



Admissions Policy

Our vision is 'to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential'.

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1. Aims of the policy

This policy outlines the process for admissions to the School.

2. Background

Copper Fields School is registered with the Department of Education and Employment to support the educational needs of 4-16 year olds who have or are on the pathway for Autism diagnosis or similar behaviours and may have varying additional complex needs. The school is registered for up to 60 learners.

3. Policy



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3.1. Admissions criteria

The Admission criteria must be met before a student can be formally accepted for a place at the school. The following may apply:

- Aged between 4 and 16 years.
- Will have an educational health and care plan.
- Will have a primary diagnosis of autism (ASC), or associated traits.
- May have additional needs including; sensory processing, speech, language and communication, social, emotional and mental health, anxiety, pathological demand avoidance, emotional based school avoidance, severe and/or moderate learning difficulties and/or specific learning difficulties such as Dyslexia, Dyspraxia and Dyscalculia.

3.2. Referral Pathway

Students are usually referred through their Local Education Authority, Social Services or Health Authority.

It is not uncommon for parents, carers or interested parties to make the first contact for information regarding a place at the school. Staff will signpost parents/carers or interested parties to the correct department if they wish to register a child at the school. The school works with an admissions manager at Outcomes First Group and the updated contact details can be found on the school website or by contacting the school.

3.3. Visits to the School

Interested parties are encouraged to arrange a visit to the school and meet with the Headteacher and other senior staff to discuss their particular child's needs. Visits must be pre-arranged and agreed with the school. The school is unable to accept unplanned or 'walk-in' visits from members of the public due to staff work commitments and also for safeguarding reasons.

The visit can include the opportunity to look around the school and assess the suitability for their child. Visits to the school are usually held outside of the school hours with our children and young people present on site due to safeguarding and wellbeing reasons.



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Next steps from visits are coordinated by the referrals team and the school where a referral visit meeting may take place, should the school's designated representative feel from meeting and paper work the school may be able to meet the child's needs.

3.4. Observation and assessment

The Head Teacher will request all relevant information relating to the child. This will include Educational Health Care plan and reports from relevant professionals, including Educational Psychologists. Any information from the child's previous school, behaviour support team or previous risk assessments and documentation could also be useful if available. A referral visit will be held by senior school staff ahead of any offer of placement.

3.5. Copper Fields School Admissions Policy

The resulting report and supporting documentation is then considered and if all agree that attendance at Copper Fields School will meet the student's individual needs, the offer of a placement is made in writing to the refereeing authority. A copy of a draft contract will also be sent to the child's Local Education Authority.

3.6. Referral Process

Local Authority staff are always welcome to visit the school prior to any referral being made, during the referral process or at any time during the student's placement.

The Student Centred Planning process will commence with a meeting, which will be called by the Headteacher, to which all people involved in the Student's life are invited. Additional information will be gathered at this forum to include details of the child's routines, likes, dislikes and links with their family. At this time an Initial Risk Assessment will commence and views about the placement exchanged.

It may be appropriate that designated support staff members will begin to establish links with the student in their current educational and residential placement to support the transition process to Copper Fields School. Where it is deemed appropriate the prospective student may visit the school to become familiar with the new environments in agreement with the school.

4. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If



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you, or any other groups, believe you are disadvantaged by this policy please contact the Headteacher or Regional Director for the school. Outcomes First Group will then actively respond to the enquiry.