



Sir Geoff  
Hurst  
Academy

# Admissions Policy



the  
beckmead  
trust

# ADMISSIONS POLICY

<b>Approved by:</b>	Governing body	<b>Date:</b> September 2022
<b>Last reviewed on:</b>	January 2024	
<b>Next review due by:</b>	September 25	
<b>Policy:</b>	To be reviewed annually	

## VALUES STATEMENT

Sir Geoff Hurst serves children and young people with a wide range of **Social, Emotional, and Mental Health (SEMH) needs**. Many of our learners have experienced significant gaps in their educational journeys—whether due to disrupted schooling, challenges in prior settings, or complex personal circumstances. As a result, our children often arrive at very different stages of development compared to their mainstream peers.

In response, we have designed a **holistic curriculum** that combines both care and education to meet each learner’s unique profile of needs. We are alert to the **barriers** our children face—whether emotional, social, academic, or developmental—and we are committed to continually adapting our practice to ensure that every child receives the targeted support they require. At the heart of this provision is an unyielding belief that every learner deserves access to a rich, meaningful curriculum that nurtures their potential as both students and future citizens within their communities.

With a focus on building resilience, **fostering emotional well-being**, and cultivating **essential life skills**, our curriculum aims to prepare our young people not just for the

next step in their education, but for a fulfilling life beyond school. We recognise that progress will look different for each child, but our ambition remains the same for all: **to empower every learner to explore, grow, and succeed on a path defined by love, joy, hope, and belonging—where compassion and care (love), engaging and inspiring experiences (joy), confidence in the future (hope), and a secure, inclusive environment (belonging) shape every step of their journey.**

### **Related policies: Equalities Statement.**

#### **The Admissions Process**

The SGH admissions process follows a number of stages, as below:

##### **Stage 1**

Referrals for a place at SGH are made to Essex Local Authority (LA) and relevant paperwork is held by the school's LA Gatekeeper. Papers are quality assured at this stage, and then information about prospective pupils is shared with the Admissions Team at SGH. A Pre-Panel Screening Check is made by members of the SGH Admissions Team at this stage, which includes:

- *6 Core Strengths* assessment, Cycle of Development, Maslow Hierarchy of needs
- Contact with other relevant professionals involved with the pupil, for example social worker, health professionals
- Confirmation of EHCP funding band (NB Pupils considered for admission to the school will be those who have been awarded a funding Band of 'E' or higher under the revised Essex SEN Banding system.)

##### **Stage 2**

The SGH Admissions Panel meets to discuss referrals to the school. At this panel, the appropriate number of places for prospective pupils are agreed. This initiates the admissions process for named prospective pupils.

The Admissions Panel meets once each term, usually in September, February and June. Additional meetings are scheduled when required.

##### **Stage 3**

Sir Geoff Hurst admissions staff will make contact with the pupil's current school, or in the case of an excluded pupil, their most recent school. The purpose of this contact is to further explore suitability for consideration of a place at SGH.

##### **Stage 4**

The SGH Admissions Team make contact with the parents/carers of a prospective pupil and arrange an informal home visit, the purpose of which is to gather relevant information and share key information about SGH, including:

- The school's culture/beliefs
- The Token Economy System
- Approach to Behaviour Management and Safeguarding
- Residential/extended provision

The home visit also enables the school to begin to form positive relationships with the child and family.

### **Stage 5**

Parents/carers and extended family members of the prospective pupil are invited to visit SGH to see the provision. Time is spent with key staff members

to discuss the potential placement in more detail. Professionals working alongside the family may also be invited to this visit. However, at this stage, the pupil does not join the family on the visit.

### **Stage 6**

A pupil visit to SGH takes place, alongside parents/carers. Pupils are given a tour of the school which includes both the educational and residential provision. Where possible, a School Council member will be present for this visit.

### **Stage 7**

If, at this stage, the SGH Assessment Team feel that the school can meet the needs of the prospective pupil, a place will be formally offered to the child. Statutory Assessment will be notified of the offer of a place and a start date will be given. Parents/carers will be contacted with regard to organisational arrangements for the placement (transport, uniform, etc.)

Following the offer of a place by SGH, parents/carers are asked to notify the school within 48 hours of their intention to take a place for their child.

A formal offer of a place at SGH will only be made following the completion of the full admissions process as detailed in Stages 1-7 of this policy. If, at any stage of the admissions process, concerns arise from any involved party, the admissions process may be postponed or halted. Should the process stop before completion, a place will not be offered by the school.

Notification of the outcome of the full assessment process, whether successful or not, will be put in writing to parents/carers and Statutory Assessment within 5 working days of completion of the process.

### **The Admissions Review**

An admissions review meeting will take place approximately 12 weeks after a pupil starts at the school. Parents/carers are expected to attend this meeting, which takes place with a member of the SGH Admissions Team and other key staff working with

the pupil. Professionals working with the child may also be asked to attend the meeting. At this review, discussion will take place around:

- how the pupil's needs are being met
- progress from the individual starting point
- any required adjustments to the pupil's EHCP or funding
- individual target setting
- any other relevant information that has arisen since the pupil's admission.

Reviewing and monitoring of this policy will take place as necessary and at least every two years.