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Lead	Louise Hillan



Admissions & Transition Policy

2026-27

Springwell School is a happy, caring and safe environment where we all work together, success is celebrated and everyone is valued.

Our philosophy

Our philosophy at Springwell is simple – it is to provide our children with the best. The best being the richest and most rewarding educational experience possible.

We all work towards providing our children with the greatest opportunity to grow intellectually, morally and socially. The environment is safe, nurturing and stimulating, so that every child reaches their full potential. Each child is valued greatly as an individual and his or her achievements are given the merits they richly deserve.

Our vision

- To provide an exceptional education for pupils with a wide range of special educational needs and/or disabilities (SEND) from Hartlepool and beyond.
- To be a Centre of Excellence for primary SEND in Hartlepool by offering support and guidance to schools, families and the wider community.

Our aims

- To create an environment, enriched with the use of the local community, which encourages personal growth and celebrates the achievements of all.
- To develop a creative, skill-based curriculum that is fully differentiated and personalised to meet individual needs.
- To ensure that each child enjoys and fully participates in the life of the school and makes a positive contribution to the community.
- To ensure that as our children develop, they will become more confident and independent in their learning.
- To work with parents and other agencies in a real partnership which facilitates the educational and social development of the children and provides a support network amongst parents.

School Name	Trust Name	Type of School	Admissions Authority	Complaints and appeals process
Springwell School	Extol Trust	Specialist Primary Academy	Hartlepool LA SEND Team	First-tier SEND Tribunal

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act 1998
- Children and Families Act 2014
- SEND Code of Practice 2015

This policy operates in conjunction with the following policies which are all available on our website:

- Inclusion Equality Statement
- Extol Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- SEND Information Report

Admissions:

All pupils must have an Education, Health & Care Plan (EHCP) which indicates that specialist primary phase provision is required to meet an individual pupil's needs. In exceptional cases a pupil may be admitted prior to the completion of a statutory assessment e.g. A pupil moving from another country where there is a consensus that specialist provision is required.

In addition to this:

- There must be a suitable place available in the appropriate Pathway and class
- In accordance with the SEND Code of Practice 2015, the admission must be compatible with the efficient education of other pupils at the school
- The school must have the required resources to meet the needs of the pupil. Where current resources are insufficient, we will provide the LA SEND Team with details of what is required to meet the pupils needs.
- The child must meet the SEND Designation criteria as set out below:

SEND Designation & Description at Springwell School

SEND Code of Practice	SEND name	Description appropriate for specialist provision	Springwell
Cognition & Learning (C&L)	Profound & multiple learning difficulties (PMLD)	Pupils functioning at the earliest levels of development (below 18 months) showing significant difficulty in maintaining sustained progress. Some of these pupils may be ambulant and may also behave in ways that challenge either staff or other pupils. All experience significant difficulties with communication.	These pupils are likely to be working within Springwell Sparkle pathway for their whole time at Springwell.
Cognition & Learning (C&L)	Severe learning difficulties (SLD)	Pupils who are functioning between age 18 months-5yrs (depending on their chronological age) for their learning needs.	These pupils will be working within Springwell Lower/Upper Glitter and Bronze pathways. For pupils at KS2 they are likely to be functioning developmentally at half their chronological age or below.
Communication & Interaction (C&I)	Autism Spectrum Disorder (ASD)	The pervasive nature of the Autism need has a detrimental effect on the acquisition, retention and generalisation of skills. The pupil's communication & Interaction needs profoundly or severely impact access to learning.	For many pupils at Springwell this is likely to be a secondary need due to the pupils severe or profound C&L needs. These pupils are unlikely to progress beyond Bronze Pathway.
Communication & Interaction (C&I)	Speech, language or communication need (SLCN)	Pupils who do not have an ASD diagnosis and associated communication difficulties. Pupils learning is severely impacted by their severe SLCN Pupils with difficulties processing and/or engaging in functional communication.	At Springwell a pupil with this primary need will be accessing Upper Glitter or Bronze Pathways in S&L.

		These difficulties affect their capacity to absorb information or demonstrate their understanding.	
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We do not cater for pupils who primary need is:

- Specific learning difficulty (SpLD)
- Social, emotional and mental health needs (SEMH)
- Sensory &/or physical needs – Hearing Impairment (HI), Visual Impairment (VI) or Dual/multisensory needs (MSI)

Any of the above could be one of the pupil's secondary needs.

Formal consultation for Admission:

A formal written consultation request to consider admission will be made by an officer from the LA SEND Team after the pupil has been discussed at the Admissions Panel.

The Head Teacher will respond to the SEND Officer in writing within 15 school days.

Admissions Panel:

All admissions will be considered at the Admissions Panel which meets each half term. The panel comprises of representatives of the school, Education Psychologist and the LA SEND Team. Agreement will be reached on the extent to which the pupil meets the admissions guidelines detailed above and the type of place to be offered.

Admissions Routes:

There are a number of possible routes such as:

- Change of placement recommended by an Annual Review of a pupil's EHCP
- Specialist provision as recommended by statutory assessment by the LA
- Pupil moving into the LA area with an EHCP
- Request from another LA, where the pupil with an EHCP resides outside of Hartlepool (priority will always be given to Hartlepool pupils).

We expect all admissions to be part of a planned transition process as described below.

Transition into Springwell:

Our procedures are in accord with the SEND Code of Practice which states:

“SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents the information to be shared as part of this planning process.” Pg 102. SEND Code of Practice 2015

Once a place has been accepted by the parent/carers:

- A member of the SLT will visit the pupil in their current provision to meet the child and to gather further information. Further visits may take place if required.
- Parents/carers and family members will be invited for a tour of Springwell (if they haven't already done so).
- An individual transition plan will be agreed with all involved.
- We offer 3 transition mornings during June/July prior to admission in September.
- In some circumstances, an extensive individualised transition plan may be the most appropriate course of action for the pupil's needs

Transition to secondary provision:

The majority of our pupils transition to Catcote Academy, for these pupils the process is as follows:

- During their time at Springwell most pupils visit Catcote Academy with their class for a range of activities.
- Springwell School Family Support Worker (FSW) supports families to visit Catcote Academy and any other school they may be considering as appropriate for their child.
- During the Autumn term an EHCP Review takes place for all Y6 pupils and the secondary provision is named.
- The LA SEND officer will consult with the named school.
- Once a place has been confirmed, the transition lead from Catcote Academy will visit Springwell to meet the pupils.
- A transition plan is then agreed for each child. This will include regular visits to Catcote Academy, initially supported by Springwell staff.

For pupils who transition to a different provision, the above process is followed as closely as possible and agreed with the school based on the needs of the pupil.

Transition at other times:

On some occasions it may be appropriate for a pupil to transition from Springwell prior to secondary transition. This may be to a mainstream school or to other specialist provision. In this instance Springwell will support the transition process in line with agreements with all involved, based on the individual pupil's needs.