

FamilyCare

Healing pasts • Building futures



Education

Admissions Policy

www.family-care.co.uk

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Implemented/Reviewed: September 2026

Date of Next Review: September 2027



Introduction

Family Care Education comprises three independently registered specialist schools supporting children and young people aged 6–16 years with complex social, emotional and educational needs.

These include Social, Emotional and Mental Health (SEMH) needs, Autism Spectrum Condition (ASC), Pathological Demand Avoidance (PDA), trauma and attachment needs, anxiety-related barriers to learning and associated learning difficulties.

The schools within the Family Care Group are:

- Rodenhurst School – Telford
- Access School – Shropshire
- Eden School – Macclesfield, Cheshire

Family Care Education is committed to delivering nurturing, therapeutic and highly individualised educational provision. The ethos of the organisation is built upon relationships, consistency, safety, dignity and the belief that every child can achieve positive outcomes when supported appropriately.

Family Care Education works collaboratively with local authorities, families, carers and multi-agency professionals to ensure placements are suitable, sustainable and centred upon the needs of the child or young person.

School Capacity

- Eden School is registered for 16 pupil places
- Access School is registered for 30 pupil places
- Rodenhurst School is registered for 15 pupil places

Placements are considered in line with current cohort needs, staffing ratios, therapeutic provision, compatibility with existing pupils and the school's ability to safely and effectively meet identified needs.

Admissions Principles

Family Care Education is committed to:

- Providing equitable access to education for children and young people whose needs can be appropriately met within the provision.
- Ensuring admissions decisions are child-centred and informed by robust assessment and multi-agency collaboration.
- Maintaining safe, stable and therapeutic learning environments for all pupils.
- Complying with the Equality Act 2010, SEND legislation, safeguarding responsibilities and Independent School Standards.
- Supporting successful transitions into education through careful planning and phased integration where required.

Referral and Consultation Process

Referrals are ordinarily received from local authorities and may relate to children and young people who are:

- a) resident within Family Care residential or fostering services;
- b) placed by external fostering or residential providers;
- c) living within Shropshire, Cheshire or surrounding authorities;
- d) placed by local authorities from across the United Kingdom.

Following receipt of a consultation, Family Care Education will review all available information to determine whether the school can reasonably meet the child or young person's needs without adversely affecting the efficient education of others.

Where appropriate, consultations may include:

- Review of documentation;
- Multi-agency discussions;
- School visits;
- Transition meetings;
- Assessment visits or taster sessions.

Documentation Required Prior to Admission

Where available, the following information should be provided:

- (a) Current Education, Health and Care Plan (EHCP);
- (b) Most recent annual review documentation and educational progress data;
- (c) Chronology and relevant social care history;
- (d) Current Care Plan and/or Personal Education Plan (PEP);
- (e) Behaviour support plans and risk assessments;
- (f) Relevant safeguarding information;
- (g) Professional reports including psychology, psychiatry, paediatrics, occupational therapy, speech and language therapy, CAMHS or YOS involvement;
- (h) Attendance information;
- (i) Details of medical needs and medication;
- (j) Parent/carer and young person views where appropriate.

Assessment Prior to Placement

Prior to admission, the school will:

- Undertake a review of educational, therapeutic and safeguarding needs;
 - Assess compatibility with the existing cohort;
 - Determine staffing and therapeutic requirements;
 - Complete individual risk assessments where required;
 - Identify any reasonable adjustments required under the Equality Act 2010;
 - Develop transition arrangements appropriate to the child or young person.
- Initial baseline assessments may include literacy, numeracy, communication, emotional wellbeing and therapeutic screening tools where appropriate.

Admissions Arrangements

Admissions may take place at any point during the academic year where a suitable placement can be safely facilitated.

The school does not discriminate on the basis of race, religion, culture, gender, disability, sexual orientation or family background.

Placement decisions will consider:

- The child or young person's identified needs;
- The ability of the school to meet those needs safely and effectively;
- The impact on the wellbeing and education of existing pupils;



- Staffing and therapeutic capacity;
- Health and safety considerations.

Where a phased transition is identified as being in the best interests of the child or young person, this will be agreed in partnership with the placing authority and relevant stakeholders.

Looked After Children and EHCP Procedures

For children who are Looked After or subject to an Education, Health and Care Plan, Family Care Education will work closely with the placing authority to ensure all statutory requirements are fulfilled prior to admission.

The placing authority remains responsible for securing any necessary approvals, consultations and funding agreements required under current legislation.

No pupil will be placed on roll until all required statutory processes, safeguarding checks and placement agreements have been completed.

Alternative and Off-Site Provision

In exceptional circumstances, Family Care Education may commission or utilise alternative educational provision or off-site arrangements where this is in the best interests of the pupil. Any such provision will be appropriately quality assured, risk assessed, monitored and reviewed in line with safeguarding expectations and Department for Education guidance.

Monitoring and Review

This policy will be reviewed annually or earlier where required due to changes in legislation, guidance, operational practice or organisational structure.

The implementation of this policy will be monitored by senior leaders and proprietorial oversight to ensure compliance, consistency and alignment with the ethos and values of Family Care Education.



Appendix A – Admissions Protocol



Action	Responsible	Timescale
Initial school visit and consultation arranged where appropriate.	Headteacher / Designated Staff	At referral stage
Funding, consultation paperwork and supporting documentation received.	Placing Authority / Placements Team	Prior to admission
Risk assessments and safeguarding information shared.	Placing Authority / Care Provider	Prior to admission
Transition and assessment visit arranged.	School Leadership Team	Within agreed transition period
Designated Teacher allocated and stakeholders informed.	Headteacher	Within 2 weeks
Pupil timetable and transition arrangements agreed.	Headteacher / Timetable Coordinator	Prior to start or phased admission
Placement confirmed and pupil placed on roll.	School Administration	Following completion of statutory processes
Relevant Local Authorities notified where required.	School Administration	Within statutory timescales