



Admissions Policy

Independent School Standards:

[Link to paragraph 15, 32 \(3;\(a\)\), 34](#)

Admissions Policy 25-26

Updated:	August 2025
To be reviewed:	August 2026
Reviewed	Annually
Reviewed and approved by Proprietor/Director:	Sophie Nelson
Reviewed and approved by (Strategic Advisory Partners)	<i>Currently recruiting</i>
Relationship to other school policies	This policy should be read in conjunction with <ul style="list-style-type: none">• SEND Policy• Accessibility Policy

Introduction	3
Aims	3
Admissions	3
Allocation of places	3
Referring Authorities (RAs)	4
Definitions	4
Looked-after children:	4
Previously looked-after children	4
Procedures For Referrals	5
Contact	5
Referrals	5
If a student's needs can be met	5
If a student's needs cannot be met	5
Placement window	5
Student Induction	6
Admissions Agreement:	6
Referring authority	6
Parent/Carer and student responsibility	6
Student Participation	7
Monitoring arrangements	7

Introduction

Aims

This policy is to ensure PhoenixPlace is able to meet the particular needs of the young people who are admitted and to ensure key entry and exit details of each pupil is checked and documented at the start and end of placement.

Admissions

Places at PHOENIXPLACE are available by consultation with home and surrounding Boroughs, Academies, Schools, AEPs, PRUs and Local Authority departments responsible for placing learners. This process occurs on a rolling basis throughout the school year.

We cater for girls between the ages of 11-16 who;

- Have social, emotional, mental health needs as their primary need and adverse childhood experiences (ACEs)
- Have an Education, Health and Care Plan (or it is in the process of being finalised)
- Are having difficulties with continuing within a mainstream setting due to behaviour or learning difficulties
- Are designated as a 'vulnerable child' e.g. non-attender, looked after, Child In Need (CIN)
- Do not have an EHCP (most cases students who may be Dual Registered)

Considerations

- The needs of the student will be considered alongside the needs of the whole school population, the skills of the staff and the ability of the school to meet the students' needs
- Admission will depend upon the number of places available and the type of place required. *A balanced intake is necessary to maintain continuity and progression and to continue to provide high quality education*
- Students can be admitted at any key stage providing there is space in the appropriate class and that the balance of the group can be maintained
- Entry can be at any point of the year
- Places can be for full time or part time (min 3 days PT)
- Dual placements are considered. Student must continue on roll at current school/provision
- For Dual Registered placements, a minimum of 2 terms placement is desirable in order for students' progress to be monitored and for students to access the opportunities provided by the school

Allocation of places

PhoenixPlace currently has the capacity to accept **50 placements** from KS3 and KS4. The Headteacher has the final decision on placement of students.

We will maintain a clear, fair and objective waiting list. Where places become available, we will notify the LA or school if the placement is still required. We will decide on placement according to our considerations procedures and once Placement interviews have been conducted. Priority will not be given to children based on the date their application was received, or when their name was added to the list.

NB:

- PhoenixPlace is not an approved provider under section 41 of the Children and Families Act
- We do not provide one-to-one placements.
- We do not cater for children in the early years foundation stage (EYFS)

Our provision can be suitable to meet a range of additional needs, however it is usually inappropriate for students with physical disabilities (unless minor) or students with severe learning difficulties or severe emotional and behavioural difficulties.

Referring Authorities (RAs)

(this can be a the students school/provision or the Local Authority)

In order to ensure we are able to support the young person, all referring authorities, e.g. Boroughs, Academies, Schools, AEPs, PRUs and Local Authority departments **must** provide the student's recent;

- Academic levels
- Pastoral support history
- Medical support
- SEN reports/reviews
- Attendance data
- Any external Agency input

This is to ensure that we have all relevant details of the young person to appropriately and effectively support them academically, personally and socially.

In addition, for students who are on dual registration, the student's current school/provision must ensure an appropriate member of staff is designated as first point of contact and attend where necessary any induction or progress meetings.

A **Service Level Agreement (SLA)** to be discussed and signed by both parties before the student starts.

Definitions

Looked-after children:

as defined in section 22 of the Children Act 1989, are children who, at the time of making an application to a school, are:

- In the care of a local authority, or
- Being provided with accommodation by a local authority in exercise of its social services functions

Previously looked-after children

are children who were looked after, but ceased to be so because they:

- Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002, or
- Became subject to a child arrangements order (defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014), or
- Became subject to a special guardianship order (defined in section 14A of the Children Act 1989)

This includes children who appear to have been in state care outside of England and have ceased to be in state care due to being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society.

A child reaches **compulsory school age** on the prescribed day following his or her fifth birthday (or on his or her fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August.

A **parent** is any individual who holds parental responsibility, as defined under the Children Act 1989, or any person who has care of a child, where the child lives with them either full or part time and they look after that child.

Procedures For Referrals

Contact

Referrals/consultations are dealt with by the Headteacher, **Sophie Nelson**: consultations@phoenixplace.co.uk
Our consultations Administrator is Leanne Ward who also can be contacted via the above email address.

Referrals

Formal referrals to our schools are made by a pupil's local authority's special educational needs and/or disabilities (SEND) team, either in writing, via email. These referrals can be made with, or without, initial parental consent/preference. Our fees are always provided on request to SEND teams.

Families can express preference to PhoenixPlace to their local authority's SEND team and should they consider us able to meet their child's needs, the SEND team will usually contact us to discuss a potential referral.

- Once referral/consultations papers are received a meeting will be arranged to meet with the student, parent/carer and where possible, a professional that knows the student well in a **Placement Interview meeting** so that we can discuss the students needs in more detail.
- At this point, the Headteacher will also explore with parent/carer and the SEND team whether the pupil has, or has had, involvement with social care services in order to gather as much information as possible, including information from a previous setting
- PhoenixPlace will decide whether a student's needs can be met and if a placement can be offered in the year group following on from this meeting.

If a student's needs can be met

- If the students needs can be met and student has an **EHCP**, the school will send an acceptance letter to the Local Authority (LA) - (please note, offer of placement will be passed to the LA's SEN panel for acceptance - this may take additional time and the student will not be able to start until panel has agreed the placement).
- If the student's needs can be met and the student is from a school, the school will send an acceptance letter to the named referrer.

If a student's needs cannot be met

- If PhoenixPlace is unable to meet students' needs, a letter outlining reasons will be sent to the Referring Authority.
- We do not take direct referrals from private, fee paying families

Placement window

- If the placement is confirmed by both the schools and local authority (usually following a decision at SEND Panel), an admission date for the placement will be arranged. This can only be agreed once we are in receipt of completed pupil forms.
- Once placement has been agreed by the RA, there is a **placement window** from this date before the student starts with us (this is also based on other new students starting). To ease the settling in of students and to support teachers in preparing for students we will stagger starting dates.
- The referring authority will need to complete and sign the **Service Level Agreement (SLA)** and return to us before the student starts.

Student Induction

- Students who will be on our roll full time will have a 3 (half day) day induction period before starting full time with us.
- At this time the students will complete **baseline assessments** (English/Maths/Reading/Spellings), if not, students will need to complete these as early as possible when they start. Students, parents/carers will also meet with the Deputy Head (i/c Teaching and Learning); Pastoral Manager and SENCo.
- Parent/carers will need to fill in and complete various admission entry forms
- Dual registered students start date and induction process will be discussed during the placement interview

Fee reviews may take place 6 weeks after student has started

Admissions Agreement:

Referring authority

1. Student's academic levels, pastoral support, attendance history, SEN information, external services and medical information must be provided by the student's school or referring authority
2. It is desirable that a representative of the referring authority must attend the interview to discuss placement
3. In addition, the student's current school/provision must ensure an appropriate member of staff is designated as first point of contact and attend where necessary any induction or progress meeting
4. **A Service Level Agreement will be signed** between PhoenixPlace and referring authority before the student starts
5. Referring authorities to make arrangements for any days that a student is not supported by PhoenixPlace and in cases of dual registered (or part-time) placements, ensure the student will continue to be on roll at her current school/provision
6. The RA must give the school a terms notice if it decides to withdraw a student from the school. Please note relevant meetings will need to be organised with the school if this decision is being made.

Parent/Carer and student responsibility

1. Parent/carers' must disclose before admission any feature of their child's personality, physical and mental health that might affect her fitness for education and admission to the provision
2. No student may be absent from the provision without the express permission of the Head e.g. family holidays within term time. Requests/statements must be made in writing giving full details.
3. Full compensation is payable by the parent/carer for loss or damage to the property of the provision deliberately or carelessly caused by the child
4. The provision cannot accept liability for any theft, loss or damage to property belonging to the parent/carer or child howsoever caused
5. All text/work books are provided by the school and remain the property of the school. Each student is responsible for the safe keeping of these items
6. Parent/carer and student must sign the **Home-School and IT Acceptable Use Agreement** prior to student commencing placement

Student Participation

1. The Head may require a student who is making little progress due to persistent lack of effort, indiscipline or proven incapacity to leave the school on a full term's notice in writing. Please note relevant meetings will need to be organised with the school if this decision is being made.
2. The Head shall have full disciplinary powers over students in the school and have the right to order a student to be excluded from the school either permanently or temporarily if it is reasonably believed the student has

committed a grave breach of discipline, or that such an order is necessary for the protection of other students and staff or is in the interest of the school as a whole (See Management of Behaviour Policy and Exclusion Policy).

3. Fees paid or payable in respect of the student's attendance at the school will not in that event be refunded or remitted.
4. The decision of the Head is final.

Monitoring arrangements

This policy will be reviewed and approved by the Headteacher / SAP team every year (once recruited).