



Admissions Policy

Document Control

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At Fable House, we provide bespoke learning experiences for students with a variety of Special Educational Needs and Disabilities. No prospective student is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. On initial application, we will assess whether or not we can meet need in terms of Special Educational Needs, Disability and medical conditions. All of our students have an EHCP.

The below flowchart outlines the stages of our admissions process.



Parent contact Fable House to express interest

Initial Contact (Phone / Email) fact finding – Lizzy Latham/Claire Thorpe (SENDCo/Assistant SENDCo)

Initial Meeting with parent and student:

- Show around building for parent/carers and student
- Info pack provided

Review data from fact finding and visit– SEND Meeting (All Senior Leadership Team)



Attain digital copies of EHCP and pastoral data- Lizzy Latham/Claire Thorpe (SENDCo/Assistant SENDCo)

Discuss with members of SLT Ready to review any concerns/queries



Package Costs sent to parents/carers - Lizzy Latham/Claire Thorpe (SENDCo/Assistant SENDCo)

Liaison with LA to approve funding (in the majority of cases by parents)

Once package is agreed in writing by LA, formal meeting with parent - Lizzy Latham (SENCO) and/or another member of SLT

- Census Form
- Potential Qualification
- Risk Assessment and medical information



Once package agreed in writing SEND Team to send dates for transition sessions

Staff allocation – Members of SLT



Provide Allocated Staff with EHCP + RA + IHP (If required)– Member of SLT

All staff briefed about new student in a staff meeting -Member of SLT

Open Awards Courses discussed by Education Lead and CEO (Jo-Anne Coxall/Sonia King)

At Least 1 week
prior to enrolment



Student data on computer system – Jessica Fox (Administrator)

Transition days if required

Student begins attending

Baselining (as soon as appropriate for student)

Once a new student is offered a place a bespoke transition plan will be established including:

- Introduction to building, staff and students
- Transition visits
- 'Getting to know you' activities with staff and students
- Bespoke timetable created
- Educational pathway for qualification established
- Baseline assessments to establish student's needs and academic levels (these will be delivered once the student is settled into the provision using a method to meet their needs)

Monitoring Arrangements

This policy will be reviewed and approved by the CEO every year.

Links to Other Policies

Equality Policy

SEND Policy