

Admissions Policy



Serenity School

Approved by:	Proprietary Board	Date: 22.07.2026
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Last reviewed on:	01.09.2026
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Next review due by:	01.09.2027
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Introduction

Serenity School is an independent specialist SEND provision for pupils with an Education, Health and Care Plan (EHCP). Serenity School supports pupils with a wide range of special educational needs and disabilities, including autism, speech, language and communication needs, cognition and learning needs, social, emotional and mental health needs, and sensory and/or physical needs. Our aim is to provide high-quality, personalised education and support which meets each pupil's assessed needs, promotes independence and develops confidence and self-worth.

Eligibility Criteria

Serenity admits pupils who have a final EHCP or, where agreed with the commissioning local authority, a draft EHCP which is expected to be finalised. A placement will only be offered where the school is satisfied that it can meet the pupil's identified needs and there is a suitable place available.

Referral and Assessment Process

Initial Referral: Referrals are normally initiated by the commissioning local authority. The school will liaise with the local authority, parents/carers and relevant professionals to consider whether Serenity can meet the pupil's needs.

EHCP Review: The school reviews the pupil's final or draft EHCP and the provision specified or proposed, together with any supporting information, to determine whether the school can reasonably meet the pupil's needs.

Document Request: The SENDCo requests relevant documents from the local authority, which may include the EHCP or draft EHCP, Educational Psychology reports, annual reviews, PEPs, LAC reviews, safeguarding information, therapeutic reports, panel reports and other relevant professional reports.

Contact with Previous School: The SENDCo may contact the pupil's current or previous school to obtain relevant educational, pastoral and social information and to support transition planning.

Trial/Visit: Where a suitable place may be available, the pupil and their parents/carers are invited to visit the school. A trial visit may then be arranged to assess the suitability of the placement and to complete the Strengths and Weaknesses Questionnaire.

MDT/SLT Review: The Senior Leadership Team (SLT) and Multi-Disciplinary Team (MDT), where appropriate, review the available information and consider the pupil's education, communication, therapeutic, safeguarding, behaviour, health and support needs. Initial plans may include a bespoke curriculum, behaviour support plan, positive handling plan, numeracy and literacy support, provision mapping, therapy support, safeguarding support, health and safety planning and a pupil passport, according to individual need.

Decision: The school's decision is based on whether Serenity can meet the pupil's identified needs, whether the proposed placement is appropriate and whether a suitable place is available. The outcome is communicated to the commissioning local authority in accordance with the consultation and placement process.

Transition Period

Initial Transition: All new pupils undergo a 6-week transition period to ensure the placement is suitable and that the provision can be refined around the pupil's needs.

Extended Transition: The transition period may be extended by a further 6 weeks where additional time is required to assess suitability and ensure that the placement remains in the best interests of the pupil.

Purpose: The transition period allows the school, pupil, parents/carers and commissioning local authority to evaluate the effectiveness and suitability of the placement and to identify any necessary adjustments to provision.

Assessments: During the first fortnight, relevant baseline and specialist assessments are undertaken. Pupils are also expected to meet the school's attendance and behaviour expectations during the transition period, with appropriate consideration of their SEND, EHCP and individual circumstances.

6-Week Review: A formal review is undertaken at approximately 6 weeks to assess the initial suitability of the placement, review progress and identify any necessary adjustments or additional support.

12-Week Review: Where the transition has been extended, a further review is undertaken at approximately 12 weeks. This provides sufficient time for the school and pupil to adapt and for the effectiveness and suitability of the placement to be evaluated. Where concerns remain about the suitability of the placement, Serenity will work with the commissioning local authority, parents/carers and relevant professionals to agree the appropriate next steps. Any proposed change to the pupil's EHCP placement will be managed through the relevant local authority process.

Admission Timing

Annual Admissions: Most planned admissions take place in September, where this is appropriate for the pupil and commissioning arrangements.

In-Year Admissions: In-year admissions may take place throughout the academic year, subject to local authority consultation, the pupil's individual circumstances and the availability of a suitable place.

Continuous Review and Monitoring

Following admission, the school regularly reviews each pupil's progress, attendance, behaviour, wellbeing and support needs. Provision is adjusted where necessary in response to assessment, observation, EHCP outcomes, professional advice and the pupil's individual presentation. EHCPs are reviewed in accordance with the applicable statutory and local authority arrangements.

Contact Information

For further information about the admissions process, parents/carers and local authorities should contact the relevant Serenity school admissions office.