



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Admissions Policy

Aim

The aim of this policy is to provide a clear understanding of the criteria for admittance, how we might agree the appropriateness of the placement and the method by which a working partnership between all stakeholders can begin.

Admissions Criteria

The Holton Sleaford Independent School (HSIS) experience aims to provide pupils with the skills and confidence needed to play a full and active part in society at the conclusion of their education. To that end, our curriculum offer will feature a combination of challenging individual and team-based learning, allowing pupils to develop both academically and socially. As part of the admissions process, we need to assess if prospective pupils will be able to access this unique outdoor education led curriculum. To that end we have an initial set of admissions criteria for pupils that must be met.

Pupils:





- will join HSIS between the ages of 8 and 19
- have a statement of special educational needs or EHCP
- exhibit social, emotional and mental health difficulties
- may have learning difficulties and/or low attainment associated with their emotional and behavioural difficulties, and/or low attendance and engagement at previous settings
- could have specific learning difficulties, such as dyslexia, dyspraxia and dyscalculia
- might also carry a further diagnosis or recommendation of specific needs which will be assessed by HSIS SLT on an individual basis

During the admissions process we will then look for potential and a willingness to engage in the HSIS environment. We will also assess the likelihood that pupils will be able to conform to our expectations and benefit from the great range of opportunities on offer. Most of all we are looking for students who, with help and guidance, will explore their potential and develop an understanding of respect for themselves and others to build: **Confidence, Resilience and Self-Esteem.**

Admissions Team

The team consists initially of Proprietor, Executive Headteacher and SLT. The wider Admissions Team responsible for completion of the Admissions Pack consists of the Office Manager, Remote Education Team and Therapy Lead.

Process

1	Referrals received by Proprietor, discuss potential pupils with Head of School
If ok, pass parent contact to Head of School to arrange a school visit for the pupil.	
2	School visit undertaken by family and pupil under the guidance of a member of the leadership team.
If ok, obtain contact details including home address prior to departure, Admissions Team to then arrange a home visit.	
3	Home visit by a member of the Admissions Team with the intention of completing all necessary admissions paperwork thoroughly. Additionally seek to gain a wider picture of home life to inform PRA, BMP and Pupil Profile creation, as well as likely level of support from parents.
If still ok, pass back to Proprietor for Placement Offer	
4	Proprietor to arrange contracts and start dates with caseworker/local authority and transport application with parents.
If waiting for transport, remote education team to visit and complete academic baseline assessments. Pupil details added to SchoolPod. Any other agency involvement to be established by Admissions Team and passed to SEND staff	
5	Pupil first day at Holton, initial strategies and interventions in place and shared with staff for both behaviour/emotions and learning/engagement.
Significant member of staff to complete Post Admission Meeting with parents within 4-6 weeks of first attendance.	ADMISSIONS PROCESS COMPLETE

Disclaimer - any further admission arrangements are determined by all relevant legislation including the legislation on sex discrimination, race relations, and disability, together with all relevant regulations and the School Admissions Code (DfE December 2014).

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<u>Date sent to Governors</u>		<u>Due for Review</u>
<u>Date approved by Governors</u>		<u>10/11/26</u>