



# Admissions Policy



## Contents

Contents.....	2
Aim.....	3
Admissions Criteria.....	3
Organisation.....	4
Funding.....	4
Consultation Process.....	4
Visits.....	5
Admissions.....	5
Safeguarding transfer.....	5
Non-standard transition Notification.....	5
Appeals.....	6
Document Detail.....	6
Version Control.....	6

## Aim

This policy aims to communicate the admissions arrangements for Hammer Lane Academy an independent special school for EYFS and KS1 pupils. This policy complies with the statutory requirements and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- Children and Families Act 2014
- Schools Admissions Code Dec 2014
- Issues of suitability and/or compatibility.

*An admission must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil (Equality Act 2010).*

Hammer Lane Academy accepts new admissions from children who have an Education Health and Care Plan (EHCP). Prior to naming the school on a child's EHCP, the LA must consult with the school over the admission of the individual child and carefully consider the school's response, parental views and whether the school is suitable for the child given their age, ability, aptitude and SEND and whether the admission would be incompatible with the provision of efficient education at the school or the efficient use of resources.

Once the school is named in the EHC plan, the school is under a legal duty to admit the child, subject to any formal complaint which may be lodged with the Secretary of State for Education.

The aim of the policy is to provide further information about the position of the school on issues of suitability and/or incompatibility.

## Admissions Criteria

All children admitted to Hammer Lane Academy have undergone a statutory assessment and have an EHCP that identifies communication and interaction difficulties as a primary area of need. The child's communication and interaction difficulties will significantly impact on their ability to maintain emotional well-being in all aspects of their life. Their complex needs will have been identified as requiring specialist, long term support in relation to:

- Achieving emotional wellbeing
- Working towards independent self-regulation
- Building relationships with significant adults in order to address attachment needs
- Developing positive social interaction
- Acquiring the skills that will lead to independent living and positive engagement in the community

## Organisation

The school operates an education delivery model based on national curriculum year groups with classes assigned by need. Class sizes are between 9 and 12 pupils. The staff: pupil ratio at this level provides the school with the basis on which to ensure the best outcomes for pupils can be achieved in all areas of their education. The health and safety of pupils and staff may be seriously compromised if recommended numbers are exceeded.

## Funding

The school receives funding from three sources:

- The Education & Skills Funding Agency provides funding for each stated place at the school up to the Published Admission Number (PAN). The funding is used by the school to support the educational provision for all children on the school roll.
- The local authority provides 'top-up' funding, which should reflect the cost of making provision for that child's individual needs in excess of the place funding. This 'top-up' funding is agreed between the provider and the commissioner and reviewed annually.
- The school may also receive additional 'grant' funding from other sources such as Pupil Premium.

## Consultation Process

When the school is consulted over a proposed placement, it will generally take the following approach:

- The Executive Headteacher will review the child's EHCP and the information listed in Section K to assess whether the school can meet their needs and what impact the admission will have on existing pupils.
- The Executive Headteacher and wider Leadership Team will review the proposed funding to assess whether the level of funding is appropriate given the needs of the child and the cost of provision required.
- Where appropriate, an observation of the child in their current setting will be undertaken in order to inform the school's response to consultation.
- In considering the school's position prior to responding to the Local Authority, the school will take account of the class size and learning area into which the child would be placed. The school's position is that the maximum class size and learning area size will be defined by the nature and demands of the cohort so far as it ensures that there are no grounds for incompatibility within the provision of efficient education as this would run contrary to the model of educational provision that works effectively within the school.
- Once a decision has been reached a letter advising of the outcome of the consultation process will be sent to the LA.

Consultation documentation that is incomplete or does not include information from all professionals engaged with a child and/or their family will not be considered and will be returned to the LA. Please note that the 15 day

consultation period cannot start until all relevant information has been received. The school reserves the right to reconsider their position in relation to a child's suitability or incompatibility if new information emerges during or post consultation prior to their transition into the school. The consultation process applies to all pupils, including those moving into Barnsley from another LA; those who move from another LA and already attend specialist provision; and Looked After Children.

Hammer Lane Academy does not consider any school to offer 'like for like' provision.

## Visits

Prospective parents and professionals who would like to find out more about the school are welcome to make arrangements to visit the school. Contact information is listed on the school website. Parents for whom the consultation process has already commenced will be invited to visit at the end of the school day. Please note that all school visits take place after the children have gone home.

## Admissions

Once Hammer Lane Academy is named on a child's EHCP, the team will meet with relevant parties to agree a personalised transition process for each child. Arrangements for home-to-school transport are the responsibility of the LA and not the school. Parents and carers are encouraged to actively engage with School Transport as failure to complete the required paperwork can delay the transition process. Once the transition process has concluded and transport is in place, pupils will be admitted to the school and transfer onto the school's roll at the start of the next term.

## Safeguarding transfer

Following the admissions meeting, the DSL will request the transfer of the child protection file from the DSL at the previous school or educational setting as soon as possible. This should be for receipt within 15 working days for an in-year transfer or within the first 15 working days of the start of a new term. The file will be received separately from the main pupil file. Where possible, this should be done electronically however where not possible, can be done face-to-face with a last measure of being received by recorded delivery, signed for, and clearly marked confidential and for the attention of the DSL.

## Non-standard transition Notification

In line with the updated guidance [Children missing education - Wakefield Council](#), the school will notify the Education Welfare Service within 5 days of a child being added to the admission register at a non-standard transition point, with the exception of those admitted via the FAP process. Additionally, the school will notify the Education Welfare Service prior to any removal of a child from the admission register at a non-standard transition point. Again, those removed from the admission register at a non-standard transition point through the FAP

process are not required to be reported to the Education Welfare Service in this regard.


## Appeals

Parents can request a placement at any school and make representation for an independent school. The LA must consider this request and apply to the school on the parent's behalf. If the LA names a different school or educational provision, parents can appeal to the independent Special Educational Needs and Disability Tribunal service run by Her Majesties' Courts and Tribunal Service.

Following the consultation process, any queries regarding school placement can be directed to the Wakefield SENART Team at:

Email: [senart@wakefield.gov.uk](mailto:senart@wakefield.gov.uk)

Tel: 01924 302465

Document Detail			
<b>Document Name:</b>		Admissions Policy	
<b>Version:</b>		1	
<b>Effective From:</b>		April 2025	
<b>Approved by:</b>		 D Dickinson, CEO	
<b>Next Review Date:</b>		April 2026	
Version Control			
Version	Date	Author	Change/Reference