



Admissions Policy

Aims

Before admitting a young person to The Fitzroy Academy, the following must be taken into consideration:

- That the placement meets the needs of the student giving due consideration to their age, diverse experiences of education and varying level of functioning and understanding.
- That the placement does not create a potential for significant harm to the young person or another young person or a member of staff which cannot reasonably be managed by the school.

In making this decision the Directors and Head Teacher will base their final decision on knowledge and information about the individual, ensuring an ethos of equal opportunity and anti-discrimination.

The Fitzroy Academy has been set up to meet the needs of the following groups of learners:

- 7 – 18-year-olds with Education, Health and Care plans (EHCPs) or Individual Development Plans (IDPs)
- Students considered to be on the autistic spectrum and/or with moderate/severe learning difficulties
- Students without medical needs which require specific provision of facilities

Please note that this does not prevent us from providing fully for any students suffering with short term medical difficulties.

Referrals

Students may be referred to The Fitzroy Academy at any time during the academic year. Referrals may come in different ways:

- As part of a residential package provided with New Reflexions. Placements will be on a full-time basis for 39 or 52 weeks of the year. Students may live in New Reflexions provisions off-site from the school
- Via a Local Authority through a consultation process as a day student

School Admissions criteria

- Children must be aged between 7 and 18 years to attend the school (Y3 – Y13)
- Children will have an Education, Health and Care plan (EHCP), Individual Development Plan (IDP) or are under assessment.
- Children's primary need will be learning disabilities including, but not limited to, autistic spectrum conditions, moderate to severe learning difficulties and associated needs

As much information as is available will be sought at the point of referral to enable The Fitzroy Academy to assess the appropriateness of the provision for the student.

Information considered will include:

- Personal details
- Health needs
- Educational history, needs (including any special educational needs), most recent placement, assessment records, school records

- Risk issues, level of supervision required, behavioural history, child protection issues
- Expectations and requirements sought by the placing authority in relation to the placement
- Views of the young person's parents/carers and social worker
- The young person's legal status
- Personal and family history of relevance to the placement

The information provided will assist the Directors and Head Teacher in their assessment of the suitability of the provision offered at the Fitzroy Academy to the student's needs. They will also consider whether the school has sufficient staffing to meet the needs of the student. Measures of control, discipline and restraint used at The Fitzroy Academy should be made clear to the placing authority, young person and parents/carers.

It is recommended that the time taken from the point at which the student becomes resident at the company or in the case of day students the confirmation of their placement, to the initial visit to school be no more than five school days. A starting date should usually be set within the next five days; however, consideration must also be given to whether the student is ready to begin school. Some students need time to settle into their care placements before attending school. Phased transitions into the school can be facilitated if required to meet the needs of the student.

Admission

Once the student has been accepted an initial meeting will be organised, this will serve as part of the student's induction process. Consideration will need to be given to the student's emotional state, attitude to school and previous attendance patterns, so that a programme can be designed to meet their personal needs. It may be appropriate to begin the student on an integration plan to build up to a full programme.

During their placement and at the most appropriate time, the student will undertake a number of baseline assessments to clarify their educational needs and to construct a learning profile to assist teachers in adapting lessons to ensure the student makes progress from their starting point.

Admission procedure:

1. School is notified of a new referral and receives paperwork.
2. In the case of a day student agreement around appropriate support in school, use of physical intervention and procedures for writing up notifiable incidents is obtained.
3. Student takes up residence within the company, or in the case of a day student, LEA/school confirms placement.
4. Consent, information and contact forms issued to person holding parental responsibility
5. Within one school week – discuss with house manager/parent appropriate timeline for introducing the individual to school, including whether this needs to be on a full or integration timetable.
6. Carry out induction meeting with student and/or parent/carer.
7. Arrange some taster sessions to introduce the student to teachers and establish working relationships.
8. Complete appropriate assessments for the individual student to receive appropriate and needs led teaching.

9. Ensure all relevant paperwork is in place and shared with the class teams – Individual Management Plan (IMP), Risk Assessments (RA) and Individual Learning Plan (ILP).
10. DSL requests secure transfer of child protection and safeguarding records from previous education placement within 5 days of the placement commencing, in line with 'Keeping Children Safe in Education 2026'

<i>Last Reviewed</i>	<i>August 2026</i>
<i>Next review due</i>	<i>August 2027</i>
<i>Reviewed by</i>	<i>Head Teacher</i>