



# SENtre ADMISSIONS POLICY

## Abstract

The processes and procedures to enable children to be admitted to the provision.  
Version Control: 4th February 2026 v1

C. Conway  
Manager@thesentre.co.uk



[www.thesentre.co.uk](http://www.thesentre.co.uk)

## Table of Contents

<b>SENtre Admissions Policy</b> .....	<b>3</b>
<b>1. Purpose of the policy</b> .....	<b>3</b>
<b>2. Legal and statutory framework</b> .....	<b>3</b>
<b>3. Admissions principles</b> .....	<b>4</b>
<b>4. Who SENtre admits</b> .....	<b>4</b>
<b>5. Types of placement offered</b> .....	<b>5</b>
<b>6. Admissions criteria (suitability assessment)</b> .....	<b>5</b>
SENtre will consider: .....	5
SENtre may decline a placement if: .....	5
<b>7. Referral and admissions process</b> .....	<b>6</b>
Stage 1 – Referral.....	6
Stage 2 – Information review and assessment .....	6
Stage 3 – Planning meeting.....	6
Stage 4 – Decision .....	6
<b>8. EHCP-named placements</b> .....	<b>7</b>
<b>9. Equality, reasonable adjustments, and accessibility</b> .....	<b>7</b>
<b>10. Safeguarding and safer admissions</b> .....	<b>7</b>
<b>11. Attendance and engagement</b> .....	<b>7</b>
<b>12. Transition and exit planning</b> .....	<b>7</b>
<b>13. Complaints and representations</b> .....	<b>8</b>
<b>14. Data protection</b> .....	<b>8</b>
<b>15. Policy review</b> .....	<b>8</b>
<b>Appendix 1: SENtre Admissions Procedure</b> .....	<b>9</b>
<b>1. Purpose</b> .....	<b>9</b>
<b>2. Roles and responsibilities</b> .....	<b>9</b>
<b>3. Admissions process</b> .....	<b>9</b>
Stage 1 – Referral received .....	9
Stage 2 – Information gathering .....	9
Stage 3 – Assessment and risk review .....	10
Stage 4 – Planning meeting.....	10
Stage 5 – Decision and offer .....	10
Stage 6 – Admission and induction .....	11
<b>Appendix 2: SENtre Referral Form</b> .....	<b>12</b>
<b>Child details</b> .....	<b>12</b>
<b>Education details</b> .....	<b>12</b>
<b>SEND profile</b> .....	<b>12</b>
<b>Health and therapy</b> .....	<b>12</b>
<b>Safeguarding information</b> .....	<b>12</b>
<b>Placement request</b> .....	<b>12</b>

Consent .....	13
<b>Appendix 3: EHCP Placement Addendum .....</b>	<b>14</b>
1. Purpose .....	14
2. Alignment with EHCP .....	14
3. Review and reporting.....	14
4. Partnership working .....	14
5. Changes to placement .....	14
6. Safeguarding and attendance .....	14
7. Review of addendum .....	15
<b>Appendix 4: SENtre Placement Agreement.....</b>	<b>16</b>
1. Purpose of this agreement.....	16
2. Parties to the agreement .....	16
3. Child details .....	16
4. Nature of the placement.....	16
5. Outcomes and provision.....	17
6. Roles and responsibilities .....	17
SENtre will: .....	17
Parents/carers will:.....	17
The Local Authority (where applicable) will:.....	17
7. Attendance and engagement .....	17
8. Safeguarding.....	18
9. Health and medical needs .....	18
10. Review of placement .....	18
11. Changes, suspension, or ending of placement.....	18
12. Complaints and dispute resolution .....	18
13. Data protection and confidentiality .....	19
14. Signatures.....	19

# SENtre Admissions Policy

*(SEND Non-School Provision – Ages 5–10)*

**Provision name:** SENtre

**Age range:** 5–10 years

**Primary need:** Autism Spectrum Condition (ASC) and related SEND

**Type of provision:** Non-school SEND provision offering integrated **therapy and specialist tuition**

**EHCP placements:** Yes – SENtre accepts **Local Authority and EHCP-named placements**

**Policy owner:** Head of SENtre

**Designated Safeguarding Lead (DSL):** Charlene Conway

**SEND Lead:** Charnel Conway

**Date adopted:** 25/02/2026

**Review cycle:** Annual or upon changes to statutory guidance

---

## 1. Purpose of the policy

This Admissions Policy sets out how SENtre admits children in a way that is:

- lawful, transparent, and fair
- centred on the **best interests of the child**
- compliant with current **Department for Education (DfE)** legislation and guidance
- aligned with expectations for **SEND non-school provisions**, including those named in **Education, Health and Care Plans (EHCPs)**

SENtre recognises that children with autism and related needs often require **highly individualised pathways**. Admission decisions are therefore based on **need, safety, suitability, and capacity**, rather than diagnosis alone.

## 2. Legal and statutory framework

This policy is informed by and operates in accordance with:

- [Children and Families Act 2014](#) – Part 3
- [SEND Code of Practice 0–25](#)
- [Education Act 1996](#) (where applicable)
- [Alternative Provision Statutory Guidance](#)
- **Non-school Alternative Provision: Voluntary National Standards (DfE)**
- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- **Working Together to Safeguard Children (2023)**

### 3. Admissions principles

SENtre’s admissions process is guided by the following principles:

1. **Child-centred decision-making**

The views, needs, strengths, and vulnerabilities of the child are central to all decisions.

2. **Safety and suitability first**

A placement will only be offered where SENtre can meet the child’s needs **safely, consistently, and effectively**.

3. **Equality and inclusion**

SENtre does not discriminate on the basis of disability and will make **reasonable adjustments** to support access wherever possible.

4. **Transparency and partnership**

Admissions decisions are made in collaboration with parents/carers and commissioners, with clear written outcomes.

5. **Right provision, right time**

SENtre recognises that not all placements are appropriate at all times and will not accept placements that it cannot meet well.

### 4. Who SENtre admits

SENtre considers admissions for children who:

- are aged **5–10 years**
- have autism and/or related communication, sensory, social, emotional, or learning needs
- may display anxiety-based behaviours, demand avoidance, or distress linked to unmet need

- may require a **blend of therapeutic intervention and specialist education**

Children may be admitted:

- with an **EHCP** (including SENtre being **named** by the Local Authority)
- while awaiting EHCP assessment
- as part of a transition, reintegration, or longer-term specialist placement

## 5. Types of placement offered

SENtre may offer:

- **Full-time placements**
- **Part-time or phased placements**
- **Therapy-led placements**
- **Education-led placements with integrated therapy**

All placements are individually planned and outcome focused.

## 6. Admissions criteria (suitability assessment)

A placement will only be offered where SENtre is satisfied it can meet the child's needs effectively.

### **SENtre will consider:**

- the child's **communication profile**, sensory needs, and emotional regulation
- learning profile and cognitive needs
- EHCP outcomes and provision (where applicable)
- behaviour as communication, including risk of harm or distress
- health needs and medical plans
- staffing ratios and specialist expertise required
- environmental needs (e.g. low arousal, predictability)
- compatibility with existing cohort (where group learning is used)

### **SENtre may decline a placement if:**

- needs exceed SENtre's safe staffing or expertise
- essential information is withheld or unavailable
- risks cannot be safely managed
- SENtre is at capacity

Where a placement is declined, SENtre will provide **clear written reasons** and, where possible, constructive alternatives.

## 7. Referral and admissions process

### Stage 1 – Referral

Referrals may be made by:

- Local Authorities
- Schools
- Parents/carers (with LA involvement where EHCP-related)

A referral pack will be issued requesting:

- EHCP (if applicable)
- professional reports
- safeguarding information
- medical and therapy information

### Stage 2 – Information review and assessment

SENtre will:

- review all documentation
- carry out a **baseline assessment**
- complete a **risk assessment**
- consult with parents/carers and professionals

### Stage 3 – Planning meeting

A planning meeting may be held to agree:

- placement type and hours
- therapy and tuition balance
- staffing and support needs
- transition and induction arrangements
- review points and success criteria

### Stage 4 – Decision

A written decision will confirm:

- offer or refusal
- proposed start date
- funding and commissioning arrangements
- conditions or phased entry (if applicable)

## 8. EHCP-named placements

Where SENtre is named in an EHCP:

- provision will be aligned to **Section F outcomes**
- SENtre will contribute to **annual reviews**
- Progress will be monitored and reported to the LA
- SENtre will work collaboratively with the LA and family to ensure statutory duties are met

## 9. Equality, reasonable adjustments, and accessibility

In line with the Equality Act 2010, SENtre will make reasonable adjustments such as:

- flexible start times
- sensory adaptations
- communication supports
- adapted curriculum delivery
- additional adult support (commissioned where required)

## 10. Safeguarding and safer admissions

Safeguarding is integral to admissions.

SENtre will:

- obtain relevant safeguarding information prior to start
- ensure DSL-to-DSL communication where applicable
- maintain clear reporting and escalation procedures
- follow **Keeping Children Safe in Education** at all times

A placement will not commence until safeguarding arrangements are secure.

## 11. Attendance and engagement

SENtre recognises that attendance for autistic children may fluctuate due to anxiety or unmet need.

- attendance is monitored daily
- patterns of concern are discussed promptly with commissioners and families
- attendance expectations are individualised and reviewed regularly

## 12. Transition and exit planning

Transitions are planned from the outset.

SENtre will provide:

- gradual transitions where needed
- transition reviews and handover reports
- recommendations for next steps

## 13. Complaints and representations

Parents/carers and commissioners may raise concerns via SENtre's **Complaints Policy**.

SENtre will:

- respond promptly and fairly
- cooperate with LA SEND dispute resolution processes where applicable

## 14. Data protection

All admissions data is handled in accordance with data protection legislation. Information is shared lawfully and proportionately, particularly where safeguarding is concerned.

## 15. Policy review

This policy will be reviewed:

- annually
- following legislative changes
- following significant operational change

# Appendix 1: SENtre Admissions Procedure

## 1. Purpose

This Admissions Procedure sets out the step-by-step process SENtre follows to ensure that all admissions decisions are child-centred, lawful, safe, and aligned with SEND statutory guidance and non-school provision expectations.

This procedure should be read alongside the SENtre Admissions Policy.

## 2. Roles and responsibilities

### Head of SENtre

- Overall responsibility for admissions decisions
- Ensures placements are safe, suitable, and resourced

### SEND Lead

- Coordinates assessment and planning
- Reviews EHCP outcomes and suitability

### Designated Safeguarding Lead (DSL)

- Reviews safeguarding information
- Confirms safeguarding arrangements prior to admission

## 3. Admissions process

### Stage 1 – Referral received

Referrals may be received from:

- Local Authorities
- Schools
- Parents/carers (with LA involvement where appropriate)

Upon receipt, SENtre will:

- Acknowledge the referral in writing
- Issue a Referral Pack
- Request consent for information sharing

### Stage 2 – Information gathering

The following information is requested as applicable:

- Education, Health and Care Plan (EHCP)
- Latest annual review paperwork
- Professional reports (e.g. EP, SALT, OT)
- Attendance and engagement history
- Behaviour or risk information
- Safeguarding chronology (summary)
- Medical and therapy information

Incomplete referrals may delay decision-making.

### Stage 3 – Assessment and risk review

SENtre will:

- Carry out an initial baseline assessment
- Complete a risk assessment
- Consider staffing, environment, and capacity
- Consult with parents/carers and professionals

Where appropriate, an assessment visit or observation may be arranged.

### Stage 4 – Planning meeting

A planning meeting may be held with:

- Local Authority or school representative
- Parents/carers
- SENtre staff
- Relevant professionals

The meeting will agree:

- Placement type and hours
- Balance of therapy and tuition
- Staffing and support levels
- Transition and induction arrangements
- Review dates and success criteria

### Stage 5 – Decision and offer

SENtre will provide a written decision confirming:

- Offer or refusal
- Proposed start date
- Placement details and conditions
- Funding and commissioning arrangements

Where a placement is declined, clear reasons will be given.

## Stage 6 – Admission and induction

Before admission:

- A named key worker is allocated
- Safeguarding information is confirmed
- An individual learner plan is created
- An induction plan is agreed

## Appendix 2: SENtre Referral Form

### Child details

- Child's name:
- Date of birth:
- Current address:
- Parent/carer name(s):
- Contact details:

### Education details

- Current school or provision:
- Year group:
- Is the child known to the Local Authority? (Yes/No)
- EHCP in place? (Yes/No / Assessment ongoing)

### SEND profile

- Primary need(s):
- Secondary need(s):
- Communication profile:
- Sensory needs:
- Emotional regulation needs:
- Behaviour as communication (if relevant):

### Health and therapy

- Diagnoses (if applicable):
- Medical needs:
- Medication:
- Therapy involvement (e.g. SALT, OT):

### Safeguarding information

- Known safeguarding concerns? (Yes/No)
- If yes, brief summary:
- Social worker details (if applicable):

### Placement request

- Requested start date:
- Full-time / Part-time / Phased:
- Reason for referral:
- Desired outcomes:

## Consent

I confirm that I have consent to share the above information for the purpose of assessing suitability for placement at SENTre.

Name:

Signature:

Date:

# Appendix 3: EHCP Placement Addendum

## 1. Purpose

This addendum applies where SENtre is named in a child's Education, Health and Care Plan (EHCP) or delivers provision specified within Section F.

## 2. Alignment with EHCP

SENtre will:

- Deliver provision aligned to Section F of the EHCP
- Work towards agreed EHCP outcomes
- Use evidence-based and autism-informed approaches

## 3. Review and reporting

SENtre will:

- Monitor progress against EHCP outcomes
- Provide written reports for annual reviews
- Attend review meetings as agreed with the Local Authority

## 4. Partnership working

SENtre will work collaboratively with:

- The Local Authority
- Parents/carers
- Schools and other professionals

## 5. Changes to placement

Any proposed changes to placement, hours, or delivery model will be discussed with the Local Authority and parents/carers and reviewed through appropriate statutory processes.

## 6. Safeguarding and attendance

SENtre will:

- Maintain safeguarding responsibilities in line with statutory guidance
- Monitor attendance and engagement
- Report concerns promptly to the commissioning Local Authority

## 7. Review of addendum

This addendum will be reviewed:

- As part of the annual EHCP review
- Following significant change in need or provision

# Appendix 4: SENtre Placement Agreement

## 1. Purpose of this agreement

This Placement Agreement sets out the terms under which a child attends SENtre. It sits alongside:

- the SENtre Admissions Policy and Admissions Procedure
- the child's Education, Health and Care Plan (EHCP), where applicable
- the EHCP Placement Addendum

This agreement clarifies roles, responsibilities, expectations, and safeguards for all parties.

## 2. Parties to the agreement

This agreement is between:

- **SENtre** (the provider)
- **The Parent(s)/Carer(s)**
- **The Commissioning Local Authority** (where applicable)

## 3. Child details

- Child's name:
- Date of birth:
- EHCP status: (EHCP in place / assessment ongoing / none)
- Local Authority:
- SENtre start date:
- Review date:

## 4. Nature of the placement

The placement is:

- Full-time / Part-time / Phased (delete as appropriate)
- Therapy-led / Education-led / Integrated

The agreed provision includes:

- Specialist tuition tailored to the child's learning profile
- Therapeutic input appropriate to need (e.g. SALT, OT-informed practice, regulation support)
- Individualised planning and review

The precise balance of therapy and tuition will be set out in the child's individual plan and reviewed regularly.

## 5. Outcomes and provision

Where the child has an EHCP:

- SENtre will deliver provision aligned to Section F
- Provision will be outcome-focused and evidence-informed
- Progress will be reviewed against EHCP outcomes

Where the child does not yet have an EHCP:

- SENtre will work towards agreed interim outcomes
- Evidence may be contributed to statutory assessment processes where requested

## 6. Roles and responsibilities

### **SENtre will:**

- Provide a safe, nurturing, and structured environment
- Deliver agreed tuition and therapeutic support
- Monitor progress, attendance, and engagement
- Communicate regularly with parents/carers and commissioners
- Uphold safeguarding and welfare responsibilities

### **Parents/carers will:**

- Share relevant information promptly and honestly
- Support attendance and engagement
- Inform SENtre of changes in circumstances or health
- Work in partnership with SENtre and the Local Authority

### **The Local Authority (where applicable) will:**

- Ensure appropriate funding and commissioning arrangements
- Review placement suitability through statutory processes
- Lead on EHCP reviews and amendments

## 7. Attendance and engagement

SENtre recognises that children with autism may experience fluctuating attendance due to anxiety or unmet need.

- Attendance expectations are individualised
- Patterns of concern will be discussed collaboratively
- Persistent non-attendance will be escalated to the Local Authority where applicable

## 8. Safeguarding

Safeguarding is a shared responsibility.

SENtre will:

- Follow statutory safeguarding guidance
- Share concerns promptly with appropriate agencies
- Maintain clear escalation routes

Parents/carers agree to:

- Engage with safeguarding processes where required
- Share relevant safeguarding information

## 9. Health and medical needs

- Medical and therapy information must be provided prior to start
- Medication will only be administered where agreed and appropriately authorised
- Health care plans must be kept up to date

## 10. Review of placement

The placement will be reviewed:

- At agreed review points
- As part of EHCP annual reviews (where applicable)
- Following significant changes in need or circumstances

Adjustments may be made to hours, support, or delivery model by agreement.

## 11. Changes, suspension, or ending of placement

SENtre may propose changes or, in exceptional circumstances, suspend or end a placement where:

- needs can no longer be met safely
- safeguarding concerns arise
- funding arrangements change

Such decisions will be discussed with parents/carers and the Local Authority and confirmed in writing.

## 12. Complaints and dispute resolution

Any concerns should be raised in line with SENtre's Complaints Policy.

Where applicable, statutory SEND dispute resolution processes may also apply.

### 13. Data protection and confidentiality

All information will be handled in accordance with data protection legislation.

Information will be shared where necessary to safeguard the child or fulfil statutory duties.

### 14. Signatures

By signing below, all parties confirm they have read and understood this Placement Agreement and agree to work in partnership.

#### **For SENtre**

Name:

Role:

Signature:

Date:

#### **Parent/Carer**

Name:

Signature:

Date:

#### **Local Authority Representative (where applicable)**

Name:

Role:

Signature:

Date: