

The Guild Hall School

Admissions Policy

2026 – 2028



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Reviewed by:	Sariena Watkins
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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.

This Policy is written in line with the Department for Education (DfE) Statutory Guidance & Legislation;

- Education Act 1996 / 2002
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- School Admissions Code (2021)
- School Admissions Appeals Code
- Education (Independent School Standards) Regulations 2014
- Including ISS Part 6: Provision of Information
- Data Protection Act 2018 & UK GDPR
- Education (Pupil Registration) Regulations 2006
- Education (Health Standards) Regulations
- Alternative Provision Guidance (2025)
- Behaviour in Schools Guidance (2022)
- Suspension & Permanent Exclusion Guidance (2023)

DfE SEND-specific compliance

- EHCP statutory processes
- Annual reviews
- Reasonable adjustments
- Duty to admit when named in Section I
- Duty to meet need safely and appropriately

This Admissions Policy complies with the Independent School Standards (ISS);

- Parts 1, 2, 3, 4, 5, 6, 7 and 8, with primary alignment to Part 6: Provision of Information.



Rationale

The Guild Hall School will be admitting pupils with a range Communication & Interaction and Cognition & Learning support needs. 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 Guild Hall School.
- 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 Guild Hall School and are prepared to play their part in ensuring the success of any 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;

Communication & Interaction

Examples of this is:

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)
- Social communication differences
- Language processing difficulties

Cognition & Learning

Examples of this:

- Dyslexia, dyscalculia and dyspraxia
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Working memory, processing and executive functioning needs
- 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.

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 a long school absence due to a School placement not being successfully matched to the pupil, School refusal or suspension from current provision.
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.

Matching Process

Suitability is determined through a detailed review of the child's EHCP, Educational Psychology reports, specialist assessments, SENCo documentation, consultation meetings with current key workers, and visits to the child's existing school or provision. The school also reviews all professional reports and conducts school or home visits where needed to understand the pupil's needs in context. Needs are only considered met when all required provision, staffing, resources and reasonable adjustments are confirmed as in place before the start of placement. This process ensures a thorough, SEND sensitive transition and supports accurate planning for the child's successful integration into Guild Hall.



Oversubscription Criteria

The Guild Hall School is a specialist SEND provision with a carefully planned capacity to ensure that every child receives the support, environment and staffing ratios required to meet their needs. If the number of applications exceeds the number of available places, the school will apply the following oversubscription criteria in strict priority order.

1. Children with an Education, Health and Care Plan (EHCP) naming The Guild Hall School

Where the school is named in Section I of a child's EHCP, the local authority must secure the placement. These children are admitted first, provided the school can meet need safely and appropriately.

2. Looked-After Children and Previously Looked-After Children, including those in Bayleaf Care Homes

Children who are currently looked after by a local authority, or who were previously looked after and have since been adopted or placed under a special guardianship or child arrangements order.

3. Children with Exceptional Social, Emotional, Medical or Welfare Needs

Children whose needs can only be met at The Guild Hall School due to the specialist environment, therapeutic offer, or staffing structure. Applications must be supported by evidence from professionals (e.g., social care, CAMHS, paediatrics, educational psychology).

4. Siblings of Current Pupils

Children who have a sibling currently attending The Guild Hall School, where the sibling relationship is meaningful and ongoing. This criterion supports family stability and continuity of care.

5. Children Referred by the Local Authority Where No Other Suitable Placement Is Available

Where the local authority identifies The Guild Hall School as the most appropriate setting due to the child's SEND profile, vulnerabilities, or safeguarding needs.

Consultation Process for Oversubscription & Suitability

When the school is oversubscribed or where suitability is not immediately clear, The Guild Hall School will undertake a formal consultation with the local authority, current education providers, and relevant professionals. This consultation ensures:

- The pupil's current provision is fully understood
- The school can assess whether needs can be met safely and appropriately
- The pupil's placement is maintained during the consultation period (where applicable)
- Multi-agency information is gathered to support decision-making
- The family's views are included

Consultations follow SEND Code of Practice expectations and ensure decisions are transparent, evidence-based and child-centred.



Interim Provision & Alternative Pathways

Where a pupil is NEET, or where their current placement cannot meet need during the consultation period, the school may offer:

B@SE Alternative Provision (AP)

Subject to available spaces, pupils may be offered a B@SE AP placement as an interim or alternative pathway. This provision:

- Supports pupil who are NEET or at risk of becoming NEET
- Provides structured, therapeutic, small-group learning
- Maintains engagement while long-term placement decisions are made
- Ensures continuity of education and safeguarding
- Allows the school to assess suitability for full Guild Hall placement
- This offer is made in partnership with the local authority and is dependent on capacity.

Additional Notes

Oversubscription criteria are applied only when capacity is reached and the school cannot safely meet additional need. The Guild Hall School will always consider whether reasonable adjustments can be made before declining a place.

Admissions decisions are based on whether the school can meet the child's needs safely, appropriately and sustainably, in line with the SEND Code of Practice.

All decisions are made transparently and communicated clearly to parents and the local authority.

The school does not discriminate on the basis of disability, gender, ethnicity, religion, or any protected characteristic under the Equality Act 2010.

Reasonable Adjustments

Where a pupil requires additional support to access the admissions process or the school environment, reasonable adjustments will be made. These may include:

- Adapted transition timetables
- Additional visits
- Communication aids
- Environmental adjustments
- Enhanced staffing ratios
- Personalised regulation strategies

All adjustments are planned in collaboration with families and professionals.



Commitment to Inclusion

The Guild Hall School does not discriminate on the basis of disability or any protected characteristic. Admissions decisions are based solely on whether the school can meet the pupil's needs safely and effectively, and whether the placement will support positive outcomes for the child.

Information About Assessments Used During Admission

As part of the admissions process, The Guild Hall School undertakes a range of assessments and suitability checks to ensure that each pupil's needs can be met safely, appropriately and sustainably. Where appropriate, pupils may complete baseline assessments such as MAPP (Mapping and Assessing Personal Progress) and SEND specific GL assessments to help identify starting points and inform curriculum planning.

Transition Planning

Transition planning at The Guild Hall School is carried out on a pupil-by-pupil basis, ensuring every learner experiences a safe, supportive and personalised introduction to the school. Each transition is designed around the learner's emotional wellbeing, regulation needs, safeguarding considerations and readiness to engage.

Transition Visits

Pupil's typically complete up to three transition visits at home and up to three visits in school, although this is entirely learner-led and may be increased or reduced depending on individual need. These visits allow staff to understand the pupil's needs in familiar and unfamiliar environments and begin building trusting relationships.

Staggered Timetables

Following initial visits, learners begin a phased timetable over the half term, gradually moving from part-time attendance towards full-time placement. Timetables are reviewed weekly, with increases made only when appropriate. Some learners may require a longer transition period, while others may progress more quickly.

Key Staff Consistency

Every pupil is assigned a Key Teacher and a designated Class LSA. These adults remain consistent throughout the transition period to provide stability, predictability and relational safety.

Multi-Agency Involvement

Where beneficial, multi-agency professionals (e.g., social workers, EPs, CAMHS, SENCo from the current school) are invited to attend weekly review meetings during the transition period. Their involvement ensures that support is coordinated and that all agencies contribute to a safe, well-planned transition.

Family Meetings

Families are central to the transition process. Meetings with parents/carers take place during the transition period and may run alongside multi-agency reviews. These meetings help gather the child's lived experience, strengthen relationships and ensure families feel supported and informed.



Risk Assessments for New Starters

All pupils have an Individual Risk Management Plan (IRMP) in place before starting at Guild Hall. This includes:

- Behaviour support strategies
- Identified learner risks (medical, environmental, behavioural)
- Regulation approaches
- Safety planning

Risk assessments are reviewed regularly and updated as needed.

Individual Learning Plan (ILP) Targets

Each pupil has ILP targets set at the start of placement. Progress is reviewed half-termly throughout the academic year to ensure learning, regulation and wellbeing needs are being met.

Purpose of Transition Planning

The aim of transition planning is to ensure that every child enters Guild Hall safely, confidently and with the right support in place. By combining personalised visits, phased timetables, multi-agency collaboration, family involvement and robust risk assessment, the school ensures that each child's start is secure, predictable and tailored to their needs.

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 Guild Hall School 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.



Information Sharing & Confidentiality

The Guild Hall School is committed to sharing information lawfully, transparently and securely in line with ISS Part 6, the Data Protection Act 2018, UK GDPR, and the SEND Code of Practice. Information sharing is essential to safeguarding, admissions decision-making, and ensuring that every pupil's needs can be met safely and effectively.

Secure Information Sharing

All information relating to admissions, SEND needs, assessments, consultations and transition planning is stored and shared securely. The school uses encrypted systems, secure email, and controlled access to ensure that personal data is protected. Information is only shared with professionals who have a legitimate role in supporting the pupil, and always in accordance with statutory guidance.

Communication of Admission Decisions

Admission decisions are communicated clearly and promptly to parents/carers and the local authority.

Decisions include:

- Confirmation of suitability
- Details of reasonable adjustments
- Transition arrangements
- Any conditions required for safe placement

Where a place cannot be offered, the school provides a clear explanation based on whether needs can be met safely, appropriately and sustainably.

Transfer of Records

When a pupil joins or leaves The Guild Hall School, all relevant records are transferred securely to the receiving or previous education provider. This includes:

- EHCPs
- Assessments and reports
- Individual Risk Management Plans (IRMPs)
- ILP targets and progress
- Safeguarding information (in line with statutory guidance)
- Attendance and pastoral records

Transfers are completed promptly to ensure continuity of support and safeguarding. Records are shared using secure digital transfer or sealed physical documentation, depending on the receiving organisation's requirements.

Compliance Statement

The Guild Hall School meets all requirements under ISS Part 6: Provision of Information. All statutory information required by the Independent School Standards — including the school's contact details, proprietor information, ethos and aims, curriculum overview, Behaviour Policy, Safeguarding and Child Protection Policy, SEND information and Complaints Procedure — is published on the school's website at www.bayleafcare.co.uk. Hard copies of all documents are available to parents, carers and professionals upon request.

The school also publishes how it supports pupils with SEND and how reasonable adjustments are made, in accordance with the Equality Act 2010 and the SEND Code of Practice.



The school's Complaints Procedure is available on the website and can be provided in hard copy upon request, in line with ISS Part 6.

Proprietor details, including name, correspondence address and contact information, are published on the website and may be requested directly from the school office.