

Admissions Policy



DfE no: 850/6107



Approved by: Governing board

Date: 1 July 2025

Signed by:

A handwritten signature in blue ink, appearing to read 'L. J. Patten', is placed over a light blue rectangular background.

Position: Chair of Governing board

Last reviewed: July 2025

Next review due: September 2026

Monitoring arrangements

This policy will be reviewed at least annually in line with DfE, HSCP, HCC and any other relevant guidance (change as appropriate).

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Inclusion Education is the working name of Inclusion Hampshire CIO registered number 1162711			

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‘The Inclusion Way’: A Shared Foundation

‘The Inclusion Way’ has been developed by Inclusion Education and is based on over ten years’ experience. ‘The Inclusion Way’ captures our ethos to wellbeing and mental health, our pedagogical approach and all aspects that affect a learner’s educational experience.

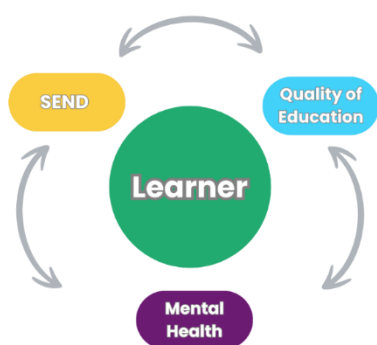
This introduction outlines how the ‘Inclusion Way’ is used and embedded as a shared vision and foundation across all our policies and practices at Inclusion School(s). This introduction defines who our learners are, why they are here, and how our inclusive pedagogical approach ensures our learners are supported, valued and empowered.

It is important to understand the journey our typical learner has been on before they arrive at an Inclusion School.

For example, our learners will:

- typically have a severe and chronic diagnosed mental health need. They are likely experiencing, or have experienced, self-harm, suicide ideation, depression, and high anxiety.
- have diagnosed and/or undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction (C&I), or specific learning differences (SpLD).
- often experience significant gaps in education at primary and/or secondary level.
- have a history of non-attendance due to high anxiety and mental health needs and have been identified as emotionally based school avoiders (EBSA).
- are often working below age-related expectations in Maths, English, and Science due to disrupted education and unmet needs.
- may have experienced trauma, whether through Adverse Childhood Experiences (ACEs) or bullying in previous educational settings.
- are young people exploring their identity and discovering who they are and who they want to be. While they may struggle with emotional regulation or academic attainment, they are not of primary-age cognitive ability, they are young adults and want to be treated as such.

At Inclusion Schools, we deliver education through a three-tiered curriculum model based on the triangulation between Mental Health, Quality of Education and SEND.



These three aspects are of equal importance and they all inform each other.

Only by working collaboratively are our learners able to make sustained and holistic progress.

The Inclusion Way’ is more than a framework: it is the heart of our schools’ mission. By addressing mental health, SEND, and academic development as equally essential, we equip learners not only to succeed in education but to thrive in life. Our learners tell us this works. Their progress shows us it works.

1. Statement and vision

The purpose of this policy is to ensure that Inclusion Schools can meet the individual needs of the children and young people who are admitted.

Inclusion Schools are registered for learners aged 11-16 years with social, emotional and mental health needs and other complex needs. The schools operate as independent co-educational special day schools.

The aim of the admission policy is to provide clarity regarding the criteria for admissions for Local Authorities and parents/carers to ensure that the process and decisions are fair, consistent and that all parties involved in the admissions process work in partnership.

The policy is reviewed annually, or when required by changes in legislation or revised schools' procedures. It can be viewed on the schools' website, or a printed copy can be obtained by contacting the schools' reception.

Please note that Inclusion Schools are not Section 41 registered schools. The Headteacher's decision is final.

Should you wish to appeal the Headteacher's decision, please contact your caseworker.

2. Admission criteria

Inclusion Schools offer placements for children and young people aged 11-16 with **chronic and severe mental health needs**: our primary objective is to support those experiencing suicide ideation and self-harm.

Prospective learners will have social, emotional mental health needs stated on their EHCP and likely to have 1 one or more of the following needs identified within their Education, Health and Care Plan:

- Self-harm
- Suicide ideation
- Emotionally-based school avoidance (EBSA)
- Other diagnosed mental health need; for example, depression or ARFID (this list is not exhaustive)
- Attachment disorder
- Trauma
- High anxiety
- Low self-esteem, confidence and resilience
- Autistic spectrum condition (ASC)
- Selective mutism
- Social vulnerability
- Speech, language and communication needs
- Social communication needs
- Specific learning difficulties, such as dyslexia

It should be noted that a placement may not be offered even if all of the above criteria is met.

Inclusion Schools do not offer placements to more than one family member (i.e. no siblings) although this decision is at the discretion of the Headteacher.

This is because, due to our small number of learners, it is important that each learner can feel that Inclusion Schools are their space.

For the same reason, Inclusion Schools do not offer placements to children of its members of staff.

Please note the following aspects of the schools' provision:

- Inclusion Schools do not deliver 1:1 teaching
- If a place is offered and accepted, it is the responsibility of the parent/carer of the child to collect them from school, regardless of distance, if their child is unwell during the school day and the schools' first aider has assessed it necessary for them to go home.

3. Funding

All funding for a place at Inclusion Schools are provided by local authorities.

Where, working alongside parents/carers and the Local Authority throughout the Annual Review and EHCP progress, we are successful in naming Inclusion School on your child's Education, Health and Care Plan, the local authority will agree to fund the placement.

4. Admissions Process

4.1 Open Afternoons

If you are interested in seeing whether the school is right for you and would like to visit, we hold open events regularly. Please see our website and social media accounts for details of these events throughout the year.

4.2 Admissions Process

The following outlines the application process for parents/carers and Local Authorities:

1. Consultation from the Local Authority

The Local Authority will formally consult Inclusion School. This may be as part of their usual processes or at your request.

2. Assessment

Inclusion Education's Admissions Team will review your child's Education, Health and Care Plan (EHCP) and will request further documents. These will include attendance history, any relevant medical evidence and a risk assessment.

Two things may happen next:

3a. Visit

Having reviewed all the information available, if our Admissions Team think the school **may** be able to meet your child's need, we will offer a formal visit to you to see the school. This visit will be led by a member of our team.

3b. The school cannot meet need

Our Admissions Team, having reviewed all the relevant information, may assess that the school cannot meet your child's needs and will complete the Local Authority's consultation documents to explain this. The school will not offer a visit if this decision is made.

Please be aware that Inclusion Schools are independent non-maintained special schools and not Section 41 registered. This means that the final decision of offering a placement resides with the school.

Should a visit be offered and successful:

4. Place offered: If following a visit and receiving all the information we requested, we as a school feel we can meet your child's needs, and you wish to pursue the placement, we will complete the Local Authority's consultation documents to confirm this. We may have some questions about your child's needs in their EHCP, which we will confirm with you before the placement is formally offered.

5. Local Authority decision: Although the school may offer a placement, it is ultimately the Local Authority's decision to place your child at Inclusion School. This is formally decided by the SEN Team. At this stage, and to understand this process, please speak with your caseworker.

6. Place agreed: If the place is agreed by the SEN Team, your caseworker will contact you to confirm this. Inclusion School will be informed and we will be in touch with you to arrange the first stages of your child's transition.

7. Transition: See sections 6 and 7 for further details.

8. Start

Once all of this has been completed, we will agree start date we will warmly welcome you and your child to the Inclusion Schools' community.

If the school is oversubscribed, families with a child/young person interested in joining and for whom we have received a successful local authority referral, we will contact you to discuss whether you would like your child to be added to our waiting list for the appropriate year group.

As soon as a space becomes available we will contact the parent/carer and Local Authority to inform them that a space has become available and begin the transfer process.

When placed on a waiting list we are unable to provide an estimate of when a space will become available.

5. Admission assessment documents

Inclusion Schools work in partnership with local authority personnel and requires that all necessary documentation is provided in a timely manner to ensure an informed decision can be made about meeting the needs of a child/young person.

If these documents are not provided, the school will not be able to assess whether it can meet the needs of the child and will reply to the Local Authority to this effect.

The documents required are:

- Current Education, Health and Care Plan (EHCP)
- Records of all annual reviews, including one from the past 12 months
- Current/most recent care plan/Personal Education Plan (PEP), if applicable
- Current/most recent behaviour management plan(s), including the number of exclusions (if applicable) and risk assessment(s)
- Any additional assessments (such as OT or SALT)
- Any additional professional reports (e.g. psychology, psychiatry, paediatrics, YOT, CAMHS etc)
- Information on any previous Pupil Premium spend
- The learner's attendance at their previous setting(s) and whether they were identified as EBSA by their previous setting
- Previous academic attainment (such as reading age, Key Stage 2 results, CAT4 tests)

6. Transition

Once funding and placement has been formally agreed the school will arrange to meet with the parents/carers at home to begin a two-week pre-admission transition period.

The learner and their parents/carers, and key professionals, will be invited to attend this meeting where a transition plan will be created together. This meeting will often take place at the learner's home, or wherever they feel most safe. This will be the first week. At this meeting a personalised plan will be agreed.

We strongly encourage this meeting to take place to ensure a successful transition and allow further context to be shared, not included in other documents, so that the school can create a plan that supports the young person from Day 1.

During the second week, the learner will visit the school to meet their tutor and complete an English/Reading, Maths and Cognitive Ability Test (CAT) assessment. These assessments are essential; however, they are completed in a very low-key way to remove any anxiety and reflect reflection our staff's normal teaching approach.

The support plan will be reviewed and finalised prior to admission. Each transition plan will be personalised to the individual needs of the learner and their learner voice.

7. Post-admission

Following admission we will remain in contact with you via your child's tutor or the school's Head of Mental Health. During these conversations we will continue to discuss your child's individual support plan.

At the end of term there is also a formal Parents' Evening with your child's tutor to review progress and the support in place.

Inclusion Schools ensure when admitting a child/young person that prior to the end of the post-admission period they have identified and completed:

- The identification of any additional special educational needs that the school is equipped to cater for
- Baseline information and assessment details to be presented in the post-admission review
- Information stating what needs to be in place to support a child/young person in the placement
- An induction process for a new child/young person
- A system that identifies the resources and expertise required to meet the changing/developing needs of the child/young person's individual needs

8. LGBTQ+ Young People

At Inclusion Schools we celebrate our LGBTQ+ young people and strive to create a community in which LGBTQ+ feel safe and supported to be themselves. This includes using their chosen pronouns and name. We do this as part of our support of the mental health of our young people.

If as a parent/carer you have concerns about this issue in advance of a placement please feel free contact the Headteacher to discuss this further.