

# Admissions Policy

*To be read in conjunction with:  
Special Educational Needs & Disability (SEND) Policy  
New Starters Policy*

## Admission Criteria

Graduately Developing Futures (GDF) is an independent school providing day places for children aged 6-14 years in an environment where students can access a specialised and holistic education that aims to develop children socially and academically to make maximum progress. GDF has three intakes per year, September, January and Easter.

We look objectively at every referral made to us and base our decision on whether we can meet that young person's needs, taking into account the dynamics of the young people accommodated in the school at that time. We are unable to accommodate young people requiring long term nursing care. Placing Authorities provide us with the appropriate paperwork, which will allow us to assess the level of need of the young person.

We also consider their safety and the potential risks they may present to others within the school and the wider community. If we feel that we can accommodate the young person we will plan the admission.

## Planned Admission

We expect young people, wherever possible, to be involved in the placement planning process, so that they are able to take some ownership for their move to GDF. We liaise with the young person and their family or carers, to gather as much information about the young person as possible and to give information about the service and facilities we provide.

We organise for staff to visit the young person at their existing placement and in their home environment, whenever possible, to talk to the young person and answer any questions they may have and put any fears to rest. We also talk to staff at the current placement, including the Senco, to ascertain any graduated responses which may have been used to meet the students needs, or areas of development to be highlighted.

Arrangements will be made for the young person to visit GDF for a few hours prior to their start date; to meet some of the staff team and to have a look around the facilities. During this process we will try and identify a member of staff to whom the young person relates well and on the day of



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admission we will organise for that member of staff to be on 1 to 1 duty to ensure as smooth a transition as possible.

GDF adopts a cautious approach to accelerating admissions. Where a young person is accepted, a clear transition timetable will be agreed, by all parties, dependent on the child's needs (this may be extended, if necessary).

As a minimum, we will require the following information (as appropriate):

- Presenting difficulties
- Other significant barriers to learning
- Social Worker's report
- Education report
- Results of any mental health assessment
- Family background

We also require referral information to be provided in full and for the Social Worker to complete the relevant CLA (Child Looked After) paperwork (if relevant); either prior to or during the admission meeting, which we may require, to be held on the day the young person moves to GDF.

## **Transition**

We understand that making transitions can be difficult if handled poorly, the student's emotional, educational, and social well-being can be detrimentally affected, sometimes extremely so. The priority we place upon getting these transitions right, therefore, means all staff within the school are involved. It requires building excellent links with external agencies and parents/carers. GDF identifies three major periods of transition: 1. into GDF 2. from primary to secondary, and 3. from secondary to life beyond. Please see GDF Transitions New Starters Policy

## **Review**

This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2025



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