



Admissions & Attendance Policy

Prepared By	Chris James-Roll Head Teacher
Approved by the Proprietor	Keith Boulter
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Policy Statement

Broadlands Hall School is an independent special school for young people aged 9-20 with special educational needs and/or disabilities. Pupils have an Education, Health and Care Plan (EHCP), and placements are normally commissioned by a Local Authority (LA) following consultation with the school. Admissions remain subject to the school's registered provision, available capacity, the needs of the individual young person and the school's ability to meet those needs safely and effectively.

Purpose

To ensure that all involved in the Admission Procedure work in partnership, enabling informed decisions in the best interests of the young person.

Scope

This admissions policy is relevant to all staff, parents, young people, and Local Authority representatives who are involved in the admissions process to Broadlands Hall School. The policy promotes the rights of all young people regardless of disability, ethnic background, language, culture, or faith.

Rationale

A placement at Broadlands Hall School should always arise from a process that identifies the school as an appropriate and positive choice and best meets the needs of the young person. Many of our young people will have previously found going to school a challenge and may have had difficulties in coping within a mainstream environment, and therefore accessing an appropriate curriculum. Broadlands Hall School aims to support young people to improve their well-being, focusing on their communication, social, emotional, and mental health as central to the delivery of the school curriculum. We include learning to build positive relationships and learning that will help young people understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the young person to engage in education. We support young people to recognise their challenges and barriers to learning and teach them alternative ways of responding to difficult situations. The school aims to support young people to become socially responsible, polite, and caring young adults who value the lives of others and the environment in which they live.

Our young people benefit from a curriculum that focuses on developing academic potential, social, vocational, and life skills, and learning that is practical and often outside the classroom.

Principles underpinning the admissions policy and procedure

1. Broadlands Hall School accepts referrals from Local Authorities (LAs). Whilst we welcome approaches from parents, the school cannot proceed to the admissions stage without local authority support.
2. Broadlands Hall School can be considered if the parents/carers have expressed a preference for special school placement which is referred to the SEND team within the LA and then on to Broadlands Hall School, OR the parent prefers a placement in mainstream school, but evidence shows that no reasonable steps could be taken by the LA or existing school to overcome the 'incompatibility with the efficient education of other pupils'.
3. Before the admissions process, parents or carers are encouraged, if they wish, to visit the school, preferably before the completion of a statutory assessment or Annual Review. The

focus of any visit is upon the parent/carer viewing the school. The school will not comment on the appropriateness of the provision for the young person before the completion of the admissions process.

4. In most cases, although the young person will have been supported through a high level of additional resources within their mainstream placement, all reasonable steps will have been exhausted.
5. During the admissions process, young people will be visited in their current placement and at home if possible.
6. If requested by the LA and deemed appropriate, key staff from Broadlands Hall School may attend an Annual Review at the young person's existing school.

Admissions Criteria

Broadlands Hall School admissions criteria are:

1. The young person must have (or is currently undergoing a statutory assessment for) an Education, Health and Care Plan.
2. At the point of referral, many young people have additional, associated, and sometimes a complexity of needs which may include:
 - ASC (Autistic Spectrum Condition)
 - ADHD (Attention Deficit Hyperactivity Disorder)
 - ADD (Attention Deficit Disorder)
 - Obsessive Compulsive Disorder (OCD)
 - Tourette's syndrome
 - Mental Health Difficulties
 - Speech and Language Difficulties
 - Dyslexia
3. The young person will have a history of persistent, complex, and long-term learning needs and will often be working at a national curriculum level below their chronological age.
4. Evidence is also likely to exist of:
 - Learning difficulties in a range of curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts
 - Inadequate progress despite appropriate and sustained interventions within the young person's existing placement
 - Life-skills well below age-appropriate levels
 - Vulnerability because of their diagnosis or learning needs
 - Sensory difficulties
 - Difficulties with social development, communication, and interaction
 - Emotional difficulties, including anxiety, distress, or other factors arising from an inability to cope with social interactions, particularly within the existing school placement
 - Difficulty with communication & self-advocacy skills

5. Other factors that can impact a young person's ability to succeed in their current placement may include:
 - A young person in the Looked After system
 - Significant input from Health and Social Care
 - Significant illness or mental health issues in the family
 - A history of bereavement, separation, loss, neglect, or abuse
 - Family breakdown or poor family support network
6. The admission of any one young person must not be detrimental to the learning of the other young person already placed at the school.

Admissions Process

The process of admission to Broadlands Hall School is as follows:

1. The Local Authority will send a copy of the young person's Education, Health or Care Plan, latest annual review, and any other relevant paperwork to the school for consideration.
2. All young people will be visited in their current school placement and home, if possible. This visit forms part of the admissions process but may happen before or after the 'admissions interview' with parents/carers, as follows:
 - If it is clear from the paperwork that the school can meet the young person's needs, the Headteacher will invite the child and their parents/carers in for a pre-placement interview. The Headteacher will also arrange for themselves or a designated member of staff to visit and observe the young person in their present setting and at home. They may additionally talk to any relevant professionals, including an educational psychologist, if they are involved.
 - If it is not clear from the paperwork that the school can meet the young person's needs, the Headteacher will organise for a designated member of staff to visit and observe the young person in their present setting and talk to all relevant professionals, including educational psychologists. In this situation, the young person and their parents/carers will only be invited to the school for a tour following this visit.
3. Following the admissions interview or current placement/home visit, the school will endeavour to decide promptly. The school acknowledges that parents have often been through many assessments in the past and will aim to let parents/carers know the outcome as quickly as possible. The decision will be communicated to the parents/carers and the LA, including a proposed start date.
4. Once a decision has been made, the Headteacher will agree a fee level with the LA, confirm a start date, and arrange the admission of the young person.
5. If the school decides that it cannot meet the young person's needs, the Authority will be advised of the reasons for this decision.
6. The LA will arrange transport through its own Home to School Transport policy.
7. If the school is full, it cannot offer a place as this would compromise the safe and effective education of the young people already on roll.

Pre-placement interview/visits

The pre-placement interview and visits to current school/home are designed to gather up-to-date information from young people, their parents/carers, and professionals in support of the admissions process. The information sought will typically include feedback on:

- What motivates the young person, and an understanding of what support works well
- Previous school placement(s) and experience(s)
- Academic ability, national curriculum levels, and skills that the young person has developed
- Behaviour in different environments and behaviour strategies that have worked well
- Whether the child is looked after, and if so, the name of the contact person and key personnel in the placing authority
- Family organisation and an understanding of significant people in the young person's life.
- The young person's and their parent/carers' expectations of what the school can do.
- The young person's and their parent/carers' aspirations for the future
- An understanding of religious and cultural needs
- Current EHC planning or previous Statement of Educational Needs
- Current multi-agency involvement, feedback and outcomes of relevant assessments, including Family Help or children's social care involvement where applicable
- Information regarding any vulnerabilities
- Information regarding attendance, suspensions, permanent exclusions and any periods of education otherwise than at school or alternative provision

The young person will, wherever possible, take a central role in the pre-placement visit. They will have the chance to talk about themselves and their experiences. The young person will also be invited to join a class or play in the playground, supported by an experienced member of the staff team. If the young person can't attend (if, for example, it would cause severe anxiety), the young person will be observed during the visit to their current setting and at home.

Arrangements to help transition into School

The school will liaise with the parents and carers and/or the current educational setting to see what transition arrangements will best suit the young person. Transitions are often difficult for young people who have social, emotional, and mental health needs or an autistic spectrum condition. An induction programme, appropriate to the individual young person, will be drawn up to support transfer to Broadlands Hall School. It is essential to consider mechanisms/strategies that may make the process easier for each young person. This may include visits by key staff between schools.

The school is keen to work closely with families to ensure that the whole family's needs are taken into consideration when looking at suitable placements and transition arrangements. Social stories and photographs of the school and staff will be offered to the young people as well as visits/part time placements to the school so that the young person and their family feel fully prepared for the move to Broadlands Hall School. Any visits will be planned with parents/carers and will be bespoke to individual needs.

Admissions

On agreement of a place at Broadlands Hall School, there is a pre-admission form which is to be completed before a young person's arrival. Information from this form is used to enter their data into our electronic admissions register, which includes their full names, gender, date of birth,

address, contact details of parents or other relevant contacts, their date of arrival, and other personal information.

Over 18's

Young people on roll who are over the age of 18 are not required to have a DBS as per current legislation. All students at Broadlands Hall School are supported at least 1:1 throughout the school day and so are not left alone with other young people. Each young person has an individual risk assessment, which is reviewed termly by staff who know the young person well.

Attendance

The school day runs from 08:45 to 15:00 Monday to Friday during the published Broadlands Hall School term dates. The school calendar for 2026-2027 is issued separately to families and staff.

Leave of absence during term time will only be authorised in exceptional circumstances. Requests must be made in advance to the Headteacher, who will consider each request individually in line with the School Attendance (Pupil Registration) (England) Regulations 2024 and current statutory attendance guidance.

The attendance register is taken at the start of each morning and afternoon session using the national attendance and absence codes required by the School Attendance (Pupil Registration) (England) Regulations 2024. Pupils are expected to arrive in time for the start of the school day. Late arrival, absence and reasons for absence will be recorded accurately and followed up in accordance with statutory guidance.

The school follows up unexplained absence promptly. Where a pupil does not arrive as expected and no satisfactory reason has been provided, staff will contact parents/carers and, where appropriate, the placing Local Authority, home or social care professionals. Safeguarding concerns arising from absence will be acted upon without delay in accordance with the Child Protection and Safeguarding Policy and statutory Children Missing Education guidance.

Attendance is monitored regularly by the Headteacher and relevant senior leaders. The school will identify pupils who are persistently or severely absent, or at risk of becoming so, and work with families, Local Authorities and other professionals to understand and remove barriers to attendance. For pupils with SEND, medical needs or social care involvement, support will be individualised and reasonable adjustments considered.

Attendance information forms part of reporting to parents/carers and placing Local Authorities. The school will maintain admission and attendance registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and have regard to Working together to improve school attendance (statutory guidance, updated July 2026) and Children missing education (statutory guidance).