



Simul autem et crescere luceat  
Together we grow and shine

## Fountain Head House School Admissions Policy

|             |                                             |
|-------------|---------------------------------------------|
| Review due  | January 2026                                |
| Last review | March 2025                                  |
| Reviewed by | Thereza de Lucca<br>Headteacher             |
| Approved by | Dr Julie Smith<br>Chair of the School Board |

| Contents                                    | Page |
|---------------------------------------------|------|
| Rationale                                   | 3    |
| Purpose                                     | 3    |
| Range of Provision                          | 3    |
| Overview                                    | 3    |
| Legislation and Statutory Guidance          | 4    |
| Admissions Criteria                         | 4    |
| Admissions Procedure                        | 4    |
| Declining an Admission                      | 4    |
| Exit Criteria                               | 5    |
| Links to other policies and documents       | 5    |
| Appendix – Transition Plan for new starters | 6    |

## Rationale

Fountain Head House School (FHHS) is a co-educational Independent Special Educational Needs School for pupils who have an identified Special Educational Need and Disability (SEND) and hold an Education Health and Care Plan (EHCP).

Fountain Head House School (FHHS) is a non-denominational school without a religious character or ethos, which treats children and families of all faiths or no faiths equally.

Placement at Fountain Head House School should always arise from a process that identifies FHHS as an appropriate and positive choice that best meets the needs of the pupil. We will ensure no pupil is refused entry on the grounds of race, ethnicity, language (EAL), gender, religion or sexual orientation.

Prior to the naming of the school in the EHCP, the Local Authority (LA) will have consulted fully with the school in line with its statutory obligations.

Following a process of consultation and assessment, where the school agree they can meet the needs of a young person taking into consideration compatibility and required provision, the school will offer a placement. At this point the LA can choose to name the school as an appropriate educational setting in the young person's EHCP.

## Purpose

To ensure that all involved in the Admission Procedure work in partnership enabling informed decisions in the best interests of the pupil.

## Range of Provision

Fountain Head House School is a co-educational school registered with the DfE for up to 80 pupils in the age range 4 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.

Fountain Head House School offers provision for neuro-divergent children, including autistic pupils; pupils with communication and interaction needs; sensory processing needs; global developmental delay; attention deficit hyperactivity Disorder (ADHD). Social, emotional and mental health needs may compound difficulties in some instances but will not be the primary area of need.

Typically, pupils at Fountain Head House School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). The majority of pupils might have been out of education for periods of time and / or experienced trauma in their lives.

## Overview

Admission to Fountain Head House School will be by way of an Education Health and Care Plan (EHCP). All referrals to Fountain Head House School should come through referrals place by the local Authority. This applies to all referrals for admission, both from Cornwall and from other authorities, as the admitting and funding authority need to be aware of all referrals and to approve them before they can proceed further.

If the school is approached directly by a parent or carer, the LA should be contacted in the first instance through the referral process.

All LAs are required to consult with Fountain Head House School before naming it in a pupil's EHCP. Once Fountain Head House School is named in a pupil's EHCP, the school is under a legal duty to admit the pupil.

## Legislation and Statutory Guidance

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code 2021](#)
- [School Admission Appeals Code](#)

## Admissions Criteria

- ❖ The school is suitable to the child's age, ability, aptitude and special educational needs
- ❖ The child's placement in the School is compatible with the efficient education of other children with whom the child would be educated
- ❖ The placement is an efficient use of resources
- ❖ The child has an EHCP
- ❖ Geographical proximity to the school
- ❖ A sibling already attends the school
- ❖ Consultations are considered at the point at which they are received and places are allocated as they become available
- ❖ Consideration will always be given to numbers in, and the profile of, each year or cohort group.

## Admissions Procedure

Parents / Carers are encouraged to make a visit to the school at the earliest opportunity. The focus of the visit is upon the parent / carer viewing the school. The school does not comment on the appropriateness of the provision for the child.

- ❖ An EHCP and associated information is received by the school from the Local Authority requesting consideration of the pupil for admission. The school is only able to consider these documents as part of the referral process and have 15 days to make a response to the Local Authority.
- ❖ If a place is available and everyone is agreed on the suitability of the referral, the Local Authority is informed.
- ❖ If the Headteacher, in consultation with the School Board, decides the school cannot meet the child's needs the Local authority is advised the reasons for this decision in a form that can be shared with parents.
- ❖ If requested, key staff from Fountain Head House School may attend an Annual Review at the young person's existing school.
- ❖ The LA arranges transport in accordance with its own Home to School Transport policy.
- ❖ Once a placement is agreed between the LA and FHHS, a Placement Transition Meeting takes place to ensure a coordinated and supportive transition to FHHS. This is a bespoke process and the transition arrangements are specific for each pupil.

## Declining an Admission

School Leaders reserve the right to decline an admission in the following cases:

- ❖ The setting is unsuitable to this child/young person's age, ability, aptitude or special educational needs which are set out in the EHCP
- ❖ The attendance of this child/young person at this setting would be incompatible with the provision of efficient education and wellbeing for the young people with whom they would be educated

- ❖ The attendance of this child/young person at this setting would be incompatible with the efficient use of the Local Authority's resources

## Exit Criteria

In line with the SEND Code of Practice (2015), all EHCPs must be reviewed at least annually. This process ensures that pupils, parents and carers, the school, the Local Authority and all other professionals involved, consider both the progress the pupil has made over the previous year and whether any amendments need to be made to the EHCP.

Through this process, it may be established that the pupil's needs would be able to be better accommodated elsewhere.

A pupil may be considered for placement in a specialist resource base or mainstream school when that pupil's special educational needs are no longer a barrier to accessing the curriculum of a mainstream setting and, there is sufficient evidence from professionals across agencies involved that the pupil would benefit from placement in a specialist resource base or mainstream school.

The pupil's special educational needs might change to the extent that the provision at Fountain Head House School is no longer able to meet the pupil's needs and they require the specialist teaching, facilities or resources available within an alternative specialist provision. This could also apply to situations where the attendance of a pupil becomes incompatible with the efficient provision of education and/or the wellbeing of other pupils in the school.

## Links to other policies and documents

- FHHS – SEND and Inclusion Policy (SEND information report)
- FHHS - Accessibility Policy
- FHHS - Behaviour Policy
- FHHS – Equality, Diversity and Inclusion Policy
- FHHS - Supporting Pupils with Medical Conditions Policy
- FHHS - Attendance Policy
- FHHS - Safeguarding and Child Protection Policy
- FHHS - SEND information report
- FHHS - Complaints Policy
- The Local Offer

# Appendix – Placement Transition Plan for New Starters

| Placement Transition Plan for New Starts                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------|------|---------------------------------|-----|-------------|---------------------------------|-----|-------------|------------------------------------------------------------------------|-----|-------------|------------------------------------------------------------------------|-----|-------------|------------------------------------------------------------------------|-----|------------------------------------|--------------------|------|------|--------------------------------------|-----|-----|---------|-----|------------|-----------|-----|------------|----------|-----|-------------|----------|-----|-------------|
| Fountain Head House School is named on EHCP – School receive a copy                                                                                                                                                                                                                                                                                                                                                                                                                                         | SENDCo liaises with current school setting to ensure that all relevant documentation is transferred to FHHS (this to include any Safeguarding and Behaviour Records)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                    |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Placement Transition Meeting – Welcome to FHHS                                                                                                                                                                                                                                                                                                                                                                                                                                                              | SENDCo coordinates the contact with parents / carers and LA and coordinates the Placement Transition Meeting.<br>Parents / carers and relevant professionals (e.g. key staff from previous school, family support, etc.) are invited to attend and the purpose of the meeting is to gain as much information as possible to facilitate the pupil's transition to FHHS.<br>At the meeting, all relevant consent form are shared with parents / carers for completion.<br>In addition to this, all required information for the Pupil's Admissions Register, including the Unique Pupil Number (UPN) are collected prior to the placement starting date.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                    |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| SENDCO coordinates contact with parents / carers to – arrange induction discussion/meeting<br><br>SENDCO coordinates contact with current school – arrange induction visit                                                                                                                                                                                                                                                                                                                                  | SENDCo coordinates <ul style="list-style-type: none"> <li>• agree transition plan / dates in conjunction with the class teacher</li> <li>• sends transition schedule to current school, parents / carers with arrangements for visits</li> <li>• ensures the class team are aware of needs and transition plan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                    |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Pupil start date is confirmed                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | All pupil details are uploaded on the Admissions Register software                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                    |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Transition Visits – Dates planned with the SENDCo                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested Structure – this will be bespoke to each pupil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                    |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| <p>These visits can be planned to meet the needs of the child and will take place in a group where there is a similar peer group, but not always with the class group the child will join.</p> <p>As well as visits to a class other types of transition support can be considered. For example, visit after school hours and visits at specific times of day.</p> <p>Sometimes photographs, school tours, support from the current TA/teacher, social stories and other visual aids can be considered.</p> | <table border="1"> <thead> <tr> <th>Foundation and Key Stage 1</th> <th>Date</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Stay and Play - parents welcome</td> <td>tbc</td> <td>1:30-2:30pm</td> </tr> <tr> <td>Stay and Play - parents welcome</td> <td>tbc</td> <td>1:30-2:30pm</td> </tr> <tr> <td>Stay and Play – parents drop the child and return to pick the child up</td> <td>tbc</td> <td>1:30-2:30pm</td> </tr> <tr> <td>Stay and Play – parents drop the child and return to pick the child up</td> <td>tbc</td> <td>1:30-2:30pm</td> </tr> <tr> <td>Stay and Play – parents drop the child and return to pick the child up</td> <td>tbc</td> <td>Length of time gradually increased</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th>Key Stages 2, 3, 4</th> <th>Date</th> <th>Time</th> </tr> </thead> <tbody> <tr> <td>Day one – initial visit with parents</td> <td>tbc</td> <td>tbc</td> </tr> <tr> <td>Day two</td> <td>tbc</td> <td>9.15-11.00</td> </tr> <tr> <td>Day three</td> <td>tbc</td> <td>9.15-12.00</td> </tr> <tr> <td>Day four</td> <td>tbc</td> <td>9.00- 13.30</td> </tr> <tr> <td>Day five</td> <td>tbc</td> <td>9.00- 15.00</td> </tr> </tbody> </table> | Foundation and Key Stage 1         | Date | Time | Stay and Play - parents welcome | tbc | 1:30-2:30pm | Stay and Play - parents welcome | tbc | 1:30-2:30pm | Stay and Play – parents drop the child and return to pick the child up | tbc | 1:30-2:30pm | Stay and Play – parents drop the child and return to pick the child up | tbc | 1:30-2:30pm | Stay and Play – parents drop the child and return to pick the child up | tbc | Length of time gradually increased | Key Stages 2, 3, 4 | Date | Time | Day one – initial visit with parents | tbc | tbc | Day two | tbc | 9.15-11.00 | Day three | tbc | 9.15-12.00 | Day four | tbc | 9.00- 13.30 | Day five | tbc | 9.00- 15.00 |
| Foundation and Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Time                               |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Stay and Play - parents welcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1:30-2:30pm                        |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Stay and Play - parents welcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1:30-2:30pm                        |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Stay and Play – parents drop the child and return to pick the child up                                                                                                                                                                                                                                                                                                                                                                                                                                      | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1:30-2:30pm                        |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Stay and Play – parents drop the child and return to pick the child up                                                                                                                                                                                                                                                                                                                                                                                                                                      | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1:30-2:30pm                        |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Stay and Play – parents drop the child and return to pick the child up                                                                                                                                                                                                                                                                                                                                                                                                                                      | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Length of time gradually increased |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Key Stages 2, 3, 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Time                               |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Day one – initial visit with parents                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | tbc                                |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Day two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 9.15-11.00                         |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Day three                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 9.15-12.00                         |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Day four                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 9.00- 13.30                        |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |
| Day five                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | tbc                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 9.00- 15.00                        |      |      |                                 |     |             |                                 |     |             |                                                                        |     |             |                                                                        |     |             |                                                                        |     |                                    |                    |      |      |                                      |     |     |         |     |            |           |     |            |          |     |             |          |     |             |