



# Sutherland House School

## Admissions Policy

<b>Policy written by:</b>	Robbie Jones	Head Teacher
<b>Policy ratified by:</b>	Robbie Jones	Head Teacher
<b>Policy date:</b>	June 2025	
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### Document control

**Title:** Admissions Policy

**Applicable to:** School staff and pupils

**Ratified by:** Robbie Jones

**Date:** June 2025

**Review date:** June 2026

## Contents page

1. Introduction.....	2
2. Aims.....	2
3. Referral Process.....	3
4. Consultation Process.....	3
5. Assessment Visit.....	3
6. Communication with the Local Authority.....	4
7. Confirmation of Placement.....	4
8. Once the Pupil has Started.....	4
Appendix 1. List of statutory policies and procedures.	
Appendix 2. Transition Plan	

## 1. Introduction

Sutherland House School is a non-maintained Special School, supporting autistic pupils, ranging from age 3-19.

Each pupil will be allocated to class groups where we feel the individual child/young person is most likely to flourish socially, emotionally and in terms of acquisition of new knowledge and skills.

Further to this, we have two pathways of learning, which give a general direction to the style of delivery and content of teaching. These two pathways are as follows:

- **Pathway 1-** Where learning is at predominantly pre-key stage level and does not follow a formal learning structure. Learning may be experiential with a focus on communication and preparation for adulthood.
- **Pathway 2-** Where learning is reflective of the national curriculum, but below age related expectations or working within age related expectations.

Responding to admission requests can be complex, given the range of factors that may need to be considered, however consideration will be given to all pupils regardless of age, gender, culture, race, language, religion, sexual identity, in a fair and equitable process.

## 2. Aims

This policy aims to:

- Explain how to apply for a place at the school.
- Ensure parents and carers are happy with the choice of placement.
- Explain the transition process.

Parents and carers are encouraged to complete an informal visit to Sutherland House School to see the environment and understand how Sutherland House School works. This aims to inform the parent/carer with the necessary information required to make an informed choice regarding their child's placement.

Parents and carers may visit the school with or without their child and we welcome a friend or key professional for support if this is needed.

## 3. Referrals Process

Pupils are admitted to Sutherland House School through a referral by their Local Authority, however, parental enquiries and visits to the school are welcome. The school can be contacted on 0115 960 9263.

Pupils will be considered for a place at Sutherland House School:

- If they have an Education, Health, and Care Plan identifying Autism as a primary need.
- When considering admissions, the referrals panel will consider whether Sutherland House School can meet the pupil's needs academically, socially, and medically.
- An appropriate local authority (Nottingham city, Nottinghamshire, Derby City, Derbyshire, Lincolnshire, Leicester City, Leicestershire, Doncaster) within an acceptable travel distance for Sutherland House School. We look to place children within one hours travel time.

## 4. Consultation Process

- The referrals panel will read the EHCP to discuss where Sutherland House School can meet the needs of the child/young person.
- The consultation process will be handled sensitively, considering the needs of the pupil and their family.
- The referrals panel may request to consult with parents/carers and the local authority to gather information on an informal basis.
- The referrals panel may request to conduct assessment visits to home and/or the current placement to identify whether Sutherland House School would be able to meet the needs of the child/young person.

During the consultation process there could be 3 outcomes:

- Yes, we can meet the needs of child/young person.
- We would like more information through updated EHCP and/or an assessment visit.
- No, we could not meet needs of child/young person due to specified reasons.

## 5. Assessment Visit

- Our referrals team will liaise with the local authority for consent to complete an assessment visit to the child/young person.
- After consent is received, our transitions lead will arrange a visit to the current provision and home if appropriate to gather more information regarding the child/young person.
- Our transitions lead may request further information if clarification is needed regarding the provisions needed.
- We may request to liaise with any external agencies involved such as SALT, EP, OT or Social Care.

Where the above has been completed, Sutherland House School will consider all the information gathered and make a decision as to whether we can meet the needs of the child/young person with a clear rationale for the outcome.

## 6. Communication with the Local Authority

The outcomes that will be shared with the local authority are:

- Yes, we can meet the needs of the child/young person as soon as possible with agreed fees.
- Yes, we can meet the needs of the child/young person, but a place will not be available until a specified date with agreed fees.
- No, we cannot meet the needs of the child/young person due to specified reasons.

The local authority will consider Sutherland House School's offer and reply with a response.

This response may be:

- Placement agreed.
- Placement not agreed, could Sutherland House School reconsider fees.
- Placement not agreed.

## 7. Confirmation of Placement

The transitions lead will work with the local authority and family to discuss an appropriate transition plan to ensure a smooth transition into Sutherland House School based on the individual needs of the child/young person.

There may be additional visits to the current placement arranged.

Home visits may take place to gather as much information as possible about the child/young person prior to them starting school.

Parents/carers are offered further opportunities to visit school.

A transition plan will be produced based on the information gathered to suit the needs of the child/young person. (See appendix 2).

## 8. Once the Pupil has Started School

A transition update meeting will take place periodically over the first term of the pupil being at school. An initial review meeting will take place within 4-6 weeks of the pupil being in school, and then a follow up EHCP meeting will be arranged within 3 months of the pupil being at Sutherland House School to discuss the placement progress in more detail. This provides opportunity to meet with the local authority and parent to assess the suitability of the placement and provision required.

## Appendix 1: Policies and Legislation

Safeguarding Protection Policy Keeping

Children Safe in Education 2024

Prevent Duty

Data Protection

Equality Act (2010)

Complaints Procedure

Attendance Policy

Home School Agreement

## Appendix 2: Transition Plan

# AEM

**Sutherland House School**  
Transition plan for new pupils

<b>Name:</b>		<b>Date of Birth:</b>	
<b>Class:</b>		<b>Teacher:</b>	
<b>Transition start date:</b>		<b>LA: Case Worker:</b>	

What	Info	Date complete
<b>Safeguarding</b> file from previous school		
<b>Medication</b> information shared and form complete		
Blank <b>PBSP</b> sent home for parents to contribute		
<b>PBSP</b> from old school		
<b>Safeguarding status</b> – info re social care involvement		

### Communication

Communication		
<b>Date:</b>		
<b>With who:</b>		
Discussion	Actions	By who by when
<b>Date:</b>		

<b>With who:</b>		
<b>Discussion</b>	<b>Actions</b>	<b>By who by when</b>
<b>Date:</b>		
<b>With who:</b>		
<b>Discussion</b>	<b>Actions</b>	<b>By who by when</b>
<b>Date:</b>		
<b>With who:</b>		
<b>Discussion</b>	<b>Actions</b>	<b>By who by when</b>

**Meetings:**

Transition planning meeting		
Date:		
With who:		
Discussion	Actions	By who by when

**Week 1 timetable**

	Monday	Tuesday	Wednesday	Thursday	Friday
Visits					
Welfare Check					
Online Lesson					
Work sent home					



**Week 2 timetable**

	Monday	Tuesday	Wednesday	Thursday	Friday
Visits					
Welfare Check					
Online Lesson					
Work sent home					

**Week 3 timetable**

	Monday	Tuesday	Wednesday	Thursday	Friday
Visits					
Welfare Check					
Online Lesson					
Work sent home					

**Class teacher**

Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_

**Transition lead**

Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_

**Parent/ carer**

Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Date: \_\_\_\_\_

## Review – following week 3 of plan

Transition planning meeting		
<b>Date:</b>		
<b>With who:</b>		
Discussion	Actions	By who by when
What is going well?		
What could be better?		

## Week 4 timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Visits					

Welfare Check					
Online Lesson					
Work sent home					

### **Week 5 timetable**

	Monday	Tuesday	Wednesday	Thursday	Friday
Visits					
Welfare Check					
Online Lesson					
Work sent home					

### **Week 6 timetable**

	Monday	Tuesday	Wednesday	Thursday	Friday
Visits					
Welfare Check					
Online Lesson					
Work sent home					

**Class teacher**

Signature: \_\_\_\_\_  
 Print name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**PBSL lead**

Signature: \_\_\_\_\_  
 Print name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Parent/ carer**

Signature: \_\_\_\_\_  
 Print name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Review – following week 6 of plan**

Transition planning meeting		
<b>Date:</b>		
<b>With who:</b>		
Discussion	Actions	By who by when
What is going well?		
What could be better?		


(Add additional weekly timetables as required until the pupil is on a full-time table)