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Statement and Vision

This policy is to ensure that all settings within First Steps Together are able to meet the particular needs of the children and young people who are admitted.

To ensure key entry and exit details of each pupil is checked and documented at the start and end of placement

Group Representative responsible for monitoring:

IN RESPONSE TO

- [The Education Act 2011](#)
- [The School Admissions \(Admission Arrangements and Co-ordination of Admission Arrangements\) \(England\) Regulations 2012](#)
- [School Admissions Code](#) (updated September 2021)
- [Prevent Duty Guidance](#) – Published 2015, Updated April 2021
- [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges](#), (updated 2025)
- [The School Information \(England\) Regulation 2008](#)
- [The School Admissions \(England\) Amendment Regulations 2017](#)
- [The School Admissions \(England\) \(Coronavirus\) \(Appeals Arrangements\) \(Amendment\) Regulations 2020](#)
- [Section 41 listing](#)
- Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England)

First Steps Together will:

- Ensure that all individual settings within the First Steps Together can meet the special educational needs of referred children and young people at the point of admission
- Ensure that each individual referral is dealt with efficiently and within the required timescales.
- Provide a transparent process for referral of prospective children and young people.
- Ensure each setting has a structured and supportive admission and induction procedure for new children and young people.
- To ensure the future destination of all students is verified as correct, and where not for students of school age, inform the local authority in a timely manner.

In this establishment we will:

Ensure that all referrals are handled in a timely and professional manner. The process for referral handling is:

- The Local Authority makes a referral to the school admissions team. The referral will usually include a young person's Education, Health and Care Plan and other relevant reports.
- The team will review the documentation and establish if they feel the school can meet the needs of the child or young person.
- The team will contact the Local Authority and parents/carers to invite the child or young person to visit the school.
- During the visit the child or young person will have a tour of the school and meet the head teacher and other members of staff as appropriate.
- Following a successful school visit an offer of a placement with a suggested start date will be sent to the Local Authority.
- Upon acceptance of the placement by the Local Authority, parents/carers will be advised, and a home visit will be arranged.
- Transition details and start date will be confirmed.
- Publish a Prospectus/Statement of purpose that fulfils the requirements of specific regulations and includes:
 - Name, Address, and Website details
 - Named contact person
 - School roll, age range, primary or secondary, mixed or single sex, day or boarding.
 - The classification of the school
 - Any specialism catered for (e.g. SEMH/Complex Needs)
 - Admissions procedure description for the setting
- Have the Prospectus/Statement of Purpose available for distribution and on the website without charge to parents/carers on request and for reference by parents/carers and other stakeholders.
- Ensure that the Special Educational needs outlined in the child/ young person's EHCP or other records can be met within the resources of the individual setting, or with the provision of additional resources.
- Ensure that any additional required resources can reasonably be provided.
- Ensure that pre-admission school and home visits are carried out effectively.
- Ensure that post admission placement meetings are informed by up-to-date detailed assessment and information.

- Ensure that a post admission review takes place within twelve weeks. This meeting should endorse the placement and agree the details of an individual's Positive Behaviour Support Plan. All stakeholders should be invited to participate in this meeting.
- Ensure that an individual risk assessment is conducted where possible prior to admission or upon admission and is reviewed as part of the post admission review and regularly thereafter.
- Have in place a systematic approach for keeping admission records, in line with current legislation.
- Ensure that all relevant documentation (contracts, permissions, etc.) have been signed by the appropriate Local Authority personnel/parent/guardian **PRIOR** to admission of the child or young person.
- Ensure in admitting a child/young person that prior to the end of the post admission period (usually up to 12 weeks) they have identified and completed:
 - Contractual arrangements between the school and the placing Authority through completed National Schools Contracts and funding agreement letters.
 - The identification of those special educational needs this school is equipped to cater for.
 - Baseline information and assessment details to be presented in advance of post admission review
 - Information stating what needs to be in place before a new child/young person can be admitted.
 - An induction process for a new child/young person
 - A system that identifies the resources and expertise required to meet the child/young person's individual needs (IEP's/PBS/YPRA).

Admissions Register

The school keeps an admission register which contains an index in alphabetical order of all the students at the school and the following information about each student:

- Pupil number (UPNS)
- Name in full
- Gender
- The name and address of every person known to the school to be a parent of the student, and, against the entry on the register of the particulars of any parent with whom the student normally resides, an indication of that fact and an emergency telephone number.
- Day, month, and year of birth
- Day, month, and year of admission or readmission to the school
- Name and address of the school last attended, if any
- Leave date when applicable
- Leaving destination
- That when a leaving student's destination is given as another school, the school has verified as a legally registered provider.
- That where the leaving student's educational destination is unknown, or is not given as a legally registered school, this has been reported to the Local Authority in a timely manner.

The admissions register will be kept on the school database and updated as required.

Additional

We will inform the relevant Local Authority of any student who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside of the school system e.g. home education.
- Have ceased to attend school
- Have been certified by the school medical personnel as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent or guardian has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than 4 months due to a final court order and the Governing Body does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The Local Authority will be notified when a school is to delete a student from its register under the above circumstances (6.1). This should be done as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. It is essential that schools comply with this duty, so that Local Authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Further Reading

- Admissions Guidance document
- School Prospectus
- Education Act
- Section 41 Listing

References

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Associated Forms

- None

Appendices

- None