



HOPEBRIGHT

S C H O O L

Admissions Policy

Publication Date: September 2026

Review Date: September 2027



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Policy Owner: Headteacher

Applies to: All staff, Local Authorities, parents/carers, and stakeholders

1. Legal and Regulatory Framework

This policy has been developed in accordance with:

- Children and Families Act 2014 (Part 3 – Special Educational Needs and Disabilities)
- SEND Code of Practice: 0 to 25 years (2015)
- The Special Educational Needs and Disability Regulations 2014
- The Education (Independent School Standards) Regulations 2014 (**as amended**)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) (latest version)

Hopebright School (Bolton) is an independent specialist school **and admits pupils** placed by Local Authorities through an Education, Health and Care Plan (EHCP).

2. School Context

Hopebright School (Bolton):

- Provides education for pupils with a **primary diagnosis of Autism Spectrum Disorder (ASD)**
- Admits pupils with an **EHCP**
- Does **not make provision for pupils whose primary need is a physical disability**
- Delivers a specialist, structured environment tailored to autism

Admissions are made **through Local Authority consultation under Section 39 of the Children and Families Act 2014.**

3. Principles Underpinning Admissions

The school will ensure that:

- All admissions decisions are **lawful, transparent, and non-discriminatory** in line with the **Equality Act 2010**
- Placement decisions are based on whether the school can:
 - Meet the pupil's **identified needs**
 - Safeguard the **efficient education of others**
 - Use resources in a way that is **compatible with efficient education** (Children and Families Act 2014, s.39(4))

- Pupils are admitted only where the placement is **appropriate, safe, and sustainable**
- The views of the **child, parents/carers, and professionals** are considered in line with the **SEND Code of Practice (2015), Sections 1.1–1.7**

4. Admissions Criteria

Hopebright School will consider admission where:

- The pupil has a **current EHCP**
- The primary identified need is **Autism Spectrum Disorder (ASD)**
- The school can reasonably meet needs as specified in **Section B and Section F of the EHCP**
- The placement is compatible with:
 - The provision of efficient education for other pupils
 - The efficient use of resources

The school will not admit pupils where:

- The primary need is a physical disability requiring specialist physical access or medical provision beyond the school's capacity
- Needs fall outside the school's specialist autism provision

5. Admissions Process (Local Authority Led)

Admissions are initiated through **Local Authority consultation**.

5.1 Consultation Process

Upon receipt of consultation, the school will:

- Acknowledge receipt promptly
- Review all documentation in line with SEND Code of Practice (2015), Section 9.78–9.90
- Respond within statutory timescales (typically 15 days)

5.2 Information Required

The following must be provided:

- Current EHCP
- Most recent Annual Review documentation
- Educational attainment and progress data
- Behaviour and risk assessments
- Professional reports (e.g. Educational Psychologist, CAMHS, SALT, OT)
- Attendance and exclusion history
- Parental/carers views

6. Assessment of Placement Suitability

The Headteacher (or delegated senior leader) will assess whether:

- The school can **meet all specified provision** within the EHCP
- Reasonable adjustments can be made where required (**Equality Act 2010**)
- The placement would:
 - Be appropriate for the pupil
 - Not negatively impact other pupils
 - Be deliverable within available resources

Where additional provision is required, the school will confirm that this can be secured prior to admission or within an agreed timeframe with the Local Authority.

7. Decision Making

Following assessment, the school will:

- Accept the consultation and offer a placement; or
- **Decline the consultation**, providing clear written reasons in line with:
 - Children and Families Act 2014, Section 39(4)

Reasons for refusal may include:

- Inability to meet needs as specified in the EHCP
- Incompatibility with the efficient education of others
- Inefficient use of resources

8. Pre-Admission Arrangements

Before admission:

- Funding agreements must be finalised with the Local Authority
- Transport arrangements confirmed (where applicable)
- All required documentation must be completed, including:
 - Consent forms
 - Medical information
 - Safeguarding information

The school will ensure compliance with **KCSIE** in all safeguarding arrangements prior to admission.

9. Induction and Initial Placement Period

All pupils will receive a structured induction, including:

- Transition planning
- Gradual integration where appropriate
- Allocation of key staff

Within the first **two weeks**, the school will:

- Develop initial **risk assessments and behaviour support plans**
- Begin baseline assessments

10. Post-Admission Review

An initial review will take place within **6–12 weeks**, in line with good practice outlined in the **SEND Code of Practice (2015)**.

This review will:

- Evaluate placement suitability
- Review baseline assessment outcomes
- Confirm provision detailed in the EHCP
- Agree any necessary adjustments

All stakeholders will be involved, including:

- Parents/carers
- Local Authority
- Relevant professionals

11. Record Keeping and Compliance

The school will:

- Maintain accurate admissions records in line with:
 - **Data Protection Act 2018 / UK GDPR**
- Ensure all documentation is securely stored
- Retain records for inspection by **Ofsted and relevant authorities**

12. Monitoring and Review

This policy will be:

- Reviewed annually
- Updated in line with legislative or regulatory changes
- Approved by the Proprietor/Board

Appendix 1: Admissions Process Overview

Hopebright School (Bolton) Admissions Process – Overview

