Mayfield House School

Admissions Policy

Date policy last reviewed: 01 September 2026

Signed by:

Mike Williams	Headteacher	Date:	15 September 2026
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Approved by the Proprietors/Directors of Mayfield House School

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Statement of intent

Mayfield House School is an independent special school for pupils aged 6–16 with Social, Emotional and Mental Health (SEMH) needs and associated special educational needs and/or disabilities. The school is registered with the Department for Education for a maximum of 50 pupils.

The school considers each proposed admission individually and will only agree a placement where it is satisfied, following appropriate assessment and consultation, that it can meet the pupil's identified needs safely, appropriately and effectively, having regard to the school's registration, available provision, staffing, environment, existing pupil cohort and its duties under the Equality Act 2010.

The school's admissions model is local-authority referral and commissioning. The school works in partnership with local authorities, parents/carers, pupils and relevant professionals to determine whether a proposed placement is appropriate.

Admissions decisions will be child-centred, evidence-based and non-discriminatory and will have appropriate regard to safeguarding and the welfare of pupils.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

- Children and Families Act 2014, particularly Part 3 and sections 38–43
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years (having regard to its relevant provisions in relation to pupils with EHC plans and local authority commissioned placements)
- Equality Act 2010
- Human Rights Act 1998
- Education Act 2002, where applicable
- Education and Skills Act 2008
- Education (Independent School Standards) Regulations 2014, as amended
- Data Protection Act 2018 and UK GDPR
- Keeping Children Safe in Education 2026
- Current DfE Independent School Standards guidance
- Current DfE guidance concerning registration and material changes for independent schools

Registration statement

Mayfield House School is registered with the Department for Education (DfE) to admit up to 50 pupils, aged 6 to 16. The school will not admit pupils beyond this registration without prior approval from the DfE.

The school will operate within its DfE registration conditions. No admission will be made that would cause the school to operate outside its registered age range, capacity or approved SEN arrangements.

Any proposed change to the school's registered capacity, age range, premises, proprietor, gender of entry, boarding provision or special educational needs admissions will be considered in accordance with the DfE material-change requirements, and approval will be obtained where required before the change is implemented.

Governance and accountability

The registered proprietor of Mayfield House School is TTK Group Ltd. Governance is exercised through the school's Proprietors/Directors. Mayfield House School does not have a governing body. The Proprietors retain overall accountability for ensuring that the school complies with the Independent School Standards and other applicable statutory and regulatory requirements. The Headteacher is responsible for the day-to-day implementation of this policy and reports to the Proprietors.

The policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Accessibility Plan
- Health and Safety Policy
- Risk Assessment Policy
- Supporting Children with Medical Conditions
- Administering Medication Policy
- Records Management Policy
- Complaints Policy

2. Aims of the Policy

- To set our clear, fair and consistent admission procedures.
- To base decisions on each child's assessed needs and the school's capacity to meet them safely and effectively.
- To work transparently with local authorities, parents, carers and involved professionals.
- To comply with applicable legislation and standards for independent special schools.

3. Admission Criteria

Mayfield House School ordinarily considers referrals for pupils who:

- are aged within the school's registered age range of 6–16;
- have an EHC plan, or in exceptional circumstances are undergoing an EHC needs assessment where sufficient professional information is available;
- have needs consistent with the school's registered SEN provision and the education, pastoral and therapeutic support available;
- are referred or formally consulted upon by a local authority which is considering commissioning a placement at the school; and
- can, following individual assessment and consideration of reasonable adjustments, be appropriately and safely educated within the school's provision.

Mayfield House School is not currently approved under section 41 of the Children and Families Act 2014. Local authorities may nevertheless consult the school and commission placements in accordance with the applicable statutory framework and individual commissioning arrangements.

4. Admissions Process

- **Stage 1: LA referral/consultation**

The LA sends:

- Current EHCP (or statutory assessment papers) and latest Annual Review
- Educational psychology and relevant clinical reports
- Behaviour/risk assessments; safeguarding information (where relevant)
- Attendance and attainment data; any alternative provision records.
- **Stage 2: Internal Review**

The Senior Leadership Team (and relevant specialists) consider:

- Needs match to our provision and registration
- Impact upon and compatibility with the existing provision and pupil cohort, including whether identified risks can be appropriately managed through reasonable adjustments, staffing, support and risk management.
- Environment and safety (site, cohort, dynamic risk)
- Staffing ratios/skills and reasonable adjustments
- Whether the pupil's identified needs can be met appropriately and safely, taking account of reasonable adjustments, available provision, staffing, risk management and the welfare and education of the pupil and others.
- The pupil's EHC plan, including identified needs, outcomes and provision
- Safeguarding and relevant multi-agency information
- Behaviour, regulation and risk-management needs
- Attendance and previous educational provision
- Communication and sensory needs
- Medical needs and required support
- Curriculum requirements and appropriate pathways
- Staffing levels, specialist expertise and training requirements
- Environmental requirements and any specialist equipment
- Reasonable adjustments required under the Equality Act 2010

We may seek clarifications, visit the pupil’s current provision, and/or invite a professional planning meeting.

- **Stage 3: Indicative proposal/fees to LA**

If there is a potential match, we issue an indicative fee proposal to the LA aligned to provision in Section F of the EHCP (or anticipated provision where assessment is ongoing).

- **Stage 4: Local Authority Decision**

The LA considers our response via its SEND/Placement Panel and, where appropriate, consults parents/carers. If the LA proposes to name the school, this will be confirmed in writing.

- **Stage 5: Family engagement/transition planning**

On confirmation of suitability from the LA (and, where applicable, naming in the EHCP), we arrange:

- School visit(s) for the pupil and family
- A bespoke transition plan (which may include phased/staggered start where appropriate).
- **Stage 6: Placement offer and initial review**

Admission includes:

- A written **placement offer letter** and **Individual Placement Agreement (IPA)** will be issued.

Where appropriate, an initial placement review may be held approximately 6–12 weeks after admission to review transition, implementation of provision, risk management, reasonable adjustments and whether any amendments to support arrangements should be discussed with the commissioning local authority and parents/carers.

The review does not remove or limit any statutory rights associated with the pupil's EHC plan and does not constitute an automatic trial or probationary admission.

Safeguarding and information transfer

Prior to admission, the school will seek sufficient information to enable it to safeguard the pupil and other members of the school community effectively. This may include relevant safeguarding, child protection, risk-management, medical, behaviour and multi-agency information.

Safeguarding information will not be used unlawfully to discriminate against a prospective pupil. Its purpose is to enable appropriate safeguarding, transition planning, risk management and support.

Once a placement has been confirmed, the Designated Safeguarding Lead will liaise with the pupil's previous setting and/or relevant professionals to ensure the secure and timely transfer of relevant safeguarding information and records in accordance with Keeping Children Safe in Education 2026.

5. Refusal of Admission

Where the school concludes that it cannot appropriately meet a pupil's needs, it will provide the commissioning local authority with clear reasons based upon the evidence considered.

Reasons may include:

- the proposed placement falling outside the school's DfE registration;
- the school being at its registered or operational capacity;
- the pupil requiring provision that the school cannot reasonably provide;
- identified risks that cannot reasonably be managed despite consideration of appropriate support and reasonable adjustments;
- the school being unable to deliver material provision specified within the pupil's EHC plan;
- the proposed placement being incompatible with the school's ability to provide appropriate education and safeguard the welfare of the pupil and/or others, after reasonable adjustments and available mitigations have been considered; or
- the commissioning local authority not agreeing the necessary placement and funding arrangements.

Decisions will not be based on a pupil having a disability or protected characteristic, or on assumptions arising from a diagnosis or identified need. Each referral will be considered individually and the school will consider its duty to make reasonable adjustments under the Equality Act 2010.

6. Disputes, representations and appeals

Mayfield House School does not operate a statutory admissions appeal panel.

Where a placement is being considered or commissioned through a local authority, decisions concerning the EHC plan and the institution named within it remain matters for the local authority under the Children and Families Act 2014.

Parents/carers and young people may have rights to mediation and/or appeal to the First-tier Tribunal (Special Educational Needs and Disability) in relation to decisions concerning an EHC plan. The availability and scope of those rights depend upon the particular decision made by the local authority.

Mayfield House School is not currently approved under section 41 of the Children and Families Act 2014. Accordingly, the statutory provisions applying specifically to parental requests for section 41-approved independent special schools should not be interpreted as applying to the school.

Where required, the school will provide appropriate information to the local authority and cooperate with lawful Tribunal proceedings and decisions.

7. Transition planning and support

We provide:

- Bespoke transition plans, potentially including phased entry.
- Collaboration with previous settings and professionals.
- Pastoral/therapeutic input to support emotional regulation and adjustment.
- Dynamic risk assessment reviewed throughout transition.

Transition planning may involve the Headteacher, class team, SEND lead, DSL, pastoral team and, where appropriate, the school's Clinical Psychologist and other relevant professionals.

Clinical Psychology involvement within the admissions or transition process is consultative and provision-focused and does not constitute diagnostic assessment unless separately and lawfully commissioned for that purpose.

Pupil and Parent/Carer Involvement

The school will seek to involve the pupil, in a manner appropriate to their age, communication needs and level of understanding, in admission and transition planning.
Parents/carers will be given appropriate opportunities to share information about the pupil's strengths, needs, interests, anxieties, successful strategies, communication needs and reasonable adjustments.

The views of the pupil and their parents/carers will be considered alongside the EHC plan and information provided by the local authority and other relevant professionals when planning a successful transition into the school.

Looked-After and Previously Looked-After Children

Where a pupil is looked after or previously looked after, the school will liaise, as appropriate, with the relevant local authority, social worker, Virtual School Head, and where applicable, the pupil’s current or previous Designated Teacher to ensure that admission and transition planning takes account of the pupil's education, safeguarding and care arrangements.

Relevant information will be obtained and shared in accordance with safeguarding and data protection requirements to support continuity of education, care and safeguarding.

8. Data protection and equality

Data Protection

The school processes personal and special category information in accordance with the UK GDPR, Data Protection Act 2018 and the school's Data Protection and Records Management policies. Information obtained as part of the admissions process will only be collected, shared, retained and used where there is an appropriate lawful basis and for legitimate education, safeguarding, commissioning and transition purposes.

Equality and Reasonable Adjustments

Admissions arrangements will not unlawfully discriminate because of a protected characteristic under the Equality Act 2010. In particular, the school will not refuse admission simply because a pupil is disabled or has SEND.

The school will consider reasonable adjustments individually, including adjustments to provision, routines, communication, transition arrangements, the environment and auxiliary aids or services where applicable.

Decisions concerning whether the school can meet a pupil's needs will be evidence-based and will distinguish between needs that can reasonably be accommodated through adjustments and circumstances in which the school genuinely cannot provide the required provision.

The school will record the factors considered when determining whether reasonable adjustments can be made and will communicate its decision appropriately to the commissioning local authority.

9. In-year admissions

The same LA consultation process applies. Where a place is agreed, we aim to start as soon as it is safe and practicable, following transition planning.

10. Availability of Admissions Information

The school will make particulars of its admissions policy and arrangements available to parents and prospective parents in accordance with Part 6 of the Education (Independent School Standards) Regulations 2014 (as amended).

A copy of this policy will be made available to parents and parents of prospective pupils and will be provided free of charge on request.

The school will ensure that information provided about its admissions arrangements is clear, accurate and consistent with its current Department for Education registration and commissioning arrangements.

11. Monitoring and Review

The Proprietors/Directors are responsible for approving this policy and for assuring themselves that the school's admissions arrangements remain compliant with the Independent School Standards, the school's DfE registration, equality legislation and applicable SEND legislation.

The Headteacher is responsible for operational implementation and will report significant admissions issues, emerging risks or proposed changes to the Proprietors.

The policy will be reviewed at least annually and sooner where there is a relevant change in legislation, statutory guidance, DfE registration, school provision or commissioning arrangements.

Next Scheduled Review: 01 September 2027