



Jasmine Grove School Admissions Policy

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1. Introduction & Legal Framework

This policy complies with statutory frameworks including the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, and the Department for Education (DfE) SEND Code of Practice. Jasmine Grove School is committed to ensuring every pupil achieves their potential in an inclusive, respectful environment.

2. Rationale & Specialisms

Jasmine Grove School is a specialist provision. We cater for pupils aged 8 to 18 with a primary diagnosis of Autism Spectrum Disorder (ASD), associated speech, language, and communication difficulties, and/or complex cognitive and learning needs.

- **Resources & Infrastructure:** The school is comprehensively resourced to support severe, complex, or profound learning difficulties (LD), Multi-Sensory Impairment (MSI), and Visual Impairment (VI).
- **Statutory Requirement:** All enrolled pupils must have a final Education, Health and Care (EHC) plan.
- **Exclusions:** The school is not registered to meet the needs of pupils whose primary presenting needs are Social, Emotional, and Mental Health (SEMH) related. SEMH needs will only be considered if they are clearly evidenced as a secondary consequence of the pupil's primary ASD.

3. Aim & Objectives

The aim of this policy is to facilitate a transparent, legally compliant admission process that accurately identifies pupil needs and guarantees that placements are effectively and efficiently supported.

- Ensure all stakeholders understand the statutory criteria and consultations used to assess placement suitability.
- Ensure parents, carers, and Local Authorities (LAs) share a transparent understanding of the school's layout, curriculum, and expectations.

4. Statutory Admission Criteria & Consultations

In accordance with Section 37 of the Children and Families Act 2014, if Jasmine Grove School is formally named in a child's EHC plan by a Local Authority, the school has a statutory duty to admit the pupil.

Before naming the school, the Local Authority must formally consult with the Governing Body. The school will evaluate each individual referral from the LA on its own merit against the scope of our certificate of registration. Placements are determined solely by whether:

1. The school can meet the child's specific special educational needs.
2. The placement is compatible with the efficient education of other pupils.
3. The placement represents an efficient use of resources.

Note: Admissions are conducted through the formal LA consultation process. Adherence to a placement cannot be conditional upon parental or pupil signed "commitments" or agreements, ensuring full compliance with national fair access standards.

5. Admissions Process

Stage 1: Referral and Senior Staff Analysis

Referrals are formally submitted by Local Authorities and must be accompanied by the pupil's EHC plan, recent annual reviews, and detailed professional files covering educational, health, and social care histories. Senior staff will rigorously evaluate this documentation against our registration criteria to determine if the school can fulfill the provision mandated by the EHC plan.

Stage 2: Formal School Consultation Visit

If the initial assessment confirms the school can potentially meet the pupil's needs, the Headteacher will arrange a formal, non-prejudiced site visit. This visit includes:

- A structured walkthrough of the physical space and sensory environments.
- Introductions to specialized teaching and support staff.
- A collaborative discussion regarding the school curriculum, positive behavior management policies, and physical support strategies.
- An open forum for parents/carers and the young person to raise operational questions.

Stage 3: Decision and Transition Integration

Following the consultation period, the school will formally respond to the Local Authority in writing. If a placement is agreed upon, the Local Authority will finalize the EHC plan naming Jasmine Grove School, and admission arrangements will begin.

Parents/carers will receive the official Pupil Handbook and complete operational documentation (including the Complaints Policy).

6. Transition Protocols

A personalized transition timeline will be established for every new pupil, scaled according to their level of sensory, communication, and emotional needs. Effective transition relies heavily on robust daily communication.

- **Communication Channels:** Information sharing is facilitated daily via phone contact and the school's digital communication portal (ClassDojo platform).
- **Structural Supports:** Staff utilize visual timetables, custom checklists, and environmental auditory or visual cues (such as visual countdown timers) to carefully guide pupils through internal daily routines, lessening anxiety and supporting structural predictability.

7. Local Authority Operational Responsibilities

To maintain a safe, functional placement, the consulting Local Authority must:

- Provide the school with exhaustive, up-to-date professional advice and medical/educational histories regarding the pupil.
- Nominate Jasmine Grove School clearly within Section I of the final EHC plan.
- Agree upon and secure contractual transport arrangements to ensure the pupil travels safely to and from the school site daily.