



**MARY ELLIOT
ACADEMY**

Admissions Policy

Version: **3**

Ratified by the Board of Trustees

Signed by the Board of Trustees:

September 2026

To be reviewed annually:

September 2027

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1. Introduction

- 1.1. Mary Elliot Academy is a special academy for children and young people aged 11–18 with complex special educational needs and disabilities.
- 1.2. The Academy is committed to providing a welcoming, inclusive and supportive environment in which every pupil can thrive and achieve their potential. Admissions arrangements are undertaken in accordance with:
 - The Children and Families Act 2014;
 - The SEND Code of Practice: 0–25 Years;
 - The School Admissions Code;
 - The School Admissions Appeals Code;
 - The Equality Act 2010; and
 - Relevant Department for Education guidance.
- 1.3. The Academy works closely with Local Authorities, families and partner agencies to ensure that placements are appropriate, well planned and support positive outcomes for all pupils.

2. Our Values

- 2.1. The admissions process reflects the Academy's core values:
- 2.2. **Respect** - We treat all pupils, families, professionals and stakeholders with dignity, empathy and respect. We recognise and value the views, experiences and aspirations of children, young people and their families.
- 2.3. **Community** - We work collaboratively with families, schools, health professionals, social care teams and Local Authorities to ensure a successful transition into Academy life.
- 2.4. **Resilience** - We support pupils and families through periods of transition and change by providing carefully planned induction and transition arrangements that build confidence and emotional wellbeing.
- 2.5. **Aspiration** - We maintain high expectations for all pupils and seek to secure placements that enable pupils to achieve the best possible educational, social and personal outcomes.

- 2.6. **Independence** - We encourage pupils to participate in decisions affecting their education and support increasing independence and preparation for adulthood throughout their time at the Academy.

3. Admissions Arrangements

- 3.1. Mary Elliot Academy is commissioned primarily by Walsall Local Authority to provide specialist education for pupils with complex special educational needs.
- 3.2. The Academy caters for pupils aged 11–18 whose needs may include:
- Severe Learning Difficulties (SLD);
 - Profound and Multiple Learning Difficulties (PMLD);
 - Autism Spectrum Condition (ASC);
 - Sensory Impairment; and
 - Associated complex needs.
- 3.3. All pupils admitted to the Academy will ordinarily have an Education, Health and Care Plan (EHCP) or be undergoing statutory assessment as part of the EHCP process.
- 3.4. The Academy's commissioned capacity is currently 142 places.

4. Placement Process

- 4.1. Admissions to the Academy are made through the statutory Education, Health and Care Plan process.
- 4.2. Parents and young people have the right to request that a particular school be named in an EHCP. Where Mary Elliot Academy is being considered, the Local Authority will formally consult the Academy before making a final decision.
- When consulted, the Academy will consider:
 - The pupil's identified needs;
 - Whether the Academy can provide suitable provision;
 - The impact on the efficient education of existing pupils;
 - Available staffing, facilities and resources;
 - Health, care and risk management considerations.

- 4.3. The Academy will provide a professional response to the Local Authority based on the information available and the individual circumstances of the pupil.
- 4.4. Where Mary Elliot Academy is named in a final Education, Health and Care Plan, the Academy will admit the pupil in accordance with statutory requirements.

5. Consideration of Placements

- 5.1. The Academy considers every consultation individually.
- 5.2. In accordance with legislation, placement discussions may include consideration of whether:
 - the Academy is suitable for the child's age, ability, aptitude and special educational needs;
 - admission would be compatible with the efficient education of other pupils; and
 - admission would represent an efficient use of resources.
- 5.3. The Academy is committed to working constructively with Local Authorities to identify solutions wherever possible and to ensure that decisions are made in the best interests of the child or young person.

6. Assessment Placements

- 6.1. The Academy may, where agreed with the commissioning Local Authority, accommodate pupils on an assessment placement basis.
- 6.2. Such placements will:
 - be agreed in advance with the Local Authority;
 - be time-limited;
 - include clear objectives and review arrangements; and
 - be subject to available capacity, staffing and resources

7. Transition Arrangements

- 7.1. The Academy recognises that successful transition is essential to pupil wellbeing and achievement.
- 7.2. The Academy may therefore offer:
 - visits by prospective pupils and their families;
 - meetings with current educational settings;

- home visits where appropriate;
- liaison with health and social care professionals;
- transition sessions;
- phased admission arrangements; and
- personalised induction programmes.

7.3. Reasonable adjustments will be made to support individual needs and ensure accessibility throughout the transition process.

8. Equality & Inclusion

8.1. The Academy is committed to equality of opportunity and inclusion for all.

8.2. Admissions arrangements will be administered fairly, consistently and without discrimination in accordance with the Equality Act 2010. The Academy will not discriminate against a pupil or prospective pupil on the basis of disability, race, sex, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or any other protected characteristic.

8.3. The Academy will make reasonable adjustments where required to ensure equitable access to education and services.

9. Attendance, Behaviour and Conduct

9.1. Following admission, pupils and families are expected to work in partnership with the Academy and adhere to Academy policies, including:

- Attendance Policy;
- Behaviour and Relationships Policy;
- Child Protection & Safeguarding Policy;
- Code of Conduct; and
- Suspension and Permanent Exclusion Policy.

9.2. Any concerns regarding attendance, behaviour or conduct will be addressed through the appropriate Academy procedures and statutory guidance.

10. Complaints and Appeals

- 10.1. Parents and carers who have concerns regarding admissions are encouraged to discuss them initially with the Academy or the relevant Local Authority SEND Officer.
- 10.2. Where a disagreement relates to the contents of an Education, Health and Care Plan, including the placement named by the Local Authority, parents and young people may have rights of appeal through the First-tier Tribunal (Special Educational Needs and Disability).
- 10.3. The Academy Complaints Policy is available on the Academy website.

11. Monitoring and Review

- 11.1. The Board of Trustees will review this policy annually or sooner if required due to changes in legislation, statutory guidance or local arrangements.
- 11.2. The implementation of this policy will be monitored by the Headteacher to ensure that admissions arrangements remain fair, transparent, inclusive and compliant with statutory requirements.

12. Changes

Description	Date	Page	Section