



Admissions Policy

Review of Policy	Summer 2026
Members of staff responsible	Head Teacher
Policy History	Ratified
People involved	Head Teacher LGB
Signed by Chair of LGB	Christine Robertson
Date	18/6/26
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Admissions to Wyvern Academy

Introduction

This document sets out the Policy of Wyvern Academy with respect to Admissions.

For the purposes of this policy, the Governing Body of the School is the admission authority. The School aims to serve its community by providing an education of the highest equality. Every year the governing body will review and publish information concerning the School's admission policy. This will confirm the maximum number of children to be admitted to the School as a whole, the Pupil Admissions Number (PAN) In accordance with government legislation, the governing body will consult with the Local Authority and other local schools in respect of the admissions policy.

Wyvern is a Specialist School for pupils & students with severe, profound and complex learning difficulties aged 2 to 19 years.

In addition to their delayed cognitive development most pupils and students also have additional needs related to:

- Language & communication
- Physical needs & mobility
- Sensory impairments
- Medical or nursing needs
- Social, emotional and personal care needs

All pupils & students follow a highly personalised curriculum based on the Statutory Framework for Early Years Foundation Stage (EYFS); the academy's own specialist curriculum and Post-16 programmes of Study. Learning experiences and objectives are differentiated to meet individual needs in age appropriate settings with a focus on the Teaching & Learning.

Admissions Process

Dorset Council is the official admitting authority for academy places and works with the academy, the family and other specialist settings to achieve the best possible placement for individuals.

Criteria for Admission

Wyvern Academy provides education provision for pupils and students who have severely or profoundly delayed cognitive development and related skills and abilities. This delayed development manifests in their academic ability, maturity and social interaction and their ability to acquire new knowledge and skills.

Achievement in key subjects such as English and mathematics is *significantly* below that of mainstream peers and well below peers in moderate learning difficulty schools.

Students may also present with a wide range of additional needs in areas such as language, communication and associated behaviour, physical, mobility, medical or sensory needs. These circumstances limit the understanding of pupils in social interaction and their understanding of the world around them.

These factors together commonly affect admission decisions since the availability of a suitable peer group is as important to wellbeing and development as a suitable curriculum in most cases.

In some urgent cases the Head Teacher *may* consider admission of students with cognitive ability at or slightly above the top of the typical range where other additional factors, as detailed above, can only be locally addressed by the specialist team in this setting.

All pupils or students will have an Educational Health and Care Plan (EHCP) which identifies their needs, desired outcomes, an appropriate school placement and related information.

Aims

The overriding aim of this policy is that it should work for the benefit of all children and parents/guardians in our area. It should be simple to use and assist parents/guardians to take the best decisions on the preferred school for their children. It should contribute to improving standard for all pupils.

The School aims to provide a place for children with identified special educational needs.

Documentary evidence of residence will be required. This should include the child's NHS medical card, together with a recent utilities bill, council tax bill, bank statement, or tenancy agreement. Where a child lives with parents with shared responsibility each part of the week, the "home address" will be considered to be the address of the person whose name is on the child benefit booklet. This may be a different address to that printed on the book itself. However, parents should not assume that a place would automatically be allocated to their child.

Applications are referred by the local authority's SEN Casework Officer. To be referred a child must have:

- Have an Education Health Care Plan

The School cannot guarantee places for children when there are no places available. A decision on the admission of new entrants will be made by the school and subject to suitable arrangements being in place to meet the child's needs.

The parents or guardians will receive written notification of the outcome as soon as possible from the Local Authority. The admissions policy of the School is, while there are adequate places, to offer a place to all applicants irrespective of gender, religion, ethnicity or country of origin, disability or academic ability. Admissions are subject to there being adequate places available in class and adequate teaching capacity/support. Admissions are subject to any constraints upon the school by the relevant authority.

Exceptional Circumstances

Where necessary the school reserves the right in such cases to seek supporting evidence from a doctor, social worker or education welfare officer as appropriate. For children of statutory school age, only in the most exceptional of circumstances will the school agree to defer entry to the school once an offer of a place is made, especially where such a deferral might deny a school place to another child. Once an offer of a school place has been made it may only be lawfully withdrawn in very limited circumstances, which include an offer of a place based upon

a fraudulent or misleading application. Where an offer of place is withdrawn, the application will be considered afresh, and a right of appeal offered if an offer of a place is refused.

Appeals Procedure

Parents have a right of appeal through the SEN Casework Officer against the decision of the Admissions Panel to refuse application for a school place.

Enquiries about this policy should be addressed to: The Chair of the Local Governing Board.

Note: Subject to the above policy and the relevant appeals procedure, decisions regarding admissions will be the responsibility of the Governing Body.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This should endeavour to advance equality of opportunity and foster good relations for all.