



The Bayleaf Hub

Admissions Policy

2025 – 2026



**THE BAYLEAF HUB
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**THE BAYLEAF HUB
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Reviewed by:	Kelly Pope
Review Date:	16.03.2026
Date of next review:	September 2026



Curiosity – Courage - Community

We believe in providing trauma-informed, therapeutic care. Where children and young people feel safe, valued and understood. We nurture Trust, emotional growth and resilience compassionate, consistent and relationship-led support.

C = *Curiosity and a bias for action fuel our innovation.*

A = *Accountability to those we serve help us deliver results.*

R = *Respect and Integrity are demonstrated in our actions.*

E = *Engaged and passionate employees define our company.*

Rationale

The Bayleaf Hub admits pupils primarily with Profound and Multiple Learning Difficulties. Some children have Social, Emotional and Mental Health needs with possible secondary needs in language and communication. The children are all resident in Bayleaf Care homes. Pupils will have an Education, Health and Care Plan which notes the nature of the child's learning needs (EHCP). The school acknowledges that a child's special educational needs may have, in the past, resulted in long absences from school, and/or the individual experiencing high levels of stress and anxiety. Therefore, the school recognises that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration. The range and nature of both the difficulties and needs our pupils exhibit can be very complex, as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

Aims and Objectives

The aims and objectives of this policy are to ensure that:

- The school admits, as far as is possible, those pupils whose special educational needs can be met effectively and in doing so ensure progress in all aspects of their development.
- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at The Bayleaf Hub.
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement.
- Parents/carers, pupils and representatives of Local Authorities (LAs), social service departments and other interested professionals will have a clear understanding of the opportunities on offer at the school.
- Parents/Carers, pupils and representatives of LA's, social services departments and other interested professionals will understand all key aspects of school life at The Bayleaf Hub and are prepared to play their part in ensuring the success of any placement.



Admissions Process

1. **Stage 1:** Referrals made to the school will normally be made by LAs. A range of detailed information concerning that pupil should accompany these referrals. Where this is not the case, the school will seek access to such information as soon as possible, including information regarding the individual's education, health and relevant social background. The Headteacher and Senior Leadership Team will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school. The Headteacher will ascertain whether or not the school can meet the pupils needs and if so, arrange for a visit to the school. In some instances, a visit to meet the child at their home or in the local community may be appropriate, for example where there has been emotionally-based school absence.
2. **Stage 2:** A school visit will include:
 - a tour of the school
 - an introduction to key staff
 - a discussion with a member of the senior staff concerning such issues as the school curriculum and the content of key school policies
 - a discussion regarding qualifications and accreditation with senior staff
 - an opportunity for each visitor to ask any questions they may have
 - Visitors will also receive (if they have not already) or guided to the information on the school's website and key policies can be made available if requested.
3. **Stage 3:** If, following these visits, all concerned are agreed that the pupil's needs can be met at the school and that the child's educational provision can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, the school will write to the LA offering a place and arrangements will be made for admission. The school, parents/carers, the pupil and relevant professionals will be involved in creating a transition plan for the first half term (approximately 8 weeks) that supports a successful placement.

Admission Criteria

- The pupil will be aged between 7 and 18 years old.
- The pupil will have an Education, Health and Care Plan which will document profound and multiple learning disabilities.
- The pupil's parents/carers will express a commitment to the placement.
- Where appropriate, the pupil will express a commitment to the placement
- The Local Authority will provide the school with all current advice and information concerning the pupil Name the school in Section I of the EHCP.
- The Local Authority will agree contractual arrangements for transporting the pupil to and from school.
- Make or sub-contract to the school any arrangements for transporting the pupil to and from school as part of their transition if this is appropriate.

Off-Rolling

Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll. There is no legal definition of off-rolling, and while it may not always be unlawful, The Bayleaf Hub is committed to never engaging in the off-rolling of pupils.



Where we feel a change of placement is in the best interests of a pupil, we will always discuss this with parents and Local Authorities, and will always go through the Annual or Interim Review process. Please also see the school's Suspension and Exclusion Policy, which is the other correct, official route we may need to go down.

There are many reasons pupils leave school. They might move house, leave the country, or move to another, closer school when a place becomes available. Of course, none of these things are off-rolling. Other pupils might leave to be home educated. Again, where this is a parent's clear choice, without pressure from the school, it is not off-rolling. Dual-registering a pupil with another school such as an alternative provider is also not off-rolling. This is because the pupil has not left the roll of their school. The statutory guidance on alternative provision makes it clear that pupils should be dual-registered if they are attending AP. 'Managed moves' from one school to another as an alternative to exclusion can sometimes be effective in breaking the cycle of poor pupil behaviour. If these moves are used in pupils' best interests, with the agreement of everyone involved within the statutory guidance, then again, this is not off-rolling. Some pupils are permanently excluded. If headteachers have followed the relevant legislation and statutory guidance, this is not off-rolling. Schools must be able to exclude pupils where necessary, and we support schools using exclusions as part of their behaviour policy and as a last resort.