



Peterhouse School

Admission and Discharge Policy

Calvin Wallace

RELATED / RELEVANT POLICIES AND KEY DOCUMENTS

This document should be read in conjunction with:

Guidelines for Annual Reviews

Transition Policy

Statement re Peterhouse School Multi-disciplinary Practice Support Team

Exclusion Policy

Assessment Recording and Reporting Policy

Welcome Pack for Parents

SUMMARY / SCOPE

We seek to ensure that all admissions to, and departures from Peterhouse School occur in a personalised, clearly planned and sensitive manner. Introduction and discharge to and from the school is planned individually, taking into account the needs and wishes of the pupil, their family and the placing authority.

Admissions are based on a transparent referral process agreed with Local Authorities and aligned with the SEND Code of Practice. All placements are considered but assessments are only offered subject to the availability of places within the current or upcoming academic year including projected capacity based on school leavers. Each referral is reviewed to determine whether the setting can meet the young person's needs, provide the most appropriate learning environment and offer flexible or bespoke education pathways where required. Where referrals exceed capacity, a fair and needs-led prioritisation process is followed and is clearly communicated to families and Local Authorities throughout this document in line with school criteria.

As a non-Section 41 special school, we are not bound by all statutory duties of the SEND Code of Practice; however, we align our processes with its principles and work closely with all Local Authorities to ensure the best outcomes for all pupils.

REVISION STATUS

This Review Date	Details of Changes	Sections Changed	Author	Date of next review
February 2018	Update from old format		Janet Allan Gill Burnell	February 2019
June 2018	Minor additions	3,6,7 Appendix D	Janet Allan	February 2019
Oct 2019	Minor additions throughout	5, Appendix C	Janet Allan	February 2020
July 2020	Minor additions		Janet Allan	February 2021
April 2022	Minor updates		Janet Allan	February 2023
April 2023	Minor updates		Calvin Wallace	April 2024
April 2024	Minor updates	Appendix E	Calvin Wallace	April 2025
Endorsed by the Educational Services Governance Committee – 02.05.2024				
June 2025	Minor updates		Calvin Wallace	June 26
Endorsed by the Educational Services Governance Committee 10.07.2025				
November 2025	Updated Throughout		Calvin Wallace Lesley Fleming	November 2026
Endorsed by the Educational Services Governance Committee 18.12.2025				

1 PETERHOUSE ADMISSIONS

At Peterhouse we are proud of our multi-disciplinary referrals and admissions process and the way we work closely with families throughout. We are happy to take referrals throughout the school year and emphasise the need to work as constructively as possible with the relevant Local Authority.

We recognise that the more information shared with us, the better able we will be to progress and respond to each referral.

We believe that all referrals to the school should involve a **partnership with families and Local Authorities**, to ensure that the school meets the needs of prospective students. We are currently working with approximately 4 Local Authorities, offering day places to our school.

All students have diagnosis of autism and have an Education, Health and Care Plan (EHCP).

We aim to provide a rigorous admissions process to allow the school the opportunity to maintain a *safe, welcoming and autism-friendly environment* for all students. We work hard to ensure that all student transitions into the school are *planned and managed sensitively* and are suitable to individual need whilst taking into account the varying need of existing cohorts.

Our Admissions Process is as follows:

1A PARENTAL ENQUIRY/ OPEN MORNING

Parents are welcome and encouraged to visit the school. If we receive a telephone or email enquiry parents will be offered the next available Open Morning date. If parents need information a member of the team will be able to answer questions and share relevant information over the phone.

Open Mornings offering parents/ families an opportunity to visit the school are timetabled every half term. This enables parents to meet members of the school team, learn about our school history and ethos, ask questions and see the school in action. A wide range of information is shared alongside a school tour to enable you to consider whether Peterhouse is the right school for you and your young person.

We also request that prospective parents complete a record of enquiry form ([Appendix E](#)) as this aids our referral process if/ when an LA sends EHCP documentation through.

Parents who are unable to attend an open morning will be offered an alternative appointment when possible. In some cases, we may offer a 1:1 visit where further information may be sought and recorded through a referral visit form (appendix A). All documentation is filed in a confidential referrals folder in Planning and Policies.

During open mornings we prefer that your young person **does not attend** as this can be unsettling for both your young person and our pupils however, we recognise that this may not always be possible.

If, during 1:1 visits, parents do bring a young person with them, we will then ask a member of staff to meet the young person and take them on a tour or to play a game while we speak to parents. Firstly, we prefer not to talk about young people in front of them unless they can be involved in the conversation and secondly it gives us an opportunity to make a brief assessment of the young person.

2. CRITERIA FOR REFERRAL

- A diagnosis of Autism.
- Age between 4 and 19.
- Have an EHCP stating clear educational needs.
- The environment, curriculum and approaches adopted by Peterhouse School can meet the needs of the young person as detailed in EHCP and as a result there is potential for progress.
- There is an adequate space that will not impact the specialist teaching, learning and education and progress of others.
- An identified and suitable peer group for the /young person can be identified where they can be successfully accommodated within the mix of young people already in the class where the vacancy occurs.
- Funding should be available from the relevant agency/ies.

3. REFERRAL FROM LEA

All referrals are received from the relevant Local Authority via an EHCP consultation.

Our referral process is reliant on us gaining as much information about each young person as possible. We consider each document carefully and by providing as much information as possible, via parent consultation at Open days, EHCP and LA collaboration, it aids and supports the process to enable next steps to know if a referral is suitable to proceed to an assessment stage or not.

At this initial stage we work with parents and external agencies to ensure that decisions on whether to offer an assessment are based on complete, accurate, reliable, and up-to-date information. We recognise that a referral process can take time and we are transparent in the number of available places for each upcoming academic year.

The school will read and consider the information provided in the young person's papers. These typically include the Education, Health and Care Plan (EHCP) with

supporting reports from other professionals i.e. SaLT, OT, Education Psychologist, CAMHS etc. and the latest Annual Review Report and documents from the current school.

At this stage parents will be encouraged to view the school if they haven't already done so.

Local Authority Enquiry

We may receive an initial enquiry from the Local Authority in which the young person lives. This is usually a request for a placement in principle and a conditional offer, and initial costings may be submitted. Once a formal request for a place is made by the Local Authority, we will then begin our Assessment Procedures with the consent of the LA and parents.

4. REFERRAL PANEL REVIEW FOR ASSESSMENT

Following initial consultation for assessment based on diagnosis and where we have academic school places identified referral consultations will be considered by our Multi-Disciplinary Practice Support Team panel. At this stage the team will consider all areas of the referral criteria in more detail to ensure that Peterhouse would be the right education placement for the young person.

If the panel consider that there is a high probability that Peterhouse can meet a student's needs and all other criteria are met, for example, availability of places, relevant peer group, appropriate environment, support progress etc. an offer for assessment will be made to the Local Authority.

Please note we may offer more assessment visits that we have places available so this does not mean your young person will gain a place at school.

5. ASSESSMENT PROCESS

Once agreement by the Local Authority to assess has been given we will seek to contact parents for consent to assess in the first instance.

Assessment visits aim to take place in the young person's existing education place and/ or home (if a young person is not in education) to gain information and to work alongside the young person.

The assessment visit will be undertaken by two members of our multi-disciplinary practice support team or one member and a relevant professional e.g. member of the SLT or prospective class teacher/ advanced practitioner. *(The most relevant professional will be identified given the age and presentation of the young person)*

During an assessment they will work alongside the young person to get to know them as well as discuss key information/ ask relevant questions from adults present who know the young person best. Where able we will also seek out the views of the young person. We will liaise with parents throughout this process.

During or following this assessment an Observation Checklist will be completed (Appendix B) and will be stored.

6. MDT PANEL REFERRAL DECISION

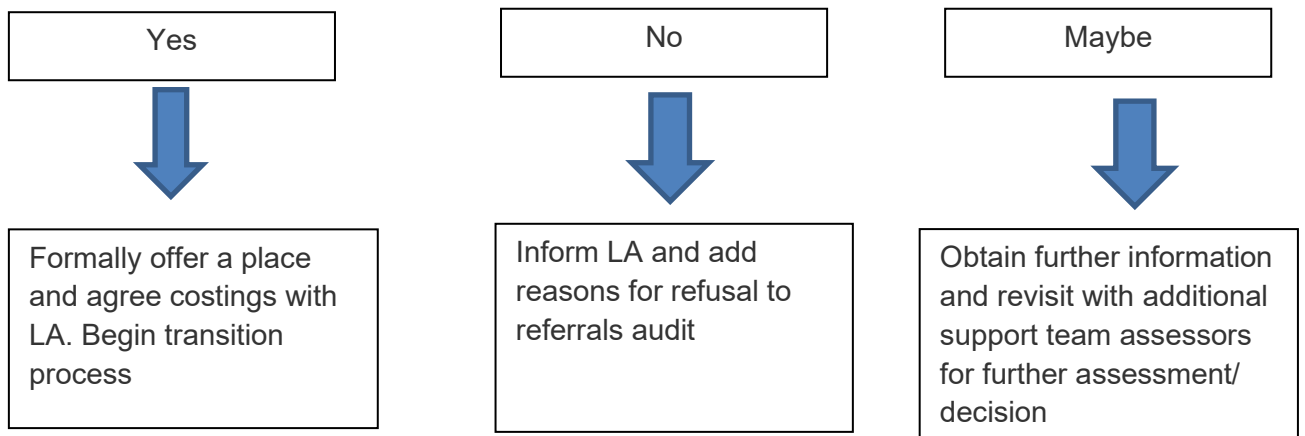
Following an assessment visit there is a referrals panel meeting. This is a discussion where all assessment information is shared as part of MDT discussion for a decision process. **Please note we may assess more young people than we have available places.** We have a rigorous system to ensure that when we do place a young person we have considered the following options including:

- Suitable peer group
- Can meet the needs as described in EHCP
- Can provide the appropriate and suitable learning environment
- The young person will not impact the learning of others
- We have availability in the correct class cohort/ learning pathway
- Compatibility and impact on existing peers
- Academic provision is suitable
- Medical/ Self-Care needs can be met
- Additional support needs are identified and can be supported
- Impact on staffing
- Training implications for education

At this stage the referral process will also consider:

- Young person's current education status
- Siblings in school
- Detailed staffing needs e.g. 1:1
- Parental Preference
- Location – Transport
- Attendance in current setting
- Offers elsewhere

A decision is then reached as follows



A member of the referrals team will also feedback the decision to parents as well as officially informing the Local Authority.

7. PLACEMENT OFFER

Once a placement offer is made Peterhouse School is dependent on acceptance from the Local Authority until it can place a pupil on roll. Until an agreement is in place no further action can be taken. Once the Local Authority agree and respond securing the place the admissions team will be in contact families to start the transition process to Peterhouse School.

While placements can happen at any time in a school year we do aim to ensure there is a clear period of time to support these next steps. We recognise that uncertainty can cause families difficulty. Transition times and processes will be shared upon receipt of an offer to allow families to understand each part of the transition process. (Appendix F) Process Stage.

8. PRE – TRANSITION PLANNING

Peterhouse aims to provide each new pupil will have an individual, carefully planned and sensitively managed transition and induction into school at an agreed time.

A pre-admission meeting will be arranged to support all transitions into Peterhouse School. This starts with a home visit where the transition team will work alongside families to support the best way to introduce your young person to a new school.

During this visit we seek further and even more in-depth information from the family and young person, where they are able, to support our knowledge of each individual’s strengths and interests, areas of challenge and aspirations focusing on Peterhouse School’s 5-point star approach.

From the outset of the Peterhouse journey we aspire to work in partnership with families and the young people who attend our school. We recognise that families

know their young person the best and can share history and key information to support successful transitions.

As part of the starting point of transition, where relevant, we will also request further information from previous education placements to support knowledge of each young person's experiences in education as we recognise that our young people can present differently at different times/ different environments.

All this information informs our **pre-admission paperwork**.

At the meeting we will then decide a clear transition plan with the family and the young person. This will be be-spoke for each pupil and can include a variety of stages including, but not limited to:

- School visits
- Transition books
- Introduction to new staff
- Tour of school
- Half days
- Full days
- Adapted timetables

Following the meeting parents will receive an email from the transitions team detailing the agreed plan including start dates and introducing parents and young person to their new class teacher.

We recognise the need for flexibility within any plan to support our pupils to be successful and aim to work alongside the young person and families from this starting point to school.

9. TRANSITIONS INTO SCHOOL

Transitions into Peterhouse take place until their Initial Review. During this time school professionals will complete a full assessment of each young person. This includes input from the practice support team, class teacher, class team and family support who all get to know and complete more formal assessments that inform and personalise each pupils' education pathway.

This full transition period **lasts approximately 6 months** and ends with an **Initial Review** where parents will be invited into school to agree new targets and next steps. An interim conversation will be held to formally 'check in' with parents as part of the transition process after approximately 12 weeks.

Each student is supported throughout their transition by the school's Multi-Disciplinary Autism Practice Support Team. A transition lead will identify who will be responsible for each part of the plan and the team complete the Transition Checklist (Appendix C).

Professionals' evaluation meetings will be held during and at the end of any transition period prior to the pupil's Initial Review to support decisions made re transition responsibility post admission e.g. it may be class teacher or other identified professional. We note that a student who continues to struggle with transition for a prolonged period will be referred to the Autism Practice Support Team and a further plan developed with the relevant professionals

A transition report is included in the Initial Review. This is completed by the lead professional at transition in liaison with the class teacher and in consultation with relevant Autism Practice Support input.

It should be noted that **no** transition plan will be the same. All plans are based on information received from parents and others to recognise which approach will best support each young person whilst also considering the needs of peers already at the school. As such **all-transition plans will inevitably look very different.**

If a transition is proving difficult/ unsuccessful or a young person is considered to not have fully transitioned into Peterhouse this will be discussed at the Initial Review with relevant plans to support next steps and the placement may not be confirmed.

10. FLEXIBLE EDUCATION ADMISSIONS

Peterhouse Flexible Education is a provision for young people who have historically been unable to access school. The placement consultations we receive are for young people who have been out of school for a significant period of time – often a number of years. The majority of these young people have not received any education at all in that time. Generally, their 'timetable' at the point of referral to Flexible Education is at 0 hours of education per week.

When we respond to a placement consultation to offer a Flexible Education place, this offer is conditional on a shared understanding between ourselves, commissioners and all other stakeholders that our approach – and by extension an individual inclusion timetable - is appropriate for the young person.

While we set timeframes for review, our offer is not time-limited, and we do not set an expectation that a will be attending school by a set date. We have learned that this is not useful and can be counter productive.

It is highly likely that referral to Flex Ed has been made following a succession of time-limited interventions which have not been successful. What our young people have been able to express to us, through our case studies, is that from their perspective, each one of these unsuccessful interventions can represent another layer of failure which exacerbates existing trauma and further damages self-esteem. Setting expectations with time as a metric would mean that we are setting out in our support of our young people by imposing a demand. This would

undermine our initial aims outlined in stage 1 (foundation stage) of the Flexible Education Curriculum.

11. POST ADMISSION AND BASELINE ASSESSMENT

On admission parents/carers are given a comprehensive information pack, including details about communication systems, term dates, specialist support staff, school uniform, Safeguarding information, Quality of Life Initiative information, acceptable internet use and data protection, as well as a Home-School Agreement and forms such as consent forms.

As already stated all admissions are subject to a 6-month assessment period after which an Initial Review is held and placement confirmed. For some students it may be appropriate to have pre-admissions review after the first term. This will be confirmed at admission.

All students on role under Flexible Education will have a review at the end of the first term in order that the EHCP is deemed fit for purpose and reflects the bespoke provision on offer.

During this first 6 months a comprehensive baseline assessment is completed which includes the following

- Communication assessment by the Speech and Language Therapists
- Occupational Therapy assessments and Sensory profile
- Standardised reading test (if appropriate)
- Other standardised tests
- Teacher/staff observations
- Earwig evidence
- Ongoing review of pre-admission documentation which includes About Me, PBSP, Risk Assessment
- Progress tracker completed to establish baseline for attendance, engagement and incidents

Information from this then informs working documents including:

- About Me document
- Personalised learning through Termly EHCP learning targets
- Individual therapy programmes
- Initial Annual Review (where EHCP outcomes are agreed)
- Positive Behaviour Support Plans
- Risk Assessments
- Relevant Medical Health plans e.g. Individual Healthcare Plans, Intimate Care Plan

12. DISCHARGE OF PUPILS

Individuals may leave the school at any time during their school career, if it is agreed that the Peterhouse is no longer appropriate. This may be because the degree of progress achieved means that an alternative placement would be more appropriate.

Most pupils leave Peterhouse at the end of the academic year subsequent to their 19th birthday unless it has been decided that education elsewhere at Post 16 would be more suitable.

A full term's notice is usually required should it be decided that the school is no longer the most appropriate place to meet an individual's needs. However, in exceptional circumstances placements may be terminated with very little notice if it is deemed that all resources have been explored and exhausted within the school and that the pupil's needs can no longer be met.

In exceptional circumstances, it may be necessary to exclude a pupil if it is considered that his/her presence is detrimental to the education of others, affects the efficient management of the school and/or is a serious danger to themselves and others.

We take pride in our positive and supportive relationships with parents/carers and consider such a relationship essential to meeting a pupil's needs effectively. Should any issues arise, every attempt will be made to resolve them. In the unlikely event of a working relationship with parents/carers breaking down to such an extent that it is deemed irrevocable then a decision may be made to end the placement.

In accordance with the Code of Practice, all reviews taking place from Year 9 and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society.

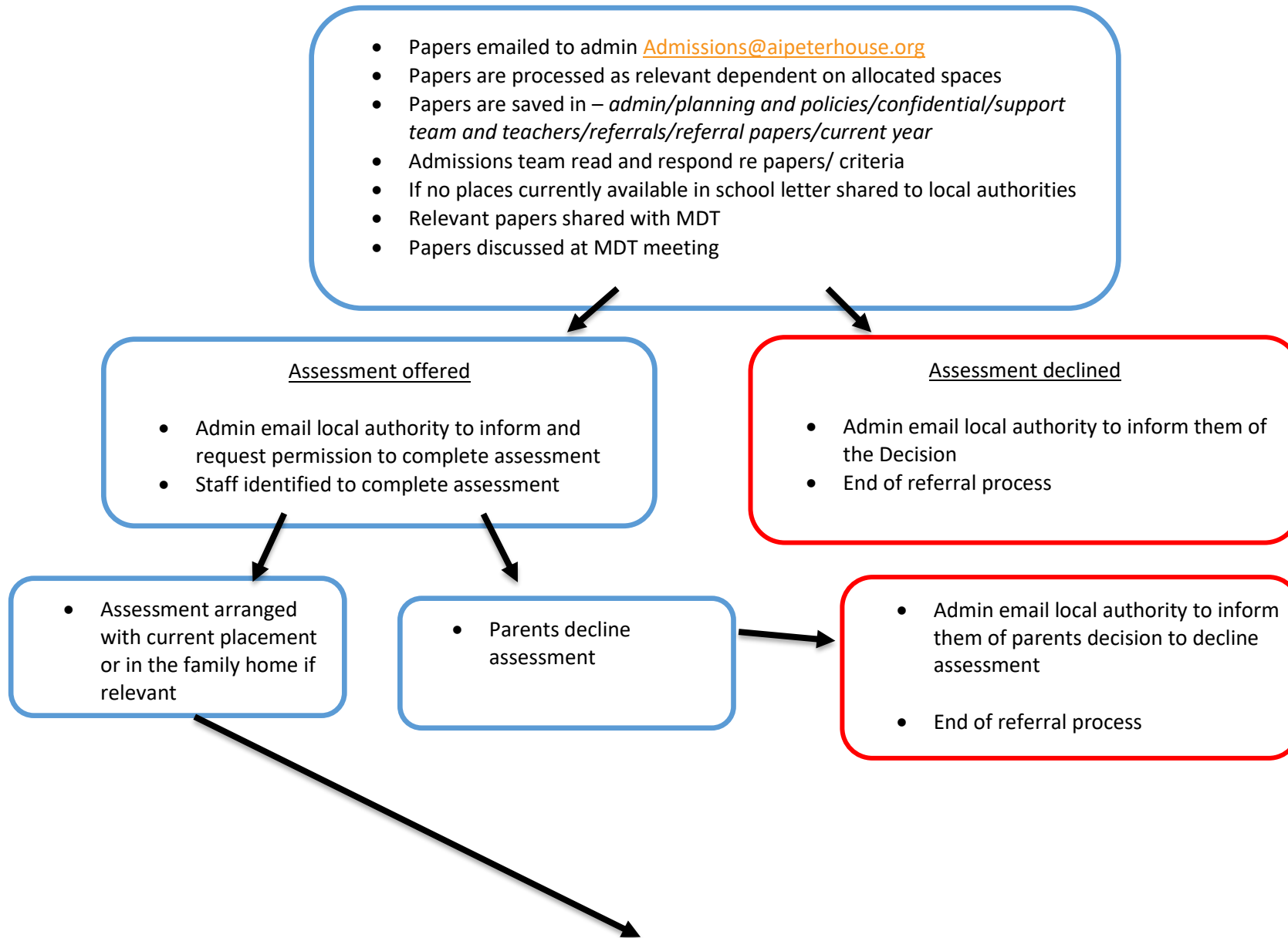
This transition planning must be built into the EHC Plan and where relevant should include effective planning for young people moving from child to adult care and health services. The review should involve relevant representatives from the Connexions / Transitions Service. Health professionals involved should provide advice wherever possible and attend the annual review meeting in Year 9.

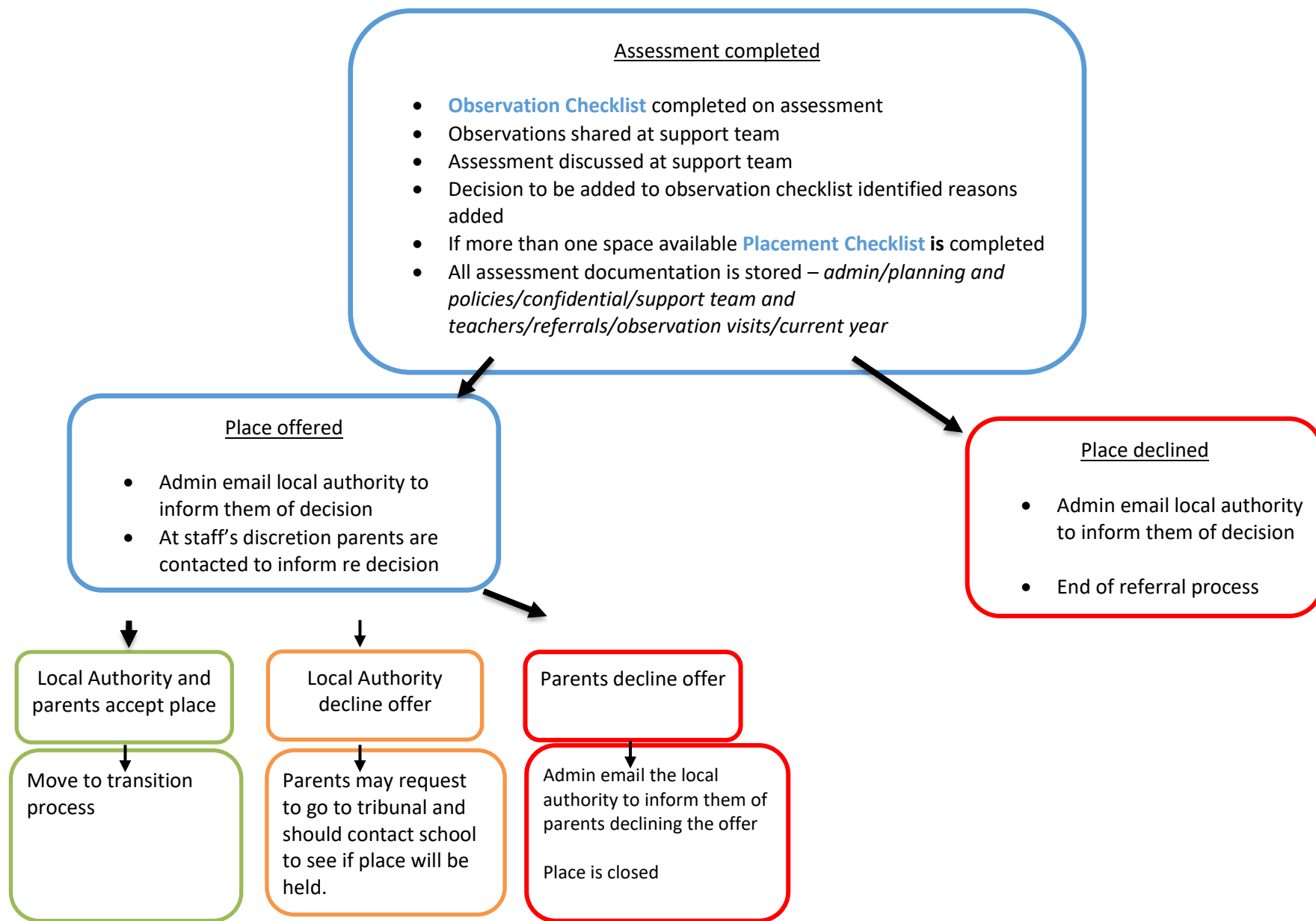
All pupils, by law, must have an Annual Review at which the pupil's placement will be discussed. The appropriateness of the placement for the next twelve months will be confirmed at this meeting.

Following the discharge of any pupil a reflective account will be recorded. Lessons learned, both positive and negative, will help inform future practice, policies and procedures (see Appendix D)

13. ADMISSION AND TRANSITIONS PROCESS

Referral Process at Peterhouse





Information gathering

Pupil's papers

Parent visit appendix a

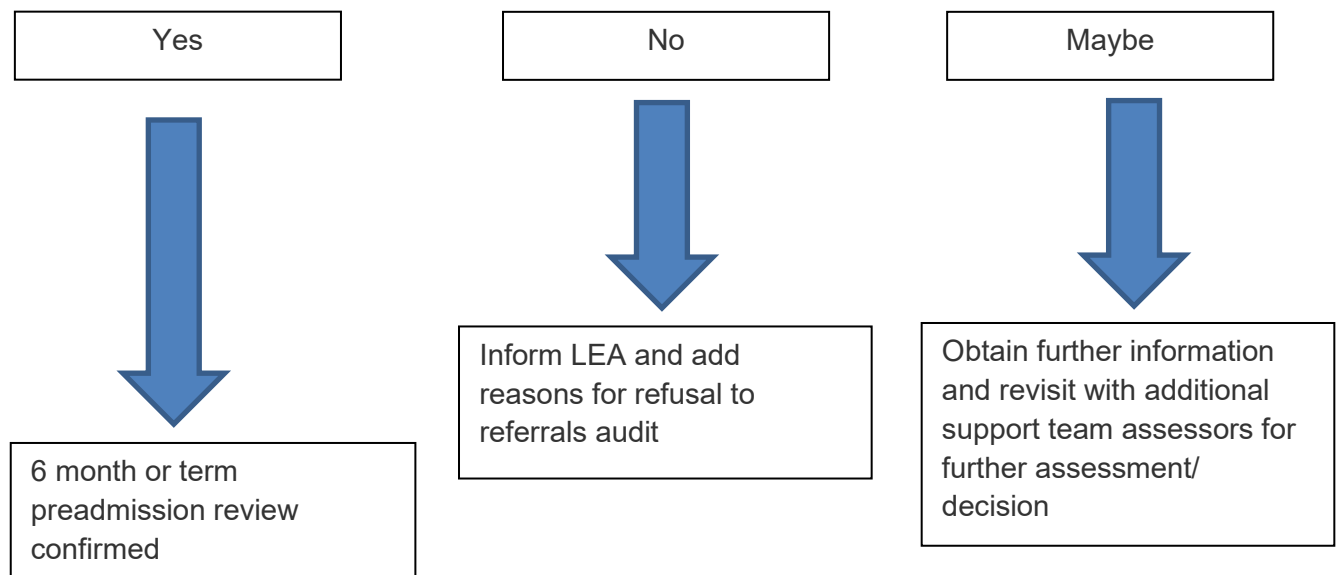
Observation in current placement appendix b

Parental consent for observation to take place.

Decision Making Process

Support team meet to consider

- Suitable peer group
- Can meet the needs as described in EHCP
- Can provide the appropriate and suitable learning environment
- The young person will not impact the learning of others
- We have availability in the correct class cohort/ learning pathway
- Compatibility and impact on existing peers
- Academic provision is suitable
- Medical/ Self-Care needs can be met
- Additional support needs are identified and can be supported
- Impact on staffing
- Training implications for education



Transition Planning

Home visit

School visit

Complete Risk assessment

PBSP

BOC risk assessment (if required – usually completed Post transition if an incident occurs)

Transition plan in place

All About Me

Initial Assessment (first 6 months or term)

Baseline assessments

Standardised Reading Test

About Me

OT assessment

SaLT assessment

Ongoing review of PBSP, risk assessments, (BOC risk assessment)

Progress tracker completed to establish baseline for attendance, engagement and incidents

APPENDIX A

Referral Visit	
Name	
Date of Visit	
Seen By	
LEA	
D.O.B	
Parents	
Address	
Telephone	
How did you find us?	
Diagnosis?	
Statement / EHCP?	
Current Placement	
Why seeking a new placement?	
Motivation Strengths and interests , self-occupancy	
Thinking skills Transitions, routines, expectations	
Communication – expressive	
Communication – receptive	
Social understanding Getting along with others	
Cognitive Skills / Academic level	
Sensory issues	
Health Medication, Sleep, health conditions	
Self Help Skills including toileting and hygiene	
Behaviours of concern	
Additional Information	

APPENDIX B

Observation Checklist	
Name	
Parental consent obtained	
Date of Observation	
Observation Conducted by	
Where was observation conducted?	
Visual structure	
Communication	
Emotional regulation	
Sensory needs / self-regulation	
How does pupil interact with staff / peers?	
What does a typical day look like?	
What does a good day look like?	
What does a bad day look like?	
Pupil's motivations/ special interests	
Strong dislikes / fears / phobias	
Self occupancy	
Self-help skills / toileting / personal hygiene	
Additional health needs	
Additional information	

APPENDIX C

Pre Admission Transition Checklist				Post Admission Checklist		
What	Who	Date	Notes Add date when completed	Who	Date	Notes Add date when completed
Transition plan emailed to new parents/carers						
Transition Plan for young person in place						
Preparation plan for existing pupils in place						
Handover meeting						
School Information pack received Pre Admission forms completed						
Draft Risk Assessment completed						
Draft PISP completed						
Draft All About Me completed						

Behaviours of concern risk assessment completed if applicable					
Update EHCP received from LA and shared to class team					
Any additional training needs identified					
Environmental considerations					
Staffing implications					
Visits to school Previous setting if not in school					
Safeguarding Records Transferred via CPOMs					
Home visits					
SaLT input / assessment					
OT input / assessment					

Family Support (TAF, CIN etc) Initial home visit						
Links with other professionals (CAMHS etc)						
Date of Initial Review confirmed						
Parent Induction Evaluation undertaken						
Transition report included in the Initial Review						
Further comments						
Evaluation				Date		

APPENDIX D

DISCHARGE STATEMENT	
Name	DOA DOD
Reason for Discharge	
Future Provision	
Lessons Learned (both positive and negative)	
Future Actions	
Completed by	
Date	

APPENDIX E

Young Person Name:		D.O.B.:	Female/Male
Age:	School Year Group:		
Parent(s):		Contact (if different):	
Tel:		Mobile:	
Address:			
L.E.A.:			
Where are they now?:		If out of school, how long:	
Type of placement wanted:			
Flex Ed	Full time	Outreach	
Visit to Peterhouse (date):		To see:	
Open Day	Parent Visit		
EHCP in place ?			
Diagnosis of Autism: YES / NO			
Other Diagnosis:			
How have you heard about Peterhouse?			
What do you think is important that we know about your young person?:			
Other Notes/Comments:			

Process Stage

What happens after your young person gets a place at Peterhouse School.

Step 1
A member of the Transitions team will be in touch to arrange a home visit.
Step 2
The Transition team will visit the family home. During this visit they will: <ul style="list-style-type: none"> • Gather as much information as they can about your young person to inform our pre-admission paperwork. • Answer any questions that you might have. • Work with you to make the best transition plan for your young person. • Send a confirmation email following their visit. • Give you a parent pack that includes paperwork for you to sign and return to school.
Step 3
The transition team and a key member of staff from your young person's new class will either visit your young person in their current setting or will visit them in the family home.
Step 4
<p>A. Where possible and relevant, depending on the time of year, we will arrange all or some of the following prior to transition:</p> <ul style="list-style-type: none"> • Pre transition visits which include <ul style="list-style-type: none"> ➤ To look at school ➤ Meet the teacher and staff team ➤ Meeting peers <p>B. Transition plan will be in place with key dates set for visits including:</p> <ul style="list-style-type: none"> • Key time as discussed in consultation with family • Check ins with staff team <p>Please note the transitions team liaise and support transition until your young person is in school full time. You may contact either them or the class team at any time.</p>
Step 5
<ul style="list-style-type: none"> • Your young person's designated class OT and SaLT will be in touch during transition. • Your young person's SaLT will send out an introductory letter and a questionnaire for you to complete and return to school. • Your young person's OT will make contact during the 6-month assessment period and arrange an appointment with you to gather further information.
Step 6
A member from the Family Support Team will be in touch to arrange a home visit.
Step 7
<ul style="list-style-type: none"> • A 12-week transition review will take place in school.