



**INFINITE
SCHOOLS**

Admissions Policy

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Last reviewed	June 2026	
Next review	June 2027	
Statutory basis	KCSIE 2025 Working Together 2026 ISSR 2026	

This policy applies to all sites: Marsh Green | Standish | Holly House (Warrington) | Lancashire

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1. INTRODUCTION AND STATUTORY CONTEXT

Infinite Schools provides a highly bespoke, alternative, and trauma-informed curriculum for young people who require a specialist educational environment. We primarily cater to learners with Special Educational Needs and Disabilities (SEND), specifically those in possession of an Education, Health and Care Plan (EHCP) or those currently undergoing statutory assessment.

Our admissions framework is strictly aligned with the SEND Code of Practice (2015), the Children and Families Act (2014), and the Equality Act (2010). We operate on a person-centred basis, ensuring that every admission decision is driven by whether our setting can effectively deliver the Special Educational Provision outlined in Section F of the young person's EHCP, whilst supporting their wider outcomes.

Infinite Schools will admit referrals based on the following criteria:

- Comprehensive and transparent information provided by the referring agency, including access to up-to-date EHCPs, clinical/educational psychology reports, and social care records.
- The ability of the school to safely and effectively meet the young person's needs without compromising the efficient education of others.
- The suitability of the learner to our specific therapeutic and educational model.
- Agreement from parents/carers and commissioners to support our Graduated Transition Approach to integration.
- Financial agreement and Service Level Agreement (SLA) signed and returned by the commissioning authority.

2. ADMISSION AND THE DUTY OF FULL DISCLOSURE

At Infinite Schools, we seek to ensure that all young people admitted will thrive in a supportive environment. We recognise our statutory duty to embrace diversity, make reasonable adjustments, and overcome barriers to learning.

The Duty of Full Disclosure: To accurately assess whether we can meet a child's needs, we require absolute transparency from commissioners, social care, and parents/carers. Pursuant to the SEND Code of Practice, placing authorities must work collaboratively with the school.

We require full and immediate disclosure of any learning support assessments, identified clinical needs, historical behavioural data, safeguarding risks, or social care involvement including Section 17 or Section 47 status.

PROTECTIVE CLAUSE: If vital information about the young person's needs, risks, or history was withheld, minimised, or misrepresented by the commissioner or referring agency, Infinite Schools reserves the absolute right to immediately pause, extend the transition, or permanently terminate the placement.

3. PROCESS FOR ADMISSIONS - FLOWCHART

Infinite Schools adopts a collaborative, multi-agency approach to ensure the complex needs of individual young people are met safely. The following process applies to all sites.

STEP 1 — Initial Consultation

Following an enquiry from a School, PRU, or Local Authority, the Referrals Panel establishes whether a suitable vacancy exists.



STEP 2 — Documentation Review

Initial Referral Form, comprehensive Pupil Risk Assessment, and latest EHCP must be provided. No admission process proceeds without these.



STEP 3 — Referral Meeting

Referrals Manager arranges meeting attended by the Head of School, Referring Agency, parent/carer, and the young person. Induction pack, safeguarding protocols, and expectations are reviewed. The young person's voice is central.



STEP 4 — Contract Agreement

Student contract and transition agreement discussed, agreed, and signed by all stakeholders including the LA commissioner.



STEP 5 — Placement Offer Confirmed

Commencement date and transition timetable confirmed in writing. Graduated Transition begins (see Section 4).

14. THE GRADUATED TRANSITION APPROACH (EHCP ALIGNMENT)

Infinite Schools recognises that for children with complex SEMH needs, or those who have suffered educational trauma, demanding immediate full-time attendance frequently leads to emotional dysregulation and placement breakdown.

In strict accordance with the SEND Code of Practice Graduated Approach (Assess, Plan, Do, Review), Infinite Schools mandates a phased integration for all new admissions.

Principle	Detail
Minimum 5-Day Phased Start	All placements commence with a baseline transition plan spanning a minimum of 5 days. Clinical, pastoral, and educational teams continuously assess the student's readiness, emotional regulation, and engagement.
Under Constant Review	The transition is dynamic and under constant review. Hours and engagement expectations are scaled up sequentially based strictly on the young person's presentation of needs and capacity to cope.
Not a Reduced Timetable	This integration phase is not to be viewed or recorded as an unlawful reduced timetable. It is a legally sound, proactive Reasonable Adjustment under the Equality Act 2010. It is a bespoke, short-term, trauma-informed strategy designed specifically to secure long-term placement viability.
Right to Extend	If the student's readiness and engagement levels indicate that moving to full-time hours would cause distress or risk, Infinite Schools reserves the right to extend the transition timetable. We will not be pressured into accelerating integration where clinical and educational evidence indicates it would be detrimental to the child.

5. ADMISSIONS REGISTER

In accordance with the Education (Pupil Registration) Regulations 2006 (Amendment 2016), Infinite Schools will maintain an accurate admissions register containing:

- Name in full and sex.
- The name and address of every person with parental responsibility, including an indication of who the pupil normally resides with, and emergency contact details.
- Day, month, and year of birth.
- Day, month, and year of admission or re-admission to the school.
- Name and address of the school last attended.
- Name and address of onward destination or any shared provider.

6. CESSATION, SUSPENSION, OR REVIEW OF PLACEMENT

Infinite Schools is committed to using best endeavours to secure the special educational provision for our students. However, we reserve the right to end, suspend, or alter any placement if we determine that the provision is no longer suitable or safe.

A placement review — which may lead to cessation — will be triggered if:

- Attendance falls below 65% without medical justification.
- There are 3 or more fixed-term exclusions, or severe behavioural incidents that put staff or peers at significant risk.
- New evidence or information comes to light regarding the young person's needs that was not disclosed prior to admission, rendering the school unable to safely meet their needs under Section F of the EHCP.
- The agreed Graduated Transition Approach is failing, and the student cannot safely engage with the educational offer despite exhaustive interventions.

Stage	Process
Urgent Multi-Agency Meeting	Convened immediately on trigger. All stakeholders attend including LA, parents/carers and relevant agencies.
Two-Week Intervention Period	A stabilisation plan is agreed and implemented. Progress reviewed against agreed outcomes.
Formal Withdrawal of Placement	If the agreed plan fails or immediate severe risk is identified, the school will issue a formal withdrawal of placement letter with a two-week notice period to the commissioning authority and parents. Immediate cessation where severe health and safety risk exists.