



Apollo Education
space to be you

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Admissions Policy

Policy Title: Admissions Policy

Date: February 2026

Review Date: February 2027

Owner: Headteacher

Approval: Governing Board

1. Introduction

Apollo Education has established the provision at Farnham Common as both Alternative Provision and a Special School for students aged 10 to 17 (i.e. Year 6 to Year 11). Throughout this document, the provision will be referred to as “the school”, except where it is necessary to distinguish between (a) referrals by schools and local authorities under the DfE Guidance on Alternative Provision and (b) referrals by local authorities for special educational provision under the SEND Code of Practice 2015

2. Legal Framework

Section 20 of the Children and Families Act 2014 states that:

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Children and Families Act 2014, in Section 21, defines “special Educational provision” as:

“... educational or training provision that is additional to, or different from, that made generally for others of the same age in –

(a) mainstream schools in England...”

It is clear from the above that our school constitutes special educational provision, whether it is used as alternative provision or as a special school, and that all students placed with us have special educational needs.

The **SEND Code of Practice 2015** identifies 4 broad areas of special educational need:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs... Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

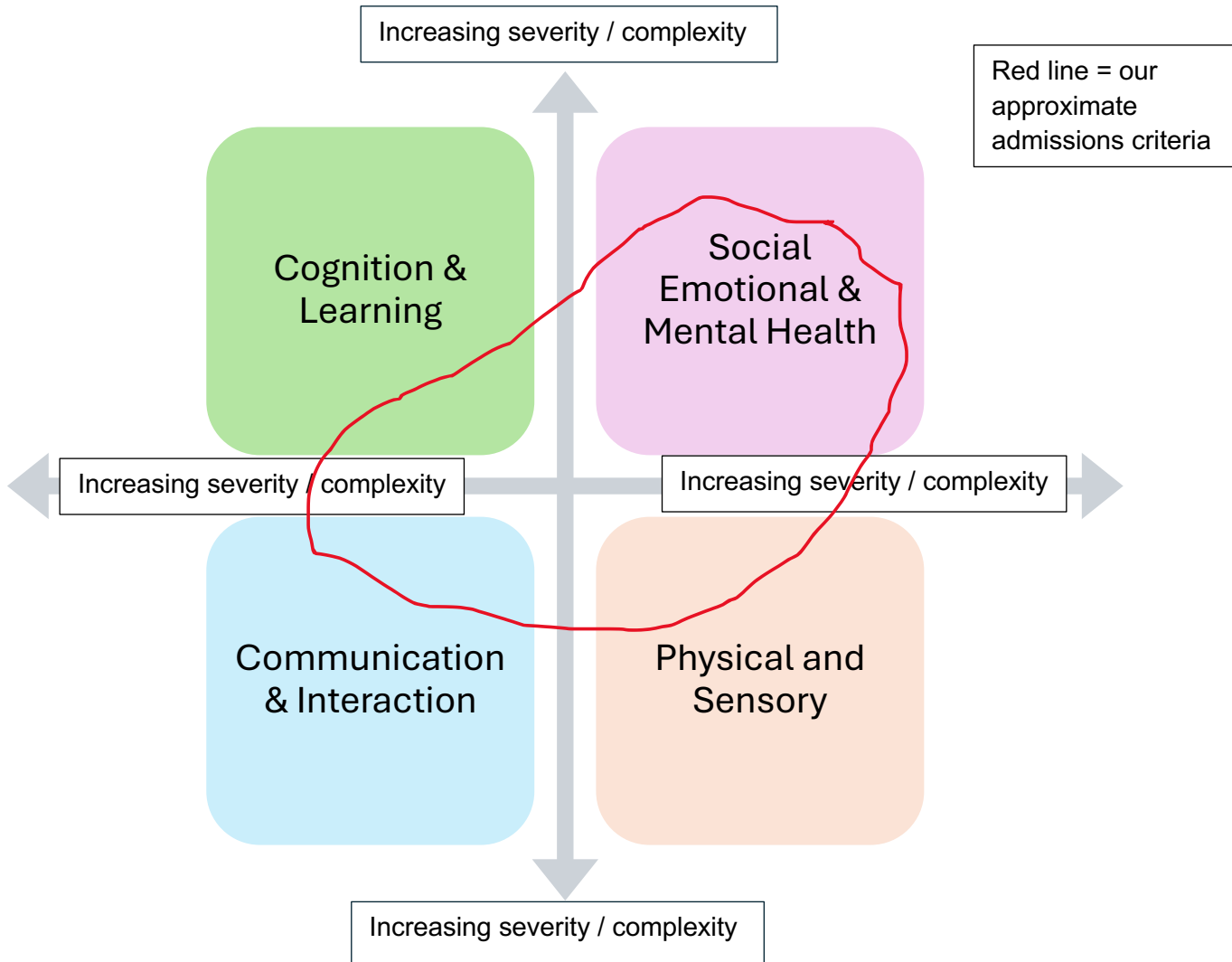
Sensory and/or physical needs

The Code of Practice refers mainly to those with visual impairment (VI), hearing impairment (HI) and multi-sensory impairment (MSI). More recently, it has been recognised that those with autism (ASD) and other neurodiverse conditions may have sensory-processing difficulties

3. Admission Criteria

What special educational needs and disabilities (SEND) do we cater for?

Fig 1: a visual representation of our admission criteria:



In the diagram above the red outline indicates the flexible, elastic, boundary which broadly describes the sorts of special educational needs for which we have designed our unique special educational provision. We will consider every student who is referred to us, and we will evaluate our suitability for each student in line with Section 39 of the Children and Families Act 2014, specifically whether:

- 39 (a) the school... requested is (suitable)/unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or
- (b) the attendance of the child or young person at the requested school or other institution would be (compatible)/incompatible with—
 - (i) the provision of efficient education for others, or
 - (ii) the efficient use of resources.

Occasionally, we may come to the professional opinion that we are not a suitable placement, based upon an evaluation of such factors as:

- risks to the individual student,
- risks to others,
- the need for more intensive therapeutic provision,
- the prospect of meaningful progress in our setting. (this is not an exhaustive list)

Nonetheless, we are also aware that past history in other settings may not be a reliable guide to how a student responds to our unique environment, and we will always tend towards a growth mindset and the need for honest dialogue in our conversations with students, families, schools and other professionals.

Our school offers a safe, predictable and nurturing low-arousal environment for children and young people with special educational needs, with or without an Education Health and Care Plan (EHCP), especially those considered to have Social Emotional and Mental Health needs. Many of our students have additional needs, which may include difficulties with Cognition and Learning, Communication and Interaction difficulties and Physical and Sensory needs.

Some students may have specific conditions such as Autistic Spectrum Disorder (ASD) or other conditions such as ADHD, OCD or Dyslexia. It is recognised and understood that these conditions frequently involve two or more areas of SEND as identified in the Code of Practice.

We are proud to offer a space for neurodivergent students, those with anxiety and those with a history of challenging behaviours, recognising the strengths in every individual and fostering an atmosphere where they can express themselves freely. At Apollo Education we believe that every young person has a story to tell, and through our nurturing and therapeutic approach we help them discover their voice.

Our mission is to empower each student to unlock their unique talents, boost their confidence, and embrace the way they learn best. With a focus on safety, support, and creativity, we aim to help every child not only succeed academically but also grow into confident individuals ready to thrive in the world around them.

We foster essential study skills that encourage both independent thought and collaborative growth, ensuring every learner is equipped to thrive. Our curriculum aims to inspire them to build the resilience needed to address their challenges, in preparation for reintegration to mainstream education, or moving to the next stage of their learning journey.

4. Number of Places Available

At the time of writing (February 2026), we are not yet registered with the Department for Education (DfE), although we are in the process of becoming registered. At the moment, we can offer:

- Full-time education (approximately 32.5 hours per week, including lunch and breaks) for up to 4 students, provided that they do not have an EHC plan. Such students will be registered solely with us.
- Part-time education (18 hours per week) for anyone with an EHC plan, or as Alternative Provision. This requires them to be dual registered with us and a mainstream school.

Once we are registered, we will be able to accommodate up to 10 students, with or without an EHC plan, for full-time/part-time education. Part-time students will probably be in receipt of alternative provision (AP) and dual registered with a mainstream school.

We have two classrooms, plus a multi-purpose teaching area (which can double as a medical room when required) and a “chill-out” room. We can accommodate up to 10 students on site at any one time. With flexible timetabling of AP students, we could accommodate more than 10 students across the week. A class will typically number around 5 or 6 students, with one teacher and a teaching assistant.

5. Referrals & Expressions of Interest

We welcome visits from parents, schools and local authority officers. To avoid any disruption to the quiet nurturing environment, we ask that such visits be arranged in advance.

Please email admin@apolloeducation.co.uk to arrange a visit. Please provide a phone number and the Headteacher will call you back.

Parental Preference

We can only accept referrals from schools or from local authorities. Parents can express a “preference” for a place at Apollo, and the local authority must consider that preference, but usually there is no automatic legal right for your child to be allocated a place. If there is no other school on offer, or other schools have said that they cannot offer a place, you may have a legal entitlement, in which case it would be sensible to seek advice.

Sources of free advice include:

Advisory Centre for Education (ACE) enquiries@ace-ed.org.uk Tel: 0330 0115 142

IPSEA (ipsea.org.uk) <https://www.ipsea.org.uk/advice-line>

CORAM Child Law Advice Service

<https://childlawadvice.org.uk/clas/contact-child-law-advice/>

Your local authority will have a SEND Information and Support Service (SENDIASS). For Slough Borough Council, email sendiass@slough.gov.uk or call 01753 787693.

Other local authorities will have similar services, just search for SENDIASS.

Referrals from schools

Any school wishing to have a conversation about placing a student with us, either as Alternative Provision or as a Managed Move, should first email admin@apolloeducation.co.uk. The Headteacher will call you back.

At the moment, we can only offer alternative provision at 18 hours per week for a student with an EHCP or full-time education for a student without an EHCP. We are always happy to discuss flexible arrangements, and we accept referrals for medium-term placements (12 to 24 weeks) and long-term placements of a full year or longer. The longer a student spends with us, the more progress they are likely to make and their chances of successful reintegration or transition to the next phase of education are greatly enhanced.

Referrals from local authorities

Please email admin@apolloeducation.co.uk and the Headteacher will contact you. This ensures that we have the correct contact details for our records.

6. Registration Arrangements

Commissioners (school or local authority) must complete and sign an Individual Service Agreement for each student outlining respective responsibilities and fees. Invoices are issued monthly, unless otherwise agreed. For students without an EHC plan, fees will be based on an agreement concerning the student’s special educational needs and the provision required. In the case of a student with an EHC plan, the needs will be specified in Section B and the provision will be specified in Section F, and the local authority is under a legal obligation to secure the provision in Section F.

No student will be admitted without a completed and signed Individual Service Agreement.

7. On-Boarding

On-boarding arrangements will be based on the specific needs of the individual. Usually, the first step will be a visit to the school where the student is currently on roll. If they are attending school, then the Headteacher will visit and spend some time with the student and their support workers, getting to know the student (and vice versa) and building trust.

Where the student is not attending school, the process may begin with a home visit, or a meeting at a “neutral” location (library, café), or a visit to our school site. We always like to meet the parent(s) as well as the student, because a large part of our success is through working with families in partnership.

There is an “on-boarding” pack, which contains useful information and a number of forms to complete. These forms need to be completed before the formal start of the placement. The contents of this pack are being continuously reviewed and improved in the light of the experiences of commissioners and families.

8. Appeals against any refusal to accept a referral

The commissioner should email admin@apolloeducation.co.uk, marking the email for the attention of the Governing Board / Proprietor, requesting an appeal hearing. An independent panel will be formed, consisting of a minimum of three people, who must have no connection with Apollo Education. At least one panel member will have a good knowledge of special educational needs and, ideally, one panel member will have a good knowledge of education law. The panel members will appoint one of their number as Chair.

The panel will be assisted by an independent clerk, who will advise all parties on the procedure to be followed and the format of the hearing. The clerk will take notes of the meeting and any decisions taken. The clerk will write to the parties with the panel’s decision and the reasons for the decision. They will also advise the parties about the availability of further remedies in law, such as access to the First Tier Special Educational Needs Tribunal (SENDIST).

9. Complaints

Any concerns or complaints about this policy, or its application, should be raised with Apollo Education (email admin@apolloeducation.co.uk) through the normal complaints process which can be found on our website. If the complainant is not satisfied with the resolution, they are able to complain to the relevant commissioner (i.e. school or local authority). In some cases, there may be grounds for complaining to the Department for Education or Ofsted.

10. Equal Opportunities

Apollo Education is committed to equal opportunities and admits students across the full spectrum of academic abilities. All students have equal access to the curriculum. We recognise our responsibilities under the Equality Act, as set out in the Code of Practice:

- xviii. *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.*
- xix. *The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:*
- *They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people*
 - *They must not discriminate for a reason arising in consequence of a child or young person’s disability*
 - *They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage*
 - *Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. The general duty also applies to bodies that are not public bodies but that carry out public functions. Such bodies include providers of relevant early years education, non-maintained special schools, independent specialist providers and others making provision that is funded from the public purse.*
- xx. *The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must*

publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.


- xxi. *School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.*

11. Review

We keep this policy under regular review. The next review date will be February 2027.

12. Approval & Sign off

Signed

Signed by:

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Kam Badwal

Headteacher (name)

17/03/2026

Date

Signed

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Chair of Governing Board (name)

Amit Varma

Date

4/14/2026