Seva Education

STUDENT ADMISSIONS, REFERRAL, ASSESSMENT & TRANSITION POLICY

Applicable to all Seva Education Independent Schools

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Agreed By:	The Seva Governing Body
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1. Policy Statement

Seva Education is committed to providing a transparent, fair and child-centred admissions process which places the needs of each child or young person at the heart of every decision.

We recognise that choosing an educational placement for a child with Special Educational Needs and Disabilities (SEND) is one of the most significant decisions made by families and Local Authorities. Our admissions process is therefore designed not simply to determine whether a place is available, but to establish whether Seva Education can safely and successfully meet the individual needs of each prospective student whilst maintaining the wellbeing, safety and educational progress of the existing school community.

Every referral is considered individually and objectively. Decisions are based upon professional judgement, available evidence, consultation with families and professionals, and a thorough understanding of the student's educational, social, emotional, communication and therapeutic needs.

Our admissions process is collaborative rather than selective. We work closely with Local Authorities, parents, carers, current educational settings and other professionals to determine whether Seva Education represents the most appropriate placement.

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2. Purpose

The purpose of this policy is to:

- Ensure admissions are transparent, fair and consistent across all Seva Education schools.
- Provide Local Authorities, parents and professionals with a clear understanding of the referral, assessment and admissions process.
- Ensure placement decisions are based upon evidence and professional assessment.
- Promote successful educational placements through careful planning and effective transition.
- Ensure compatibility between prospective students and existing cohorts.
- Demonstrate compliance with statutory guidance relating to SEND, equality and safeguarding.
- Ensure every student is given the best possible opportunity to succeed from the point of admission.

This policy should be read alongside Seva Education's:

- SEND Policy
- Equality Policy
- Behaviour Policy
- Safeguarding & Child Protection Policy
- Curriculum Policy
- Positive Behaviour Support Policy
- Supporting Students with Medical Conditions Policy
- Complaints Policy
- Data Protection Policy
- NASS Contract / Individual Placement Agreement

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3. Legislative and Regulatory Framework

This policy has been developed having regard to, but not limited to:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Education Act 1996
- Independent School Standards Regulations
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children (current version)
- Human Rights Act 1998
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

Seva Education will review this policy whenever significant legislative or regulatory changes occur.

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4. Our Specialist Educational Offer

Seva Education provides specialist independent education for children and young people with Special Educational Needs and Disabilities (SEND). Whilst the majority of Seva Education schools are designed primarily for pupils with Autism Spectrum Condition (ASC), individual schools may specialise in different areas of need depending on their registered provision, curriculum and cohort.

Each school publishes a Pupil profile and specialist provision guide which describes the intended cohort, primary needs supported and any specialist provision unique to that school. Referrals are assessed against both this policy and the relevant school's published Pupil profile and specialist provision guide.

Across the Group we commonly support pupils with:

- Autism Spectrum Condition (ASC)
- Mild Learning Difficulties (MLD)
- Moderate Learning Difficulties (MLD)
- Speech, Language and Communication Needs (SLCN)
- Down syndrome
- Global Developmental Delay
- ADHD
- Sensory Processing Differences
- Developmental Coordination Disorder
- Anxiety
- Emotional Regulation Difficulties
- Associated SEMH needs where these are secondary to the student's primary educational need.

The majority of Seva Education schools do not provide specialist provision for pupils whose primary identified need is Social, Emotional and Mental Health (SEMH). However, schools with designated SEMH provision may accept referrals where this aligns with their published Pupil profile and specialist provision guide.

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5. Student-Centred Admissions Principles

At Seva Education we believe that admissions should never be viewed simply as a vacancy management exercise.

Every referral represents a child or young person whose educational journey has often involved significant challenge, multiple placements or unmet need.

For this reason, our admissions process is based upon the following principles.

Individuality

Every student is assessed individually.

No placement decision is made solely based on diagnosis, age or funding.

Collaboration

We work collaboratively with:

- Parents and carers
- Local Authorities
- Current schools
- Therapists
- Social Care professionals
- Independent experts
- Health professionals

to ensure that placement decisions are based upon the fullest possible understanding of each student's needs.

Evidence-Based Decision Making

Placement decisions are informed by:

- EHCP documentation
- Professional reports
- Educational records
- Risk assessments
- Previous provision

- Discovery Day observations
- Discussions with parents
- Discussions with professionals

Where independent professional reports have been commissioned by parents or Local Authorities, these will be reviewed and considered as part of the assessment process.

Transparency

Seva Education is committed to ensuring that families and Local Authorities understand how admissions decisions are reached.

Where we believe we are unable to safely meet a student's needs, clear reasons will be provided.

Where additional information is required before a decision can be made, this will be explained.

Student-Centred Planning

The purpose of assessment is not to determine whether a child is "suitable" for Seva Education.

Rather, it is to determine:

- how the student's needs can best be met;
- which curriculum pathway is most appropriate;
- what staffing arrangements may be required;
- what therapeutic input should be considered;
- what reasonable adjustments are required; and
- how the transition can be planned to maximise the likelihood of success.

Graduated Admissions Process

Where appropriate, Seva Education may provide:

- an indicative placement offer based upon documentation alone;
- a Tour & Discovery Day assessment;

- transition visits;
- phased admission arrangements; and
- a four-week placement review following admission.

This graduated approach allows support arrangements to be refined following observation of the student within the school environment whilst ensuring that admissions remain responsive to the individual circumstances of each child or young person.

6. Referral Sources

Seva Education welcomes referrals from a range of recognised professionals and organisations responsible for identifying appropriate educational provision for children and young people with Special Educational Needs and Disabilities (SEND).

Referrals may be received from:

- Local Authority SEND Assessment and Placement Teams.
- Parents and carers (where appropriate).
- Current educational settings.
- Independent specialist schools.
- SEND Tribunals.
- Educational Psychologists.
- Social Workers.
- Virtual Schools.
- Health professionals.
- Other professionals acting on behalf of families or Local Authorities.

All referrals are treated confidentially and managed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and Seva Education's Data Protection Policy.

Referrals can be made by Telephone: 020 8422 2999 or via email referrals@sevaeducation.com

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7. Referral Documentation

To undertake a comprehensive assessment, Seva Education will normally request all relevant documentation available at the time of referral.

This may include, but is not limited to:

Statutory Documentation

- Education, Health and Care Plan (EHCP)
- EHCP Annual Review documentation
- Local Authority consultation paperwork

Educational Information

- Current school reports
- Attendance records
- Attainment data
- Behaviour records
- Exclusion history
- Individual Education Plans
- Positive Behaviour Support Plans

Professional Reports

- Educational Psychology Reports
- Occupational Therapy Reports
- Speech and Language Therapy Reports
- CAMHS Reports
- Paediatric Reports
- Social Care Assessments
- Risk Assessments

Independent Professional Reports

Where independent reports have been commissioned by parents or Local Authorities, these will be reviewed alongside statutory documentation.

Examples include:

- Independent Educational Psychology reports
- Independent Occupational Therapy reports
- Independent Speech and Language Therapy reports
- Independent Autism assessments
- Independent Behavioural assessments

Seva Education recognises the value of independent professional opinion and will take these reports into consideration as part of the overall assessment process.

Additional information may be requested where existing documentation does not provide sufficient information to make an informed placement decision.

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8. Initial Professional Review

Following receipt of a referral, the documentation will undergo an initial professional review.

The purpose of this review is not to determine whether a child "passes" an assessment, but to establish whether Seva Education may be able to meet the student's identified needs.

The review considers:

- Primary identified need.
- Associated needs.
- Compatibility with the intended pupil cohort as described within the school's published Pupil profile and specialist provision guide.
- Current educational provision.
- EHCP outcomes.
- Therapeutic recommendations.
- Behavioural presentation.
- Communication profile.
- Sensory profile.
- Medical requirements.
- Personal care requirements.
- Risk to self.
- Risk to others.
- Current staffing arrangements.
- Potential compatibility with the existing school community.
- Capacity within the appropriate cohort.

Where the documentation indicates that Seva Education may be able to meet the student's needs, the referral will progress to the next stage.

Where the school believes that it is unlikely to be able to safely or appropriately meet the student's needs, this will be communicated to the referring Local Authority together with the reasons supporting that decision.

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9. Professional Assessment Panel

Admissions decisions are not normally made by one individual.

Where appropriate, referrals are considered by a Professional Assessment Panel comprising members of the Senior Leadership Team and other relevant professionals.

Depending upon the complexity of the referral, the panel may include:

- Governors
- Executive Headteacher
- Head of School
- Deputy Headteacher
- SENCO
- Designated Safeguarding Lead
- Qualified Teachers
- Behaviour Lead
- Speech and Language Therapist
- Occupational Therapist
- Other relevant professionals

The panel considers:

- Educational suitability.
- Therapeutic suitability.
- Compatibility with the school's published Pupil profile and specialist provision guide and specialist educational offer.
- Safeguarding considerations.
- Health and Safety.
- Staffing requirements.
- Curriculum suitability.
- Behavioural compatibility.

- Environmental considerations.
- Available resources.
- Transition requirements.

The purpose of the panel is to ensure that decisions are balanced, evidence-based and made in the best interests of both the prospective student and the existing school community.

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10. Discovery Day

Where the initial review is positive, Seva Education will normally invite the child or young person to attend a Tour & Discovery Day.

The Tour & Discovery Day forms an important part of the assessment process but is **not** an entrance examination or pass/fail assessment.

Its purpose is to develop a fuller understanding of the student's needs whilst allowing the student and their family to experience the school environment.

The Discovery Day enables the school to identify:

- Individual strengths.
- Learning preferences.
- Communication style.
- Sensory profile.
- Social interaction.
- Emotional regulation.
- Behaviour support requirements.
- Curriculum suitability.
- Reasonable adjustments.
- Therapeutic needs.
- Transition requirements.

It also provides an opportunity for the student to:

- Meet staff.
- Become familiar with the school environment.
- Experience classroom activities.
- Meet potential peers.

- Reduce anxiety associated with transition.
- Begin developing positive relationships with adults within the school.

Parents and carers are encouraged to contribute to the assessment process and share any additional information which may support successful transition planning.

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11. What Happens During a Discovery Day?

Whilst every Discovery Day is personalised to reflect the needs of the individual student, it will normally include a combination of the following activities:

Welcome Meeting

- Introduction to the school.
- Meeting key staff.
- Discussion with parents and carers.
- Review of any additional information.

School Tour

- Classrooms.
- Outdoor areas.
- Sensory spaces.
- Dining facilities.
- Specialist learning environments.

Classroom Observation

The student will normally spend time within an appropriate classroom alongside existing pupils.

This enables staff to observe:

- Communication.
- Learning behaviours.
- Peer interaction.
- Sensory responses.
- Independence.
- Emotional regulation.
- Behaviour support needs.

- Engagement with learning.

Practical Activities

Where appropriate, students may participate in a range of classroom activities designed to reflect a typical school day.

These activities are not tests and are intended solely to provide opportunities for observation within a natural educational environment.

Parent Discussion

Parents and carers will normally meet members of the assessment team to discuss:

- Current provision.
- Family aspirations.
- Previous educational experiences.
- Strengths.
- Areas of concern.
- Transition planning.

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12. Duration of Assessment

Most Tour & Discovery Days take place over a single school day.

However, Seva Education recognises that every child is different.

Some students may require:

- Shorter sessions.
- Multiple visits.
- Graduated transition visits.
- Additional observations.
- Meetings with external professionals.

The duration of the assessment will therefore be determined by the needs of the individual child rather than applying a standard process to every referral.

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13. Professional Assessment Following the Tour & Discovery Day

Following completion of the Tour & Discovery Day, the assessment team will review all information gathered from:

- Referral documentation.
- Professional reports.
- Independent reports.
- Discussions with parents.
- Discussions with current professionals.
- Classroom observations.
- Student engagement.
- Behavioural observations.
- Sensory observations.
- Communication observations.
- Educational observations.

This information is considered alongside the student's EHCP outcomes and the school's ability to deliver the provision required.

No single observation or activity determines the outcome of the assessment.

Instead, decisions are based upon the overall body of evidence gathered throughout the referral and assessment process.

14. Learning Pathway Assessment

Following completion of the referral review and Tour & Discovery Day (where undertaken), Seva Education will identify the most appropriate learning pathway for the prospective student.

The purpose of pathway identification is **not** to determine whether a child is capable of attending Seva Education. Instead, it enables the school to design an educational programme that reflects the student's current attainment, learning profile, communication style, independence skills and long-term aspirations.

Learning pathways remain flexible and are reviewed regularly. Students may move between pathways as their needs, confidence, skills and educational outcomes develop.

Placement onto a learning pathway is informed by:

- Education, Health and Care Plan (EHCP)
- Previous educational records
- Professional reports
- Discovery Day observations

- Baseline assessments
- Discussions with parents and professionals
- Therapeutic recommendations
- Educational attainment
- Communication profile
- Independence skills

The identification of a learning pathway supports curriculum planning, staffing arrangements, therapeutic input and long-term educational outcomes.

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15. Seva Learning Pathways

Primary/Secondary

Pathway A – Working Close to the National Curriculum

Students following Pathway A are generally working slightly below age-related expectations but demonstrate the potential to access an adapted National Curriculum with appropriate specialist support.

Learners accessing this pathway may have one or more of the following:

- Autism Spectrum Condition (ASC)
- Mild Learning Difficulties (MLD)
- Moderate Learning Difficulties (MLD)
- Speech, Language and Communication Needs (SLCN)
- Down syndrome
- ADHD
- Sensory processing differences
- Dyslexia or Dyscalculia
- Mild anxiety or emotional regulation difficulties

The curriculum may include:

- Adapted National Curriculum
- Oak National Academy resources
- Functional application of learning
- GCSE preparation where appropriate

- Independence skills
- Emotional regulation
- Preparation for adulthood

Possible outcomes include:

- GCSEs
- Functional Skills
- AQA Unit Awards
- BTEC qualifications
- Further Education

Pathway B – Working Below the National Curriculum

Students require a more personalised curriculum with increased repetition, scaffolded learning and greater emphasis on communication and functional independence.

Learners following this pathway commonly present with:

- Autism Spectrum Condition (ASC)
- Mild or Moderate Learning Difficulties (MLD)
- Speech, Language and Communication Needs
- Down syndrome
- Global Developmental Delay
- ADHD
- Executive functioning difficulties

The curriculum focuses upon:

- Functional English
- Functional Mathematics
- Communication
- Emotional regulation
- Life skills
- Social understanding
- Independence

- Preparation for adulthood

Typical accreditation includes:

- ASDAN
- Functional Skills
- AQA Unit Awards
- Personal achievement awards

Pathway C – Equals Formal Curriculum

Students accessing this pathway require highly structured teaching programmes delivered through developmental learning approaches.

- Equals Curriculum
- Therapy targets
- Communication
- Independence
- Functional learning
- Personal development

Learners following this pathway commonly present with:

- Moderate Learning Difficulties
- Some pupils with Severe Learning Difficulties
- Down syndrome
- Significant communication needs Learning programmes integrate:

Progress is measured through:

- MAPP
- Individual learning targets
- AQA Unit Awards
- ASDAN
- Internal assessment frameworks

Pathway D – Equals Semi-Formal Curriculum

Students following this pathway typically present with the highest levels of need and require highly personalised educational programmes delivered through experiential learning.

Teaching focuses upon:

- Communication
- Engagement
- Sensory regulation
- Independence
- Physical wellbeing
- Emotional wellbeing
- Personal care
- Community participation

Learners accessing this pathway may have:

- Autism Spectrum Condition
- Moderate to Severe Learning Difficulties
- Down syndrome
- Global Developmental Delay
- Significant communication needs
- Sensory processing needs
- Complex learning needs requiring highly personalised teaching

Progress is monitored using:

- MAPP
- Engagement Model (where appropriate)
- Individual milestones
- AQA Unit Awards
- Personalised outcomes

Post 16/Further Education

The FE curriculum is designed to prepare learners for adulthood through the development of communication, independence, employability, community participation and academic achievement. The curriculum recognises the diverse needs of learners with SEND and provides personalised pathways that support

progression towards further education, supported internships, employment and independent living.

The curriculum is underpinned by the four Preparation for Adulthood outcomes:

- Employment and Further Education
- Independent Living
- Community Inclusion
- Health and Wellbeing

a) **Pathway A -** Learners typically working towards Level 1 or above, accessing formal qualifications and accreditation, with Preparation for Adulthood embedded throughout the curriculum to support progression to further education, employment and independent living.
b) **Pathway B -** Learners typically working towards Entry Level 3 or Level 1, requiring a more personalised and supported approach to access formal qualifications and accreditation, with Preparation for Adulthood embedded throughout the curriculum.
c) **Pathway C -** Learners typically working towards Entry Level 1 or Entry Level 2, following a structured developmental curriculum combining Functional Skills, communication, independence and Preparation for Adulthood, with opportunities to work towards accredited outcomes where appropriate.
d) **Pathway D -** Learners requiring a highly personalised, semi-formal curriculum with a strong emphasis on communication, engagement, sensory learning, independence and Preparation for Adulthood outcomes.

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16. Determining Support Requirements

Once the appropriate learning pathway has been identified, the school considers the level of support required for the student to access education safely and successfully.

This process considers:

- Educational needs
- Behaviour support
- Communication
- Sensory regulation
- Personal care
- Medical needs
- Emotional regulation
- Independence

- Supervision requirements
- Risk management
- Therapeutic provision

The level of support recommended is based upon professional judgement and the evidence available at the time of assessment.

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17. Placement Funding Bands

Following assessment, the school will determine the most appropriate funding band.

Funding bands are designed to reflect the level of enhanced specialist support required in addition to the school's core educational offer.

Band A

Core specialist provision.

Typically suitable where the student can access the curriculum within the school's standard staffing model.

Band B

Core provision plus approximately 10 additional hours of enhanced specialist support per week.

Enhanced support may include:

- Increased Teaching Assistant support
- Behaviour intervention
- Communication support
- Personalised learning
- Therapeutic implementation
- Additional supervision

Band C

Core provision plus approximately 15 additional hours of enhanced specialist support per week.

Typically appropriate where greater levels of adult support are required throughout the school day.

Band D

Core provision plus approximately 20 additional hours of enhanced specialist support per week.

Designed for students requiring the highest levels of enhanced educational support whilst remaining appropriate for the specialist provision offered by Seva Education.

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18. Placement Decisions

Following assessment, one of the following decisions will normally be made.

Offer of Placement

Where the school is satisfied that it can meet the student's needs safely and effectively.

Offer Subject to Enhanced Support

Where additional staffing, therapy or transition arrangements are required before admission.

Request for Further Information

Where additional professional reports or clarification are required before a decision can be reached.

Deferred Decision

Where further observations or visits are considered beneficial.

Unable to Offer Placement

Where, following professional assessment, the school concludes that it is unable to meet the student's needs safely or appropriately.

Where this occurs, Seva Education will explain the reasons supporting its decision wherever reasonably practicable.

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19. Placement Offer and Availability

Where Seva Education confirms that it is able to meet a prospective student's needs and makes an offer of placement, the offer will be made on the basis of the information, capacity and circumstances known at that time.

Seva Education does not operate a fixed period during which a specific place is automatically reserved.

Where an offer has been made but the placement has not yet commenced, continued availability will be kept under review and may depend upon:

- capacity within the appropriate class or cohort;
- the needs and compatibility of the prospective student and existing cohort;
- staffing and specialist resource requirements;
- other confirmed placements and anticipated start dates;
- changes in the school's registered or operational capacity; and
- whether the proposed placement continues to meet the student's assessed needs.

Where a placement is subject to Local Authority decision-making or SEND Tribunal proceedings, Seva Education will seek to maintain the offer where reasonably practicable. However, an offer of placement does not constitute a guarantee that a specific place can be reserved indefinitely.

The Local Authority and/or family should therefore maintain reasonable communication with the school regarding the anticipated placement timetable. Where circumstances materially change, Seva Education may review the continued availability of the offer and will communicate any change as soon as reasonably practicable.

20. Transition Planning

Following acceptance of a placement, Seva Education will work collaboratively with the family, Local Authority and current educational setting to develop an individual transition plan.

Transition planning aims to reduce anxiety and maximise the likelihood of a successful placement.

Transition arrangements may include:

- Transition planning meetings
- Additional school visits
- Taster sessions
- Social stories

- Photographs of key staff
- Personalised visual supports
- Meetings with therapists
- Transport planning
- Liaison with the current school
- Staff handovers
- Risk assessment reviews
- Medical planning
- Behaviour planning

The transition plan will be personalised to reflect the individual needs of the student.

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21. Admission

Following completion of the agreed transition arrangements, the student will be formally admitted to Seva Education.

Prior to admission the school will ensure that:

- Admission documentation has been completed.
- Emergency contact details are available.
- Medical information has been reviewed.
- Risk assessments have been completed.
- Behaviour support arrangements are in place.
- Therapy programmes have been considered.
- Learning pathway has been identified.
- Staffing arrangements have been agreed.
- Timetable has been prepared.
- Parents have received induction information.

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22. Four-Week Placement Review

Seva Education recognises that no assessment process can fully predict how a child or young person will respond to a new educational environment.

For this reason, every newly admitted student will normally undergo a formal review within the first four weeks of placement.

The review considers:

- Educational engagement
- Attendance
- Emotional wellbeing
- Behaviour
- Communication
- Sensory regulation
- Therapeutic needs
- Staffing effectiveness
- Curriculum pathway
- Transition success
- Parent feedback
- Staff feedback

Where previously unidentified needs emerge during this period, the school will work collaboratively with the placing Local Authority and family to review the support arrangements and, where necessary, discuss any proposed amendments to staffing or funding.

The purpose of this review is to ensure that the student receives the most appropriate level of support and that the placement has the greatest opportunity for long-term success.

23. Ending or Terminating a Placement

Seva Education is committed to maintaining successful placements wherever reasonably possible. The ending of a placement will not normally be considered without appropriate review, consultation and consideration of reasonable adjustments and additional support.

A placement may, however, need to end where circumstances indicate that Seva Education can no longer safely or appropriately meet the student's needs, or where continuation of the placement is no longer reasonably sustainable.

This may include circumstances where:

- the student's needs have materially changed;

- the student's presentation is no longer compatible with the school's registered provision, Pupil Profile or specialist educational offer;
- the level of risk to the student, other pupils or staff cannot be safely managed despite reasonable adjustments and intervention;
- the placement is no longer educationally appropriate;
- the provision required is materially different from that originally assessed or commissioned;
- required staffing, therapeutic or other resources cannot reasonably be provided within the agreed placement arrangements;
- the Local Authority, parent/carer and school agree that an alternative placement is required; or
- another contractual basis for ending the placement applies.

Where concerns arise regarding the sustainability of a placement, Seva Education will normally seek to convene an Annual Review, Emergency Review, Exit Review or other appropriate multi-agency meeting with the Local Authority, parent/carer and relevant professionals.

The purpose of the review will be to:

- identify the concerns affecting the placement;
- consider whether reasonable adjustments, additional support or changes to provision could enable the placement to continue;
- consider the views of the student and family where appropriate;
- identify any alternative provision or transition arrangements required; and
- agree, where possible, a planned placement end date and transition arrangements.

Where the placement is commissioned under the NASS Contract or another contractual placement agreement, any termination will also be managed in accordance with the relevant contractual provisions.

Under the standard NASS placement arrangements used by Seva Education, where applicable, termination of an established placement will normally require not less than six weeks' written notice, subject to the precise terms of the individual placement agreement and any applicable contractual exceptions.

Where an agreed placement end date has been established through an Exit Review, Annual Review, Emergency Review or other formal process, Seva Education will work collaboratively with the Local Authority and family to support an orderly transition.

The fact that Seva Education remains named within Section I of an EHCP does not, in itself, alter an agreed or contractually valid placement end date. Responsibility for reviewing and amending the EHCP and securing suitable alternative educational provision rests with the responsible Local Authority.

Seva Education will provide reasonable information and transition support to assist the Local Authority in identifying and implementing alternative provision. However, unless otherwise agreed or legally required, Seva Education is not expected to maintain a placement indefinitely beyond an agreed or contractually valid termination date solely because alternative provision has not yet been secured.

24. Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that:

- Admissions arrangements remain fair, transparent and compliant with current legislation.
- Appropriate resources are available to support the admissions process.
- Admission arrangements are reviewed annually.
- Equality of opportunity is promoted throughout the admissions process.
- Admission decisions are appropriately monitored.

Executive Headteacher

The Executive Headteacher has overall responsibility for:

- Implementation of this policy.
- Oversight of all admissions decisions.
- Ensuring consistency across Seva schools.
- Chairing or delegating Professional Assessment Panels.
- Maintaining positive relationships with Local Authorities.
- Ensuring sufficient staffing and resources are available before placements are confirmed.

Head of School

The Head of School is responsible for:

- Coordinating Discovery Days.

- Leading school-based assessments.
- Liaising with families.
- Coordinating transition planning.
- Ensuring staff are prepared for admission.

SENCO

The SENCO is responsible for:

- Reviewing EHCP documentation.
- Coordinating baseline assessments.
- Identifying appropriate curriculum pathways.
- Supporting transition planning.
- Monitoring educational provision following admission.

Teaching Staff

Teaching staff will:

- Participate in Discovery Day observations.
- Contribute to assessment discussions.
- Complete baseline assessments.
- Provide professional observations.
- Support transition arrangements.

Parents and Carers

Parents are expected to:

- Share relevant information.
- Attend meetings where possible.
- Work collaboratively with the school.
- Inform the school of any significant changes.
- Support agreed transition arrangements.

Local Authorities

Local Authorities are encouraged to:

- Provide complete referral documentation.
- Share all relevant professional reports.
- Participate in transition planning.
- Respond promptly to requests for information.
- Work collaboratively with the school following admission.

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25. Equality, Diversity and Inclusion

Seva Education is committed to ensuring that all admissions decisions are made fairly and without discrimination.

No child or young person will be disadvantaged on the grounds of:

- Age
- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Admissions decisions are based solely upon:

- Ability to meet need.
- Health and Safety.
- Compatibility.
- Available provision.
- Professional evidence.

Reasonable adjustments will always be considered before determining that a student's needs cannot be met.

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26. Record Keeping

Accurate records will be maintained for every referral.

These may include:

- Referral documentation.
- EHCP.
- Professional reports.
- Discovery Day observations.
- Assessment notes.
- Placement decisions.
- Correspondence.
- Transition plans.
- Review notes.

Records will be retained in accordance with Seva Education's Data Protection Policy and applicable legislation.

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27. Appeals and Complaints

Where a placement is not offered, Seva Education will, wherever reasonably practicable, explain the reasons for its decision to the referring Local Authority.

Parents who remain dissatisfied should initially discuss their concerns with the Executive Headteacher.

Where concerns remain unresolved, they may be addressed through Seva Education's Complaints Policy.

Nothing within this policy limits the statutory rights of parents or Local Authorities to pursue SEND Tribunal proceedings where applicable.

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28. Quality Assurance

To ensure continuous improvement, Seva Education will regularly review:

- Referral numbers.
- Admission rates.
- Discovery Day outcomes.
- Transition success.

- Placement sustainability.
- Four-week reviews.
- Parent feedback.
- Local Authority feedback.
- Student outcomes.

This information will be used to inform future school improvement.

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29. Monitoring

The referrals officer will report weekly to the Governing Body regarding:

- Number of referrals.
- Number of admissions.
- Number of declined referrals.
- Reasons for declined referrals.
- Appeals and complaints.
- Equality monitoring.
- Transition outcomes.
- Placement sustainability.

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30. Review of Policy

This policy will be reviewed:

- Annually.
- Following significant legislative change.
- Following changes to Seva Education's admissions arrangements.
- Following significant learning from complaints, tribunals or inspections.

Appendix 1

Referral Documentation Checklist

✓ EHCP

✓ Annual Review

✓ Educational Psychology

✓ SALT

✓ OT

✓ Medical Information

✓ Risk Assessments

✓ Behaviour Support Plan

✓ Attendance

✓ Current School Report

✓ Independent Reports (if available)

Appendix 2

Discovery Day Observation Checklist

Educational Engagement

☐ Attention

☐ Communication

☐ Literacy

☐ Numeracy

☐ Learning Behaviour

Communication

☐ Expressive Language

☐ Receptive Language

☐ Social Communication

☐ Interaction

Sensory

☐ Noise

☐ Touch

☐ Visual

☐ Regulation

Behaviour

☐ Emotional Regulation

☐ Anxiety

☐ Peer Relationships

☐ Adult Relationships

Independence

☐ Toileting

☐ Eating

☐ Organisation

☐ Transition

Appendix 3

Placement Decision Matrix

Area	**Evidence Considered**
Educational Need	EHCP / Reports / Observation
Behaviour	Discovery Day / School Reports
Communication	SALT / Observation
Therapy	OT / SALT
Curriculum	Learning Pathway

Area	Evidence Considered
Staffing	Funding Assessment
Risk	Risk Assessments
Compatibility	Professional Judgement
Transition	Parent & School Discussion

Appendix 4

Four Week Review

Review Date:

Student:

Class:

Learning Pathway:

Funding Band:

Review Areas

☐ Attendance

☐ Behaviour

☐ Communication

☐ Curriculum

☐ Emotional Wellbeing

☐ Sensory Needs

☐ Therapy

☐ Staffing

☐ Parent Feedback

☐ Staff Feedback

Outcome

☐ Continue Current Placement

☐ Minor Adjustment Required

☐ Review Staffing

☐ Review Therapy

☐ Review Funding

☐ Multi-Agency Review Required