ADMISSIONS POLICY

Approved by:	Terence Breen
Date:	September 2026
Next review due :	September 2027

Introduction

Impact Independent School is an alternative provision for pupils aged 11-16 who would benefit from a placement away from their mainstream setting.

The aim of the school is to promote inclusion, and raise standards of behaviour and achievement through proactive early intervention. This will support schools in reducing fixed term and permanent exclusions.

Pupils are likely, but not exclusively, to have experienced school attendance issues, social, emotional or behavioural difficulties. Pupils who will benefit from a placement at Impact are likely to fall into the following categories: -

- Pupils who are at risk of having a fixed term or permanent exclusion
- Pupils who are disaffected with mainstream education to such an extent that continuation of a full-time placement in their setting is no longer a positive option
- Pupils who have social and emotional issues which are impacting on their education. This may manifest itself through negative and challenging behaviours or withdrawal from education and school life
- Pupils who have been bullied, or have bullied others
- Pupils who have had patterns of poor school attendance and cannot re-establish consistent attendance at their mainstream setting
- Pupils who are disadvantaged and vulnerable due to a range of social circumstances (e.g. families experiencing risks such as poverty, substance misuse, mental health issues)

The purpose of this document is to set out the school's admission policy and to demonstrate that pupil admissions will be fair, open and transparent. The admissions policy will:

- Offer schools, academies and local Authorities early intervention placements to meet the needs of disaffected and vulnerable pupils and those who are at risk of permanent exclusion
- Enable Impact to provide a structured, stable environment which will ensure that we are able to meet the individual needs of each pupil
- Support the aims of Impact which is to re-engage pupils with learning and return them to a mainstream education

Admission Arrangements

The primary aim of Impact is to provide early intervention for schools and pupils and help re-engage pupils with their learning in a mainstream setting. Pupils will be dual registered which will be subject to regular review. Full time or longer-term placements will be available where it is clear that an early return to mainstream school would not be appropriate.

Impact will only admit pupils in line with this admissions policy and following referral from an academy, a maintained school, or by a Local Authority (through Fair Access Panel then local sharing panel – see below).

Impact will be run in accordance with all equalities law. It will admit pupils aged between 11 and 16 years who have been referred to the schools' admissions panel through one of the referral routes.

[1]Local authorities are able to issue school attendance orders if a child is not attending school. These are legally binding upon parents. Such an order might, for instance, be appropriate where a child has a place at school but his/her parents are refusing to send him/her to school. The order will require a parent to ensure his/her child attends a specified school.

[2]Section 100 of the Education and Inspections Act 2006 requires maintained schools and Academies to arrange full-time education for pupils on a fixed period exclusion of more than five days from the sixth day of the exclusion.

[3]Section 19 of the Education Act 1996, and regulations made under that section, require a local authority to make arrangements (from the sixth day of exclusion where a pupil has been permanently excluded) for the provision of suitable, full time (unless there are medical reasons as to why this would not be appropriate) education at school or otherwise for a child of compulsory school age who, for a range of reasons, would otherwise be without education.

[4]Section 29A of the Education Act 2002 provides that governing bodies of maintained schools may direct a pupil off-site 'for purpose of receiving educational provision which is intended to improve pupil behaviour.

Impact does not accept applications from parents/carers or self-referrals from potential pupils.

Pupil Admission Numbers

Impact has a published pupil admission number of 135 full-time equivalent (FTE) places.

Admission Procedures

The referral process has four stages:

Stage 1 – Referral

The referrer must complete the form and submit it to Jodie Williams

The referral must give a clear summary of the:

- needs of the child;
- type of support required but unavailable at the current setting
- the expected outcomes of admission to Impact
- time frame

Any available supporting evidence – such as an EHCP a Statement of Special Educational Need (SEN), Personal Education Plan, Educational Psychology report, relevant medical information and attendance record – should be attached.

Stage 2 – Consideration

Impact Independent admission team will reach a decision based on the child's needs and the available resources.

The referrer will be informed within 2 working days of the decision, which will be:

Refusal – with advice on appropriate options for the child

Deferment – where further evidence is required

Acceptance – admission agreed.

Stage 3 – Placement and Planning

The admissions team will arrange for:

Placement Meeting – at Impact

Planning Meeting – at Impact, involving parents, the school, and any other relevant professionals within 10 working days. This will consider the nature of the support required, the role of the school, a clearly-defined leaving strategy and timeline.

Stage 4 – Review

The placement will be reviewed after the first six weeks of support and at least every term thereafter.

SEND Referral

SEND Team may refer directly to Impact Independent pending permanent school placement.

To be admitted to Impact Independent school setting, children must be referred and a place confirmed by Impact. The decision to admit will be taken by the admissions team. Where an amendment to school numbers on roll follows.