- approving consultation responses where required;
- ensuring this policy is implemented and reviewed.

11.3 SENDCo Responsibilities

The SENDCo is responsible for:

- coordinating assessments;
- reviewing documentation;
- advising on suitability;
- identifying reasonable adjustments;
- coordinating transition arrangements;
- ensuring admissions information informs Pupil Passports and provision planning;
- liaising with professionals and Local Authorities where appropriate.

11.4 External Challenge and Professional Scrutiny

Where governance and operational leadership are unified, Homebrook Woods ensures appropriate external challenge through:

- professional supervision;
- advisory board scrutiny;
- Local Authority review processes;
- independent audits;
- external professional consultation;
- inspection and regulatory processes.

Admissions decisions may be reviewed with external professionals where appropriate.

11.5 Staff Responsibilities

Staff involved in admissions, visits or transition are responsible for sharing relevant observations, following agreed transition plans, protecting confidentiality and alerting leaders to any safeguarding, welfare, curriculum or risk concerns.

12. Recording, Documentation and Confidentiality

12.1 Admissions File

The school maintains admissions records including referral documents, consultation correspondence, suitability assessments, risk assessments, transition records, parent consultation records, pupil voice evidence, professional advice and admissions decisions.

12.2 Information Sharing Protocols

Information obtained through the admissions process will only be shared on a need-to-know basis, in accordance with UK GDPR, and with appropriate consent unless safeguarding concerns require otherwise. Where safeguarding concerns are identified during admissions, relevant information will be shared immediately with appropriate agencies.

12.3 Admissions Register

Once a pupil is admitted, Homebrook Woods will maintain an Admissions Register in line with applicable regulations. This will include required information such as pupil name, date of birth, parent/carer contact information, date of admission, previous school and other required statutory details.

12.4 Retention and Secure Storage

Admissions records will be stored securely with access restricted to those who require information for statutory, safeguarding, educational or operational purposes. Records will be retained in accordance with school retention procedures and data protection requirements.

13. Complaints, Appeals and Disagreement Resolution

Homebrook Woods aims to resolve concerns early, openly and professionally. Parents/carers may raise concerns through:

- Stage 1 - informal discussion with the Headteacher/SENDCo;
- Stage 2 - formal school Complaints Procedure;
- Stage 3 - Local Authority disagreement resolution, mediation or statutory appeal routes where the matter relates to EHCP processes or placement decisions.

Where a Local Authority names or consults Homebrook Woods as part of a statutory process, the school will cooperate with lawful information requests and provide evidence as required.

14. Equality, Inclusion and Human Rights

Homebrook Woods is committed to equality of opportunity, anti-discriminatory practice, reasonable adjustments, dignity and respect. The school will not discriminate on the basis of age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership where applicable.

Admissions monitoring will consider whether any group is disadvantaged by process, communication, access or decision-making patterns. Where concerns are identified, leaders will take action through policy review and practice improvement.

15. Quality Assurance and Monitoring

The effectiveness of admissions processes will be monitored as part of the school's self-evaluation and quality assurance cycle. Monitoring helps identify whether admissions decisions are robust, transitions are successful, placements are sustained and families and Local Authorities experience the process as clear and professional.

- placement retention rates;
- successful transition rates;
- parental feedback;
- Local Authority feedback;
- number of emergency reviews;
- placement sustainability data;
- consultations received;
- placements offered and declined;



- placement breakdowns;
- themes from complaints or concerns.

15.1 Admissions Equality Impact Monitoring

The school will monitor admissions information to ensure no group is disadvantaged. Monitoring may include analysis by age, sex, ethnicity, disability, looked-after status, placement type and outcome of consultation. Patterns identified through monitoring will inform policy review and service development.

15.2 Admissions Quality Assurance Dashboard

Leadership will review admissions processes termly, including consultations received, placements offered, placements declined, placement retention rates, successful transition rates, parental satisfaction, Local Authority feedback, emergency review rates and placement breakdown rates. This information forms part of the school's self-evaluation and continuous improvement cycle.

16. Policy Review

This policy is reviewed annually or sooner if legislation changes, inspection feedback identifies improvements, monitoring identifies concerns, significant incidents require procedural refinement or operational changes affect admissions practice. The Proprietor approves all revisions.

Appendix A – Homebrook Woods Admissions Documentation Suite

The Homebrook Woods Admissions and Placement Suitability Policy is supported by a suite of controlled operational documents. These documents provide the framework for administering, evidencing and quality assuring the admissions process and are maintained separately from this policy.

The Admissions Documentation Suite comprises:

Document	Purpose
Admissions Referral Form	Records the initial referral and supporting information submitted by the referring authority, school, parent/carer or other authorised professional.
Initial Referral Screening Record	Records the school's preliminary review of referrals, documentation received, compatibility considerations and screening decision.
Referral Screening Outcome Letter	Communicates the outcome of the initial referral screening, including progression to assessment, requests for further information or decisions not to progress.
Pupil Admission & Transition Record	Forms the school's comprehensive admissions case record, documenting assessment findings, consultations, safeguarding, risk, placement suitability, admissions decisions and transition planning.
Admissions Assessment & Decision Toolkit	Provides operational guidance, assessment templates, consultation records, decision-making tools and quality assurance documentation used throughout the admissions process.
Admissions Register	Maintains the statutory and organisational record of admissions enquiries, consultations, offers, refusals and placements.

Admissions Assessment & Decision Toolkit

The Admissions Assessment & Decision Toolkit currently includes:

1. **Admissions & Suitability Documentation Checklist** – confirms all essential referral documentation has been received and reviewed.
2. **Referral Information Checklist** – identifies any outstanding reports or additional information required before assessment.
3. **Parent Admissions Consultation Record** – records discussions with parents or carers and their views regarding the child's needs, strengths and aspirations.
4. **Child Observation Record** – records observations made during visits, assessments or transition sessions.
5. **Placement Compatibility Assessment** – evaluates whether Homebrook Woods can safely and effectively meet the child's needs and whether the placement is compatible with the existing cohort.
6. **Consultation Response Template for Local Authorities** – supports formal responses to Local Authority consultation requests.

7. **Admissions Panel Record** – documents professional discussions, evidence considered, panel recommendations and the rationale for decisions.
8. **Admissions Decision Record** – provides the formal record of the final admissions decision and supporting rationale.
9. **Transition & Induction Checklist** – supports planning once a placement has been offered and accepted.
10. **Admissions Quality Assurance Dashboard** – monitors admissions activity, outcomes, transition success and quality assurance across the admissions process.

Appendix B

Homebrook Woods Admissions Framework

The Homebrook Woods admissions process is designed to ensure that every referral is considered fairly, consistently and in accordance with the school's specialist designation, statutory responsibilities and safeguarding duties.

Admissions decisions are reached following a structured process of information gathering, professional consultation, assessment and evaluation to determine whether Homebrook Woods can safely and effectively meet the child's identified needs whilst maintaining the wellbeing, safety and educational entitlement of all pupils.

Stage 1 – Referral Received

The admissions process begins when Homebrook Woods receives:

- a completed **Admissions Referral Form**;
- the child's Education, Health and Care Plan (EHCP), where applicable; and
- supporting professional reports and documentation.

An initial administrative review is undertaken to ensure sufficient information has been provided for the referral to be considered.

Stage 2 – Initial Referral Screening

The **Initial Referral Screening Record** is completed to:

- confirm receipt of essential documentation;
- identify any missing information;
- undertake an initial review of the child's needs;
- identify any immediate safeguarding concerns;
- identify any obvious incompatibility with the school's specialist designation;
- determine whether the referral should progress to detailed assessment.

Decision Point 1

Has sufficient information been received?

No

Request additional information before continuing the admissions process.

Yes

Proceed to the compatibility screening stage.

Decision Point 2

Is the referral potentially compatible with the specialist provision offered by Homebrook Woods?

No

The referral is not progressed.

A **Referral Screening Outcome Letter** is issued explaining the outcome.

Yes

The referral progresses to a Detailed Admissions Assessment.

Stage 3 – Detailed Admissions Assessment

A **Pupil Admission & Transition Record** is opened.

This becomes the child's official Homebrook Woods admissions case record and is developed throughout the assessment process.

The assessment may include:

- review of professional reports;
- parent/carer consultation;
- child observation and visits;
- communication profile;
- sensory profile;

- learning profile;
- social, emotional and mental health profile;
- behaviour support review;
- safeguarding review;
- risk assessment;
- medical review;
- transport considerations;
- multi-agency consultation;
- documentation review;
- parent views;
- child voice.

The admissions case record is completed progressively as further information becomes available.

Stage 4 – Placement Compatibility Review

Following completion of the detailed assessment, Homebrook Woods undertakes a professional review of placement compatibility.

Consideration includes:

- ability to meet identified needs;
- delivery of EHCP provision and outcomes;
- safeguarding considerations;
- health and safety;
- risk management;
- staffing capacity and expertise;
- environmental suitability;
- compatibility with the existing cohort;
- Equality Act 2010 reasonable adjustments;
- therapeutic provision;
- funding arrangements.

Decision Point 3

Can Homebrook Woods safely and appropriately meet the child's needs?

No

The placement is declined and the referring authority is informed.

Yes

A placement is offered.

Stage 5 – Admissions Decision

The admissions decision is formally recorded.

The decision record includes:

- evidence considered;
 - professional judgement;
 - rationale for the decision;
 - admissions outcome;
 - any conditions attached to the offer.
-

Stage 6 – Transition Planning

Once a placement has been accepted, the transition elements of the **Pupil Admission & Transition Record** are completed.

This document then forms part of the child's permanent admission record and supports:

- transition visits;
 - information sharing;
 - risk management;
 - staff preparation;
 - parent communication;
 - first-day planning;
 - induction arrangements.
-

Appendix C Admissions Process Overview



Homebrook Woods Admissions Pathway

A clear and structured process to ensure every child is considered fairly, carefully and individually.



Our admissions process is child-centred, collaborative and transparent.
We work closely with families, professionals and Local Authorities to ensure the best possible outcomes for every child.

