



ADMISSIONS ARRANGEMENTS NETHERHALL MEAD

Policy Monitoring, Evaluation and Review

Version:	1.1
Date created:	May 2026
Author:	Sarah Naylor
Ratified by:	Jane Booth
Date ratified:	May 2026
Next Review date:	May 2027

Revision History:

Version	Date	Author	Summary of Changes:
1.1	May 2026	S. Naylor	Updates to reflect academy status as part of TMET

INTRODUCTION

Netherhall Mead Academy is a special school located in Leicester. We provide education for children and young people aged 4–19 with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Many pupils also have additional needs, including speech, language and communication needs and difficulties with interaction.

We are committed to ensuring that all pupils are safe, included, and able to achieve their full potential. Our admissions arrangements reflect our inclusive ethos and our duty to meet the needs of learners with Education, Health and Care Plans (EHCPs), working in close partnership with families and the Local Authority.

ADMISSIONS ARRANGEMENTS

We currently provide 138 places for pupils aged 4–19 with an EHCP, as agreed with Leicester City Council. This number is reviewed annually to ensure that provision continues to meet local need.

Most pupils live in Leicester. However, where appropriate placements may be agreed for pupils from neighbouring local authorities.

Admissions are determined by the Local Authority through the EHCP process. The Local Authority consult with the school to determine whether we can meet a child or young person's needs, as set out in their EHCP.

Parents and carers have the right to express a preference for their child's school. We value this and work in partnership with families to ensure that placements are appropriate and successful.

When Netherhall Mead Academy is named on a pupil's EHCP, the school has a statutory duty to admit the pupil.

Sometimes we may offer a short-term assessment place to support the Local Authority in identifying a pupil's needs. This is dependent on availability and the needs of the existing cohort.

TRANSITION AND INDUCTION

We recognise that starting at a new school is a significant step for pupils and their families. We are committed to providing a supportive and well-planned transition.

As part of this process:

- We aim to visit pupils in their current setting
- Parents and carers are encouraged to visit the school
- Transition plans are personalised to meet individual needs
- Information is shared with relevant professionals to ensure continuity of care, learning, and support.

Admissions can take place at any point during the year; however, where possible, start dates are usually arranged at the beginning of a term to support effective transition.

INCLUSION, EQUALITY AND SAFEGUARDING

The school is committed to inclusion and equality of opportunity. All admissions are managed in line with:

- The Equality Act 2010
- The SEND Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE)

Safeguarding is central to all aspects of our work. We ensure all pupils are supported within a safe, nurturing, and protective environment, where their welfare is our highest priority.

We work collaboratively with families, the Local Authority, and other professionals to ensure that appropriate provision is in place to keep children safe and support their wellbeing.

PARTNERSHIP WORKING

We believe that strong partnerships are essential to achieving the best outcomes for pupils. We work closely with:

- Parents and carers
- The Local Authority
- Health and social care professionals
- Other education providers

This ensures decisions about admissions and provision are child-centred and reflect each pupil's individual needs.

LINKS WITH SEND INFORMATION REPORT AND LOCAL OFFER

This Admissions Policy should be read alongside the school's SEND Information Report, which provides detailed information about how we identify, assess, and support pupils with special educational needs and disabilities.

Further information about services available across Leicester can be found through the Local Authority's Local Offer:

[SEND local offer | LCC Family Hub](#)

We are committed to:

- working in partnership with families
- involving pupils in decisions about their education, where appropriate
- ensuring that provision is responsive to individual needs
- supporting effective transitions, including preparation for adulthood

Admissions decisions are based on a careful assessment of whether the school can meet the needs outlined in a pupil's EHCP, in a way that is fair, transparent, and in the best interests of all learners.

APPEALS ARRANGEMENTS

Parents and carers have the right to appeal to the Special Educational Needs and Disability (SEND) Tribunal if they disagree with the Local Authority's decision regarding the school named in their child's EHCP.

Information on how to appeal is provided by the Local Authority.

MONITORING AND REVIEW

This Admissions Policy is reviewed regularly by the Governing Body to ensure it remains compliant with current legislation, statutory guidance, and local arrangements.

The policy will be reviewed at least every seven years, or sooner if there are changes to legislation, guidance, or local need.