THE COMPLETE EDUCATION SOLUTION

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Admissions Policy

Approved by TCES Operational Board on behalf of Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, September 2026

This policy applies to all The Complete Education Solution (TCES) schools and services

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Referrals

TCES is governed by an admissions procedure implemented by the TCES Operational Board and aims to meet the admission requirements for all referred children and young people as set by the Board in the contracts between Local Authorities and TCES.

Referrals to our Services are received and processed by the Business Development Team within our Central Services. Local Authorities refer children and young people with neurodiverse needs who are unable to be supported within other settings. They may have been permanently excluded from mainstream or special schools or they may have become disengaged from attendance for a prolonged period, or their needs are not being met in their current provision. These children and young people will usually have an EHCP (Education, Health & Care Plan). They also may be young people in care (LAC Looked After Children) or Foster Care who have had disrupted placements and/or schooling with similar difficulties and for whom there is no reasonable short-term prospect of reintegration into mainstream schools or academies.

All prospective pupils and their families or carers will, following referral and Local Authority agreement of funding for a conditional offer, have opportunities to discuss the education we are able to offer, visit the school/service, meet with staff and share in the aims and methods of education we offer.

Once a place has been offered, funding agreed by the local authority and the offer of a place is accepted, all pupils will be assisted and supported to address the issues and challenges that have led to their referral and will have available to them TCES Therapeutic Education within their agreed school or service.

The Admissions Procedure

The full criteria for admission to the TCES schools and services are indicated in Appendix 1 on page 6.

- All pupils will be of statutory school age in Key Stages 2, 3, 4 & 5.
- Pupils referred will have Special Educational Needs (SEN) with an Education Health and Care Plan (EHCP) issued by the Local Authority.
- Pupils referred to our National Online School may or may not have an EHCP.
- In most cases the presenting reasons for referral will be SEMH needs or an Autistic Spectrum Condition and associated conditions.
- Most children and young are likely to present with a range of other difficulties such as speech and language difficulties, dyslexia, dyspraxia, ADHD, ADD, ODD, anxiety and Emotional Based School Avoidance.

Information

We seek to gain as much information as possible about every pupil referred to us in order that we can make informed decisions about the appropriateness of the referral and what TCES can offer to meet their needs. Documentation with each new referral should include:

- Education, Health & Care Plan (EHCP).
- Pupil details such as their full name, address, and date of birth.
- Contact details of and reports from all agencies currently involved with the pupil.
- The pupil's educational history including SAT results, academic and clinical assessment data where they are available.
- The pupil's previous attendance, punctuality, and behavioural records.
- For Looked After Pupils – their PEP and any relevant supporting information from agencies involved with the pupil.
- Latest Annual Review paperwork.
- Reports from other agencies including CAMHS where appropriate.

Following Referral

From receipt of the referral, the Business Development Team will allocate referrals for assessment. An Assessment Manager will carry out a paper-based assessment. Where needs can be met within one of our schools or services, a conditional offer will be submitted to the local authority for schools. For TCES Create in the Community, a formal offer of a place will be submitted. If the local authority accepts the offer and agrees to fund the place, our Assessment Managers will contact the parent or carer and arrange for child/young person and parent/carers to visit the school, take a tour of the facilities, and undertake a more in-depth discussion. It is important and expected that the child/young person attends at this stage. This forms the basis of a formal assessment to ratify the place.

For TCES Create in the Community, arrangements will be made for the Assessment to take place within the family home and online respectively.

School/Service Visit and Assessment

The visit and assessment will give parents/carers the opportunity to discuss the needs of their child in an informal, although structured way. During the assessment, the pupil's additional needs are assessed, their educational and social background can be discussed and the factors which may have caused their disaffection or disengagement from education can be raised. Importantly, we also use this assessment as an opportunity for parents/carers and the young person themselves, to share what they see as particular interests and strengths of a young person. This information provides essential details for Risk Assessments to be completed. Discussion includes:

- Pupil strengths, interests, and talents.
- Pupil expectations.
- Parent/carer expectations.
- School expectations – Code of Conduct.
- Risk Assessment information from referral paperwork will be discussed to ascertain risks.

Ahead of the assessment our Assessment Managers will share the child's paper-based assessment document and any information provided by the local authority with the Head of school or service to share with senior members of the team. They will read the documents, précis key issues such as classroom behaviour, social interactions and learning needs prior to assessment.

Following the assessment our Assessment Manager will complete a Pupil Assessment Report (PAR) and share with the Head of School or Service within one working day. Unless new information indicates a change in need that requires review to that school or service, we will arrange a start date and induction plan to be sent to the local authority and parent/carer.

Plan for Admission

Once the start date has been confirmed the SENCO will convene a new starter meeting with the Headteacher and Senior Leadership team where the induction plan is discussed.

This will include:

- whether (based on our understanding of the pupil's previous experience) the pupil would benefit from a graduated integration attending on a part-time timetable initially building incrementally to full-time attendance.
- ensuring Local Authority/parent/carer plans for transport are in place.
- planning for assessment following admission to inform the Pupil Pathway Plan.

Induction for Schools

On their first day in school, a parent/carer is required to attend along with the pupil to meet key staff, to complete all relevant paperwork and collect school uniform. A range of information will be provided to them within a 'welcome pack' as listed below:

- Welcome letter- including introduction to key staff.
- School timetable.
- Consent forms- (to be completed by the parent/carer).
- Media/photo consent form.
- New starter form including emergency contacts- (to be completed by the parent/carer).
- Educational Visits policy, permission slips for excursions and photographs to be taken of pupils, including the usage of all images.
- Data Protection Policy.
- Complaints Policy and form.
- Attendance Contract (to be signed by the pupil).
- Vandalism and Damage Policy (to be signed by the pupil and parents/carers).
- Communication Facilities Policy (ICT) for pupils.
- Communication Policy Declaration form (to be signed by pupil and parent/carer).
- Pupil Premium form (if applicable).
- Uniform Policy.
- Information on parent engagement; parent/carer council and training sessions.

Following the initial parent/carer induction day the following steps are also taken within the first 2 weeks - baseline assessments are completed within core subjects, therapy assessment is completed, a home visit by one of the pastoral team, this is to ensure we are supporting both child and family and are giving them the best chance of success within our schools.

As well as introducing them to the team who will be teaching them and the other pupils, the SENCO will ensure pupils know what to do in the event of a fire and other health and safety matters as well as the opportunities we will be offering them. In addition, the SENCO will explain once again our expectations about their behaviour (and the consequences of misbehaviour) and the respect we expect them to show others, as well as reassuring them that we will seek to treat them as an adult and with respect too.

We want pupils to feel comfortable and relaxed when they arrive, so care is taken to ensure they are informed about all we do and that they know what to do if there is anything they do not understand or are unsure of.

Appendix 1 – Admissions Criteria

TCES has a five schools and services, and we think creatively about how we are best able to support pupils' complex needs.

TCES Create in the Community service

The neurodiverse children referred to TCES Create in the Community (CiC) have complex and often challenging profiles and are diagnosed with a wide range of conditions usually compounded by comorbidity across SEMH and/or ASC.

CiC pupils have an average of three permanent exclusions or managed moves and they have been out of full-time, group education for an average of 18 months prior to arrival at Create.

Pupils referred to TCES Create in the Community may include the following criteria:

1) Children who present with harmful sexual behaviour.
2) Complex presentations of clinically based anxieties including:
    - Generalised Anxiety Disorder.
    - Separation Anxiety Disorder.
    - Social Anxiety Disorder (Social Phobia).
    - Panic Disorder.
    - Selective Mutism.
    - Specific phobias including school phobia. 3) Child abuse and neglect.
4) Children at risk of Child Sexual Exploitation (CSE).
5) Child criminal exploitation (CCE).
6) Eating disorders in children and teens.
7) Children who regularly display violent or aggressive behaviour.
8) Children who are young offenders or at risk of offending.
9) Looked after Children with multiple losses of relationships and placements.

TCES East London and TCES North-West London Schools

Typically, pupils can display the following:

- ASC and associated conditions, including ADHD, PDA.
- SEMH.
- Mental health and anxiety disorders.
- Acquired Brain Injury.
- Tourette's Syndrome.

- Can engage in a school setting and group-based learning, including our important LIFE and group process.
- May have mild to moderate learning needs.

TCES Create Learning Primary

This service supports pupils in Key Stage 2 (aged 7-11) who are likely to have at least one of the following complex needs:

- Experiences of relational/developmental trauma or attachment difficulties.
- A diagnosed neurodevelopmental condition, for example: Autism Spectrum Condition (ASC) or attention deficit hyperactivity disorder (ADHD).
- Sensory processing difficulties.
- A diagnosed mental health condition, for example Anxiety or obsessive-compulsive disorder (OCD).

TCES National Online School

TCES National Online School proves online therapeutic education. Please see the NOS Admissions Policy.