



Admissions Policy

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Related school policies

- Safeguarding and Child Protection Policy
- SEND Policy
- Curriculum Policy
- Attendance and Absence Policy and Transition Guidance
- Behaviour Policy
- Restrictive Intervention Procedures
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy
- Data Protection and Records Management Policy

1. Policy statement and school context

1.1 Jasmine Hall School provides specialist day education for pupils aged 11 to 18 across Croft House, Cedar House and Markeaton House. Admissions are normally arranged and funded by local authorities for pupils with EHC plans. Our admission process identifies whether we can provide suitable education and meet each pupil's assessed needs safely.

1.2 Pupils may have autism, communication and sensory needs, learning difficulties, anxiety and associated social, emotional and mental health needs. Many have experienced interrupted education or unsuccessful placements. We understand that anxiety, reluctance to visit and dysregulation may communicate unmet needs.

1.3 The process gives pupils, families and professionals clear information about the curriculum, therapy offer, support and school life. Decisions are individual, evidence-based and made within the school's registered age range, capacity and provision.

2. Legal framework

2.1 Relevant requirements include the Education (Independent School Standards) Regulations 2014 as amended, the Equality Act 2010, the Children and Families Act 2014, the SEND Regulations 2014, the School Attendance (Pupil Registration) (England) Regulations 2024 and applicable data protection law.

2.2 We have regard to KCSIE 2026, the SEND Code of Practice January 2015, DfE Independent School Standards guidance April 2026, the July 2026 attendance guidance and Ofsted's September 2026 independent-school inspection toolkit. The School Admissions Code for maintained schools and academies does not govern this school's own admissions arrangements.

2.3 The Headteacher verifies the school's current section 41 approval status when responding to statutory consultations. Where the school is approved under section 41 and is named in an EHC plan, section 43 requires it to admit the pupil. The school will not impose additional conditions that override this duty. Where section 41 approval does not apply, placement arrangements and any proposed naming are resolved with the LA under the applicable legal framework.

3. Roles and responsibilities

3.1 The proprietor oversees lawful admissions, registration requirements and resources. The Headteacher leads admission decisions and records the reasons. The Inclusion Team, class staff and therapists contribute to assessing provision and adjustments. The DSL reviews safeguarding information and plans safe information transfer.

3.2 The local authority provides the current EHC plan and relevant advice, consults the school, confirms funding and placement arrangements and fulfils its duties to secure provision. Home-to-school transport is agreed with the responsible LA under the applicable duties, including the separate post-16 framework.

4. Admission criteria

4.1 The pupil is within the registered age range and has an EHC plan, or the LA has agreed a lawful referral route consistent with the school's registration and purpose. The pupil's needs, required provision and intended outcomes are assessed against what the school can provide, including reasonable adjustments and any additional resources agreed with the LA.

4.2 We consider curriculum access, communication, sensory and physical access, health and therapy requirements, staffing, safety, group composition and available accommodation. A diagnosis or attainment score is never used alone to accept or reject a referral.

4.3 The former blanket criterion of being within a low ability range is replaced by an individual assessment of educational needs and curriculum suitability. Psychometric results are interpreted alongside functional skills, strengths, communication needs and previous opportunities to learn.

4.4 Pupil and family views are actively sought. Expressing enthusiasm or signing a behavioural commitment is not an admission condition. Anxiety, non-speaking communication, disability, previous exclusions or a history of low attendance do not automatically prevent admission.

4.5 The school does not discriminate unlawfully in admissions. It considers reasonable adjustments and auxiliary aids before concluding it cannot meet a disabled pupil's needs. Any adverse decision identifies the specific unmet provision, evidence and adjustments considered.

5. Referral and consultation

5.1 Stage 1 begins with an LA referral or consultation. The Headteacher requests the current EHC plan, recent review reports, educational assessments, pupil and parent views, attendance history and relevant health, social care, safeguarding and risk information. Information is obtained securely and is limited to what is necessary.

5.2 The Inclusion Team and relevant professionals assess the proposed provision. Missing information is requested promptly; assumptions are not made from diagnostic labels. The school responds within the timescale stated in the consultation and applicable statutory guidance, normally within 15 days for an EHC plan consultation.

5.3 The response identifies whether the school can meet the needs, what provision and adjustments are required, availability and any evidence-based concerns. Any question of suitability, efficient education of others or resources is considered under the legal route applicable to the referral. The school does not substitute its own decision for an LA's statutory EHC plan decision.

6. Visits and pupil participation

6.1 Stage 2 offers a visit or an accessible alternative. Families can tour the relevant site, meet key adults and discuss curriculum pathways, qualifications, therapy, safeguarding, attendance, transport and communication. Visits are adapted to sensory and anxiety needs; virtual tours, photographs or meetings at another location may help.

6.2 Staff explain the Behaviour Policy and restrictive-intervention procedures, including prevention, lawful use, recording and reporting. Pupils are not used to demonstrate physical restraint during admissions visits, and agreement to restraint is not a condition of admission.

6.3 The pupil is supported to ask questions and communicate views using their preferred method. Interpreters and accessible information are provided where needed. Families receive or can access the pupil handbook, complaints procedure and other relevant policies.

7. Placement decision

7.1 Stage 3 records the decision in writing to the LA and family as appropriate. Where a place is offered, the school sets out proposed provision, any necessary resources, start date and transition arrangements. Funding and contractual arrangements are completed without displacing statutory duties.

7.2 If a place cannot be offered, the response gives clear reasons, the evidence considered and any further information or adjustments that could change the assessment. Families are informed that challenges to LA decisions about an EHC plan follow the LA's decision notice, mediation and SEND Tribunal rights, as applicable.

7.3 The pupil's place is not treated as a trial admission that can be ended informally if difficulties arise. Concerns after admission are addressed through support, EHC plan review and the applicable placement or exclusion procedure.

8. Preparing for admission

8.1 Before the start date, staff agree a named key adult, class group, communication approach, timetable, transport arrangements, emergency contacts and essential health, allergy, medication and safety plans. Any provision needed for safe attendance is arranged and communicated to staff.

8.2 The school confirms who holds parental responsibility, contact restrictions and social-worker or Virtual School involvement. Child protection information is reviewed by the DSL. Necessary risk assessments and personal support plans are ready before attendance.

9. Transition and early review

9.1 New pupils enter the transition tracker. The transition plan is developed with the pupil, parents and relevant professionals, with an aim of full-time attendance within 12 weeks where a gradual transition is needed. This is a planning aim, not automatic permission for reduced education.

9.2 Full-time suitable education remains the expectation. Any reduced timetable is exceptional, individually justified, agreed and approved under the Attendance Policy, with a proposed end date and reviews at least fortnightly. It must not be used for behaviour management or as an informal exclusion. The maintaining LA is involved.

9.3 Progress, wellbeing, attendance and delivery of provision are reviewed during the first term. Where transition exceeds 12 weeks, the Inclusion Team maintains a personalised support plan and tracker oversight, reviews barriers and involves the LA. An early EHC plan review is requested if needs or provision require amendment.

10. Post 16 admission and continuation

10.1 Post-16 decisions consider the young person's aspirations, programme of study, progress, required provision and preparation for adulthood. Remaining in school is considered individually through EHC review and LA placement arrangements; it is not automatically guaranteed or refused by age alone within the registered range.

10.2 School works with the LA on phase transfer, including the 31 March deadline for reviewing and amending EHC plans for transfer from secondary school to a post-16 institution. Communication respects the young person's legal participation and decision-making rights, with support and parent involvement as appropriate.

11. Records and safeguarding transfers

11.1 The pupil is entered on the admission register on the agreed expected first day, even if they do not physically attend that day. Attendance is recorded with the correct code. Required new-pupil returns are made to Derby City Council within five days, with placing and maintaining LAs informed.

11.2 Educational records and safeguarding records are transferred securely. The DSL follows KCSIE transfer requirements and checks receipt; child protection files are transferred separately and without delay, within five days for in-year transfers or the first five days of a new term.

11.3 Records document the assessment, adjustments, consultation response, decision, funding arrangements, pupil and parent views and transition reviews. Deletion from the register follows the 2024 Regulations, including special-school LA consent requirements where applicable.

12. Concerns complaints and policy review

12.1 Concerns about the school's admissions process can be raised through the Complaints Policy. This does not replace statutory rights to challenge LA EHC plan decisions or disability discrimination.

12.2 The Headteacher reviews admission decisions and early placement outcomes to identify barriers and improve practice. The proprietor receives appropriate oversight information. This policy is reviewed annually, next in September 2027, or sooner following a relevant change. Approval is recorded before publication.

Source references

KCSIE 2026

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

SEND Code of Practice January 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Independent School Standards guidance April 2026

<https://www.gov.uk/government/publications/regulating-independent-schools>

Working together to improve school attendance July 2026

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Ofsted non association independent schools inspection toolkit September 2026

<https://www.gov.uk/government/publications/independent-school-inspection-toolkit-operating-guide-and-information>