



Outcomes
First Group

ADMISSIONS POLICY

ROBINS WAY SCHOOL

Introduction

We are aware that starting school or moving from one school to another can be a worrying time for both parents/carers and children.

We aim to make our school admissions process as painless and trouble free as we can for parents/carers and students.

The guiding principles of Robins Way school admissions policy is that the school admits students irrespective of their:

- race
- gender
- disability
- special educational need(s)
- background

Provided that there are good prospects of meeting each student's individual needs without unduly prejudicing the education and the welfare of other students. In addition, all students applying for placement must have an EHCP.

In a situation where Robins Way School felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's special needs might inform the decision of whether or not to offer a place to a student.

Our focus is on creating an environment that enables the children and young people in our care to achieve their personal best. During our fair and robust referral and assessment process, we will explain to each prospective student, family and carers everything they need to know about our school and what to expect. For the authorities and families, we work with, our commitment is to a high quality of learning, with care and safety as priority. We pride ourselves on providing transparency to all parties including a clear plan for transition so that the value and outcomes of our service is measurable at every stage of the journey.

Rationale

The term 'special educational needs' (SEN) has a legal definition, referring to children and young people who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Robins Way School acknowledges some of our students may exhibit challenging behaviour of a serious nature, including aggression toward peers and or adults.

Aim

It is important that the school seeks to provide an admission process that accurately identifies the needs of students, and decides if it can meet these, in all areas of the student's development, effectively and efficiently.

We are looking for students who

- Show potential and a willingness to engage in the life of a busy day school
- will benefit from the great range of opportunities on offer in our environment
- will be willing to accept invitations to explore their potential and develop an understanding of and respect for themselves and others in the community.

Objectives

- A clear understanding of the criteria for admittance
- A clear understanding of the assessment process
- Agree the appropriateness of the placement
- A working partnership of student, family/carer and all other stakeholders
- A clearly communicated and managed Transition process

Admission process

All referrals, once received from the placing authority, will be considered by our dedicated Referrals team, led by the Head Teacher. This may include the leads for Inclusion & Engagement, Education and Clinical.

Assessment of potential students

By reading carefully through the advice contained in each child's EHCP the Referrals team are able to build up a picture of individual students and then advise members of the Senior Leadership Team (SLT) and consult the Clinical team as to the suitability or otherwise, of students referred to the school. The Referrals Team may use their contacts with other professionals to access further information about a student, and engage in informal discussions to address any inconsistencies and ambiguities contained in more formal reports. Using this process ensures all professionals involved are able to gain a clear idea of the individual needs of potential students and to make appropriate plans for careful and well-managed transition.

A written referral from the local placing Authority with detailed SEN documents will initiate our admissions procedure. This usually begins with processing the information received, contacting the young person's home to gathering potential

admission information. This may lead to a home or present school visit by our team. This, then, can inform the decision to either withdraw from the consultation or offer a visit to the school. After a site visit the discussion and decision process will consist of:

- Offer of placement
- Withdrawal

A young person is only invited to visit if the school believes the referral is likely to lead to an offer of a placement. This is not a confirmation of placement.

Responsibilities at the Offer stage

The school will be responsible for:

- Ensuring that if a placement is agreed an offer of placement and start date is sent to the LA (Local Authority).
- New starter information, risk assessment and PBSP (Positive Behaviour Support Plan) will be prepared using information from: Educational and Health Care Plan (EHCP), family/carers, previous setting, SEND Officer (where and when appropriate).
- A new student starter pack will be sent to parents/carers. Once the Pupil Information Pack has been returned to school completed the new student may attend school.

The LA will be responsible for:

- Nominating/naming Robins Way School (RWS) in the EHCP
- Providing RWS with all current advice and information and keeping them informed of any changes
- agreeing contractual arrangements for transporting the student to and from school.

Transition

Our Transition process begins once placement has been accepted by the naming Local Authority. As an offer is accepted we will assign a class teacher to be the Lead worker for the young person and their transition. This will initiate our Transition process which will look different for each pupil and will be completed with parents/ carers and class teacher.

Legislation

Robins Way School Admission Policy

Acorn Education and Care is the admission authority for Robins Way School. The 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).

Equality Impact Statement

All relevant persons 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 Regional Director. Acorn Care and Education will then actively respond to the enquiry.

This policy was written by Charlie Mallett, Business Manager.

Signed: 

Date: 03/03/2026

This policy is quality assured Jemma Taylor, Head Teacher.

Signed: 

Date: 04/03/26