Admissions Policy

Nurture Education Trust

Review Date: 01/02/2026

Next Review Date: 01/02/2027

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school.

Nurture Education Trust is an Independent Special School in Norwich for students aged 11-17 and offers a full time education for students with complex Social Emotional and Mental Health needs.

The school is registered to admit up to 40 students.

Students are referred by the Local Authority (mainly Norfolk and Suffolk based) and will have an Education Health & Care Plan (EHCP). Admissions are agreed in partnership with students, parents/carers and the Local Authority.

We as a school community have a commitment to promote equality and we will treat each individual fairly.

1. Aims of the policy

- To establish and maintain a consistent and open admissions policy
- To ensure that Nurture Education Trust admits only students it has the capacity and ability to fully support
- To have a thorough and effective 'transition in' framework to support students moving into the school

2. Current student characteristics and referral trends

Typically, students admitted to the school have often not had a successful experience in an education setting for a wide variety of reasons. Some have experienced extreme anxiety and others have not managed to find a setting to suit their specific needs. The impact of missed education often means students have substantial gaps in their knowledge, development and achievement.

The majority of student referrals will present one or more of the following characteristics/needs:

- Severe anxiety
- Social, Emotional and Mental Health
- Self-exclusion
- Historic trauma events
- Need for counselling and other therapeutic intervention
- Limited understanding of and/or severely restricted expressive or receptive language
- Non or delayed development of oral/aural skills
- Social communication needs/anxiety
- Rapidly fluctuating moods of depression, anxiety or distress, exhibits self-harm or self-injury
- Separation anxiety, finding it difficult to be apart from family or away from the familiar routines of home
- Co-morbid anxiety based mental health difficulties

Naming a School in an EHCP

The Local Authority, through each assigned EHCP Co-ordinator, hold responsibility for meeting a student's educational needs and will refer students to the school through the SENPAG panel process as they deem appropriate. The Local Authority will seek to place a child or young person with an EHCP where he/she will be most fully included and where he/she will have the best chance of being healthy, safe, enjoying their education to learn the skills to access employment and make a positive contribution to society.

A special school placement may also be considered following an Annual Review of an EHCP. Changes in the special educational needs and provision requirements for the child or young person may indicate the appropriateness of a special school placement. In addition, parent/carers are entitled to request for placement in any of the approved registered special provision available approved by the Local Authority. When considering such representations, the LA will establish that the provision is suitable for the age, ability, aptitude or SEN of the child or young person and that the attendance of the child/young person would not be incompatible with the efficient education of others, or the efficient use of resources.

When Local Authorities make certain decisions about the educaFon and/or training of a child or young person with SEN, there is a right of appeal to an independent Tribunal – The Special Educational Needs and Disability Tribunal.
More information on this can be found here: hYps://www.ipsea.org.uk/what-you-need-toknow/sendtribunal#top

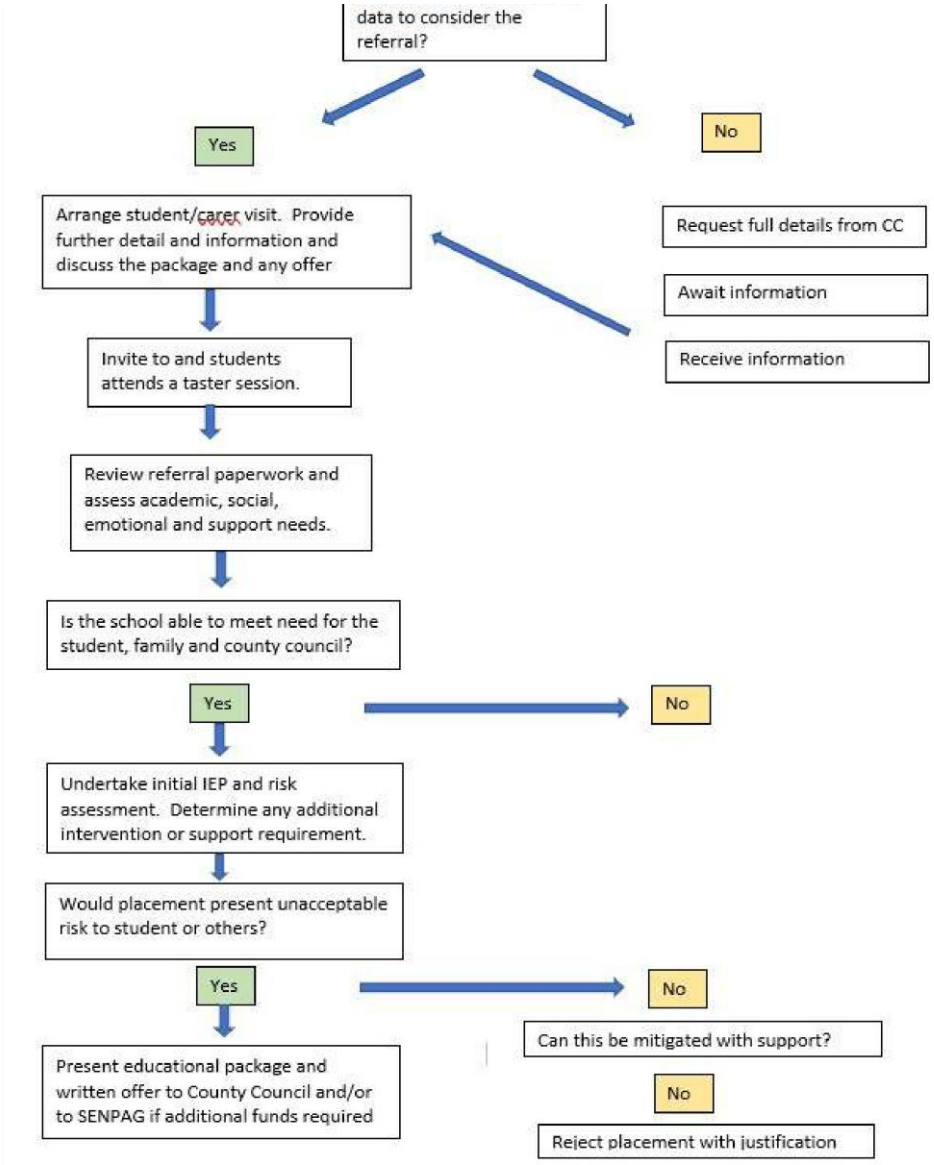
Parent/Carer request for a place at Nurture Education Trust

Referrals for special school placements are usually received from EHCP Coordinators, after parent/carers have made a request for such a placement. The placement will be agreed, provided that:

- the school is suitable for the child or young person's age, ability and aptitude and the special educational needs set out in Section B of an EHCP
- a funded place is available within the school or can be made available

If the school determines that admitting the child would be incompatible with the provision of efficient education, it will, within 15 days of receipt of the local authority's notice, notify the local authority in writing that it does not agree that the school should be named in the student's statement. Such notice must set out all the facts and matters the school relies upon in support of its decision.

Admission Procedure



Admissions from Norfolk County Council will follow the Local Authority Admissions procedure in accordance with the following agreement: Residential Care and/or Educational Services & Day Education Services Rolling Select List Children's Services NCCT40112.

Referrals from other Local Authorities will follow localised procedures as outlined in the procedure below.

Initial information: Upon receiving a referral, the Local Authority will provide the relevant information relating to the pupil via consultation in order for the Senior Leadership Team to come to an initial understanding of need. This may include Risk Assessments, EHCPs, Academic Levels, Attendance information etc. and is subject to data protection procedures. If the Head of Centre feels that insufficient information is provided they will liaise with the Local Authority in order to ensure that a full and informed decision can be made.

Parent/Carer meeting: If the Senior Leadership Team determines that the school may be in a position to accept the referral the Head of Centre will invite the student and parents/carers to meet and experience a tour of the school.

Leadership will provide the pupil and parents/carers with all the relevant information and documentation relating to the school and will discuss how the school could meet the pupils' needs. The Senior Leadership Team will also raise any difficulties that the school may have in meeting pupil needs and may raise the suitability of the placement with parents/carers at this stage.

The student will be invited to a transition session which will allow an additional experience of the school and to inform decision making on the placement.

Only when all parties agree to the admission will the Local Authority be informed of the school's acceptance of the placement. Subsequently the pupil will be added to the Admissions Register, a start date identified and the relevant documentation completed with parents/carers.

Consideration will be given to the school's capacity and balance of needs within the respective year groups. Consideration will also be given to reasonable adjustments to ensure that the school can meet the needs of prospective pupils wherever possible.

Referral Information Checklist: to be completed upon iniFal receipt of referral documentaFon.

Info/Data	Purpose and requirement	Present?	
		Yes	No
Referral summary	Summarises needs of child and type of provision required		

Statement/EHCP and contributory advice	Clearly articulates at least: • The views, interests and aspirations of the child and their parents • The child's special educational needs • The child's health needs • The child's social care needs which are related to their SEN or to a disability • The outcomes sought for the child • The special educational provision required by the child • Any health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN		
Up to date EHCP review	As above		
Previous education history	Chronology of previous educational provision		

Core Assessment (where applicable)	To provide a structured, in-depth assessment of a child or young person's needs where their circumstances are complex. Education Psychological, Clinical Psychological, Psychiatric, Paediatric, OT, Speech and Language Reports etc		
Prior Attainment	Evidence of educational ability and attainment (where pupil does not have an EHCP) to inform assessment, planning and provision arrangements. Must include at least: • Literacy • Numeracy • Progress against accreditations		
Prior attendance	To inform engagement strategies		
Risk Assessment	To highlight significant risks and control measures		
Multi Agency Involvement	Informs previous support needs at critical times of need Informs risk assessment Provides evidence of future strategies		

Appeal

In the event of a student not being accepted the Norfolk County Council placements team should be informed by the school and any queries from parents should be directed to the linked EHCP Co-ordinator assigned to the child to be reviewed and if an alternative school placement is required this should be agreed by the SENPAG panel.

Responsibility for the Policy and Procedure

Role of the Trustee Board

The Trustee Board has:

- delegated powers and responsibilities to the Head of Centre to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- established and reviewed the referral criteria and procedure for admissions
- responsibility for ensuring that the school complies with all legislation relating to equality and diversity;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and informaFon to improve this policy;
- nominated a link trustee to:
    - visit the school regularly;
    - work closely with the Head of Centre;
    - ensure this policy and other linked policies are up to date;
    - aYend training related to this policy;
    - report to the trustee board every term;
    - annually report to the Trustee Board on the success and development of this policy.

Role of the Head of Centre

The Head of Centre will:

- ensure all prospective parents are fully aware of the:
    - admissions criteria;
    - admissions procedure and their role in supporting smooth transitions
    - needs which the school can and cannot meet
- ensure that all referrals considered carefully in line with this policy & procedure
- ensure all school personnel, pupils and parents are aware of and comply with this policy;

- work closely with the link trustee;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and trustees; annually report to the Governing Body on the success and development of this policy.

Role of Parents/Carers

Parents/carers must:

Engage in honest and open discussion with the Head of Centre with regard to student needs and the admissions process.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- school website
- the staff handbook
- meetings with parents such as introductory, transition, and parent-teacher consultations
- school events
- communications with home
- reports such as Headteacher reports to the Head of Centre

Training

Training will be provided to the Leadership team and Trustees on:

- All aspects of this policy
- Admissions
- Admission and Attendance Registers
- Equality
- Inclusion

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil, and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Head of Centre and the nominated trustee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Trustee Board for further discussion and endorsement.

Linked Policies

- Admission and Attendance Registers
- Equality
- Home-School Agreement
- Attendance