



MacIntyre
Providing support...your way

MacIntyre School

Admission and Exit Policy

This MacIntyre policy is formally reviewed every three years by the Policy Owner and Lead Reviewers, or sooner if there are changes to relevant legislation or the organisation.

For the date of, or evidence of, the most recent review, please see '*MacIntyre policy and associated guidance list*'.

➤ Link: [Policies and Resources | MacIntyre \(macintyrecharity.org\)](https://macintyrecharity.org/policies-and-resources)

Document Control

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Previous Versions

Title:	Issue Number	Scope	Effective Date
Admission and Exit Policy	3	MacIntyre School	Sept 2003
Admission and Exit Policy	2	MacIntyre School	July 2021
Admission and Exit Policy	1	MacIntyre School	March 2017

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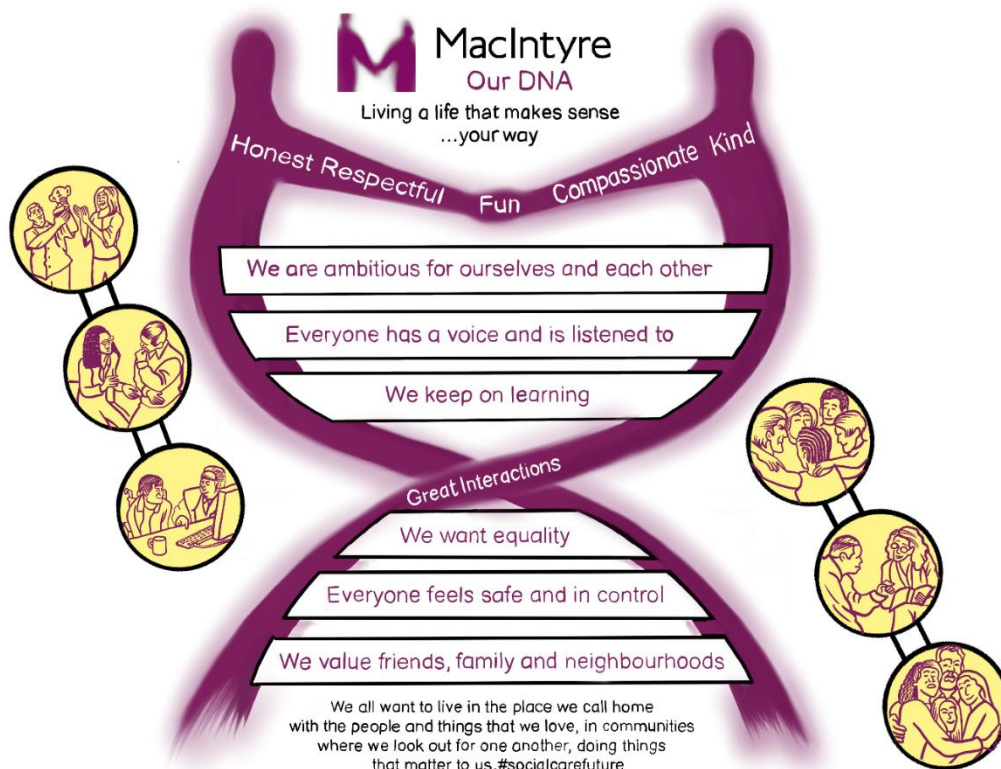
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Underpinning Principles

MacIntyre's DNA shows the importance we put on ensuring each person is at the centre of their support. People who draw on MacIntyre's support have gloriously ordinary lives, living the life they choose, using their gifts, skills and passions to contribute and connect to the people in their local neighbourhood. MacIntyre invests in, and helps shape, neighbourhoods to be inclusive and welcoming spaces for everyone.

This is evident in our distinctive philosophy and way of working that underpins all our activities. It is the very essence of what we do, and that is why we refer to it as our DNA.



1. Purpose

MacIntyre School is an independent specialist school that supports the learning and development of children and young people (aged 10–19) with severe learning disabilities and other complex needs. These additional needs may include Autism spectrum disorder, communication difficulties and behaviours that may challenge.

This guidance is in place to ensure that all involved in the admissions process work in partnership, enabling informed decisions and planning to be in the best interests of the young person. It promotes the rights of all young people, regardless of disability, ethnic background, culture, language, faith or gender.

2. Scope

This policy applies to all admissions and exits for MacIntyre School, including day placements and residential placements for children and young people educated within the school and living in the registered children's homes. It covers all staff involved in referrals, assessments, transition planning, and exit processes.

MacIntyre School and Children's Homes accept referrals from any local authority (LA). Whilst we welcome approaches from parents, we cannot proceed to assess a young person without an official LA consultation request. MacIntyre will respond to / acknowledge the consultation request via email within the legal timeframe and will aim to inform the LA of the predicted assessment timeframe.

All admissions are reviewed in line with the SEND Code of Practice to assess suitability.

For a young person to be admitted to the school and children's homes, their placement must be agreed by their placing local authority and, for the school, named in their EHCP. We work closely with local authorities to ensure that MacIntyre School is not named unless it is felt that we are able to meet all the needs identified for that young person.

3. Definitions

Education Health and Care Plan (EHCP): A statutory plan for children and young people with special educational needs and disabilities, outlining their educational, health, and social care support.

Compatibility Impact Risk Assessment (IRA): An assessment completed following initial visits to determine a student's suitability to reside within the children's homes and with their potential peers.

4. Policy Statement

MacIntyre School offers a highly relevant and individualised curriculum based on the Equals Semi-Formal Curriculum model, focusing on Communication, Independence, Thinking and Problem Solving, Creativity, Citizenship, Physical Wellbeing and The World Around Us.

Where appropriate, elements of a sensory-based informal curriculum or a more formal curriculum (developing functional skills in literacy, numeracy and computing) are incorporated into a student's programme. Provision includes:

- Broad and balanced learning activities tailored to individual needs.
- Specialist teaching staff supported by high staffing ratios.
- Flexible teaching arrangements (small groups, pairs, or 1:1).
- Specialist ASD interventions (TEACCH, PECS, Social Stories, visual schedules).
- A safe, autism-friendly environment and specialist equipment (ICT, sensory room, therapy zone, immersive room, gym, trampoline).
- A 'Team Around the Child' approach with access to therapies (speech and language, occupational therapy, psychiatry, music therapy).
- A total communication approach using augmentative and alternative systems (Makaton, symbols, PECS, Go-Talk, assistive technology).
- Holistic care and education in residential settings, focusing on life skills and independence.

- Support for medical needs, overseen by the specialist nurse.

MacIntyre School takes a positive approach to teaching and supporting students who show behaviours that may challenge, using a multidisciplinary approach to assess and implement effective strategies. The aim of this approach is to support young people in accessing the curriculum and to ensure that the outcomes in their Education, Health and Care Plans are addressed. The appropriateness of the provision/placement will be considered at each statutory review.

5. Roles and Responsibilities

Role	Responsibility
Trustees	• Approve major policy changes • Ensure compliance with statutory and regulatory requirements • Monitor effectiveness through reports and assurance mechanisms
Local Advisory Board (LAB)	• Provide local governance and oversight • Review compliance and assurance reports • Approve major policy changes (excluding annual light-touch reviews)
Chief Executive Officer (CEO)	• Provide strategic oversight of admissions arrangements • Authorise resources required for effective implementation • Escalate unresolved or serious issues to the Board
Director of Children and Young People (CYP)	• Oversee operational compliance with the admissions policy • Approve major policy revisions • Support managers in complex or high-risk cases • Seek and provide legal advice where required • Escalate unresolved issues appropriately
Senior Leadership Team (including Registered Managers)	• Lead admissions, transition and exit processes • Allocate assessment teams • Make placement decisions (admissions and exits) • Communicate placement and exit decisions to the local authority • Handle appeals and complaints and ensure timely resolution • Support tribunals where required • Communicate exit decisions to the Director of Children & Young People • Ensure implementation of policy across teams
Referrals & Transitions Panel	• Attend and contribute to assessments • Review assessment reports • Provide professional feedback • Make placement recommendations
Commercial & Business Lead	• Set up and manage contracts with local authorities • Provide fee information for proposed placements • Monitor contractual arrangements • Liaise with local authorities regarding fee increases
Transition Coordinator	• Manage referrals and assessment processes • Prepare assessment reports and Initial Risk Assessments (IRAs) • Organise and chair transition planning meetings • Identify potential placement and leaver destinations

Role	Responsibility
	• Liaise with families, external providers and local authorities • Communicate placement decisions (admissions) • Maintain the admissions and discharge register • Monitor day-to-day admissions and exits • Obtain contracts / IPAs from local authorities • Complete six-week post-leaving check-ins
School Nurse / Health Team	• Oversee medical needs during admissions and exits • Liaise with relevant healthcare professionals
Positive Behaviour Support (PBS) Leads	• Attend assessments and contribute to decision-making • Participate in the Assessment and Referrals Panel • Advise on behaviour strategies • Integrate behaviour support plans into programmes • Provide staff training and guidance
Therapists / Specialist Support Staff	• Contribute to assessments and transition planning • Provide specialist input to support EHCP outcomes
Class Teachers, Deputy Managers and Team Leaders	• Support transition planning and implementation • Ensure programmes meet individual needs • Maintain accurate records of progress and transitions
All Employees and Volunteers	• Uphold MacIntyre's values and DNA • Follow admissions policy and procedures • Contribute to assessments and planning as appropriate • Support transition visits and external provider assessments • Report safeguarding, compatibility or placement concerns promptly

6. Procedures

Entry Criteria

A young person is eligible for assessment if:

- They have an EHCP
- They are aged 10–19 (exceptionally, younger referrals may be considered individually)
- They have a severe learning disability / global developmental delay and likely other complex needs (e.g., autism, behaviour of concern, ADHD, epilepsy)
- They cannot access or follow a modified National Curriculum in their current setting
- They are able to share their living and learning environments with others without compromising their safety or access to their educational, vocational or recreational activities
- Their admission is compatible with the safety and efficient education of the current cohort

Further assessment considers health, therapy, and residential needs, compatibility with other students, impact on learning of others and efficient use of resources. Young people with mental health histories may require psychological assessment before consideration for placement.

Placement Procedure

A local authority will send an official placement consultation letter, along with a copy of the young person's EHCP, latest annual review documentation and any other relevant documentation to the Transitions Coordinator for consideration.

- Formal referrals are screened by the Transitions Coordinator to ensure they meet entry criteria and a decision is made whether the young person's needs as described in the documents provided, might be met in principle by the School and Children's Homes.
- An initial response is submitted to the LA accordingly, informing them whether an assessment will take place or not.
- Referrals meeting criteria are reviewed to identify what assessments need to take place and whether any additional information is required.
- Initial assessments are conducted virtually with the young person's school, home, respite provision, and with any other relevant settings or professionals. Additional in person visits would take place prior to a decision being made.
- Assessment outcomes are reviewed by the Panel alongside an Impact Risk Assessment to confirm compatibility within the Children's Home, where applicable and a decision finalised regarding placement.
- The local authority is informed of the decision via formal offer letter, with a two-week deadline for the LA to respond in writing.
- All residential offers are for a 52-week placement.
- If a placement is being offered, this response letter will include details of how the needs of the young person will be met, any additional support requirements above those included in our standard offer and cost of placement.
- Following a formal offer of placement and local authority written confirmation response, a Transition Planning Meeting is held with family and relevant agencies to create detailed plans.
- Discussions will take place with the local authority to ensure that all other resources are in place prior to admission e.g. signposting the family to local authority transport department.

Placement cannot commence without a contract in place with the placing local authority and an Individual Placement Agreement (IPA) in place for the young person.

Schedule 27 of the Education Act 1996 requires the local authority to comply with parental preference unless the school is unsuitable, or placement would be incompatible with efficient education of others or use of resources. Referral response letters acknowledge these factors if we are unable to offer a placement.

The local authority will consider parent/carers' preferences but may not agree to their choice of school. In such circumstances, parents have the right of appeal to the First-tier Tribunal (Special Educational Needs and Disability). MacIntyre School may be directed by the Tribunal to admit a young person as a day student, irrespective of whether the admission criteria have been met or the school has made an offer of a placement. However, the Children's Homes are separately registered from the school and therefore fall outside of the jurisdiction of the Tribunal. This means a Tribunal cannot direct that a young person is placed at MacIntyre School and Children's Homes on a residential placement.

Exit Procedure

Placement is reviewed annually as part of the EHCP review. Young people typically leave at the end of Year 14, with planned transitions to adult placements. Annual reviews of EHCPs are brought forward at Phase Transition points i.e. Year 11 and Year 14, taking place in the Autumn term to support decision making and where necessary placement planning.

A young person at 17 years old living within the Children's Home is allocated a social worker from the adult's team. Families, the young person and professionals will complete a pathway plan which will outline their onward journey into adulthood and support the transition phase.

From Year 12, annual reviews will include discussions regarding next placements, recording the views of all concerned, including the young person and the family.

The Transition Coordinator works closely with the local authority, family and young person to identify possible placements this process will begin within their last year at the school and Children's Home.

Once a new placement is identified and confirmed by the LA, the Transition Coordinator will support the transition planning and coordinate any visits to the school or Children's Homes by the new provider, and any visits to the new placement by the young person.

A Young Person may exit earlier if:

- Their needs change and the School and Children's Home can no longer meet them.
- Professionals agree a different setting would benefit the young person.
- Health deterioration requires full-time health-based provision.
- Safety of themselves or others is compromised.
- The young person is no longer able to live or be educated within a group setting.

Parents and Social Workers are regularly updated throughout a young person's placement, however as a young person progressively becomes more of a concern to the leadership team this communication will increase from both Children's Home and Education leaders to ensure families and professionals where possible do not experience a surprise discussion.

Following the Senior Leadership Team identifying that one or more of the above points have been met in relation to a young person living or being educated at MacIntyre School and Children's Homes:

- An internal MDT will take place to ensure all practicable avenues have been explored.
- An external MDT with parents and professionals will be review the concerns and to identify whether the LA is able to provide any additional resource or support to enable the placement to continue.
- Should no further measures be available or it is agreed that the continued placement poses too great a risk to the young person or others, then notice will be served in writing. This would normally be a 6-week period.
- An emergency review of the EHCP would be held to terminate the placement.

MacIntyre would work closely with the LA, family and young person to support the identification of and transition to the new placement.

Emergency Circumstances

If a placement must end suddenly due to safeguarding or health concerns, it may not be possible for a 6-week notice period to be given. MacIntyre will work with the local authority and relevant agencies to ensure a safe and appropriate transition.

Appeals and Complaints Process

Parents/guardians may appeal decisions by:

- Raising concerns informally with the Head of Education or Regional Lead for Children's Homes.
- Submitting a formal appeal in writing to the Director of Children and Young People within 10 working days.

A review panel will consider the appeal and respond within 20 working days. External escalation routes include the local authority or statutory bodies.

7. Compliance and Monitoring

Compliance with this policy is monitored through annual reviews of entry and exit criteria and EHCP processes. Findings are reported to the Local Advisory Board.

8. Related Policies / References

This policy should be read in conjunction with MacIntyre's:

- Complaints Policy
- Data Protection Policy
- Equal Opportunities Policy
- Health and Safety Policy & Procedures

MacIntyre School's:

- Exclusions Policy
- Positive Behaviour Support Policy
- Safeguarding Children and Young People Policy

This policy is written in accordance with:

- Children and Families Act 2014
- Education Act 1996 (Schedule 27)
- Equality Act 2010
- Keeping Children Safe in Education
- SEND Code of Practice 2014, updated 2020
- Working Together to Safeguard Children

9. Review and Revision

A full review will be conducted every three years (or sooner if legislation changes). A light touch review will be conducted annually. Review and revision is completed by the Lead Reviewers and approved by the Policy Owner. Any major revisions must be approved by Directors, Local Advisory Board and Trustees.