



The Wildings Admissions Policy

Last updated: 19/09/2024

Reviewed [annually](#) by the DSL and/ or Principal

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Statement of intent

At The Wildings, we welcome all young people, and places at the school are offered in an open and fair way. Our admissions process is delivered in line with the Equality Act 2010, the School Admissions Code, the School Admission Appeals Code, the Human Rights Act 1998 and the School Standards and Framework Act 1998.

The number of places available is determined by the capacity of the school, and is called the 'agreed admissions number'. Our published admissions number (PAN) is 5.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - Equality Act 2010
 - Human Rights Act 1998
 - School Standards and Framework Act 1998
 - DfE (2021) 'School Admissions Code'
 - DfE (2023) 'School Admission Appeals Code'
 - The Education (Independent School Standards) Regulations 2014
- 1.2. This policy operates in conjunction with the following school policies:
 - Equal Opportunities Policy
 - Data Protection Policy
 - Special Educational Needs and Disabilities (SEND) Policy
 - SEN Information Report

2. Background

- 2.1. At The Wildings we aim to connect with the young people and their families who enter our community, and help to build resilience that will prepare them for a happy and successful life. We are committed to helping young people create their own pathways in recovery and growth. Admissions to The Wildings come from Local Authorities, from children who have experienced difficulties in traditional main stream settings, and who are experiencing social, emotional and mental health and learning difficulties.

3. Admissions

Admissions Criteria must be met before a pupils can be admitted into the school. The following may apply:

- 3.1. The young person must have a Statement of Special Educational Need or specific need associated with Education, Health and Care Plan (EHCP)
- 3.2. The young person is aged between 7 – 18 years.
- 3.3. The young person has difficulties with regulating behaviours, and other associated behaviours that others may find challenging, including diagnosis of being on the ASC spectrum and a variety of other syndromes that can directly affect emotional and behavioural difficulties.
- 3.4. The young person is in enhanced care by Children's Services and could be placed locally but the education is the responsibility of the placing authority. The pupil may have a long history of non-engagement with education.

- 3.5. Funding to be agreed by the relevant authority before integration to the school could commence.

Admissions procedures

- 3.6. The Wildings will receive an offer of consultation from a Local Authority. Although it is not uncommon for a parent to contact The Wildings directly, in regards to this The Wildings would advise the appropriate Local Authority to seek advice. Internal meeting will be held in order to discuss the child and whether or not The Wildings will be able to meet their needs.
- 3.7. The school will offer open events and school visits to all potential applicants, irrespective of any protected characteristics. Where necessary, the school will make reasonable adjustments for disabled applicants or disabled parents.

The school may assess its ability to cater to the applicant's needs by:

- Internal school meeting to determine whether we can meet the needs of the child.
- Discussions with the family of the child.
- A home and/or school visit to be scheduled.
- If the multi-disciplinary team agree that The Wildings is the most appropriate school for the child, a transition plan will then be set into place.

Consultation and determination

- 3.8. The Wildings will gather all of the relevant information, and feedback at respective visits, or consultations with previous placements and other professionals. Once it has been agreed by all that The Wildings will be able to meet the pupil's needs an offer of placement will be made in writing to the referring Authority, together with a draft copy of the contract.

4. Referral Process

- 4.1. Local Authority staff are always welcome to visit the school before submitting a referral for consideration. They are also welcome to visit during the referral consultation process.
- 4.2. There will be a pupil centred approach in regards to the referral, and on receipt of a referral for consideration, there will initially be an internal meeting held to discuss the referral paperwork, and this will be led by the Principal.
- 4.3. We will try to gather information from all significant professionals who are associated with the young person, together with meeting the family, parents/carers, previous settings. Information will be gathered in regards to the young person's likes and

dislikes, goals and aspirations. With this information an initial risk assessment will then begin to be drafted.

5. Equality Impact Statement

- 5.1. All relevant colleagues are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Principal or Chair of Governors, they will then actively respond to the enquiry.

6. The Admissions Register

The school will keep an up-to-date admissions register of pupils in attendance at the school.

The admissions register will be stored in line with the school's Records Management Policy.

7. Monitoring and Review

This policy will be updated **annually** by the principal.

All changes to the policy will be communicated with all relevant stakeholders.

The next review date for this policy is **September 2025**.