






EMERGE SCHOOL

School Admissions Process

2025 – 2026

 **Our Vision:** *A culture rooted in safety, where people feel seen, heard, included, and connected through authentic relationships.*

 **Our Mission:** *To create a safe and nurturing environment where everyone feels a sense of belonging, is empowered in their growth and learning, and is encouraged to embrace who they are and who they aspire to become.*

 **Our Values:** *At Emerge School, our values are the foundation of who we are, how we work, and what we believe in. They shape how we support young people and how we support each other.*

We are proud to uphold these four core values:



Voice: *empowering every voice to speak, shape and be heard*



Connection: *rooted in relationships, thriving through authenticity*



Growth: *evolving with purpose, innovating with heart*



Inclusion: *where every story begins, and every person matters*

Excel & Emerge Care was created to give children and young people with complex needs a safe, supportive place to grow and heal. Through residential care, education, and therapeutic support, we build stability, trust, and a future where children and young people can truly flourish

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1. PURPOSE

This policy sets out the procedure for all admissions of young people into Emerge School in accordance with the Independent School Standards Regulations 2014.

2. PRINCIPLES

1. Education provision at Emerge School is available to all young people resident with the service or on a day student placement from an LEA.

2. The education service at Emerge School does not select young people for education based on race, age, culture, disability, academic ability, gender, religion or sexual orientation. Selection is primarily based on the capacity of the school to meet identified needs in the best possible way. Where it is felt that the school cannot meet the needs of individual pupils, help and advice will be provided on possible suitable alternatives.

3. The cost of education at Emerge school is borne by the fees paid by placing authorities and is part of the overall fee charged for accommodating young people.

4. It is our aim for young people placed on our admissions register to receive education within 20 school days of being placed with the residential service.

5. By law, before a young person with a Education Health and Care Plan (EHCP) is placed on our register, the placing education authority must request consent from the Secretary of State for Education for the young person to receive education from us. This should be sought from the DfE's SEN team who will request medical, psychological and educational evidence, together with a letter from Emerge School offering a place and confirming a start date. Care Managers must ensure that the placing authority is aware of this obligation and that a SEND Officer from the placing education authority has requested this consent. It is illegal for Emerge to place a young person on its school register without this consent.

Such consent is not required for young people without an EHCP.

6. Emerge School reserves the right to contract out educational services to third parties for the provision of education should it be deemed necessary, or to provide education at alternative premises to the school building.

3. SCOPE

The policy applies to all student admissions between the ages of 5 and 13 years.

4. INTRODUCTION

Emerge is committed to safeguarding and promoting the welfare of children attending our school and their families/carers supporting them. The admission and induction of all 'new to school' children is an important part of school life and is essential in maintaining and developing the child centred ethos of the school. It is important that we invest time and effort to help each new child to settle quickly and happily into school whilst maintaining high expectations and standards.

5. AIMS OF OUR PROCESS

Once a child has accepted a place within our school, we aim to provide all children with a programme of structured support and guidance appropriate to their individual needs and circumstances to enable:

- a successful, confident and happy induction into the school.
- mutually respectful relationships with staff and peers.
- an informed, shared knowledge that facilitates individual, child centred provision and support for all needs.

6. CRITERIA

Emerge school is a small, alternative learning provision which caters for up to 40 pupils aged 5 – 13 years, who have special educational needs associated with SEMH, SLCN and/or difficulties with Cognition and Learning. All our children have an Education, Health and Care Plan, and others may be undergoing assessment. The Local Authority identifies the pupils who require a placement at the school and refer them to us, based on the outcome of their assessment and their admissions policy. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation.

7. REFERRALS PROCESS

- Emerge school seeks to establish as much information as possible at the point of referral prior to admission to determine whether it can meet the child/ young person's needs.
- Documents required for education admission decision include:
 - Current EHCP
 - IEP
 - PEP
 - Previous School Report
 - Any relevant psychological, social or other specialist reports
- All planned referrals will be made to the Sen Leader and Headteacher. The Headteacher will decide about the suitability of the placement, together with a registered manager and senior clinician in the case of residential admissions.
- If it is decided at any point that the needs of the child/ young person cannot be met, the referrer will be informed and provided with relevant information for future reference.

8. ADMISSION PROCEDURE

Once a decision is made to place a child/ young person, the Headteacher, referrals team or someone delegated to act on their behalf, will undertake the following as soon as practicable after the decision is reached to place the child/ young person:

- Liaise with the placing authority to clarify or confirm any information that may be required (e.g which was not provided at point of referral) to assist in the drawing up of a child's Placement Plan, Care Plan, Protection Plan (if in place) and Behaviour Management Plan.
- Ensure the child/ young person and parents (if appropriate) have a chance to visit the school and meet the staff team.
- Collate/ receive relevant up to date information/ records relating to the child/ young person – This should be done prior to admission.
 - Personal Education Plan and/ or Education, Health and Care Plan
 - Pathway Plan (if relevant);
 - Health Care Plan.
 - Chronology.
 - Any specialist reports that may be relevant to the child/ young person's placement.
 - Care Plan (where applicable) – this must include the plans for contact between the child or young person and their family and friends, and this must be agreed by all parties before the admission can be agreed. This should include medical consent.

9. ADMISSIONS REGISTER

The school keeps an admissions register which contains details of all the pupils at the school. This includes:

- The pupil's name in full.
- The birth sex of the pupil.
- The name and address of every person known to be a parent/carer of the pupil (and an indication of which parent that pupil normally lives with and which parents hold parental responsibility as defined by Section 3 of The Children's Act 1989), including any additional/ change of addresses and date of change.
- At least one telephone number of the main carer plus additional emergency contacts (although the additional number/s need not be kept on the admissions register)
- The day, month and year of birth.
- The day, month and year of admission or re-admission.
- The name and address of the last school attended, if any.
- The name of the destination school notified by a parent/carer, and the first date of attendance (where practicable to ascertain)

On the day of admission, pupil details are entered into the admissions register and the accompanying information is filed.

All decisions regarding admissions are made in accordance with the Code of Practice for Schools, Disability Discrimination Act 1995 Part 4 and Schedule 10 of the Equality Act 2010.

The school has a policy for children with Special Educational Needs and Disabilities (SEND) in line with the SEN Code of Practice (2015)

Our school makes provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3).

Emerge has a policy to admit pupils throughout the academic year if places are available for pupils. There may be circumstances where pupils join us during the academic year from a mainstream school. When this happens, an induction programme will be arranged to enable the pupil to make a smooth transition and to maintain links with the mainstream school. On acceptance to Emerge School, pupils and families may attend an 'Admissions Review Meeting' which will discuss in detail all background history of the pupil to help us agree on appropriate support and provision plans.

10. PUPIL INDUCTION

All pupils are made very welcome at Emerge school and the following strategies are put into place to provide the pupil with a smooth and supportive transition:

- The pupil's statement or EHCP will be filed in the individual pupil's record folder along with any other confidential records. Teachers familiarise themselves with the relevant information when expecting a new pupil.
- Any samples of work from previous schools will be sent to the class teacher.
- The family support worker will liaise with the parents/carers and feeder placement to arrange a personal transition plan. This can range between 1-6 weeks (sometimes beyond) depending on the child's needs and in consultation with families and carers.
- During the transition visits, the pupil is met by the teacher and familiarised with the class and school.
- The new pupil is introduced to classmates and a settling in circle time session completed.
- A 'Buddy' system is initiated by the teacher where appropriate with sufficient cueing for the buddy to fulfil the role.
- The security and evacuation procedures are explained to the pupil by the class team.
- A homework diary and reading books are provided (as appropriate)
- The school and class rules/ expectations are explained by the class teacher, alongside timetables, lesson types and lunchtimes.
- Information given on who to talk to if worried or frightened is discussed with a member of the staff team.

Review Date	September 2025
Reviewed By	Danielle Clowes & Andy Gould
Next Review	September 2027
Summary of Changes	<p>First Edition</p> <p>February 2025- Deputy Headteachers information updated.</p> <p>September 2025 – Headteacher details updated</p> <p>January 2026 – Approved by Headteacher- Sarah Mason</p>

Approved by:



Head Teacher

Date 06.01.2026