



Best Futures School

Where Children Come First

Admissions Policy

Date updated – January 2026

Lead – Dawn Best

Status – Draft

Prepared by – Jenny Kinnaird

Review Date – January 2027 (In line with Government changes) or sooner if legislation is updated.

This policy has been adapted from the ISBA Reference Library



GENERAL

Best Futures is an Independent Social, Emotional and Mental Health (SEMH) school for children aged 5 – 11 years, with a Published Admission Number (PAN) of 15 pupils. Choosing the right school is important, and we believe a personal visit is invaluable. We warmly welcome prospective parents and children by appointment. To arrange a visit, please contact the School Office Manager on 01472 278978 or by email to office@bestfutures-school.co.uk.

This policy is relevant to all CIC board members, staff, parents, pupils and local authority representatives who are involved in the admission of a pupil to Best Futures Independent School.

THE ENTRY PROCEDURE

All pupils at Best Futures have an EHCP. Prospective pupils should either have an EHCP or be in the process of obtaining one.

Admission to Best Futures is based on our ability to meet each child's needs as outlined in their EHCP and the consultation information received via the EHC Hub and reviewed at our internal panel meeting.

Admission may take place at any point during the school year, depending on the outcome of the consultation process.

EQUAL TREATMENT

Best Futures aims to welcome applications from candidates of diverse backgrounds and is mindful of its obligations under the Equality Act 2010 throughout the admissions process. We believe that a diverse school community enriches our environment and helps prepare pupils for life in today's world.

Best Futures is committed to providing equality for all, regardless of sex, race, ethnicity, religion, disability, gender reassignment, sexual orientation, or social background.

INFORMATION SHARING

Parents are required to inform the school at the start of the application process of any needs their child may have, or any other significant information the school should reasonably be made aware of, for example, matters that may require tailored provision or that which could affect the child's attendance or ability to participate fully in school life. The school may discuss these matters with parents and request additional information if necessary.

Parents must ensure that all information provided is accurate, complete, and not misleading, and that any relevant updates or changes are shared promptly and transparently.

Failure to disclose important information, or providing information that is inaccurate, incomplete, or misleading, may in some circumstances result in the withdrawal of an offer or the termination of the School's Parent Contract.

SPECIAL EDUCATIONAL NEEDS

Best Futures does not unlawfully discriminate in any way regarding admission. We welcome pupils with disabilities and/or special educational needs, provided we can reasonably meet the required support and any additional needs, and that our site can safely accommodate them.

Our aim is to ensure that all pupils, including those with disabilities and/or special educational needs, learn in a safe, supportive, and inclusive environment.

Our policy is to apply our admissions criteria consistently to all prospective pupils. We ask parents of children with special educational needs, disabilities, or allergies (whether suspected or diagnosed) to discuss their child's needs with the school at the start of the admissions process. This enables us to consider their requirements and determine what reasonable adjustments or provisions we can put in place to support them.

Parents must provide, alongside the Registration Form, full and relevant information about their child. This includes any reports or assessments, such as educational psychologist reports, medical reports, or other expert third-party documentation, as well as details of the child's educational, health, or other needs. Where applicable, this should also include any final or draft EHC needs assessments, applications for an assessment, or final or draft EHC Plans.

This information enables the school to assess the child's needs, discuss with parents what reasonable adjustments may be required, and ensure that the child can meaningfully access the education offered. It also helps the school ensure the health and safety of the child and of others. All relevant information should be submitted **before** the admissions assessment process begins.

Where parents believe their child may require adjustments, either during the admissions process or, if offered a place, to support their education and participation in school life, they should raise this with the school at the outset.

Depending on the circumstances, the school may request additional information from the parents or ask for further assessments relating to the needs identified. The school will discuss any proposed adjustments with parents (and, where appropriate, the child's medical professionals) to determine whether those adjustments can reasonably be made should the child join the school.

There may be exceptional circumstances in which we are unable to offer a place due to a child's special educational needs and/or disability. This may occur, for example, if we determine that the child would not be able to meaningfully access the education we provide, that their health and safety (or that of other pupils or staff) may be at risk, or that the school cannot reasonably accommodate the adjustments or level of support required.

Sometimes, a pupil's circumstances may change between an offer being made and their start date. Parents are required to proactively update the school if any changes occur that make previously provided information incomplete or out of date. In most cases, this will not affect the offer of a place. However, in exceptional situations where a child's needs or circumstances change significantly, the school may need to reconsider the offer. Early communication is essential to avoid any disruption to the child's education, so parents are encouraged to be open and timely in sharing any material changes.

It is important that parents share EHC needs assessments or EHCPs, along with any supporting reports such as educational psychology or specialist assessments, promptly with school and keep us informed of any Local Authority decisions or changes to provision.

RELIGIOUS BELIEFS

Best Futures welcomes applications from prospective pupils of all faiths and of no faith.

COMPLAINTS

The School's Complaints Policy is available on our website and can be provided to prospective parents on request. However, the Complaints Procedure is not available for use by prospective parents.

RECORDS AND REVIEW

Applicants' details will be held on file with due regard to data protection legislation. More information in regard to this can be found in the GDPR Policy and Retention of Records Policy which are available upon request from the school office. Please see the School's Privacy Notice for further information about how the school collects, uses and processes personal data.

The school will not hold the personal data of you or your child for longer than is necessary for a lawful purpose and in accordance with our Retention of Records Policy. This will generally be no more than 1 year following an unsuccessful application, but reasons to retain personal data for longer might include:

If the parents express an interest in the candidate re-applying for any reason at a later date; or

To deal with any ongoing matters or queries arising from the application.

RELATED POLICIES

The following policies can be used in conjunction with this policy:

Equality

Data Protection / GDPR / Privacy Notice

SEN

Complaints

Retention of Records

Executive Principal	Dawn Best	Signature	<i>D # Best</i>		Jan 2026
Office Manager	Tracey Allen	Signature	<i>T Allen</i>	Date	Jan 2026
CIC Board	Rose Best	Signature	<i>Rose Best</i>	Date	January 2026

Old Policy

1. Purpose

Best Futures School is an Independent special school which provides placements for primary aged children (5-11years) in an environment where pupils with Education, Health, Care Plan (EHCP) and Social Emotional Mental Health (SEMH) difficulties can access a specialised and holistic education that aims to develop children in a healthy and balanced manner.

2. Scope

This policy is relevant to all CIC board members, staff, parents, pupils and local authority representatives who are involved in the admission of a pupil to Best Futures Independent School.

3. Introduction

The school will work in partnership with local authorities and parents / carers to assess the suitability of pupils for a place at the school.

4. Equal Opportunities

The admissions policy will promote equally the rights of all pupils regardless of disability, ethnic background, language, culture, faith and gender.

5. Our Admissions Criteria

We accept consultations from Local Authorities, Schools and Academies. Parents are welcome to visit the school and will be provided with information about the school.

6. Information on the types of Provision

The school strongly believes in finding the right school for the individual and in all communications will be honest with parents and the local authority in relation to this.

The school will have two types of provision:

1. Provision for pupils with a SEN, EHCP or pupils who have identified SEMH.
2. Provision for pupils who require an assessment of their difficulties: for pupils referred by a local authority, with agreement from Best Futures school, pupil's parents/carer and any person whose advice is to be sought in accordance with regulation 7 of the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001

7. Admissions Process

We are able to give parents information regarding our assessment and admission process on enquiry.

Note: the school will take consultations and organise admissions panel at any point in an academic year. Intake is not restricted to September only.

7.1 Once a consultation has been received from the Local Authority an EHCP Consultation Panel meeting is arranged with senior leaders and the school's Executive Principal for Best Futures School, where consultation documents are reviewed (as listed below).

7.2 A member of senior leadership will collate the relevant information as follows and any other information that is relevant to a pupils' needs. This will help to inform the consultation panel to enable an accurate assessment as to whether Best Futures is a suitable provision to meet need.

- Whether the child is a Child Looked After (CLA) and if so the name of the contact person and key personnel in the placing authority
- Current educational, health and care plans or relevant SEN needs
- Review of any or all Specialist Reports e.g. School SENCO, Educational Psychologist, Speech and Language, Designated Clinical Officer, Occupational Therapist, Paediatric, etc. (this list is not exhaustive)
- Details of any matter which makes the child particularly vulnerable
- Current valuing SEND assessment
- Attendance record including details of any fixed term or permanent exclusions
- Risk assessments
- Lead person details if children services are in place
- EYFS/NC levels – EYFSP/Key Stage Teacher Assessments

7.3 It may be decided at this stage the school is unable to meet the needs of the child. This may be due to:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

7.4 If it is decided that Best Futures School may be able to meet the needs of the pupil, an observation of the child will take place either in the current setting along with a discussion with the SENCo or at home if the child is not in education.

7.5 The information from the observation will be reviewed at a consultation panel by the senior leadership and Executive Principal to assess if school can meet need.

7.6 The Local Authority are notified of the panel decision via the hub, through a consultation response letter. If Best Futures School Panel decide the school are unable to meet the needs of the child, the process is complete at this stage. The Local Authority can re-consult and add additional information, this will start the process again.

7.7 If Best Futures School agree that the school can meet the needs of the pupil, the Local Authority are notified of the panel decision via the hub, through a consultation response letter. The Local Authority will inform the parent of the decision.

Best Futures School must agree to being named in a pupil's final statement of EHCP. An offer of a place is given with a start date and the proposed fee will be provided to the Local Authority. When the Local Authority confirms that the offer of a place is going to be accepted, an individual placement agreement in line with our national schools contract will be agreed and completed between Best Futures and the Local Authority.

7.8 The pre-placement process will typically consist of:

A member of the senior leadership team will meet with parents / carers to obtain up to date SEN needs information, including but not exclusive to the following areas:

- Previous placement
- Behaviour
- Academic ability
- Religious and cultural needs
- Parents' aspirations for the future / what they want the school to do
- Current multi agency involvement and recent assessments and or reports
- Family organisation.
- Health, recent assessments and or reports
- Valuing SEND assessment of complex needs
- Risk assessments

7.9 A transition integration plan will then be arranged with the child/parent/carer and current place of education. We recognise the importance of this initial contact with the school and that it should be a positive and successful experience, therefore Best Futures Independent School will be flexible and respond to differing needs where required.

7.10 The school must also be satisfied that the parents / carers of the child are supportive of the placement.

7.11 The parent or LA is responsible for making transport arrangements and will inform the school accordingly.

7.12 The school will send out an admissions pack which will include information about the school for both parents and pupil.

7.13 A baseline assessment will commence as soon as a pupil starts school. The length of time required to complete this assessment will vary, but it is usually completed within two months. Parental information, teacher observation and assessments carried out by appropriate professionals will contribute to this process. Pupils support plans will be developed and discussed with parents.

7.14 All children undergo annual reviews as laid down by the SEN Code of Practice.

8. Tribunals

Although parents can indicate to their local authority the school of preference to be named at section I of their child's Education and Health Care Plan, the authority may

not agree with the placement identified. In such circumstances parents have the right of appeal to the First-tier Tribunal (SEN & Disability).

9. Private Funding of Places

Best Futures Independent School is able to offer places to families who wish to independently fund the placement.

10. Communication and Confidentiality

All decisions relating to the proposed placement of any individual are confidential. There will be open and regular communication with relatives, carers and advocates, which acknowledge and respect the needs of each user.

The school will liaise with the local authority to ensure they are kept up to date.

11. References

Department for Education (2001) Special Educational Needs Code of Practice

[School admissions code - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Executive Principal	Dawn Best	Signature	<i>D H Best</i>		25.04.25
Office Manager	Tracey Allen	Signature	<i>T Allen</i>	Date	15/11/24
CIC Board	Rose Best	Signature	<i>Rose Best</i>	Date	20/11/2024