



# KINGS PARK SCHOOL

## ADMISSIONS POLICY

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POLICY OWNER	HEADTEACHER
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	SIGNED	DATE
HEADTEACHER MISS S J WATSON		01/09/2025
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RATIFIED BY CHAIR OF GOVERNING BOARD MR ALEX RICHARDS		

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### 1.0 INTRODUCTION

Kings Park School is an independent specialist provision, offering support and education for children and young people from ages 7-16 with various individual needs. Each child and young person's support is guided by their Education, Health and Care Plan (EHCP), which outlines the provision required to meet their individual needs. With spacious, light-filled classrooms and a highly skilled team of specialist SEN staff, our school provides a calm and supportive environment where children and young people are empowered to move beyond past challenges.

Each learner follows a personalised timetable tailored to their individual needs and interests, with clear, achievable targets that promote motivation, confidence and progress. In addition to the statutory annual review process, we carry out a broad range of formal and informal assessments throughout the year to monitor progress and adapt provision where necessary.

Classes are small with up to 8 pupils, depending on the individual needs. Each class is led by a teacher and supported by a dedicated teaching assistant, with additional teaching assistants provided where necessary and stated on the child's EHCP. Children and young people will be placed in a class based on suitability rather than age. Our nurture-based approach ensures that emotional wellbeing is prioritised alongside learning and our classrooms are designed to be sensory-friendly, providing calm, supportive environments that help students feel safe, regulated and ready to engage.

At Kings Park School (KPS), we place the safety, well-being and development of our students at the heart of everything we do. We are committed to providing a safe, inclusive and aspirational learning environment for children and young people with a range of neurodivergent profiles and social, emotional and mental health needs.

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### 2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

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### 3.0 PURPOSE OF THIS POLICY

The **Admissions Policy at Kings Park School (KPS)** sets out a transparent, fair, and consistent process for admitting pupils, ensuring that every placement is appropriate, well-planned, and in the best interests of the child/young person.

As an independent SEN school for children and young people, our admissions policy ensures that:

- We only admit pupils whose needs fall within the scope of our provision, therapeutic support, and curriculum offer.
- Protects the learner's right to access an appropriate, personalised education in a setting where they can thrive emotionally, socially, and academically.
- Outlines the stages of referral, assessment, consultation, and decision-making in line with:
  - **SEND Code of Practice**
  - **Independent School Standards**
  - **Local Authority consultation procedures.**
- Supports clear communication with parents/carers, Local Authorities, and professionals throughout the admissions process.
- Ensures a collaborative approach to decision-making and transition planning.
- Ensures that any new placement will not compromise the safety, wellbeing, or progress of the individual child or the existing school community.
- Includes risk assessment processes where appropriate.
- Allows for a smooth, supportive transition into school, tailored to the individual's needs, with input from families and other agencies.

The purpose of the Admissions Policy at Kings Park School is to ensure that every learner placed with us receives an education that is **safe, suitable, and supportive** of their unique needs. It provides a structured, transparent, and equitable process for admissions that supports positive outcomes for learners, families, and the wider school community.

## 4.0 OUR ETHOS AND VALUES

We are guided by our school motto: "*Inspiring Dreams, Building Bright Futures Together.*" Our core values are:

- **Kind Words:** We speak with empathy and understanding
- **Positive Minds:** We approach challenges with optimism and resilience
- **Strong Hearts:** We show courage, compassion and strength in our relationships.

These values are more than aspirations—they are embedded in every interaction, decision and environment within Kings Park School.

**Kind Words** reflect our belief in the power of language to heal, uplift and include. Whether it is peer encouragement, staff guidance or family communication, we model respectful, thoughtful speech in all we do.

**Positive Minds** encourage our students and staff to reframe difficulties as opportunities to learn and grow. We promote a strengths-based approach that focuses on what each individual child can do and how they can build confidence through success.

**Strong Hearts** remind us of the importance of compassion, resilience and relationships. We teach students to persist through challenges, support others and show bravery in being true to themselves. Together, these values underpin our approach to behaviour, learning and building a safe, inclusive school community.

## 5.0 CONSULTATIONS

Kings Park School accepts admissions for learners through **Local Authority consultations** as part of the **Education, Health and Care Plan (EHCP) process**, in accordance with the **Children and Families Act 2014** and the **SEND Code of Practice (2015)**.

**The consultation process allows KPS to:**

- Consider whether the school is **suitable for the child's age, ability, aptitude and SEN.**

- Assess whether the placement is **compatible with the efficient education of others** and the **efficient use of school resources**.
- Make an informed, child-centred decision based on professional reports, school capacity, and the child's individual needs.

### How consultations are managed:

- KPS receives consultations via the Local Authority, typically including the **EHCP**, recent **Annual Review documents, professional reports**, and **parent/carer views**.
- Upon receipt, the school will:
  - Acknowledge the consultation in writing.
  - Review the submitted documentation against our school's **admissions criteria** and **provision map**.
  - Conduct an internal review involving the **SENCo, Headteacher**, and other relevant professionals.
  - Where appropriate, invite the child and their family to visit the school for an informal tour or transition discussion.
  - If required, request further information from professionals involved in the child's care or education.
  - Respond to the Local Authority within the **statutory 15-day timeframe**, stating whether we are able to offer a place.

### Decision Making:

Each consultation is carefully considered based on:

- The child's **individual profile of needs**.
- Availability of an appropriate peer group and staffing.
- Capacity within the relevant class or key stage.
- Ability to provide the specified provision outlined in the EHCP.
- Safeguarding, risk assessment, and suitability of environment.

### Collaboration with Families and Professionals:

While the formal consultation comes via the Local Authority, Kings Park School recognises the importance of:

- Engaging with **families**, wherever possible, to ensure transparency and support.
- Liaising with **SEN officers, therapists**, and **previous settings** to ensure continuity of provision.

At Kings Park School, we aim to ensure that the consultation process is handled with professionalism, sensitivity, and a commitment to placing the child/young person at the centre of decision-making. We strive to provide clear, timely responses to Local Authorities and families to support well-informed placement decisions.

## 6.0 ASSESSMENT PROCESS

At Kings Park School, we are committed to ensuring that every pupil placement is appropriate, personalised, and in the best interests of the learner. Our **assessment process** for admissions is designed to ensure that we can meet the identified **special educational needs (SEN)** of each child and that their transition into the school is safe, supportive, and successful.

### The assessment process helps us to:

- Determine whether KPS can meet the child's **educational, therapeutic, and social needs** as outlined in their **Education, Health and Care Plan (EHCP)**.
- Identify the most appropriate **class group, staffing support**, and **curriculum pathway**.
- Understand the child's **strengths, challenges, communication style**, and **potential risks or triggers**.
- Inform a **personalised transition plan** that reflects the child's individual profile.

## Stages of the Assessment Process:

### 1. Initial Documentation Review

- On receipt of a consultation from the Local Authority, the school will review:
  - EHCP
  - Annual review reports
  - Educational psychology reports
  - Speech & Language, OT, and other specialist assessments
  - Behavioural reports and risk assessments (if applicable)
  - Parental views and aspirations

### 2. Internal Review Panel

- A multi-disciplinary team (Headteacher, SENCo, DSL, and therapists where needed) considers the child's profile alongside:
  - Current school capacity
  - Specialist resources required
  - Compatibility with peer group
  - Health and safety implications

### 3. Child and Family Visit (Where Appropriate)

- Families will be invited to visit the school for:
  - A tour of the environment
  - Informal observation of current learners
  - Initial discussion of provision and expectations
- Where possible, a short **pupil observation or informal meeting** will take place to gain insight into communication style, anxiety levels, and interaction.

### 4. Follow-Up with Professionals (If Needed/Appropriate)

- KPS will contact the current setting for a pupil observation and informal meeting with current staff.
- KPS will contact therapists, or Local Authority caseworkers for additional clarity or updates.

### 5. Decision and Placement Planning

- If the school can meet need:
  - A formal offer is made via the Local Authority.
  - A **transition plan** is developed (e.g., visits, gradual start, visual support).
- If KPS cannot meet need:
  - A response is provided to the Local Authority, detailing reasons and recommendations.
- The decision will be made in line with the **Code of Practice**:
  - Special Educational Needs – can the school meet the child's needs?
  - Resources – would the placement be an efficient use of resources?
  - Current students – would the placement be incompatible with the efficient education of the other children with whom the child will be educated?

## 7.0 PRIVATE ADMISSIONS

Kings Park School welcomes private admissions (non-Local Authority funded) for children whose needs fall within our scope of provision. These applications are typically made directly by parents/carers, professionals, or other agencies acting on behalf of the family.

### 1. Initial Enquiry and Consultation:

- Parents/carers can make a direct enquiry via telephone, or email.
- A member of the senior leadership team will arrange an **initial consultation meeting** with the family to discuss:
  - The child's/young person's **needs, strengths, and challenges**.
  - The school's ethos, provision, and curriculum.
  - Expectations of the family and support available at home.
- Families are asked to submit key documentation, such as:
  - Recent professional reports (e.g., EP, SALT, OT).
  - School reports or individual education plans.
  - Medical or diagnostic evidence (e.g., ASD/ADHD diagnosis).
  - Any formal or draft EHCP.

### 2. Internal Review of Documentation:

- The Kings Park School team (including the Headteacher, SENCo, and relevant therapists) will review the submitted information to determine whether the school can meet the child's needs.
- Factors considered include:
  - Suitability of the provision for the child's/young person's **age, ability, and learning profile**.
  - Potential compatibility with existing pupils and staff capacity.
  - Safety, risk factors, and therapeutic needs.
  - Availability of an appropriate class group or peer cohort.

### 3. School Visit and Meeting:

- If the child appears suitable, parents/carers will be invited to visit the school, tour the facilities, and meet with key staff.
- A meeting will be held with parents/carers (and the child, where appropriate) to discuss expectations, aspirations, and to answer any questions.

### 4. Taster Day(s)/Observations:

- The child will be invited to attend a taster day (or a series of short sessions, as appropriate) to observe how they engage with the environment, staff, and peers.
- If required, members of the SLT and the class teacher will attend the child's current setting to observe them in their current class and meet with their current class teacher/SENDCo.
- Feedback from staff will be gathered to assess the child's adjustment and potential for successful integration.

## 5. Admission Panel Decision:

- Following the taster period/observations, an internal admissions panel (including the Headteacher, SENCO, and relevant support staff) will convene to make a formal decision.
- The decision will be based on the school's capacity to meet the child's needs and the likely impact on existing pupils.

## 6. Offer of Placement:

- If the placement is approved, a formal offer will be made in writing, including details of:
  - Start date.
  - Agreed support provision.
  - Fees and payment structure.
  - Any conditions or phased transition plans.

## 7. Acceptance and Contract:

- Upon acceptance of the offer, a contract will be issued to the parents/carers detailing:
  - Terms and conditions.
  - Fees and invoicing.
  - Notice periods and termination clauses.

## 8. Transition and Induction:

- A personalised transition plan will be developed in collaboration with the family to ensure a smooth start.
- On the start date, the child will be formally welcomed and supported through an induction programme tailored to their needs.

## 9. Review and Monitoring:

- Regular reviews will take place during the initial weeks to ensure the placement is successful.
- Parents/carers will be kept informed of progress and any necessary adjustments will be discussed and implemented collaboratively.

## 8.0 CRITERIA FOR ADMISSION

To be considered for a place at Kings Park School, the following criteria are typically met:

### Primary Need:

The child's primary identified needs may include:

- Autism Spectrum Disorder (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Specific Learning Difficulties (SpLD).
- Moderate Learning Difficulties (MLD).
- Speech, Language and Communication Needs (SLCN)

- Social, Emotional and Mental Health (SEMH)
- Conduct Disorder and/or Oppositional Defiant Disorder (ODD)

However, Kings Park School recognises that some children may not fall strictly within these categories but would still benefit from specialist provision. These additional needs may include (but are not limited to):

- Hearing Impairment (HI).
- Visual Impairment (VI).
- Multi-Sensory Impairment (MSI).
- Adverse Childhood Experiences (ACE).
- Profound Multiple Learning Difficulties (PMLD).
- Attachment Difficulties
- Anxiety Disorders
- Post-Traumatic Stress Disorder (PTSD)

#### **Education, Health and Care Plan (EHCP):**

The child must have an EHCP in place, issued by their Local Authority, which identifies the need for specialist provision.

#### **Funding Agreement:**

The Local Authority must agree to fund the placement at Kings Park School (unless private admission).

#### **Parental/Carer Support:**

Parents or carers must be supportive of the educational and therapeutic approaches used at Kings Park School and agree to the terms outlined in the Home-School Agreement (Appendix 1).

#### **Suitability of Placement:**

The school must be appropriate for the child's:

- Age.
- Ability and aptitude.
- Learning profile and special educational needs.

#### **Compatibility with Others:**

The child's placement must be:

- Compatible with the efficient education of other pupils at the school.
- Compatible with the efficient use of school resources.

#### **Availability of Placement:**

Admissions are also subject to the availability of places and take into account:

- The child's level of functioning.
- Their specific learning needs.
- Their age and the suitability of peer groupings.

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#### **Appendix A: SCHOOL, PARENT/CARER, CHILD/YOUNG PERSON AGREEMENT**

**This policy will be reviewed by senior leaders every year. At every review, the policy will be approved by The Chair of Governors.**