ADMISSIONS POLICY.

1. AIMS

1.1 To clarify to all concerned the Academy's admissions and exit criteria;

1.2 To clarify to all concerned the nature and role of The Springfields Academy;

1.3 To enable the Academy to work within a clear and tenable designation.

2. ADMISSIONS CONSUTLATIONS:

2.1 All referrals for admission to The Springfields Academy should come from Central SEND Services, Department for Children and Education, Wiltshire Council. We also accept referrals from neighbouring authorities with the knowledge of Wiltshire Council.

2.2 All admission consultations must be sent to: admissions@springfieldsacademy.org

2.3 Admissions consultations are considered by our admissions panel who meet weekly.

3. IMPORTANT PRINCIPLES AND GUIDELINES

3.1 The Springfields Academy primarily caters for pupils aged 4-19 that are autistic or have Speech Language and Communication differences. We have a semi-formal curriculum pathway (Discovery Curriculum) and an adapted National Curriculum (Explorer/Pathfinder Curriculum).

3.2 The Springfields Academy aims to help its pupils to progress to a level of academic, social communication, and social and emotional functioning that will enable them to live, learn and interact within their local community, leading a safe, independent life.

3.3 The Academy environment contains steps and stairs. Any possible adaptions or arrangements that need to be made to provide physical access for pupils will be considered on an individual basis by the Governing Body prior to admission.

3.4 In order to be admitted to The Springfields Academy, and thus benefit from the placement, pupils must fulfil the criteria set out in Section 4 "Admissions Criteria".

3.5 When a pupil meets the "Exit Criteria" set out in Section 5, the Academy will call a review ofhis/her Education Health Care Plan (EHCP) in line with the SEND code of Practice (2015). The focus of the review will be a transition plan that will enable the pupil to successfully continue their education in an alternative setting.

3.6 The Springfields Academy must operate in agreement to Annex B (Appendix A) of its Special Academy Single Model Funding Agreement (2011).

3.7 All pupils on entry to The Springfields Academy will and must have an Educational, Health and Care plan (EHCP).

4. ADMISSIONS CRITERIA

4.1 To be considered for admission to The Springfields Academy, pupils must meet specific criteria related to their attainment across various areas including curriculum engagement, independence, self-management, regulation, and organizational skills.

- The Discovery pathway (semi –formal) is designed for learners who are at the very early stages of learning and development. These pupils generally operate below the National Curriculum levels and are expected to work towards the end of Key Stage 1 (KS1) expectations by the end of Key Stage 4/5. The Key Stage 5 curriculum also follows the Discovery Curriculum Pathway.
- Explorer/Pathfinder Pathway (Adapted National Curriculum): This pathway is intended for learners who are capable of engaging with the primary National Curriculum and the Early Years Foundation Stage (EYFS) Framework.
    - **Key Stage 1 (KS1):** Pupils should be able to access the EYFS Framework and must be autistic and/or speech, language, and/or communication differences.
    - **Key Stage 2 (KS2):** Pupils should be able to access the KS1 National Curriculum and be autistic and/or speech, language, and/or communication differences.
    - **Key Stage 3 (KS3):** Pupils should be able to engage with the KS1/KS2 National Curriculum and must be autistic and/or speech, language, and/or communication differences.
    - **Key Stage 4 (KS4):** Pupils should be able to access the KS2 National Curriculum. KS4 learners can achieve accreditation at Entry Level, with some progressing to Level 1 qualifications (e.g., Functional Skills), and, in rare cases, Level 2 qualifications (e.g., GCSEs).
    - Explorer/Pathfinder learners should be able to access a class of 8-12 pupils with the support of a teacher and Autism Support Worker, small group and individualised interventions as well as therapeutic enablement programs.

4.2 Additionally, their needs may cause them to require provision that may include:

- Access to trained, specialist staff including SALT, OT, Educational Psychologist, Counselling, and appropriate Medical staff.
- A personalised curriculum
- Individualised teaching based on need,
- A structured school day,
- Social communication support
- Targeted social and emotional support,
- An emotionally secure environment.

4.3 If Springfields Academy believes that the local authority has in any way acted in a manner that might jeopardise the overall safeguarding of the academy, in the performance of its

statutory duties regarding admissions it will appeal to the secretary of state directly to ensure that all parties are safeguarded.

4.4 Before a pupil is admitted to Springfields the top-up funding (this is based on the assessed needs of the pupil and the cost of meeting their needs in the educational setting), must be agreed between the commissioning LA and the academy.

4.5 The Springfields Academy is unable to meet the needs of all learners who have a diagnosis or may present with following needs: (It is up to the Governing Body and Head teacher's discretion to assess need and match to the Academy's current provision/resources. The Academy must take reasonable steps to meet need where possible, Education Act 1996).

- Complex medical needs
- Eating disorders
- Psychological disturbance
- Complex Neurological disorders
- PMLD
- Drug or Alcohol dependent (or dependant as an infant)
- Profoundly deaf or visually impaired
- High Dependency
- Downs Syndrome, Prada-Willi, Fragile-X
- Attachment needs
- Trauma
- Diagnosed mental health needs

4.7 At the Springfields Academy all pupils have a high degree of vulnerability. This could include:

- Emotional Vulnerability
- Social Vulnerability
- Sexual Vulnerability
- Physical Vulnerability

This vulnerability may mean that their education is incompatible with the profile of some learners Springfields is consulted on.

4.8 The Springfields Academy has a strict admissions protocol and timetable (Appendix B) which comes into operation once a place has been agreed (Reference Appendix A – Requirements for the Admission of Pupils to The Springfields Academy). At this time a range of supporting documents are made available to all stakeholders to all allow a smooth transition into the academy and insure that all needs can be met. These include:

- Education, Health and Care Plan Synopsis (Appendix C)
- One Page Profile (Appendix D)
- Risk Assessment (Appendix E)

4.9 In the event of exceptional circumstances such as a National Lockdown or local lockdown restrictions the Admissions protocol will be adapted to ensure pre-admission information regards pupils is obtained to inform the Admission Panel decision. This will be obtained through phone calls, electronic/virtual meeting platforms and email communication.

5.0 OVERSUBSCRIPTION CRITERIA

The Academy has an agreed admission number of 250 pupils. The Academy will admit up to 250 pupils in the relevant age groups if sufficient applications are received. If the Academy is oversubscribed, priority for admission will be given to pupils who are compatible in age, diagnosis, academic and social need, and must meet the criteria set out below, in order;

1. A looked after child or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements of special guardianship order. A looked after child is a child who is (a) in the care of the local authority, or (b) being provided with accommodation by a local authority in the exercise oftheir social services function (definition in section 22(1) of the Children Act 1989).
2. A pupil where the level of need is determined to be significant. This will be indicated in the pupils banding. Priority will be given to pupils who receive band 4+ and 1:1 funding.

6.0 FIFTEEN-DAY REQUEST FOR A PLACEMENT PROCEDURE

The Springfields Academy Funding agreement states:

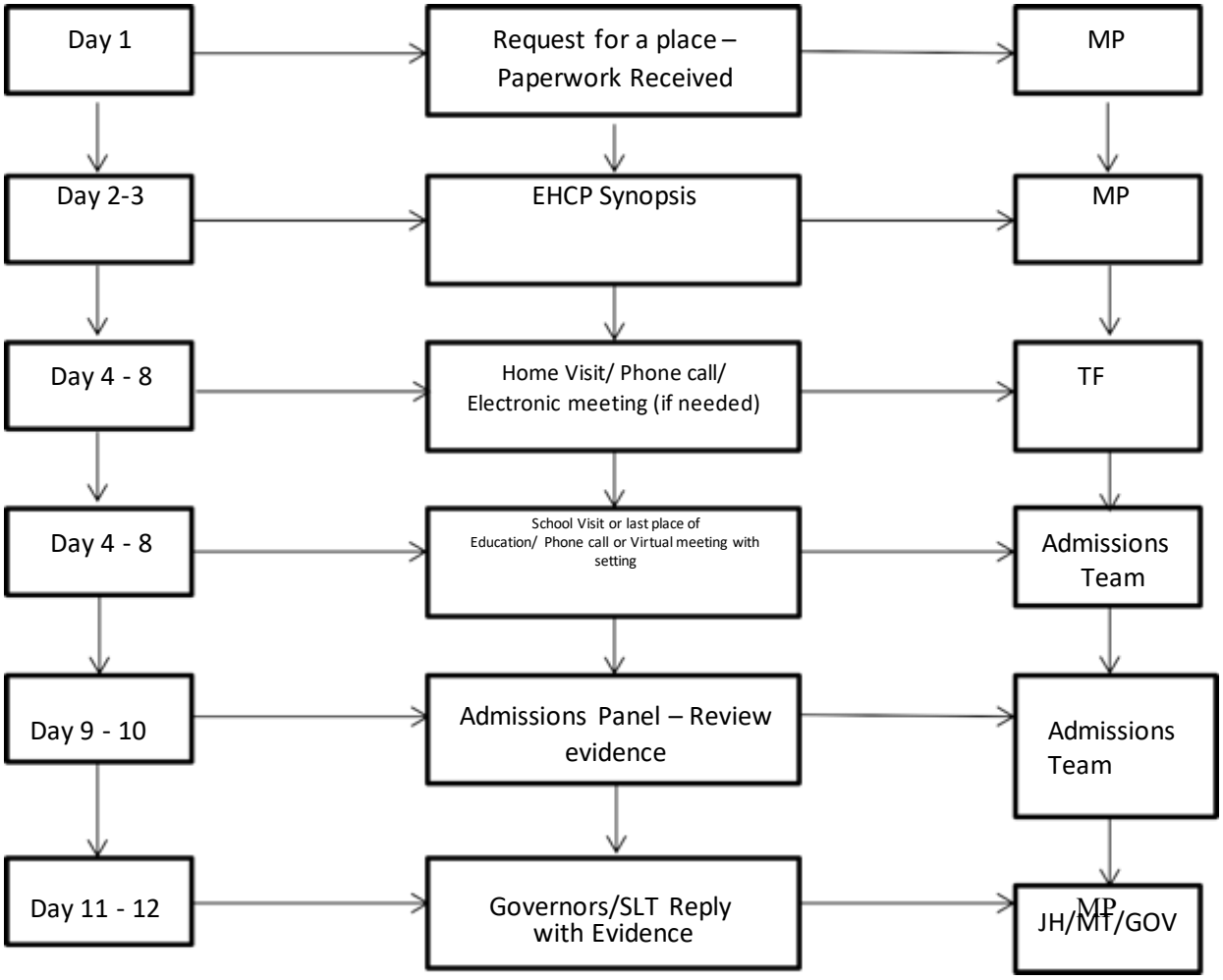
Where the Local Authority intends to name The Springfields Academy in an Education Health Care Plan (EHCP) and has served a copy of the proposed EHCP (or amended EHCP) to the Academy Trust, the Academy Trust must respond to the Local Authority's proposal within 15 days.

The Academy Trust must consent to being named, except where:

Admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy Trust must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If the Academy Trust determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the Local Authority's notice, notify the Local Authority in writing that it does not agree that the Academy should be named in the pupil's statement. Such notice must set out all the facts and matters the Academy relies upon in support of its contention that:

Admissions 15 working day placement procedure



7.0 EXIT CRITERIA

7.1 When a pupil meets the following criteria:

- A level of communication, social, emotional, behavioural and academic functioning that would enable them to successfully access the curriculum within a mainstream school e.g. the ability to interact positively with peers and staff.
- When pupils have voiced that they would be open to the possibility of re-engaging in a mainstream provision

The Academy will automatically call a review of his/her EHCP under the 1996 Educational Act and SEND Code or Practice (2015), to draw up a plan that will enable the pupil to successfully continue their education in a mainstream setting. During this annual review, the process will be discussed with the pupil's family/carers.

7.2 When a pupil meets the following criteria:

- Is unable to consistently socially, emotionally or academically function within the Academy despite targeted personalised provision and the additional deployment of resources and/or the pupil becomes a significant health and safety concern.
- Consistently exhibits behaviours and presentation associated with diagnosis/ presentation listed in 4.6 of this policy, which may not have been evidenced through the admission procedures but is now evidenced by teacher assessment and discussion with professionals.

The Academy will automatically call a review of his/her Education Health Care Plan under the 1996 Educational Act and SEND Code of Practice (2015), to draw up a plan that will enable the pupil to continue their education in an alternative setting. During this annual review, the process of change of placement will be discussed with the pupil's family/carers and relevant professionals.

8.0 EQUAL OPPORTUNITIES

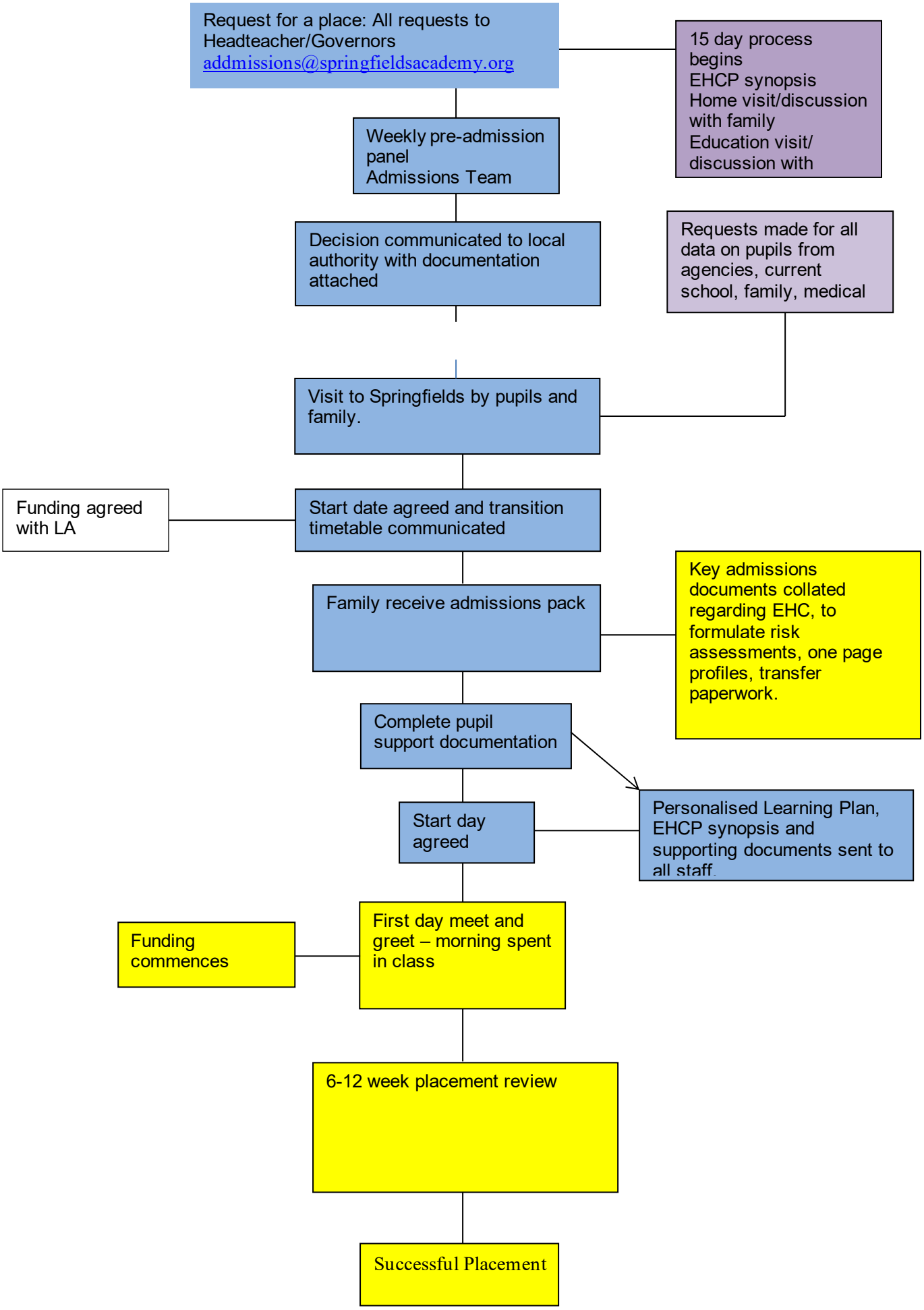
8.1 The academy welcomes all applicants who meet the Admissions criteria regardless of age, ethnicity, gender, social circumstances, disability or sexuality.

9.0 POLICY REVIEW

9.1 This policy will be reviewed by the academy on an annual basis and otherwise as required

Signature of Head teacher Date: 1/9/2026

Approval of Governing Body: Date:


Request for a place: All requests to Headteacher/Governors addmissions@springfieldsacademy.org
15 day process begins
EHCP synopsis
Home visit/discussion with family
Education visit/ discussion with
Weekly pre-admission panel
Admissions Team
Decision communicated to local authority with documentation attached
Requests made for all data on pupils from agencies, current school, family, medical
Visit to Springfields by pupils and family.
Funding agreed with LA
Start date agreed and transition timetable communicated
Family receive admissions pack
Key admissions documents collated regarding EHC, to formulate risk assessments, one page profiles, transfer paperwork.
Complete pupil support documentation
Start day agreed
Personalised Learning Plan, EHCP synopsis and supporting documents sent to all staff.
Funding commences
First day meet and greet – morning spent in class
6-12 week placement review
Successful Placement

Appendix C

Education Care & Health Plan Synopsis

Name:

DOB:

Background	
My learning, understanding, working out things & solving problems	
How I feel, behave and get on with others?	
How I communicate?	
My health, physical development and mobility (e.g. mobility/ sensory/ obesity)	
My family, my home and where I live	
Taking care of and doing things for myself, keeping safe	
Activities and having fun	
Can Springfields Academy meet need? (Paperwork)	

How to support me/interventions

People who help me

Picture of pupil

My Special interests

Explorer

John Smith

Safeguarding and Medical

Personalised Learning Outcomes

EHCP Target EHCP Target taken straight from EHCP	**12 week outcome – SMART** EHCP target broken down in to a small manageable step that is achievable in 12 weeks. Small, Measureable, Achievable, Relevant, Time-bound	**Strategies** What strategies or actions can be put in place to support the child to achieve their outcome?	**Achieved/ongoing with evidence.** Have they achieved it? If yes, a new target is created, if no, what progress has been made? Does the target need to be made smaller?
Cognition and learning			
Communication and interaction.			
Physical and Sensory – If appropriate			
Personal Development/Preparation for adulthood/life skills/independence			
Curriculum			

Name	
Date of Birth	
SEN Diagnosis/Medical Needs	
House	

Appendix E

Identified Risks	Triggers (antecedent)	Description of anxieties/behaviour (in relation to diagnosis)	Risk Low Med High	Likelihood Low Med High	How to manage situation using child's strengths, relationships and interests to promote positive outcomes