



## Admissions Policy

Policy Information	
Policy Author: M Hawe Governing Board approval date/date policy is in effect from: January 2018	
Review information:	
Approved by:	Intuition School Governing Board

Information		
Principal: Amy Clewlow		
Latest Review information:	Summary of amendments	Date of next review:
Date: January 2026 Name of reviewer/s: Amy Clewlow	Amended format	January 2027

# Admissions Policy

## 1. Mission Statement

*“We facilitate an innovative, nurturing education for young people aged 11–16 years who do not connect with a mainstream offer. We provide day, weekly, and termly places in our homely and supportive environment.”*

Intuition School is committed to ensuring that admissions are fair, transparent, inclusive, and non-discriminatory. We support pupils with complex needs, including Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, English as an Additional Language (EAL), and International New Arrivals (INA), while upholding our inclusive ethos and values.

This policy complies with the Independent School Standards Regulations and the Equality Act 2010.

## 2. Purpose

The purpose of this policy is to:

- Ensure equitable access to Intuition School’s educational provision
- Support pupils who may have experienced exclusion, persistent absence, school refusal, or barriers to learning
- Work collaboratively with Local Authorities, commissioners, and partner schools
- Provide clarity regarding admissions criteria, referral processes, and types of provision offered

## 3. Scope

This policy applies to:

- All applications for pupils aged 11–16 years
- Pupils entering Years 7–11
- Full-time on-roll, day, weekly, and termly placements
- Alternative Provision (AP) placements
- Pupils with SEND, SEMH, EAL, and INA needs

## 4. Admissions Criteria

Intuition School may admit pupils who meet the following criteria:

- Aged 11–16 years

- Pupils without a current school placement
- Pupils experiencing persistent attendance difficulties or disengagement from education
- Pupils with additional needs across one or more of the following areas:
  - Social, Emotional and Mental Health
  - Cognition and Learning
  - Communication and Interaction
  - Sensory and/or Physical needs

### **Education, Health and Care Plans (EHCPs)**

- Pupils with an EHCP may be admitted where Intuition School is named in the plan or through agreed interim or alternative provision arrangements with the Local Authority
- The Local Authority remains the statutory decision maker for EHCP placements
- Pupils without an EHCP may access Alternative Provision placements where appropriate

Admissions decisions are made in line with the Equality Act 2010 and are inclusive and non-discriminatory.

### **Priority Consideration**

Priority consideration may be given to:

- Pupils who are Looked After Children (LAC) or Previously Looked After Children (PLAC)
- Pupils at risk of permanent exclusion or long-term disengagement

All placements remain subject to suitability, capacity, and the ability of the school to meet needs safely.

## **5. Right to Refuse a Placement**

Intuition School reserves the right to refuse a placement where:

- The school is unable to meet a pupil's needs safely or effectively
- Admitting the pupil would significantly compromise the education, wellbeing, or safety of others
- The placement would exceed the school's staffing, environmental, or therapeutic capacity

Any decision to refuse a placement will be clearly communicated to the commissioner with reasons provided.

## **6. Admissions Process**

### **Referral**

- On-roll placements are referred via the Local Authority, coordinated through the Principal
- Alternative Provision placements may be referred by:
  - Local Authorities
  - Schools
  - Parents/carers
  - Other commissioning bodies

### **Information Gathering**

The school gathers information from:

- Parents/carers
- Previous schools
- EHCPs and professional reports
- External agencies

This ensures a full understanding of the pupil's educational, emotional, behavioural, and safeguarding needs.

### **Safeguarding and Risk Review**

Prior to admission, the school reviews:

- Safeguarding information
- Risk assessments
- Behavioural and medical needs

This ensures placements are safe, appropriate, and sustainable.

### **Interview and Initial Assessment**

- Pupils and parents/carers attend an interview and initial assessment
- Other professionals (e.g. social workers, key professionals) may be invited where appropriate

### **Start Date and Registration**

- A start date is usually agreed within five school days of the interview
- For dual registered pupils, the commissioning school or Local Authority remains the main registration, with Intuition School as the subsidiary provider

## **Initial Placement Assessment**

Each pupil receives a holistic initial assessment to identify:

- Academic needs
- SEN needs
- Wellbeing/mental health needs
- Engagement profile

This informs:

- Curriculum planning
- Support strategies
- The placement review or exit strategy

## **7. Types of Provision**

### **Full-Time On-Roll School Place (through LA consultation)**

- Pupils are on roll at Intuition School
- Full-time, individualised education programme
- Bespoke curriculum informed by assessment, including:
  - Holistic Learning for Life Plan
  - Emotional and mental health support
  - Career and transition planning
  - Accreditation through agreed qualification routes (KS3/KS4)

Learning may take place onsite and offsite and is supported by a dedicated Keyworker / Learning Coach.

### **Alternative Provision Placement**

- Pupils remain on roll with their home school or Local Authority
- Flexible timetables (e.g. part-time, block provision)
- Bespoke curriculum including:
  - Holistic Learning for Life Plan
  - Emotional and therapeutic support
  - Career and transition planning
  - Accreditation through agreed qualification routes (KS3/KS4)

Each pupil has a dedicated Keyworker / Learning Coach and may attend Intuition School sites or satellite centres.

## **Commissioning and Funding**

All places are **commissioned and funded** by Local Authorities or schools unless otherwise agreed. IPAs/SLAs are in place for each student.

## **8. Placement Support and Contingency Planning**

- Dual registration supports continuity and reduces the risk of pupils becoming not in education
- The school maintains close liaison with commissioners regarding:
  - Attendance
  - Progress
  - Wellbeing

If a placement cannot be sustained, options may include:

- Return to the home school
- Transition to alternative provision

For pupils on roll at Intuition School, support is provided to transition to a more appropriate placement where required, in line with the Exclusions Policy.

## **9. Roles and Responsibilities**

### **Principal**

- Oversees admissions decisions and implementation of this policy
- Ensures compliance with statutory guidance

### **SENCo / EAL Coordinator**

- Manages assessments and placement processes
- Oversees provision, monitoring, and review

### **All Staff**

- Support inclusion and engagement
- Identify barriers to learning
- Liaise with Keyworkers / Learning Coaches

## **10. Monitoring and Review**

- This policy is reviewed annually or sooner if statutory guidance changes
- Admissions data (SEND, SEMH, EAL, attendance, outcomes) is monitored to inform planning

- Feedback from pupils, parents, staff, and commissioners informs continuous improvement

### **Policy Status**

This Admissions Policy is fully compliant with the Independent School Standards, the Equality Act 2010, and relevant statutory guidance. It reflects Intuition School's specialist role in supporting pupils with complex needs through both on-roll and alternative provision placements.