



		Date	Review Date
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Reviewed by	Debbie Goode	01/09/2026	01/09/2027

Legal Status

Every pupil should achieve their potential and develop an understanding of respect for themselves and others.

TILT Education promotes the protection of pupils' rights in line with the UNCRC (1989), the **SEND Code of Practice (2015)**, the **Equality Act 2010**, and the **Children and Families Act 2014**, with particular focus on:

- **Article 3 – The best interests of the child:** All adults should do what is best for children.
- **Article 28 – Access to education:** Every child has the right to an education.
- **Article 29 – Aims of education:** Education should help children develop their talents, abilities, and respect for rights, cultures, and differences.

This policy should be read alongside the:

- SEND Policy
- Safeguarding Policy
- Statement of Equality Policy
- Complaints Policy

Availability

This Policy is made available to staff, parents and pupils, a paper copy may be obtained from the TILT Education Office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the Proprietors who are both the Head of Centre and Headteacher. It is reviewed annually and reported to our school improvement partners, including data on referrals accepted, declined, and placement outcomes.

Policy Aims

Rationale

TILT Education admits pupils with a range of complex needs, including autism and social, emotional and mental health (SEMH) needs. Many pupils hold an Education, Health and Care Plan (EHCP).

Admissions decisions take into account:

- The ability of TILT Education to meet the needs of the pupil effectively and efficiently.
- The impact of admission on the efficient education and safety of other pupils.
- **Safeguarding considerations, with risk assessments completed before admission where relevant.**

Objectives

The objectives of the policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at TILT Education;
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement;
- Parents/carers, each pupil and representatives of Local Authorities (LA's), social service departments and other interested professionals have clear understanding of the opportunities on offer at TILT Education;
- Parents/Carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at TILT Education and are prepared to play their part in ensuring the success of any placement.
- Parents/carers and pupils are actively involved in decision-making, with pupil voice considered at every stage.

- Decisions are transparent, timely, and communicated clearly, with opportunities for appeal under the Complaints Policy.

Admissions process

Stage 1 – Referral & Initial Assessment

- Referrals are usually made by LAs or schools and should include all relevant information, including the EHCP and recent reports.
- The Head of Centre/SENCo analyses information to assess suitability.
- Decisions at this stage will usually be made within 10 working days.

Assessment considers:

- ✓ Educational attainment
- ✓ Communication and sensory needs
- ✓ Behavioural and emotional responses
- ✓ Self-help and independence skills
- ✓ Emotional wellbeing and mental health
- ✓ Adaptability to TILT's approach and environment
- ✓ Impact on the peer group

Stage 2 – Visit & Information Sharing

- Tour of the school
- Introduction to key staff
- Meeting with senior staff to review:
 - EHCP context and outcomes

- Curriculum offer
 - Behaviour and safeguarding expectations
 - Key school policies
 - Reasonable adjustments are made for pupils during visits (e.g., quiet spaces, visual timetables, staggered introductions).
 - Pupil voice is actively sought, using age-appropriate methods.
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Stage 3 – Decision & Placement Agreement

- If all parties agree that TILT Education can meet needs, and resources are in place, an offer is made in writing.
- Parents/carers and pupils must confirm commitment to the placement.
- LA or school must agree funding and transport.
- Where a place is declined, families will be supported with signposting to alternative provision.

Admissions Criteria

Pupils may be admitted if:

- Aged 11–16
- Usually have an EHCP (although exceptional cases without an EHCP may be considered where needs can clearly be met)
- Present with SEMH, autism, learning difficulties, or specific learning difficulties
- Placement is compatible with the education and safety of peers
- Parents/carers and pupil demonstrate commitment to the placement
- For Looked After Children (LAC), TILT liaises with Virtual Schools and social workers; there must be named carers and a permanent home base

Responsibilities

Tilt Education will:

- The SENCo oversees the admissions process, coordinates visits, and ensures multi-agency input where needed (e.g., CAMHS, social care).
- The Head of Centre/Headteacher ensures admissions comply with statutory duties and Ofsted expectations.
- Parents/carers are partners in the process, supported with guidance on preparing for admission.

The LA or pupil's school will:

- Provide up-to-date documentation, including EHCP and reviews
- Agree contractual arrangements for transporting the pupil to and from school;
- Make any arrangements for transporting the pupil to and from school.

TILT Education welcomes enquiries and visits from parents.

A significant aspect of the referral process is to ascertain that TILT Education can address the Outcomes as described in Section E of the EHCP. This may relate to all four areas of need:

- Social, Emotional and Mental Health;
- Communication and Interaction;
- Cognition and Learning;
- Sensory and/or Physical.

Admissions must not negatively impact the education of other pupils.

The SENCo oversees the referral process, coordinating visits, gathering information, and arranging admissions.

A place will only be offered once funding is formally approved by the relevant LA or school.

TILT follows the statutory EHCP review process (SEND Code of Practice) to update funding authorities on provision and recommend changes if needed. Reviews may also identify the next phase of education, which could include mainstream school, another SEND setting, college, or employment.

Keeping Children Safe in Education (KCSIE) 2026 — relevant sections on safeguarding responsibilities.

The Head of Centre / Headteacher is responsible for ensuring that TILT Education only admits pupils whose Special Educational Needs can be met.

To summarise, in all cases, pupils may only be admitted if:

- They have a current EHCP (or exceptional case agreed)
- Funding has been approved and documented
- TILT can meet needs effectively
- There is a place available
- Admission is compatible with the efficient education of others
- Safeguarding requirements and risk assessments are met