



SENDScope
Independent School

Admissions Policy

POLICY

POLICY WRITTEN BY:	SENDScope Director Natalie Walsh
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Policy Statement

SENDSCOPE Independent School is committed to providing a high-quality education within a safe, supportive, and inclusive environment. The school welcomes applications from pupils who will benefit from and contribute positively to the educational ethos of the school.

Admissions decisions are made fairly, transparently, and without unlawful discrimination. The school seeks to ensure that each pupil admitted can access the curriculum, participate fully in school life, and make meaningful progress.

The school complies with the Equality Act 2010 and all relevant statutory guidance relating to independent schools.

Admissions Principles

The school will:

- Treat all applications fairly and consistently.
 - Consider each applicant individually.
 - Ensure admissions decisions are made in the best interests of the child and the wider school community.
 - Assess whether the school can reasonably meet the educational, social, emotional, behavioural, pastoral, and welfare needs of the applicant.
 - Work collaboratively with Local Authorities, parents/carers, schools, and other professionals throughout the admissions process.
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Referrals and Admissions Pathways

The majority of admissions to SENDSCOPE Independent School are made through consultations from Local Authorities seeking specialist educational provision for children and young people.

As part of the admissions process, the school will consider information provided by:

- The Local Authority;
- Parents/carers;
- The young person's current or previous educational setting;
- Relevant professionals involved with the young person.

This information is used to determine whether SENDSCOPE can provide an appropriate educational placement and meet the pupil's identified needs.

Dual Registration Placements

Where a pupil attends SENDSCOPE on a dual registration basis, the placement will normally be arranged through a formal referral from the pupil's named mainstream or special school.

In these circumstances:

- The pupil will remain on roll at their named school as the main registered provider.
- The referring school will retain overall responsibility for the pupil's statutory educational entitlement unless otherwise agreed.
- Clear arrangements will be established regarding attendance, safeguarding, curriculum provision, behaviour expectations, communication, and monitoring of progress.
- Placements will be reviewed regularly to ensure they continue to meet the needs of the young person.

The school reserves the right to refuse a referral where it believes it cannot adequately meet the pupil's needs or where the placement would adversely affect the education, welfare, or safety of other pupils and staff.

Admissions Process

The admissions process is designed to ensure that any placement offered is appropriate, sustainable, and in the best interests of the young person.

Stage 1: Initial Consultation and Induction Meeting

Following receipt of a consultation or referral, SENDSCOPE will arrange a formal induction meeting at the school.

This meeting will typically be attended by:

- The child/young person
- The parent(s) or carer(s);
- A representative from the young person's current school or educational setting;
- Relevant SENDSCOPE staff;
- The Local Authority Caseworker, where applicable, who is welcome to attend should they wish to do so.

The purpose of the meeting is to:

- Discuss the young person's educational, social, emotional, and behavioural needs;
- Review relevant documentation and reports;
- Explain SENDSCOPE's provision and expectations;
- Determine whether SENDSCOPE may be a suitable educational setting.

Stage 2: Assessment Placement

Where all parties agree that SENDSCOPE remains a potentially suitable placement following the induction meeting, the young person will be invited to attend an assessment period at the school.

The assessment period allows staff to:

- Observe the young person within the school environment;
- Assess their educational, social, emotional, and behavioural needs;
- Evaluate the support required for successful engagement in learning;
- Determine whether SENDSCOPE can provide an appropriate and effective educational placement.

Stage 3: Placement Decision

Following the assessment period, SENDSCOPE will review all available information and determine whether the school can safely and effectively meet the young person's needs.

Where SENDSCOPE considers that it can provide a suitable placement, the school will complete the consultation response paperwork and provide the Local Authority or commissioning body with:

- Confirmation that the placement can be offered;
- Details of the proposed provision;
- Associated placement costs.

Where SENDSCOPE determines that it is unable to meet the young person's needs, the referral will not proceed, and the relevant parties will be informed accordingly.

The final decision regarding funding and commissioning of placements rests with the relevant Local Authority or commissioning body.

Assessment of Applications

Applications will be considered based on:

- Educational history;
- Attendance and punctuality records;
- Behaviour and conduct records;
- Academic attainment and progress;
- Social, emotional, and mental health needs;
- Special Educational Needs and Disabilities (SEND);
- The school's ability to meet the applicant's needs effectively.

The school may request additional information where necessary before making a decision.

Key Stage 4 Admissions

To ensure that pupils can successfully access and complete examination courses, SENDSCOPE Independent School will not normally admit pupils into Year 10 after the Christmas break of that academic year.

This restriction exists because:

- Significant curriculum content will have been missed;
- Examination courses and qualifications are already underway;
- Late admission may place the pupil at a significant educational disadvantage.

The Principal reserves the right to make exceptions in exceptional circumstances where it is considered to be in the best interests of the young person and where suitable educational arrangements can be made.

Permanent Exclusions

SENDSCOPE Independent School does not normally admit pupils who have previously been permanently excluded from another school or educational setting.

This position reflects the school's commitment to maintaining a safe, stable, and supportive learning environment for all pupils.

The school may consider exceptional cases where:

- Full information regarding the exclusion is available;
- There is clear evidence of significant change in circumstances;
- The school is satisfied that admission would not adversely affect the education, welfare, or safety of other pupils and staff.

Any such decision will be made at the discretion of the Principal and Proprietors.

Admissions Decisions

Following consideration of all relevant information, parents/carers and commissioning bodies will be notified of the outcome of their application or consultation in writing.

The school reserves the right to refuse admission where:

- The school cannot adequately meet the pupil's needs;
- Admission would be incompatible with the efficient education or welfare of other pupils;
- Required information has not been provided;
- The applicant falls within the categories outlined in this policy regarding late Year 10 admissions or previous permanent exclusion.

Complaints and Review of Admissions Decisions

As an independent school, SENDSCOPE is not required to operate a statutory admissions appeals process.

However, parents/carers, schools, or Local Authorities who wish to challenge an admissions decision may submit a written request for the decision to be reviewed by the Principal and Proprietors.

The outcome of the review will be communicated in writing and will be final.
