

Invested Education

Independent School Admissions Policy

Date of last review: September 2026

Next review: September 2027

Signed: S Morrison

Head Teacher

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Statement of intent

A pupil's education is one of the most important parts of their life, and at Invested Education we endeavour to ensure all pupils have access to a robust and well-rounded curriculum. This policy outlines the school's procedures for admissions. The process is fair and in-keeping with the school's obligations under the Equality Act 2010 and the Education Act 1996. The school promises to provide all admitted pupils with a safe environment to learn and develop.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 1996
- The Education (Independent School Standards) Regulations 2014
- School Attendance (Pupil Registration) (England) Regulations 2024
- Equality Act 2010
- DfE (2026) 'Independent school standards guidance'
- Children and Families Act 2014
- Education and Skills Act 2008
- Special Educational Needs and Disability Regulations 2014
- DfE (2026) 'Keeping Children Safe in Education'
- DfE 'Working together to improve school attendance'
- DfE 'Children missing education'
- DfE and Department of Health (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and Responsibilities

The headteacher is responsible for:

- Collaborating with the proprietor and directors of the school to agree the admissions arrangements for the school.
- Establishing the admissions arrangements for the school within this policy.
- Ensuring this policy is approved by the proprietor and directors before being circulated to relevant stakeholders.

3. Admissions Arrangements

Invested Education is an independent special secondary school providing education for pupils of compulsory secondary school age with Education, Health and Care (EHC) plans. Pupils may have social, emotional and mental health needs, communication and interaction needs, cognition and learning needs, and associated behaviours that may challenge. Placements are normally commissioned by local authorities following consultation with the school. A parent or carer may make an enquiry, but a placement is agreed through the relevant commissioning local authority.

On receipt of a consultation or referral, Invested Education undertakes a robust assessment of the pupil's EHC plan and supporting information to determine whether the school can appropriately meet the pupil's identified needs, taking account of the school's registered provision, available resources, current pupil cohort, safeguarding considerations and any reasonable adjustments that may be required.

The specific admissions criteria:

- Of compulsory secondary school age at the point of admission
- EHC Plan
- Funding available from local authority making referral
- Invested Education able to meet need

Admissions decisions will not unlawfully discriminate against a pupil because of any protected characteristic under the Equality Act 2010. The school will consider and make reasonable adjustments for disabled pupils where required.

Following admission, pupils undertake an initial six-week (or half-term) assessment and transition period, with an interim review at the mid-point. During this period, pupils access an appropriately differentiated educational programme while the school completes baseline assessments, identifies individual needs, establishes appropriate support and evaluates the effectiveness of the placement. The pupil will be entered onto the school's admission register from their agreed starting date.

The assessment period forms part of the pupil's education and is not a period during which education is optional. Pupils are supported to engage with classes and school routines in a way that reflects their needs and previous experience of education. At the end of the period, a formal review will take place with the pupil, parents/carers, commissioning local authority and relevant professionals. Where concerns arise about the school's ability to continue meeting need, these will be discussed with the commissioning local authority and addressed through the appropriate statutory and contractual processes.

4. Admission and Attendance Registers

The proprietor will ensure that electronic admission and attendance registers are maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

A pupil will be entered on the admission register from the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. The school will record the information required by the 2024 Regulations and amend the register as soon as practicable when information changes.

A pupil's name will only be deleted from the admission register where a statutory ground for deletion applies. The school will comply with its duties to notify the relevant local authority of additions to and deletions from the admission register where required.

Admission and attendance register entries will be retained for the statutory period and made available for inspection by authorised persons. Records will also be stored and managed in accordance with the school's Records Management Policy.

5. Safeguarding and Information Sharing

Prior to admission, the school will seek all relevant safeguarding, child protection, SEND, medical, behavioural, attendance and risk information necessary to plan safely for the pupil's admission. Where a pupil transfers from another education setting, safeguarding records will be requested and transferred in accordance with Keeping Children Safe in Education 2026. The Designated Safeguarding Lead will be involved where information indicates safeguarding concerns or additional vulnerabilities.

6. Equality and Reasonable Adjustments

The school will apply its admissions arrangements fairly and in accordance with the Equality Act 2010. Reasonable adjustments will be considered for disabled pupils, and decisions will be based on whether the school can meet the pupil's needs safely and appropriately within its registered provision.

7. Children Missing Education

The school will act in accordance with current statutory guidance on children missing education. Where a pupil does not attend as expected, cannot be located, or leaves the school without the required information being available, the school will follow its safeguarding and attendance procedures and liaise promptly with the relevant local authority and other agencies as required.

8. Monitoring and review

This policy will be reviewed at least annually by the headteacher and proprietor, and sooner where legislation, statutory guidance or the school's circumstances change.

All changes to the policy will be communicated to relevant stakeholders.



Invested Education Pupil Referral Form

Pupil Name:
School:
Date:

Please complete electronically

Invested Education
45 St Margaret's Way & High Hills
Brotton

TS12 2UE

Telephone: 01642 502224

Please speak to Miss Grace Taylor regarding referrals

Email completed forms to: grace.taylor@invested-education.com

We are committed to safeguarding all children in our care, which is paramount in all that we practice and deliver

PUPIL INFORMATION PASSPORT (P.I.P) Referral Form

Please read and sign the following:

I declare that I the undersigned have provided the information requested and that the information provided is accurate. I understand that it is essential for Invested Education to have pertinent information to ensure the quality of learning, care and safety for the pupil and that it is my responsibility to complete the following referral form in full.

Head Teacher Signature:

Printed Name:

Date:

Personal data provided will be processed in accordance with the UK GDPR, the Data Protection Act 2018 and Invested Education's Privacy Notice, and shared only where there is a lawful basis, including for safeguarding purposes.

THIS SECTION IS FOR BASIC INFORMATION REGARDING THE CHILD/YOUNG PERSON

Child's legal forename:

Child's legal surname:

Preferred forename:		Preferred surname:	
Date of Birth:		Gender:	
Address of child:			
School:		Year Group:	
School Key person		Telephone:	
Email Address:			
UPN:		ULN:	
THIS SECTION IS FOR PARENTS/CARERS INFORMATION			
1 st Parent/Carer Title:		Parent/Carer's relationship to child/young person:	
Parent/Carer's full name:			
Parent/Carer's full address including postcode:			
Mobile number:		Home number:	
Work number:		Work mobile:	
Email address:			
Do they have full parental responsibility?	YES/NO	Are they a priority contact?	YES/NO
Are there any legal orders in place?	YES/NO	Are they a member of Her Majesty's Armed Forces?	YES/NO
If employed, are they a key worker in their job role?	YES/NO	Job title:	
2 nd Parent/Carer Title:		Parent/Carer's relationship to child/young person:	
Parent/Carer's full name:			
Parent/Carer's full address including postcode:			
Mobile number:		Home number:	
Work number:		Work mobile:	
Email address:			
Do they have full parental responsibility?	YES/NO	Are they a priority contact?	YES/NO

Are there any legal orders in place?	YES/NO	Are they a member of Her Majesty's Armed Forces?	YES/NO
If employed, are they a key worker in their job role?	YES/NO	Job title:	
THIS SECTION IS INFORMATION REGARDING THE PUPIL'S BACKGROUND <i>Please note that these are mandatory fields on our database.</i>			
Ethnic Origin:			
First Language: (used at birth)			
Home Language: (used mainly at home now)			
Country of birth:			
Nationality:			
Religion:			
Gypsy/Roma/Traveller background:	YES/NO		
Is the child/young person a Young Carer?	YES/NO		
Travel Arrangements:	Bicycle	Taxi	Walk
	Car	Train	Other
Details (Taxi Company etc)			
Is the child/young person entitled to Free School Meals?	YES/NO	Is the child/young person Pupil Premium	YES/NO
Does the child/young person have Special Educational Needs? (please circle)	N = No Special Educational Needs	K = SEN Support	EHCP = Educational Healthcare Plan
*EHCP or evidence of SEN Support must be included with this referral.			
SEN Need	Cognition & Learning	SEMH	Communication & Interaction
	Sensory and/or Physical		
SEN Applications	<u>High Needs Funding</u> Date: Outcome: Banding:		<u>EHC Assessment Application</u> Date: Outcome:
Is the child?	Care Experienced*	CP	CiN
*If the child is Care Experienced part A of the pupil's PEP must be included along with this referral.			
Other vulnerability groups:	Armed Forces	FSM	VEMT
			EVER 6

THIS SECTION RELATES OTHER AGENCIES INVOLVED WITH THE CHILD/YOUN PERSON						
Agency:	Yes	No	Contact Details:			
Educational Psychologist						
Behaviour Team						
Specialist Learning Teacher						
Inclusion Officer						
Health & Social Care						
CAMHS						
Preventions Team						
Youth Offending Team						
Virtual School/LACE						
Police/Anti-Social Behaviour Team						
Youth Direction						
GP						
Other (please tell us anything else that hasn't been mentioned above that you feel is important for us to know)						
THIS SECTION RELATES TO ACADEMIC INFORMATION						
Previous school history (Primary & Secondary)						
Name of school	From	To	Reason for leaving			
Academic Attainment		Reading	Writing	English	Maths	Science
	End of KS2 Attainment					
	End of KS 3 if applicable					
	Current Attainment					
	Current Reading Age					

Other subjects/options	Subject	Current Grade		
National Curriculum subjects	Subjects Strengths		Subject Weaknesses	
Learning or Cognitive concerns				
Attitude towards learning				
Identified Learning Difficulties (please highlight)	Dyslexia	ADHD	ADD	Sp&L
	ASC	Dyspraxia	ODD	Other
	Date of Diagnosis:			
	Professionals Involved:			
	Comments:			
	Accepts advice	Attendance	Concentrates	Co-operates

Positive Aspects of Behaviour (please highlight)	Helpful	Honest	Kind	Mature
	Polite	Punctual	Reliable	Stays on task
	Comments:			
Concerns Regarding Behaviour (please highlight)	Attendance	Attitude	Inappropriate Language	Confrontation
	Disrespect	Disruption	Verbal Aggression	Bullying
	Refusal	Self-harm	Physical Aggression	Other
	Comments:			
Relationship dynamics between pupil and Staff				
Relationship dynamics between pupil and Peers				
THIS SECTION RELATES TO ATTENDANCE (Attach the pupil's attendance certificate to this referral)				
Possible Attendance:				
Actual Attendance:				
Attendance Officer Involvement?	YES		NO	
Please give details of current timetable(e.g hours in education and offer)				

THIS SECTION RELATES TO SUSPENSION/PERMANENT EXCLUSION INFORMATION			
Date	Duration	Suspensions/Permanent Exclusions	Reason & Outcome
THIS SECTION RELATES TO SCHOOL IMPLEMENTED STRATEGIES			
Please identify the following strategies that have been employed by the school and provide detail about any actions, advice, names of key staff involved and outcomes of the strategy used.			
Involvement of parent/carers	YES/NO		
Change of teaching sets	YES/NO		
Curriculum alternatives	YES/NO		
LSU Support	YES/NO		
Allocation of key worker/learning mentor	YES/NO		
Assessment of SEN	YES/NO		
Individual Behaviour Plan or Provision Map	YES/NO		
Advice from an Educational Psychologist	YES/NO		
Internal suspension	YES/NO		
Addition support from Teaching Assistant	YES/NO		
1:1 Sessions	YES/NO		
Smaller groups	YES/NO		
Parenting Contract	YES/NO		
Managed Move	YES/NO		
Differentiation in classroom	YES/NO		
Other			
THIS SECTION RELATES TO SCHOOLS VIEW ON THE CHILD			
Please give an overview of the pupil and their family background.			

Behaviour Frequency / Risk Summary				
Please indicate as appropriate frequency of below behaviours				
Behaviour	Rarely (1)	Occasionally (2)	Frequently (3)	Very often (4)
Disruption				
Vandalism				
Bullying				
Fighting				
Violence/Aggression				
Absconding/absenting				
Substance/Alcohol misuse				
Threats & Invective				
Impulsive/risky behaviour				
Self-harm				
Discriminatory behaviour				
Inappropriate sexual behaviour				
Medically related behaviour				
Withdrawal				
Theft				
Other (please specify)				
Other (please specify)				

Does pupil require physical intervention? Please give overview

Please attach any risk assessments

Behaviour Information

Please indicate if pupil presents a danger to –

Peers

Staff

Building

Property

Animals

Recent Significant Incidents

Date

Incident

Actions/Outcome

Barriers to Learning

Which behaviours presented by the pupil do you find the most difficult to deal with and would like to change as a priority?

1.

2.

3.

Are there any particular subject areas or times of the day/week that the learner finds difficult?