Future Education
Policies

Admissions Policy			
Date	Review Date	Owner	Nominated Governor
October 2025	October 2027	Debbie Edwards	Daniel Childerhouse (Chair)

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school.

Future Education is an Independent Special School in Norwich for students aged 13-16 and offers a full-time education for students with complex Social Emotional and Mental Health needs.

The school is registered to admit up to 44 students.

Students are referred by the Local Authority (mainly Norfolk and Suffolk based) and will have an Education Health & Care Plan (EHCP). Admissions are agreed in partnership with students, parents/carers and the Local Authority.

We as a school community have a commitment to promote equality and we will treat each individual fairly.

1. Aims of the policy

- To establish and maintain a consistent and open admissions policy
- To ensure that Future Education admits only students it has the capacity and ability to fully support at the point of entry

2. Current student characteristics and referral trends

Typically, students admitted to the school have often not had a successful experience in an education setting for a wide variety of reasons. The majority have several past Adverse Childhood Experiences (ACEs) and the impacts of the consequential trauma have led to difficulties in self-regulation, relationships and mental health. Most students also have a variety of SEND including ADHD and ASD, dyslexia and sensory needs. Some have been excluded from mainstream or other specialist/alternative education provision, others have not managed to find a setting to suit their specific needs. The impact of missed education often mean they have substantial gaps in their knowledge, development and achievement.

The majority of student referrals will present one or more of the following characteristics/needs:

- Social emotional and mental health need
- Looked After Children
- Historic trauma events
- Neurodiversity – ADHD and ASD
- Need for therapeutic interventions
- Speech, language and communication needs
- Vulnerable, actual or potential offenders

- Sexualised behaviour within the context of the student's learning difficulties and developmental profile.
- Rapidly fluctuating moods of depression, anxiety or distress, exhibits self-harm or self-injury.
- Separation anxiety, finding it difficult to be apart from family or away from the familiar routines of home
- Co-morbid anxiety based mental health difficulties
- Moderate learning difficulties, including neuro-developmental disorders such as global developmental delay requiring a differentiated curriculum and/or teaching support on a 1:1 basis

Naming a School in an EHCP

The Local Authority, through each assigned EHCP Co-ordinator, hold responsibility for meeting a student's educational needs and will refer students to the school through the SENPAG panel process as they deem appropriate. The Local Authority will seek to place a child or young person with an EHCP where he/she will be most fully included and where he/she will have the best chance of being healthy, safe, enjoying their education to learn the skills to access employment and make a positive contribution to society.

A special school placement may also be considered following an Annual Review of an EHCP. Changes in the special educational needs and provision requirements for the child or young person may indicate the appropriateness of a special school placement. In addition, parent/carers are entitled to request for placement in any of the approved registered special provision available approved by the Local Authority. When considering such representations, the LA will establish that the provision is suitable for the age, ability, aptitude or SEN of the child or young person and that the attendance of the child/young person would not be incompatible with the efficient education of others, or the efficient use of resources.

When Local Authorities make certain decisions about the education and/or training of a child or young person with SEN, there is a right of appeal to an independent Tribunal – The Special Educational Needs and Disability Tribunal. More information on this can be found here: https://www.ipsea.org.uk/what-you-need-toknow/sendtribunal#top

Parent/Carer request for a place at Future Education

Referrals for special school placements are usually received from EHCP Coordinators, after parent/carers have made a request for such a placement. The placement will be agreed, provided that:

- the school is suitable for the child or young person's age, ability and aptitude and the special educational needs set out in Section B of an EHCP
- any representations made by the governing body have been properly considered
- a funded place is available within the school or can be made available

If the school determines that admitting the child would be incompatible with the provision of efficient education, it will, within 15 days of receipt of the local authority's notice, notify the local authority in writing that it does not agree that the school should be named in the student's statement. Such notice must set out all the facts and matters the school relies upon in support of its decision.

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Admission Procedure

Admissions from Norfolk County Council will follow the Local Authority Admissions procedure in accordance with the following agreement: Residential Care and/or Education Services & Day Education Services Rolling Select List Children's Services NCCT40112.

Referrals from other Local Authorities will follow localised procedures as outlined in the procedure below.

Initial information: Upon receiving a referral, the Local Authority will provide the relevant information relating to the student in order for the Senior Leadership Team to come to an initial understanding of need. This may include Risk Assessments, EHCPs, Academic Levels, Attendance information etc. and is subject to data protection procedures. If the Headteacher feels that insufficient information is provided they will liaise with the Local Authority in order to ensure that a full and informed decision can be made.

Parent/Carer meeting: If the Senior Leadership Team determines that the school may be in a position to accept the referral they will invite the student and parents/carers to meet and to tour the school and discuss the possible placement.

Leadership will provide the student and parents/carers with all the relevant information and documentation relating to the school and will discuss how the school could meet the students' needs. The Senior Leadership Team will also raise any difficulties that the school may have in meeting student needs and may raise the suitability off the placement with parents/carers at this stage.

The student will be invited to participate in a 'taster morning' session which will allow an additional experience of the school so as to inform ultimate decisions.

Only when all parties agree to the admission will the Local Authority be informed of the school's acceptance of the placement. Subsequently the student will be added to the Admissions Register, a start date identified and the relevant documentation completed with parents/carers.

Consideration will be given to the school's capacity and balance of needs within the respective year groups. Consideration will also be given to reasonable adjustments to ensure that the school can meet the needs of prospective students wherever possible.

Referral Information Checklist: to be considered upon initial receipt of referral documentation.

Info/Data	Purpose and requirement	Present? Yes	No
Referral summary	Summarises needs of child and type of provision required		
Statement/EHCP and contributory advice	Clearly articulates at least: • The views, interests and aspirations of the child and his or her parents • The child's special educational needs • The child's health needs • The child's social care needs which are related to their SEN or to a disability • The outcomes sought for the child • The special educational provision required by the child • Any health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN		
Up to date EHCP review	As above		
Previous education history	Chronology of previous education provision		
Core Assessment (where applicable)	To provide a structured, in-depth assessment of a child or young person's needs where their circumstances are complex. Education Psychological, Clinical Psychological, Psychiatric, Paediatric, OT, Speech and Language Reports etc		

Prior Attainment	Evidence of educational ability and attainment (where pupil does not have statement of EHCP) to inform assessment, planning and provision arrangements. Must include at least: • Literacy • Numeracy • Progress against accreditations		
Prior attendance	To inform engagement strategies		
Risk Assessment	To highlight significant risks and control measures		
Multi Agency Involvement	Informs previous support needs at critical times of need Informs risk assessment Provides evidence of future strategies		

Appeal

In the event of a student not being accepted the Norfolk County Council placements team should be informed by the school and any queries from parents should be directed to the linked EHCP Co-ordinator assigned to the child to be reviewed and if an alternative school placement is required this should be agreed by the SENPAG panel.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- established and reviewed the referral criteria and procedure for admissions
- responsibility for ensuring that the school complies with all legislation relating to equality and diversity;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher;
  - ensure this policy and other linked policies are up to date;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all prospective parents are fully aware of the:
  - admissions criteria;
  - admissions procedure and their role in supporting smooth transitions
  - needs which the school can and cannot meet
- ensure that all referrals considered carefully in line with this policy & procedure
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors; annually report to the Governing Body on the success and development of this policy.

Role of Parents/Carers

Parents/carers must:

Engage in honest and open discussion with the Headteacher with regard to student needs and the admissions process.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- school website
- the Staff Handbook
- meetings with parents such as introductory, transition, and parent-teacher consultations
- school events
- communications with home
- reports such as Headteacher reports to the Governing Body

Training

Training will be provided to the Leadership team and Governors on:

- All aspects of this policy
- Admissions
- Admission and Attendance Registers
- Equality
- Inclusion

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Admission and Attendance Registers
- Equality
- Home-School Agreement
- Whole School Attendance

Headteacher:	Debbie Edwards	**Date:**	October 2025
Chair of Governing Body:	Daniel Childerhouse	**Date:**	October 2025