



SPAGHETTI BRIDGE

Admissions Policy

Policy Owner	Head of LA partnership and Admissions
Applies to	All Spaghetti Bridge Schools and associated services
Associated Documents	Relational Support Policy Equality Policy SEN Policy Curriculum Policy Child Protection & Safeguarding Policy Admissions Register policy Student Transition In Procedure
Review Frequency	This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. It will be reviewed annually
Date of Implementation	December 2022
Review Date	December 2025
New Review Date	December 2026
Approved by Chief Executive Officer	 Dan Alipaz (Dec 31, 2025, 8:42am)
Approved by the Chair of the Board	 Stephen Bradshaw (Dec 22, 2025, 5:50pm)



1. Introduction

Purpose/Aim

Spaghetti Bridge Schools are registered with the Department for Education to provide education for children and young people aged 6 to 19 years. We are committed to ensuring that no student is refused entry on the grounds of *race, ethnicity, gender, religion or belief, disability, sexual orientation, or socio-economic background*.

Our admissions process aims to ensure that placements are appropriate, needs-led, and consistent with our values of relationship-based, person-centred education.

Scope

This policy applies to all prospective and current students, their families, carers, and any local authority or agency involved in the consultation and placement process.

Policy Statement

The admissions process at Spaghetti Bridge will:

- Be transparent and clearly outlined to prospective parents and carers, including opportunities for informal and formal visits to help families make informed choices.
- Be handled sensitively and respectfully, recognising the individual needs and circumstances of each student and their family.
- Begin to establish a positive partnership with parents/carers from the outset, clarifying expectations and shared responsibilities.
- Facilitate the exchange of information and understanding between home, school, and external agencies through meetings, home visits, and induction sessions.
- Empower parents/carers to become confident and informed partners in their child's education and support.
- Be mindful of the needs of students already attending and of the resources available across the school.
- Involve liaison with relevant external professionals—such as Speech and Language Therapists (SALT), Educational Psychologists (EP), Occupational Therapists (OT), Social Care teams, and any Alternative Provision (AP)—to ensure a fully informed decision.



Student Needs

At Spaghetti Bridge, we provide education for children and young people aged 6 to 19 years who have Special Educational Needs and/or Disabilities (SEND) and an Education, Health and Care Plan (EHCP) issued by their Local Authority.

Our schools support students with a wide range of needs, including but not limited to:

- Neurodiversity, such as Autism and ADHD
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH) needs
- Trauma and Attachment needs
- Mild to Moderate Learning Difficulties

We recognise that many students' needs are complex and interrelated, and may not fit neatly into one category. Each referral is therefore considered on an individual basis to determine whether our provision and environment can best meet their holistic needs.

All Spaghetti Bridge students have an EHCP identifying additional support needs that cannot be met within a mainstream setting.

Referral Process

Referrals are typically made by Local Authorities—our commissioning bodies—at any point during the academic year. Referrals may be for:

- Immediate placement,
- In-year transitions, or
- Planned September entry.

At the point of referral, Spaghetti Bridge seeks as much information as possible to support a thorough assessment of suitability. This may include:

- Student's name, address, and date of birth
- Gender and preferred pronouns (where applicable)
- Ethnic, cultural, and religious background
- Health and medical history, including ongoing conditions



- Educational history, current provision, and support received
- Details of identified needs within the EHCP
- Any known risks or safeguarding concerns, including supervision requirements
- Expectations and desired outcomes outlined by the placing authority
- Details of any allocated Social Worker (if applicable)
- Legal status of the child or young person
- Whether the student is currently involved in the Tribunal or Appeals process

Students Whose Needs We May Not Be Able to Meet

Spaghetti Bridge is committed to making reasonable adjustments and supporting a wide range of needs. However, there may be circumstances where the school is not an appropriate placement. These include, but are not limited to:

- The age of the learner falls outside our designation (6–19).
- The student presents with Severe or Profound and Multiple Learning Difficulties (SLD/PMLD), or Global Developmental Delay equivalent to a delay of 2 years by age 5 or 4 years by age 10.
- The student has profound physical or medical needs that cannot be safely accommodated even with reasonable environmental adaptations.
- The student presents an ongoing and significant risk of harm to themselves or others that cannot be mitigated within the school's therapeutic model.
- The distance of travel from home to school exceeds one hour for primary-aged students or one and a half hours for secondary-aged students, making daily attendance impractical.

Each case is reviewed by the Headteacher and Regional Operational Lead to ensure decisions are evidence-based, proportionate, and in the best interests of the child.

Referral and Consultation Stage



When a referral is received, the school will review all information provided, including the student's Education, Health and Care Plan (EHCP), supporting reports, and any relevant documentation.

A period of due diligence will follow, which typically includes:

- Contacting the student's parent or carer to gain further insight and answer any initial questions.
- Liaising with the current or previous educational setting to understand the student's progress, support strategies, and engagement profile.
- Arranging a face-to-face meeting with the student and family, either at a Spaghetti Bridge school, in the home environment, or at the current/previous education placement where appropriate.

This process enables both the school and family to consider whether Spaghetti Bridge is the right environment to meet the child or young person's needs.

Following a full review of consultation documents, due diligence information, and the face-to-face meeting, the Headteacher will make a recommendation to the Local Authority to:

1. Offer a placement where it is agreed that the school can meet the student's needs and deliver the provision set out in the EHCP; or
2. Notify the Local Authority that the school is unable to meet the student's needs, providing clear reasons for this decision; or
3. Indicate provisional acceptance ("yes in principle") and propose a future admission date when an appropriate space or cohort becomes available.

Once the Local Authority has been notified of the outcome, parents and carers will be kept informed throughout the decision-making process.

Following Confirmation of Placement

Once the Local Authority confirms placement, the school will make arrangements to ensure a positive and well-supported induction for the student and their family.



Actions will include:

- Entering the student's details into the school admissions register
- Creating a student profile within school systems.
- Requesting completion of admissions and medical forms by the parent or carer to ensure all essential information is in place prior to the start date.

Transition and Induction

Before the student begins their placement, a transition meeting will be arranged with the parent or carer, key staff, and the student. During this meeting:

- The family and staff will co-create the student's Relational Support Plan (RSP).
- The student will be introduced to their base classroom, staff, and peers.
- The parent/carer will have the opportunity to discuss a Connect and Relate (C&R) timetable, which forms the foundation of the student's phased transition into school.

The transition phase typically spans up to six weeks, although the pace and duration are tailored to each student's needs.

To further support relationship-building, students will be invited to attend up to two shadow sessions before their formal start date. These sessions provide an opportunity for the student to:

- Meet one-to-one with their base teacher,
- Begin forming trusting relationships, and
- Share their interests, strengths, and preferences in a relaxed environment.

Roles and Responsibilities

Implementation

This policy will be subject to continuous monitoring, refinement, and audit by the Headteacher and the Senior Leadership Team (SLT). Oversight will ensure compliance with the *Children and Families Act 2014*, *SEND Code of Practice (2015)*, and all relevant *DfE registration requirements*.

All Spaghetti Bridge schools follow a six-stage admissions process, designed to:



- Ensure that all relevant data and contextual information are collected consistently and accurately;
- Enable Headteachers to make informed, transparent decisions; and
- Support a fair and child-centred approach to every consultation and referral.

Stage 1 – Confirmed Consultation and EHCP Review

Responsible staff: Admissions and Transitions Officer (ATO)

Purpose:

Receipt of a formal consultation from the Local Authority (LA) and/or an appropriate Expression of Interest (EOI) for which the service has agreed to respond.

Process:

- The Admissions and Transitions Officer logs the consultation on Bridge Link.
- The EHCP and accompanying documentation are reviewed in full.
- Key information and initial observations are recorded on Bridge Link to inform decision-making.

Expected timeframe: Within 48 hours of receipt.

Outcome:

- The Headteacher may, at this stage, determine that the school cannot meet the child or young person's needs and return the consultation to the LA with clear, evidence-based reasons.
- If proceeding, the referral moves to Stage 2.

Stage 2 – Initial Due Diligence (Phone)

Responsible staff: Admissions and Transitions Officer; decision by Headteacher

Purpose:

To establish a fuller and current understanding of the young person's needs, circumstances, and provision requirements beyond what is captured in the EHCP.



Process:

- The ATO contacts relevant stakeholders such as the current or previous educational setting, parent/carer, and any involved professionals (e.g., Social Worker, SEND Officer, EP, or therapist).
- Clarify any discrepancies or gaps in the EHCP, and seek current information on the student's attendance, engagement, and support requirements.
- Safeguarding and attendance information must be explicitly gathered and recorded in Bridge Link.

Expected timeframe: Within two working days of initiating contact.

Outcome:

- If new information indicates that the school would not be an appropriate placement, the Headteacher may decide to close the referral at this stage, documenting the rationale clearly.
- If sufficient information supports continued assessment, the process proceeds to Stage 3 (typically a deeper exploration and/or face-to-face stage).

Stage 3 – Secondary Due Diligence: Face-to-Face Meeting

Responsible staff: Senior Leadership Team (SLT), Designated Safeguarding Lead (DSL), Admissions and Transitions Officer (ATO)

Purpose:

To build a relational understanding of the student, verify suitability, and ensure that the provision offered will meet the child or young person's holistic needs — educational, social, and emotional.

Process:

- A face-to-face meeting will take place that enables the student and their family to experience the environment and meet key staff.
- Where this is not feasible (for example, when a child has been out of education for a significant period or experiences high anxiety), an alternative meeting may take place through a home visit or at the current/previous provision.
- In some cases, a follow-up visit may be arranged to allow additional interaction — this might include a supported opportunity to join a small group of students onsite, or a



further meeting with staff to deepen assessment and engagement.

- The DSL must have oversight of all safeguarding information at this stage and ensure that any potential risks are identified, shared appropriately, and recorded on Bridge Link.
- The Diversity of Need Matrix is to be completed to support decision-making and risk assessment.

Expected timeframe: Within four working days of completing Stage 2.

Outcome:

- Following this stage, the school may decide that it cannot meet the child or young person's needs and close the referral, providing clear reasons to the Local Authority.
- Alternatively, the referral proceeds to Stage 4 if the evidence indicates that Spaghetti Bridge can meet the identified needs.

Stage 4 – Offer Made

Responsible staff: Headteacher (or SLT), Admissions and Transitions Officer (ATO), Designated Safeguarding Lead (DSL)

Purpose:

To formally communicate the school's decision to the Local Authority and ensure that any additional support or funding requirements are clearly identified.

Process:

- Once all evidence has been reviewed and it is agreed that Spaghetti Bridge can meet the child or young person's needs, a formal placement offer will be made to the Local Authority (LA).
- The offer will clearly outline:
 - The Core Offer available at Spaghetti Bridge; and
 - Any additional provision required to meet the specific needs outlined in Section F of the EHCP.
- If therapies or Alternative Provision (AP) specified in Section F fall outside the Core Offer, the ATO will liaise with the LA to request confirmation of additional funding or



agree commissioning arrangements.

- The DSL will confirm that all safeguarding checks and information sharing are up to date before the offer is finalised.

Expected timeframe: Within two working days of completing Stage 3.

Outcome:

- A placement offer is issued to the LA via Bridge Link and recorded internally.
- Communication with the parent/carer is maintained throughout this stage, ensuring transparency and managing expectations regarding the LA's confirmation timeline.

Stage 5 – Placement Confirmed

Responsible staff: Admissions & Attendance Officer [ATO], Curriculum Coordinator [CC]

Purpose:

To ensure that all administrative, safeguarding, and curriculum information is in place prior to a student starting at a Spaghetti Bridge school, enabling a safe, smooth, and well-supported transition.

Process:

Once confirmation of placement is received from the Local Authority (LA):

- A Welcome Letter and Information Pack is sent to parent carers. This includes all relevant admission and consent forms, such as medical information, permissions, and personal data collection forms.
- A 'Transition In' meeting is arranged and must take place prior to the student's start date. This meeting includes the student, parent carers, and key staff, and serves to:
 - Build relational understanding and trust.
 - Agree a personalised Connect and Relate (C&R) timetable that gradually integrates the student into school life.
 - Discuss and complete the Relational Support Plan (RSP), outlining the student's needs, strategies, and preferences for support.
- The Curriculum Coordinator will create an Individual Learning Plan (ILP) incorporating:



- EHCP outcomes and milestones;
- Initial curriculum targets; and
- Any specific support strategies agreed at transition.
- The Admissions & Transition Officer will ensure that the following are created and uploaded to Bridge Link:
 - Student file containing all relevant documents from previous settings;
 - Risk Assessment;
 - *Missing Child Plan* (if required);
 - *Health Care Plan* (if applicable);
 - *Administering Medication* consent form; and
 - *New Starter Form* and updated safeguarding information.
- The DSL will ensure the transfer of safeguarding records and verify that information has been received within five school days of the start date, in line with *KCSIE 2025* requirements.

Expected timeframe:

To be completed at least one week prior to the agreed start date.

Stage 6 – Transition In

Responsible staff: Curriculum Coordinator, Base Teacher, Relational Support Lead

Purpose:

To support each new student in developing relationships, routines, and confidence during their first weeks at school, ensuring a successful integration into the Spaghetti Bridge community.

Process:

- Once all Stage 5 documentation and meetings are complete, the student begins their Connect and Relate (C&R) timetable.
- The C&R phase typically spans up to six weeks, though this may vary depending on individual need and progress.
- **During this phase:**
 - The RSP is implemented, monitored, and refined as staff learn more about the student's preferences, triggers, and strengths.



- The student engages in low-demand, relationship-based learning activities designed to promote trust, co-regulation, and belonging.
- Daily attendance and engagement are recorded on Bridge Link.
- Weekly review meetings take place between the Curriculum Coordinator, Base Teacher, and Relational Support Lead to monitor progress and adapt provision as needed.
- Families receive regular updates and are encouraged to maintain close communication with the school throughout this stage.

Expected timeframe:

Typically completed within six weeks of the student's start date, though extensions may be agreed where required to ensure readiness for full integration.

Reference:

The Transition In procedure is detailed in the *Spaghetti Bridge Student Journey Procedure*:
<https://bridgelink2.spaghettibrIDGE.co.uk/docs/student-journey-procedure/>



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