

MEADOWCROFT SCHOOL POLICY

Admissions

MC 03

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Owner Job Title	Deputy Headteacher - Inclusion



Meadowcroft School Admissions Policy

Introduction

Starting school, or moving from one school to another, can be a challenging time for children, young people and their families. At Meadowcroft School, we aim to make the admissions and transition process as clear, supportive and person-centred as possible.

Meadowcroft School is an independent special school approved by the Secretary of State under Section 41 of the Children and Families Act 2014. We work in partnership with children and young people, parents/carers, Local Authorities (LAs) and other professionals to determine whether Meadowcroft is an appropriate placement and can meet the special educational provision specified within a child or young person's Education, Health and Care Plan (EHCP).

Admissions decisions and consultation responses are made in accordance with relevant SEND legislation and statutory guidance and the Equality Act 2010. The school will not unlawfully discriminate against a child or young person because of a protected characteristic and will have regard to its duty to make reasonable adjustments for disabled pupils.

When responding to a consultation, Meadowcroft will carefully consider the child or young person's age, ability, aptitude and special educational needs; the provision specified within their EHCP; the school's ability to deliver that provision; and the compatibility of the placement with the efficient education of others and the efficient use of resources.

Our aim is to provide a safe, supportive and inclusive environment in which children and young people can belong, thrive and succeed.

Rationale

Children and young people admitted to Meadowcroft have special educational needs and/or disabilities (SEND) and will normally have an Education, Health and Care Plan (EHCP).

The needs of each child or young person are considered individually. This includes consideration of their strengths, aspirations, communication, cognition and learning, social, emotional and mental health needs, sensory and/or physical needs, health needs and any associated risks or vulnerabilities.



Meadowcroft recognises that behaviour can be a form of communication and may arise from, or be associated with, a child or young person's SEND. Information relating to behaviour and risk will therefore be considered within the wider context of the individual's needs and the provision and support required to meet them.

The purpose of the admissions process is to establish whether Meadowcroft can provide an appropriate placement capable of delivering the provision identified within the EHCP and supporting the child or young person to achieve positive educational and wider outcomes.

Aim

To provide an admissions process that:

- Identifies and understands each child or young person's individual needs.
- Determines whether Meadowcroft is an appropriate placement and can meet the provision specified within the EHCP.
- Ensures that safeguarding, wellbeing and risk are appropriately considered.
- Supports a planned, positive and person-centred transition into the school community.

Objectives

- To operate a clear, fair, transparent and person-centred admissions process.
- To respond appropriately to consultations from Local Authorities.
- To establish whether Meadowcroft can meet the child or young person's identified special educational needs and deliver the provision specified within their EHCP.
- To work collaboratively with children and young people, families/carers, Local Authorities and relevant professionals.
- To ensure safeguarding, wellbeing and appropriate risk management are central to the admissions and transition process.
- To ensure that admission and transition arrangements comply with relevant legislation, statutory guidance and equality duties.



Admission Process

Meadowcroft considers each referral and consultation individually. The purpose of the process is to develop a thorough understanding of the child or young person's needs and determine whether Meadowcroft can provide an appropriate placement and deliver the special educational provision specified within their EHCP.

Meadowcroft is approved under Section 41 of the Children and Families Act 2014. Where Meadowcroft is named in a final EHCP, the school has a statutory duty to admit the child or young person in accordance with Section 43 of the Children and Families Act 2014.

Step 1 – Referral and Consultation

- The Local Authority sends a formal consultation/referral to Meadowcroft, normally including the current or proposed EHCP and relevant supporting documentation.
- The school's SENCO reviews the EHCP and accompanying information to develop an initial understanding of the child or young person's needs and the provision required.
- Where further information is required, Meadowcroft will request this from the Local Authority and/or relevant professionals.

Step 2 – Information Gathering

- The school gathers relevant information to develop a holistic understanding of the child or young person's strengths, needs, aspirations, current provision and any safeguarding, health or risk considerations.
- This may include discussion with the current education provider, parents/carers, the child or young person, Local Authority representatives and other professionals involved.
- Relevant assessments, reports, risk assessments and professional advice will be considered where available.



Step 3 – Assessment and Consultation Response

- Where appropriate, the child or young person and their parents/carers may be invited to visit Meadowcroft and meet relevant staff. School staff may also visit the child or young person within their current setting where this would support the assessment process.
- Any visit or assessment forms part of the information-gathering process and is not an entrance examination or test.
- Following consideration of all available information, Meadowcroft will provide the Local Authority with a clear response to the consultation.
- The response will set out whether the school considers Meadowcroft to be an appropriate placement and whether it can deliver the special educational provision specified within the EHCP.
- Where the school identifies concerns about its ability to meet need, these will be clearly explained to the Local Authority and supported by the available evidence.
- The Local Authority remains responsible for determining the placement to be named within the final EHCP in accordance with its statutory duties.
- Where Meadowcroft is named in the final EHCP, the school will comply with its statutory duty to admit.

Step 4 – Placement and Transition

Once Meadowcroft has been named in the final EHCP and the necessary commissioning arrangements have been confirmed, the school will work with the Local Authority, child or young person, parents/carers and relevant professionals to agree an appropriate admission and transition plan.

This may include:

- Agreeing an appropriate start date and, where necessary, a personalised transition programme.
- Visits to Meadowcroft and/or visits by Meadowcroft staff to the child or young person's existing provision.
- Completion and review of relevant safeguarding, medical and risk information.
- Development of appropriate individual plans and risk assessments.
- Ensuring staff understand the child or young person's communication, learning, sensory, emotional, physical and health needs.



- Completion of the school's New Pupil Starter documentation with parents/carers.
- Liaison with relevant education, health and social care professionals.

Transition arrangements will be personalised according to individual need and will be reviewed as the child or young person becomes established within the school.

Responsibilities

The school will:

- Consider all consultations fairly, individually and in accordance with relevant legislation and statutory guidance.
- Carefully review the child or young person's EHCP and supporting information.
- Respond to Local Authority consultations clearly and within the required timescale wherever possible.
- Communicate openly and professionally with children and young people, parents/carers, Local Authorities and other professionals.
- Ensure safeguarding, equality, wellbeing and risk considerations are central to the admissions process.
- Consider its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.
- Plan and support appropriate transition arrangements.
- Admit a child or young person where Meadowcroft is named in the final EHCP in accordance with its statutory duties as a Section 41 approved institution.

The Local Authority will:

- Provide Meadowcroft with the current or proposed EHCP and all relevant, up-to-date information necessary for the school to respond meaningfully to the consultation.
- Consult with Meadowcroft in accordance with its statutory responsibilities before naming the school in an EHCP.
- Consider Meadowcroft's consultation response alongside the views and preferences of the child or young person and their parents/carers and the Local Authority's statutory duties.
- Issue and amend EHCPs in accordance with the Children and Families Act 2014 and associated regulations and statutory guidance.
- Confirm appropriate commissioning and funding arrangements.



- Work collaboratively with Meadowcroft and relevant professionals to support effective admission, transition and ongoing provision.

Legislation and Statutory Guidance

Meadowcroft School is an independent special school and is approved by the Secretary of State under Section 41 of the Children and Families Act 2014.

This policy has regard to relevant legislation and statutory guidance, including:

- Children and Families Act 2014, in particular Sections 39, 41 and 43.
- Special Educational Needs and Disability Regulations 2014.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Equality Act 2010.
- Education Act 1996, where applicable.
- Independent School Standards and associated statutory requirements.
- Keeping Children Safe in Education (current version).
- Other relevant education, safeguarding and equality legislation and statutory guidance.

Meadowcroft will review this policy in response to changes in legislation, statutory guidance or the school's registration or Section 41 status.

Equality and Reasonable Adjustments

Meadowcroft School is committed to equality of opportunity and to ensuring that children and young people are not unlawfully discriminated against during the admissions process.

The school will consider each child or young person's individual circumstances and its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils. Decisions will not be based solely upon a diagnosis, disability, presentation or behaviour without consideration of the individual's needs, the provision required and the reasonable adjustments that may be available.