



William Henry Smith School and Sixth Form

Admissions Policy

Policy details

Status:	In-house
Frequency of review:	Annually
Lead member of staff:	Karl Adamski
Responsibility of:	Anthony Hemingway
Last reviewed:	Spring 2026
Next Review Date:	Spring 2027
Policy Number:	SWS8

1.0 Terms of reference

The William Henry Smith School & Sixth Form is approved under Section 188(3) (b) of The Education Act 1998 as a residential school for students with Social, Emotional and Mental Health needs, aged 5-19 years.

The school is registered with the DfE for up to 87 residents and day (non-resident) students and provides placements on a weekly boarding basis. 87 includes the holding of 4-day places for Boothroyd House (commissioned by the Smith Foundation). The school offers several part residential placements which offers the opportunity for students to take advantage of planned social care activities and experiences, and midweek sleep-overs to provide as agreed with Social Care (as a separate arrangement).

The policy meets the requirements set out in the SEN Code of Practice (2015).

2.0 Students

As such, to be considered for admission, a student must be within the age range 5-19 years and be deemed under the 1998 Education Act as being in need of Special Residential or Day Provision on the basis of their social, emotional and mental health needs including complex learning difficulties. Alternatively, such an EHCP must be imminent or in the formal process of being drawn up. The school also considers part-residential and extended day placements.

Prospective students must have the ability to take a full and active part in the school's curriculum, with appropriate support.

Students referred to the school for potential placement are likely to have struggled to thrive in a mainstream or alternative special provision. They may have suffered ACEs, severe emotional, physical and possibly sexual abuse. Many students will require the integrated services of Education, Care and Health and therapy. Referrals are usually initiated by the responsible Special Education Needs Department. Information provided will include background history of the child, together with the Education, Health and Care Plan statement and any relevant therapeutic, or health and safeguarding information, including and specific Child Protection or Adult Protection, previous and current work in progress. This information is considered by members of the Head of Commissioning. Whenever a referral is deemed potentially suitable, the school will arrange for the child and his parents/carers to visit the school. If the visit indicates a positive 'match' between the school and the student, then a visit to the home will be arranged.

Each potential student will be considered on the basis of whether The William Henry Smith School & Sixth Form can meet his individual needs and be best fit with the current cohort. The school upholds its statutory responsibilities in terms of race, disability, gender, age, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, and, marriage and civil partnership is in line with The Equality Act 2010 and no discrimination will take place.

Referrals for a school place required by Boothroyd House carry the same level of scrutiny to ensure suitable matching of needs to change cohort.

The school does not provide for emergency admissions.

3.0 Home base/contact with home

All students must have a relatively secure and supportive 'home' base. It is the school's priority to ascertain parents/carers commitment to supporting the placement prior to admission. It is school policy that students have as much contact with home as their personal circumstances allow (students go home every weekend and

during holiday periods). Home must either be within reasonable travelling distance or, alternatively, special arrangements must be put in place to ensure that students can access home in accord with school policy.

4.0 Suitability

Placing authorities must satisfy themselves regarding the suitability of the school prior to placing a student. Parental choice is recognised as an important part of the process.

Parents/carers must satisfy themselves regarding the suitability of the school and be willing to work in partnership with the school in its endeavour to help students resolve their presenting difficulties. Parents/carers must sign the school's admission agreement to this effect (to be issued if a placement is offered).

The school must establish suitability through appropriate admission procedures. The school must be confident of its ability to meet student need and as a part of this it must also consider the overall balance of its current client group.

Appendix Admission process



Pre-admissions process

Enquiry from
parents/carers



1

- If telephone enquiry, reception to take basic details for all enquiries – email to admissions mailbox for tracking purposes.
- Any email enquiries MUST be directed to the admissions mailbox (regardless of who the original recipient is)
- Admissions administration to track, respond and follow filtering process.
- Details required from all enquiries: name, sex, year group, placement type (resi, day student, part-resi, 52-week resi) and local authority.
- If the student isn't in one of the available year groups, advise we have no places in their year group but still pass the basic details onto admissions administration to log.

Formal enquiry
from LA



2

- Formal consultation sent to the admissions mailbox for review and response by admissions team
- Head of Commissioning and Admissions/Commissioning administration to ensure all relevant documents are attached to EHCP and to respond to the LA requesting any missing information

Screening



3

- Head of Commissioning and Admissions/Commissioning administration to screen by considering gender – capacity in year group – impact on current cohort – need / environment
- Decision making matrix to be completed if potential at this stage – Head of Commissioning manager to complete initial screening part and send to relevant people (education, safeguarding, health therapies and families etc.) for advice / guidance as required
- Feedback to be made on decision making matrix by specialist teams within 3 working days
- Need – SLCN – non-verbal, complex physical disability / medical need inc. complex intimate care needs



Pre-admissions process

Where
admission
possible



4

- In all instances where admission is a possibility, admissions admin. sends a positive response / opinion to LA – potential match as we can meet the needs and might be able to offer a place based on current info – school prepared to progress referral but need further info
- Admissions admin to create new folder for the boy and ensure all consultation papers, EHCP and additional documentation are saved in the boy's folder.
- LA will then acknowledge and agree to progress to referral (subject to visits).
- Assessment for admission process starts.

Assessment /
acceptance of
admission



5

- Head of Commissioning to consider decision making matrix and liaise with relevant professionals to conduct a home / school visits – consider risk, triggers, what works etc.
- Observation / Child profile form to be completed on visit and logged. Any concerns noted to be shared with relevant specialist for additional consideration
- Head of Commissioning to respond to LA to say whether we can meet need after visit and offer placement, confirm fees and level of support
- LA take to panel to agree. Once agreed and signed agreements, documents are received and an admission date is confirmed.

Admissions process

Transition
planning



1

- EM, LKi, TR to be advised to issue contract (on-roll)
- Admissions admin to issue pre-admission pack to allocated admissions / transition support person
- Admissions admin to compile student information (basic) until pre-admissions papers returned
- Allocated admissions / transition support person & key worker to start one plan and share key information with LMT

Transition
planning



2

- Allocated admissions / transition support person to complete student information. Pages 2 and 3 compiled with information taken from EHCP until further details confirmed by parents/carers
- Allocated admissions / transition support person to visit student at home and liaise with parents/carers to agree / confirm transition plan and complete pre-admissions paperwork where required
- Allocated admissions / transition support person informs Admissions + Commissioning manager and admissions admin. of confirmation of transition date and returns completed pre-admissions paperwork to admissions admin to save in boys file and update page one of student information sheet
- Admissions admin adds student to IMS e.g. Bromcom, CPOMS, SID etc
- Once admissions papers are completed and returned then transition for student into school can commence.

When
admission
complete



3

- Once admission papers are completed and returned, transition for student into school commences
- Admissions admin sends new admissions email for info to VZT, ALB, EM, EL, AG, SHi, JT, JMc, NW, AJH, SC, SLT, SDM, Therapists, Reception.
- Admissions admin to request CTF/Safeguarding files from previous school
- Head of Commissioning to arrange transition planning meeting - keyworker to be allocated (4 - 5 weeks)
- Allocated admissions / transition support person to liaise with School social worker over the pre-admission background and family history (need to see form).