



KESTREL HOUSE SCHOOL

Admissions Policy

Kestrel House School is a day special school for pupils aged 5 to 16 years with Autism, complex needs and additional learning difficulties. The school will offer places to a maximum of 39 pupils.

All pupils are placed into classes according to need. These classes will have 4-7 pupils dependent on size of class and needs Pupils typically attend on a full-time basis unless other arrangements are made with the family and Local Authority (LA).

Admissions Criteria

- Kestrel House School accepts referrals for children and young people with an agreed EHCP and will have a primary diagnosis of autism (ASC), or associated traits. They may have additional needs including; sensory processing, speech, language and communication, social, emotional and mental health, anxiety, severe and/or moderate learning difficulties and/or specific learning difficulties. Kestrel House School will be named in Part 4 of their Statement, or Section A of the EHC plan, with the support of the parent / carers and the LA where the young person lives.
- Pupils can be admitted into Kestrel House School at any time of the academic year. Pupils can only be admitted to Kestrel House when there is a vacancy and the school can offer an appropriate peer group and curriculum and the admittance of the new pupil will not negatively impact on the education of pupils already placed here.

Admissions Procedure

The Head teacher, with assistance from the Wellbeing Team and lead for admissions, has the delegated responsibility for admissions to Kestrel House School. Referrals come from the LA where the pupils live.

The admission process follows certain steps:

1. The LA sends a copy of the proposed Educational Health Care Plan (EHCP) to Kestrel House School with supporting advice OR the parents approach the school and provide supporting information.
2. The Head Teacher and Wellbeing Team make a preliminary decision on the basis of the information received from the LA.
3. If this information suggests that a placement may be appropriate then the child will be invited to attend a taster session at Kestrel House School allowing further observation and feedback from teaching staff, support staff and the Wellbeing Team. This takes into account how the child functions within the context of the class/school environment and the dynamics with the proposed peer group.
4. The Kestrel House 'Admissions Panel' will convene and review the paperwork, assessments and information regarding the pupil and discuss whether Kestrel House can fully meet their needs. The final decision for offering a place lies with the Head Teacher.
5. When a child is offered a place at Kestrel House School the LA will inform the child's family. The school will then contact the family and arrange a full visit and discuss needs etc.

Placement will be agreed if:

- The school can meet the child's needs
- There is a vacancy in the appropriate learning partner group
- It is compatible with the interests of other learners already in the school • It is efficient use of available resources

If significant needs are identified which may require additional support or resources there may be a need for additional placement costs. If this is the case, these will be calculated on an individual basis and details of which additional costs are to be added, clearly set out.

Entry / Transition Arrangements
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The Senior Leadership Team and Wellbeing Team will meet with all learners and their families/carers. They will collaborate with the Local Authority and where necessary the transitioning from school, to discuss and plan an all transition needs. This strategy may differ from child to child depending upon their needs, previous experiences, previous placements / programmes etc.

Kestrel House aims to ensure that entry into the school is as positive an experience as possible.

When openings at the school arise tours are organised by the Deputy Head and Kestrel Family Nest Lead and other professionals, with the chance to visit the school and find out about our teaching methodology, pupils etc.

Policy reviewed: May 2025	M. Cox
Next review Date: May 2026	