

Creating Tomorrow Academies Trust Admissions Policy



Purpose

This document defines the approach across our Trust towards school admissions, specifically for children and young people with Education, Health and Care (EHC) plans. Creating Tomorrow Multi-Academy Trust expects that all schools adhere to this framework to ensure that learners and their families experience a transition that is sensitive, predictable, and understandable. The aim is to ensure that admissions are trauma-informed and rights-respecting, prioritising the best interests of the child and building a sense of physical and emotional safety, trustworthiness, and transparency from the first point of contact.

Role	Purpose
Trustees and Governors	To provide Trust-wide and school-level assurance that the admissions process is lawful, rights-respecting, and complies with the School Admissions Code. They ensure that the policy is reviewed annually and that consistent, accountable practice is embedded across all schools to protect the wellbeing and dignity of prospective learners and their families
Leaders (Headteachers & SLT)	To guide the admissions process by making final decisions on placements in consultation with the Senior Leadership Team. They ensure that the school can meet the child's needs and that the environment allows the student to succeed and thrive. Leaders are responsible for managing Local Authority brokerage, ensuring signed funding agreements are in place, and overseeing that the transition process remains trauma-informed and collaborative
Staff (SENCOs & Admissions Teams)	To support families and learners through the practical stages of transition. This includes managing initial contact, facilitating school visits, and conducting relational assessments in the student's current setting to understand their successes. Staff are responsible for providing bespoke transition tools and ensuring the "Voice of the Child" is heard through age-appropriate and accessible methods.

Compiled by: CEO	Date: May 26
Committee: Standards Committee	Date agreed by Trustees: May 26
Review Cycle: Annually	Review Date: Apr 27

Wellbeing in our Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
 - *08000 856 148*
 - *educationsupport.org.uk*

We are committed to continuous improvement. All Trust policies are reviewed for their impact on staff wellbeing, ensuring our values are reflected not only in what we say, but in what we do.

Together, we create tomorrow by caring for one another today.

Contents

1. Introduction and Aims	3
2. Legislation, Statutory Requirements, and Rights	4
3. Vision and Values.....	4
4. Admissions Statement	5
4.1 School Specialisms and Primary Needs	5
4.2 Allocation of Places	6
5. Admissions Procedures.....	6
5.1 Initial Contact.....	6
5.2 Visits	7
5.3 LA Brokerage	7
5.4 Assessment	7
5.5 Placement Offer	7
5.6 The Student’s Voice	7
6. Admissions Planning.....	7
7. Appeals.....	7
8. Review and Monitoring	8

1. Introduction and Aims

We understand that transitions are significant life events; we aim to work with families to reduce anxiety and build a sense of predictability and safety. Many of our learners and their families may have experienced educational or personal trauma. We aim to be trauma-informed in our approach to admissions, prioritising physical and emotional safety, trustworthiness, and transparency from the first point of contact.

Creating Tomorrow Academies Trust Admissions Policy

2. Legislation, Statutory Requirements, and Rights

This policy is based on Department for Education (DfE) advice and complies with:

- School Admissions Code 2021
- School Admission Appeals Code
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years
- UN Convention on the Rights of the Child (UNCRC)

As a rights respecting Trust, we ensure that the best interests of the child are a top priority in all admission decisions (Article 3) and that every child has the right to an education that develops their personality and talents to the full (Article 29)

As academies, all our schools are required by their funding agreements to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998. This policy complies with our funding agreement and articles of association.

3. Vision and Values

“Helping to Create Everyone’s Tomorrow”





Our vision applies equally to our learners, teams and the wider community; empowering them to be ever more independent and autonomous in their lives.

Whether that’s a young person being able to communicate their wants and needs effectively, navigating living independently, or settling in the workplace, our vision is to enable our students to become confident, responsible and successful adults.

We honour the intrinsic value of every individual. During admissions, this means treating every family story with the highest level of dignity and fairness, placing relationships at the heart of the transition.

Community is core to what we do, we work in partnership with families from the very first visit, recognising them as experts on their child. We foster a sense of belonging before the child even starts, ensuring they feel part of our community from the moment a place is discussed. As well as working with families, we recognise the importance of working with other agencies, and community partners to ensure our students have the skills and opportunities to develop and utilise powerful skills and knowledge, and showcase how successful they can be, not what they can’t do. Together, we empower everyone to shape a better tomorrow for our learners.

Creating Tomorrow Academies Trust Admissions Policy

Respect 	Inclusion 	Community 	Empowerment 
We honour each other's contributions and differences	Everyone belongs and feels valued	We grow stronger together	We enable each other to succeed and thrive
Dignity, fairness, and recognition of the intrinsic value of every individual with relationships at the heart	Championing participation and equity, ensuring that all learners are included, challenging discrimination and advocating for everyone	Fostering collaboration, mutual responsibility, and shared success within each school and the college, and across the Trust; for all stakeholders, the community, and the wider system; developing the bonds, ties, and networks that promote success	Developing a shared responsibility for each other; enabling autonomy, growth, and contribution from each of our schools and college, their learners, families, staff, and leaders; working with individuals and organisations, whilst always holding our values, vision and mission in mind

4. Admissions Statement

The relevant Local Authority (LA) acts as the school admissions authority: West Northamptonshire for Daventry Hill, Kings Meadow, and The Gateway; and North Northamptonshire for Isebrook and Wren Spinney. In accordance with LA policy, all children and young people admitted to Trust schools must have an Education, Health and Care (EHC) Plan.

4.1 School Specialisms and Primary Needs

To be considered for a place, a child's needs must align with the specific school's specialism:

Daventry Hill School (Ages 4–18)

- Supports young people with significant cognition and learning difficulties. It is not suitable for those with significant SEMH needs.
- Please see the [school website](#) or [West Northants Local Offer](#) for further information.

Isebrook School (Ages 11-18)

- Supports young people whose primary need must be Cognition & Learning; students are generally working at least 5 years below their chronological age.
- Some students may have additional needs such as ASD, ADHD, sensory difficulties (such as visual, or hearing impairment), physical disabilities, or difficulties with their social emotional and mental health needs.
- Isebrook is not suitable for students with significant SEMH needs.
- Please see the [school website](#) or [North Northants Local Offer](#) for further information.

Creating Tomorrow Academies Trust Admissions Policy

Kings Meadow School (Ages 5–11)

- Specialist primary for pupils with Social, Emotional and Mental Health (SEMH) difficulties.
- Kings Meadow does not have suitable provision for pupils with a clinical diagnosis of ASD.
- Please see the [school website](#) or [West Northants Local Offer](#) for further information.

The Gateway School (Ages 11-16)

- An inclusive setting supporting young people with SEMH difficulties.
- Please see the [school website](#) or [West Northants Local Offer](#) for further information.

Wren Spinney School (Ages 11-18)

- Wren Spinney School is for pupils whose primary needs are Cognition and Learning:
 - Profound Multiple Learning Disabilities (PMLD)
 - Severe Learning Difficulties (SLD)
 - Complex Learning Disabilities (CLD)
- In addition to these primary needs, some students may also experience:
 - Communication and Interaction Needs: These can include conditions like Autism or challenges related to Speech, Language, and Communication
 - Sensory and/or Physical Needs: This category encompasses a wide range of conditions, from Cerebral Palsy and hearing impairments to multi-sensory impairments, physical disabilities, or vision impairments
- Wren Spinney School is not equipped to cater to the needs of pupils who:
 - Have Moderate Learning Difficulties (MLD)
 - Have Social, Emotional and Mental Health Needs (SEMH) as a primary need
 - Have behaviours that can be of high risk to the rest of our cohort, who by the nature of their needs can be highly vulnerable
 - Are working above the cognitive age of four
- Please see the [school website](#) or [North Northants Local Offer](#) for further information

4.2 Allocation of Places

All admissions depend on place availability within the appropriate learning peer group. While parental choice is recognised and out-of-catchment referrals are considered, priority is given to residents within the school's respective Local Authority.

5. Admissions Procedures

The Trust ensures admission procedures are sensitive, predictable, and understandable, and though individual schools may have additional processes, in general the procedures are as follows:

5.1 Initial Contact

Prospective admissions are dealt with by the school's Leadership Team or SENCO.

Creating Tomorrow Academies Trust Admissions Policy

5.2 Visits

Families are strongly encouraged to visit and discuss needs before naming the school as a preference.

5.3 LA Brokerage

All requests must be brokered through the relevant Local Authority EHC Team.

5.4 Assessment

Schools may carry out assessments or visit the student in their current setting to ensure their needs can be met. Assessments are not merely to determine 'suitability' but to begin the process of collaboration. We visit students in their current settings to understand their 'successes' and what helps them feel included and valued, rather than focusing on 'what they can't do'.

5.5 Placement Offer

Once named by the LA, the school provides planned opportunities for the child to visit and meet new teachers. To ensure the transition is predictable and understandable, we provide bespoke transition tools (such as visual schedules or social stories) to help the child feel safe and prepared before their start date.

5.6 The Student's Voice

We are committed to hearing the views of the child. We understand that not all our students have formal modes of communication, and some of our students are at the early stages of development. However, for prospective students to share their hopes, fears, and preferences about their new school setting we aim to capture child voice through age-appropriate and accessible methods, or via advocacy with those adults who know the student best.

Please see appendix 1 for [insert school's name] specific procedures for admissions and transition
This sentence will only be used where a school wishes to include additional information and will appear within their own policy list

6. Admissions Planning

The Headteacher, in consultation with the Senior Leadership Team, is responsible for all admission decisions. A student will not be admitted until a signed agreement of the funding level is completed by the responsible LA.

The Headteacher may decline a request if the placement would not be in the best interests of the child's wellbeing or if the school cannot provide the specific environment required for them to succeed and thrive. The Headteacher reserves the right to decline a request if the school cannot meet the child's needs or if the placement is incompatible with the efficient education of others.

7. Appeals

As the LA is the admissions authority, any appeal regarding a placement must be lodged through the SEN tribunal process. Parents generally have two months from the date of naming to appeal.

8. Review and Monitoring

The school reserves the right to review a placement if the child's needs change significantly and the school is no longer suitable; this occurs through the Annual Review process. This policy is reviewed annually by the Trust Board, delegated to the appropriate committee.