



Admissions Policy

Policy Reviewed by:	Hayley Richardson-Byrne / Suzy Hollett
Date:	01.09.2026

Policy Verified by:	Senior Management Team
Date:	06.10.2026

Date for Next Review:	01.09.2027
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Key Personnel	
Proprietor	Sara Llewellyn
Designated Safeguarding Lead (DSL)	Suzy Hollett
Deputy Headteacher	Natalie Lovelock
HR Manager	Hayley Richardson Byrne
Business Manager	Sophie Illingworth
IT Manager	Jamie Martin
Teaching Staff	Joe Ross Ryan Colvin

1. Policy Statement

Maple Haven School is a specialist independent SEND school currently providing education for up to 14 primary - Secondary aged pupils with a range of special educational needs and disabilities.

The school is committed to providing a safe, nurturing, inclusive and highly personalised learning environment where pupils can achieve positive educational, social and emotional outcomes.

Admissions decisions are made fairly, transparently and in accordance with the Equality Act 2010. Each application is considered individually, taking into account the pupil's strengths, needs, aspirations and the school's ability to meet those needs effectively.

Once the consultation is received from the Local Authority, we invite the pupil in, we carry out various observations regarding their needs and suitability for the cohort where there maybe a space available, we would carry out up to 5 sessions to ensure suitability for both the pupil and the school.

Maple Haven School operates a stage not age approach. Educational provision is tailored to pupils' developmental stage, EHCP outcomes, communication needs and learning profile rather than solely by chronological age.

The Proprietor, Sara Llewellyn, has overall responsibility for admissions arrangements.

2. Safeguarding Statement

Maple Haven School recognises that safeguarding is everyone's responsibility. The school is committed to creating an open and positive safeguarding culture where the welfare of children is paramount.

Admissions processes will take account of:

- Safeguarding information.
- Child protection records.
- Attendance history where appropriate.
- Medical needs.
- Family circumstances.
- Multi-agency involvement.
- Risk assessments where required.

The school recognises that children with SEND may experience additional safeguarding vulnerabilities and these will be considered throughout the admissions process.

Any safeguarding concerns identified during admissions will be referred immediately to: Suzy Hollett - Designated Safeguarding Lead (DSL)

3. Legislative Framework

This policy has regard to:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice 2015
- Independent School Standards
- Education Act 2002
- Keeping Children Safe in Education 2026 (KCSIE)
- Human Rights Act 1998
- Data Protection Act 2018
- UK GDPR

4. Aims

This policy aims to:

- Ensure fair and transparent admissions procedures.
- Support positive transitions into Maple Haven School.
- Ensure pupils' needs can be met effectively.
- Promote equality of opportunity.
- Support inclusion and accessibility.
- Maintain safe admissions practices.
- Promote strong relationships with families and professionals.
- Ensure provision remains appropriate to the needs of all pupils attending the school.

5. Principles

Maple Haven School is a small specialist SEND provision.

The school currently caters for primary-aged pupils with needs which may include:

- Autism Spectrum Condition
- Social, Emotional and Mental Health (SEMH) needs
- Communication and interaction difficulties
- Learning difficulties
- Sensory processing differences
- Additional emotional, behavioural or developmental needs

The school's small size allows highly personalised support and strong relationships with pupils and families.

To protect the quality of provision, admissions decisions must take account of the school's ability to continue meeting the needs of both prospective and existing pupils.

6. Equality, Diversity and Inclusion

Maple Haven School welcomes applications from pupils regardless of:

- Disability
- Ethnicity
- Religion or belief
- Gender
- Family circumstances
- Social background

The school will not unlawfully discriminate during the admissions process.

Reasonable adjustments will be considered during admissions and transition planning to ensure that prospective pupils and their families can access information and participate fully.

7. Roles and Responsibilities

Proprietor

Sara Llewellyn is responsible for:

- Ensuring admissions arrangements remain fair and transparent.
- Making final decisions regarding admissions.
- Monitoring the effectiveness of admissions procedures.
- Ensuring compliance with legislation and regulations.
- Promoting equality and inclusion.

Deputy Headteacher

Natalie Lovelock is responsible for:

- Managing the admissions process.
- Arranging visits and consultations.
- Gathering information from professionals.
- Coordinating transition arrangements.
- Assessing whether the school can meet the pupil's needs effectively.
- Providing recommendations to the Proprietor.

Designated Safeguarding Lead

Suzy Hollett is responsible for:

- Reviewing safeguarding information.
- Identifying potential safeguarding concerns.
- Liaising with external agencies when required.
- Supporting safe transitions into school.

HR Manager

Hayley Richardson Byrne is responsible for:

- Maintaining admissions records where appropriate.
- Supporting compliance with policy requirements.
- Ensuring confidentiality is maintained.

Business Manager

Sophie Illingworth is responsible for:

- Supporting administrative aspects of admissions.
- Maintaining pupil number records.
- Supporting capacity planning.
- Assisting with admissions documentation.
- Supporting transition arrangements and resource planning.

IT Manager

Jamie Martin is responsible for:

- Supporting accessibility technology where required.
- Advising on digital accessibility arrangements for prospective pupils.
- Supporting specialist ICT requirements.

Teaching Staff

Teaching staff, including Joe Ross and Ryan Colvin, may contribute to:

- Pupil visits.
- Assessments.
- Transition planning.

- Information gathering.
- Recommendations regarding educational provision

8. Admission Criteria

Maple Haven School will consider applications where:

- The pupil's needs fall within the scope of the school's registration and expertise.
- The school believes it can meet the pupil's educational, social, emotional and safeguarding needs effectively.
- The placement is compatible with the efficient education and welfare of existing pupils.
- Appropriate resources can be made available to support the pupil's needs.

Each application will be considered individually.

9. Admissions Process

The admissions process may include:

Initial Enquiry

Parents, carers, local authorities or professionals may contact the school to discuss a potential placement.

Information Gathering

The school may request:

- EHCP documentation.
- Educational reports.
- Professional assessments.
- Behaviour information.
- Medical information.
- Risk assessments.
- Attendance information.
- Safeguarding information where appropriate.

School Visit

Parents, carers and professionals may be invited to visit the school.

Assessment and Consultation

The school may:

- Meet with the pupil.
- Observe the pupil in their current setting.
- Consult with professionals.
- Evaluate support requirements.

- Consider transition needs.

Decision

The Proprietor, following consultation with the management team, will determine whether the school can appropriately meet the pupil's needs.

Parents and referring professionals will be informed of the decision as soon as reasonably practicable.

10. Transition Arrangements

Maple Haven School recognises that successful transitions are important for pupils with SEND.

Transition arrangements may include:

- Additional visits.
- Visual transition materials.
- Individual transition programmes.
- Meetings with families.
- Meetings with current settings.
- Professional consultations.
- Personalised support plans.

Transition arrangements will be tailored to individual needs.

11. Pupil Voice

The school values pupil voice.

Where appropriate and in ways that are meaningful to the child, pupils will be supported to:

- Visit the school.
- Meet staff.
- Share views and preferences.
- Contribute to transition planning.
- Discuss any concerns.

Communication methods will be adapted to ensure participation.

12. Partnership with Parents and Professionals

Maple Haven School recognises that strong partnerships improve outcomes.

The school works closely with:

- Parents and carers.
- Local Authorities.
- Educational Psychologists.
- Speech and Language Therapists.
- Occupational Therapists.

- CAMHS.
- Social Care.
- Early Help Services.
- Health professionals.
- Other relevant agencies.

Parents are encouraged to participate fully throughout the admissions process.

13. Accessibility

Reasonable adjustments will be made to ensure prospective pupils and families can access:

- Admissions information.
- School visits.
- Meetings.
- Assessments.
- Transition activities.

The school's Accessibility Policy should be read alongside this policy.

14. Record Keeping and Confidentiality

All admissions records will be:

- Stored securely.
- Treated confidentially.
- Processed in accordance with data protection legislation.
- Retained in line with the school's retention procedures.

Only authorised personnel will have access to admissions information.

15. Admissions Refusal

Maple Haven School is committed to ensuring that all admissions decisions are fair, transparent, child-centred and made in the best interests of both the prospective pupil and the existing school community.

All applications will be considered individually, taking account of:

- The pupil's strengths, interests and aspirations.
- Educational needs.
- Social, emotional and mental health needs.
- Communication needs.
- Sensory needs.
- Medical needs.
- Safeguarding considerations.
- EHCP outcomes and provision.
- The school's ability to meet the pupil's needs effectively.

A placement may not be offered where, following careful consideration of all available information, the school determines that:

- The pupil's needs fall outside the school's registration, expertise or available provision.
- The school is unable to provide the level of support required to meet the pupil's educational, therapeutic, social, emotional, communication, medical or safeguarding needs.
- Admission would have a significant adverse impact on the education, welfare, wellbeing or safety of the prospective pupil, existing pupils or staff.
- The school does not have the capacity, staffing, accommodation or specialist resources required to meet the pupil's needs effectively.
- Appropriate risk management arrangements cannot be implemented safely.
- The school has reached its agreed maximum capacity of 14 pupils.
- Admission would prevent the school from continuing to meet the needs of pupils already on roll.

Maple Haven School will not refuse admission solely because a pupil has a disability, special educational need, medical condition or protected characteristic. Each application will be considered on its individual merits and in accordance with the Equality Act 2010.

Where a placement is not offered, the school will communicate the reasons clearly and respectfully to parents, carers and/or the placing authority. Where appropriate, the school may recommend that alternative provision is explored if it is considered better placed to meet the pupil's needs.

Admissions decisions are overseen by:

- Sara Llewellyn, Proprietor
- Natalie Lovelock, Deputy Headteacher

The DSL, Suzy Hollett, will be consulted where safeguarding considerations form part of the admissions decision-making process.

This wording is more robust, SEND-focused and inspection-ready, while protecting Maple Haven from admitting pupils whose needs cannot be safely or effectively met.

16. Monitoring and Evaluation

The effectiveness of this policy will be monitored by:

Natalie Lovelock (Deputy Headteacher) and Sara Llewellyn (Proprietor)

Monitoring activities may include:

- Admissions trends.
- Transition outcomes.
- Parent feedback.
- Pupil voice.
- Placement success rates.
- Capacity reviews.
- Annual policy review.

Findings will be used to improve admissions practice and pupil outcomes.

17. Related Policies

- Safeguarding and Child Protection Policy
- SEND Policy
- Accessibility Policy and Accessibility Plan
- Equality Policy
- Behaviour Policy
- Complaints Policy
- Data Protection Policy
- Health and Safety Policy

18. Review

This policy will be reviewed annually or sooner if:

- Legislation changes.
- Regulatory requirements change.
- School circumstances change.
- Inspection findings require amendment.