



Outcomes  
First Group



Hillingdon Grange  
SCHOOL

# Admissions Policy

## Hillingdon Grange School

## Document History

<b>Version</b>	<b>Comments/ amendments</b>	<b>Name</b>	<b>Date</b>
1	Issued 2025	MN	April 2025
2	Reviewed 2026	MN	May 2026

## **Introduction**

The policy supports the school statement of intent that every pupil should achieve their potential and develop an understanding of and respect for themselves and others. Hillingdon Grange School's vision is to create a safe, inclusive and nurturing environment where the curriculum is creative, sensory, meaningful and relevant to the children's present needs and future aspirations.

## **Rationale**

Hillingdon Grange School admits pupils with a range of special educational needs. Many of our children have conditions that have made it hard for them to be successful in a mainstream environment including Autism Spectrum Condition, ADHD, Speech Language Communication Needs and Sensory Processing Disorders along with other co-occurring needs. All children will have an Education and Health Care Plan that notes the nature of these difficulties. It is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the School to meet these safely, effectively and efficiently.

## **Aim**

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils whose special educational needs can be met effectively and in doing so ensure progress in all aspects of their development.

## **Objectives**

The objectives of the policy are that;

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at the school
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each pupil and representatives of LA's, social service departments and other interested professionals have a clear understanding of the opportunities on offer at Hillingdon Grange School
- Parents/Carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at Hillingdon Grange of School and are prepared to play their part in ensuring the success of any placement

## **Admissions process**

### **Stage 1**

Referrals made to Hillingdon Grange School will be made by Local Authorities (LA) to our admissions team. A range of detailed information concerning that pupil should accompany these referrals. Where this is not the case, the school will seek access to such information as soon as possible including information regarding the individual's Education, Health and Social background. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school. The Headteacher / Senior Leadership Team/ Admissions Coordinator will assess whether or not the school can meet the pupils needs and if so, arrange for a initial assessment at Hillingdon Grange. In some cases, we may offer to do an initial assessment at the pupils current school.

## Stage 2

For the initial assessment at Hillingdon Grange, potential pupils will be invited onsite for an assessment either in an appropriate class or 1:1 with therapists/ and or Senior Staff. Assessments range from 30 minutes to 3 hours according to potential pupils' needs and current school status.

During the initial assessment, following will be included:

- A discussion around the successes and challenges experienced by the child to date
- A discussion with parents and carers regarding their hopes and expected outcomes from the proposed school placement
- A discussion with the young person regarding their hopes and expected outcomes from the proposed school placement
- A tour of the school
- A discussion with senior staff concerning such issues as:
  - The school curriculum
  - The content of key School policies, including the school expectations for good behaviour and discipline and the physical management of pupils
  - An opportunity for each visitor to ask any questions they may have

## Stage 3

If, following these visits, all concerned are agreed that the pupil's needs can be met at Hillingdon Grange School and that the young person can be adequately supported with the planned resources available and that the pupil and parents/carers are committed to the placement, the school's admissions manager will write to the LA offering a place and arrangements will be made for admission.

Decisions will be made in line with the SEND Code of Practice:

- Special Needs: Can the school fully meet the child's needs?
- Resources: Would the placement be an efficient use of resources?
- Current pupils: Would the placement be compatible with the efficient education of the other pupils with whom the child will be educated?
- Peer Group: would the child/young person have an appropriate peer group?

## Admission Criteria

- The pupil is aged between 4 and 11 years of age
- The pupil will have an Education and Health Care Plan (EHCP)
- The EHCP will usually highlight that the pupil has Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD) resulting in difficulties in communicating, social communication and regulating emotions
- The pupil will normally have been assessed as within the average ability range of educational functioning. (In some cases, pupil's levels of ability as measured using psychometric tests may prove difficult. In these cases the School will base its judgements on its ability to meet needs)
- The pupil may have learning difficulties and/or low attainment that are associated with the needs highlighted on their statement or EHCP
- The pupil may have one or more specific learning difficulties
- The pupil will express a commitment to the placement

- The pupil's parents/carers will express a commitment to the placement
- For all "Looked After Children", there must be permanently named carers and a permanent home base for the pupil, available at any time throughout the year

### **The Local Authority will**

- Provide the School with all current advice and information concerning the pupil
- Nominate Hillingdon Grange School in Section IV of any statement or Section 1 of an EHCP
- If required, agree contractual arrangements for transporting the pupil to and from Hillingdon Grange School
- Make any arrangements for transporting the pupil to and from Hillingdon Grange School

### **Placement start**

#### **Admissions meeting**

Once the Local Authority confirms they have accepted the offer/costings of placement, Hillingdon Grange School will write to parents/carers to confirm admission meeting details and the agreed start date. Parents/Carers will be sent admissions documents prior to the meeting to complete and return on the day. This will include providing 3 emergency contacts and details of any Medical Needs/Allergies.

#### **Transition timetable**

Hillingdon Grange School may propose a staggered start, with a reduced timetable which gradually increases, with the aim of achieving best outcomes for the pupil. Details of this plan will be agreed with parents/carers at the admission meeting and shared in writing prior to the start date. with parents and Local Authority, including sharing any visual timetables/resources required to support the child/young person.

Transition plans are reviewed regularly by leaders. Pupils' engagement in lessons, attendance and behaviour will be closely monitored, including in class observation and data review. Hillingdon Grange School aim for transitions to be completed within 6 weeks/ one half term of a placement commencing. The decision to extend a transition plan could be made by Hillingdon Grange School, in discussion with parents/carers and the Local Authority, should this be evidenced to be in the best interests of the child/young person. Any extension to a reduced timetable will be reviewed regularly by leaders, with the aim of increasing full-time as soon as is reasonably practicable, to achieve best outcomes for the child/young person.

Parents are responsible for making transition arrangements with the SEN transport teams relevant to their boroughs. Please inform the school accordingly.



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