

Eaglewood School

Admissions/Referral Policy

POLICY DETAILS

Subject and Version of Document:	Admissions/Referrals Policy – 2025-26
Author:	Mr Paul Jackson Acting Headteacher
Persons/Committees consulted whilst document in draft:	Governing Body
Date Policy agreed:	December 2025
Date of next review/update and by whom:	The Eaglewood Governors, July 2026
Copy obtainable from and/or distribution:	Clerk to the Governors
Date document issued:	December 2025
Responsibility for dissemination to new staff:	Line Managers
Headteacher Target Audience:	Prospective Parents/carers; Commissioning Schools; Local Authorities

Policy Review

This policy will be reviewed **Annually**.

Introduction

The purpose of this Referral Policy is to set out the process for referring students to The Eaglewood School to ensure the process is fair, open and transparent.

This referral policy is to enable The Eaglewood School to provide a structured, stable environment with the aim of ensuring that the individual needs of each student are met.

The Eaglewood School offers a bespoke learning opportunity across Key Stages 3 and 4. Teachers work closely with key stakeholders to help ensure that quality provision, tailored to the needs of all students is offered. Every referral will be dealt with on an individual basis, following a detailed assessment by the commissioner of The Eaglewood School's suitability to a child's individual needs.

The Eaglewood School ethos is one of making the vulnerable less vulnerable and raising students' aspirations and having a positive impact on their lives.

The aims of The Eaglewood School are:

- to promote inclusion
- to raise rates of attendance by reducing barriers to attendance and thereby increasing attainment.
- to re-engage children in learning.
- to educate students with EHCP.
- to offer KS4 students, who are unable to maintain a mainstream placement, core subject GCSEs.

Admission to The Eaglewood School will be through the Referral Process outlined in this policy. Referrals may be made at any time throughout the year. The referral form for a place in The Eaglewood School (Appendix B) should be completed in all cases by those bodies/institutions referring the student. Completed referral forms should be addressed for the attention of The Headteacher. If mailed electronically, they should be sent to admin@eaglewoodschool.co.uk

- The Eaglewood School is an 11-16 Alternative Provision Free School.
- The Eaglewood School is an Academy within The Bourne Education Trust (BET).
- The Eaglewood School is located in the town of New Milton and provides alternative provision for children aged 11-16 who would benefit from a placement away from their mainstream setting.

- Applications to The Eaglewood School must be referred by a maintained school, academy or local authority commissioner. It is not possible for students or parents/carers to self-refer.
- The Eaglewood School is accessible to all secondary schools within the bordering towns of The New Forest, West Hampshire and East Dorset. Neighbouring authorities may also refer children who are not in school but in their care.
- The Governing Body of The Eaglewood School have approved this policy and must also approve, in advance, any changes to the arrangements set out in this document.

Students supported by the school

Students who will benefit from a placement at The Eaglewood School are likely to fall into the following categories: -

- Students who are disadvantaged and vulnerable due to a range of social circumstances.
- Students who are disaffected in mainstream education to such an extent that continuation of a full-time placement in their setting is no longer a positive option.
- Students who have social and emotional issues which are impacting their education and the education of others.
- Students with social and emotional issues whose behaviour results in repeated suspensions and places them at risk of permanent exclusion.
- Students who have SEN needs not yet supported by an EHCP.
- Students with an EHCP where the primary need is SEMH.
- Students who have had patterns of poor school attendance who cannot re-establish consistent, improved attendance at their mainstream setting.

Equal Opportunity of Admissions

The primary aim of The Eaglewood School as an Alternative Provision School is to provide early intervention for schools and students and help re-engage students with their learning in a mainstream setting. The Eaglewood School can offer short term, dual registered, placements which are subject to regular review, with the target being a reintegration to full time attendance their home school at the earliest opportunity, Full-time or longer-term placements will be available where it is clear that a return to mainstream school would not be appropriate.

The Eaglewood School is committed to equal opportunities. All students have equal access to the curriculum and there is a learning support programme for students with special educational needs and/or an EHCP.

The Eaglewood School will only admit students in line with this referral policy and following referral from an academy, maintained school or by a local authority. Parents/carers cannot apply to the school directly, nor can students self-refer.

Number of places available

The Eaglewood School has an in-school capacity of 90 places. These places can be a mix of full time and part time places. Targeted interventions will be embedded in age and ability specific programmes of study will be created.

Costs

Each FTE place in alternative provision schools will attract base funding currently of £10,000 per place from the DFE.

Commissioners (schools, academies and local authorities) will provide top-up funding above this base level to cover the total cost of provision. This top-up funding is based upon the student's assessed needs and the cost of meeting those needs in the school and will come from the local authority or the school that commissions the place.

Commissioners referring students to The Eaglewood School will be liable for top up fees. In the academic year 2025/26 the rates per student, per full time equivalent place, per annum, have been set at:

Key Stage 3 Places (Years 7-9) £5,965
Key Stage 4 Places (Years 10-11) £6,661

The additional funding of students eligible for Student Premium, Service Premium, Free School Meals and EHC Plans will also be payable to support the referred pupil's educational provision at The Eaglewood School.

Full time top up fees will be payable for all students.

Home to school transport can be included in The Eaglewood School top up fee if available and if additional funding for minibus transport is required, it will be charged at £3005 per year.

Schools commissioning places directly with The Eaglewood School are liable for the full home to school transport costs of their students referred to The Eaglewood School.

Local authorities may pay for home to school transport of students referred to The Eaglewood School via a local authority referral but the decision to fund transport is on a case by case basis determined by the local authority and funding of transport costs is not guaranteed.

Home schools wishing to receive support with EHCP assessments for dual rolled students will be charged the daily rate of The Eaglewood School SENDCo at the time of the assessment.

Referral Procedures

Referrals can only be made by an academy, maintained school or local authority. The referral procedure is as follows: -

Applications for a placement must be made on The Eaglewood School referral form – this can be found in Appendix B of this policy; or on request from the school. All referral forms need to be accompanied with the student's most recent Individual Education Plan (IEP), behaviour logs and attendance data.

The Eaglewood School will discuss potential referrals both with commissioners and the student's parents/carers, and outreach services where a student is known to them.

Referrals may be made at any time throughout the year.

The Eaglewood School will also offer emergency placements subject to published admission numbers. Referral circumstances when this could arise are likely, but not exclusively, to be: - when there has been a significant and unforeseen deterioration in a student's emotional wellbeing and potentially escalating behaviour. Requests for emergency placements should be made directly to The Eaglewood School Headteacher who has authority to grant places where the school is not over-subscribed.

The Eaglewood School students referred by a school will be dual registered with their home school.

The Eaglewood School students referred by a local authority will generally be single rolled, and this will only happen when a child has an EHCP.

Student registration and information sharing

The numbers on roll at The Eaglewood School will fluctuate throughout the academic year. The Eaglewood School will make sure that all students are registered accordingly in line with Section 434 of the Education Act 1996. Unless single rolled through an EHCP, all students will remain on the register at the commissioning school and with The Eaglewood School.

Oversubscription Criteria and Appeals

Where the school and commissioner agree a referral, students with an EHCP naming the school, will always be admitted before others.

In the case of oversubscription, the following criteria will be used to determine priority of admission:

- Students who are or were previously looked after by a Local Authority (as defined by the Children Act 1989)
- Children eligible for the pupil or services premium. These are children currently registered as eligible for free school meals;

- Children who have been registered as eligible for free school meals at any point in the last six years;
- Children whose parent(s) are serving in the regular UK armed forces;
- Children of ex regular UK armed forces personnel who were serving in the last three years;
- Children where at least one parent died while serving in the UK armed forces and the child is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme;
- Adopted Children.
- Students who live closest to the school where distance will be measured from the front door of a student's home to the front gate of the school. If students live exactly the same distance away from the school, random allocation will be used to determine who will be admitted, with the process undertaken by a member of the Admissions Appeals Committee someone independent of the school.

Induction

If places are available and a place is offered, an integration meeting is arranged whereby the student, parent/carer, a representative from the commissioning school and relevant outside agencies are invited to attend a meeting with our Induction Tutor and/or a member of the school's Senior Leadership Team (SLT).

The meeting provides the opportunity for:

- The student and parent/carer to be familiarised with the organisational and physical structure of the school, through tours and introductions to staff;
- Any questions from the student and parent/carer to be answered;
- Uniform to be sourced and purchased. This is available from The Eaglewood School Reception.
- Start dates to be discussed and agreed.

Reintegration to home school

Students will attend a planned programme of intervention with clearly defined academic, personal and emotional targets negotiated with the host school at referral. Phased reintegration to the home school will be supported by Eaglewood staff including the child's nominated Key Worker.

In Key Stage 3 the principle objective is to support students to develop emotionally and academically, in order to become emotionally resilient and sufficiently academically able and to succeed in a mainstream school.

Formal half termly review meetings looking at progress towards academic, personal and social targets, agreed with the host school at referral, will inform whether longer or shorter periods of intervention are appropriate. Phased reintegration to the home school will be supported by The Eaglewood School staff. The Year 9 provision will be focussed on re-

engaging learners, providing high quality careers guidance and readiness at reintegration for GCSE study.

In Key Stage 4, students will generally be referred for the duration of their GCSE programme of study. Full time placements, part time placements with the home school, and part time placements between The Eaglewood School and other providers will be possible. Individual needs will be negotiated with the home school on referral and reviewed termly in partnership with the home school to test the feasibility of reintegration fully into mainstream provision.

Students completing the GCSE/Functional Skills phase will be made aware of post-16 educational and employment opportunities. They will be supported in making applications to further education and employment with training providers and accompanied to information events and interviews as appropriate to their individual needs.

If intervention at The Eaglewood School not working and this is backed up by frequent suspensions, lack of student and or parental engagement or a lack of academic or emotional progress then it will be necessary to return the student to their mainstream setting for a different intervention. It is important that The Eaglewood School is good value for money and therefore progress against individual student targets is imperative to maintain school places.

Appeals

Commissioners do not have the right of appeal against the refusal of a place at The Eaglewood School. Commissioners may follow the [complaints policy](#) if they wish to make a complaint about how their application has been managed.

Links to other policies

This policy should be read in conjunction with The Eaglewood School policies relating to:

- SEND;
- Equal Opportunities;
- Complaints.

Complaints

Any objections to this policy or its application should be raised with the school through its normal complaints procedure.

If the complainant is not satisfied with the resolution, complainants are able to complain to the Education Funding Agency DFE at: Academy.QUESTIONS@education.gsi.gov.uk.

Appendix A

Referral Management Process

Stage 1: Enquiry to Elle Fletcher (Pastoral Manager), received from: commissioning home school; or through invitation to attend a student planning/ review meeting or from local authority enquiry. Telephone consultation of suitability of prospective student to placement with The Eaglewood School Headteacher or Deputy Headteacher. Is a place available?

Timescale: Elle Fletcher responds within 48 hours.

Stage 2: Elle Fletcher sends Referral Form to home school for completion and return.

Timescale: Dispatched within 2 school days of initial enquiry being received

Stage 3a: Interview between Eaglewood staff and prospective Eaglewood student at commissioning home school/ home/ other appropriate non-threatening venue to discuss student's learning.

Stage 3b Learning Needs confirmed with professionals/ commissioning school. Success criteria for reintegration set.

Timescale: Within 10 school days of return of Referral Form

Stage 4: Student Trial Day(s), as appropriate, at Eaglewood to support transition

Timescale: Within 10 school days of interview.

Stage 5: Place offered; timetable scheduled; transport in place

Timescale Within 10 school days of Trial Day

Stage 6: Eaglewood Induction

Timescale: Within 5 days of Place offer

Stage 7: Progress towards success criteria monitored.

Timescale: By Key Worker weekly; 3 formal reviews reported to home school in 20 week programmes.

Stage 8: Reintegration to mainstream (supported by The Eaglewood School)

Timescale: Target within 20 school weeks of starting at The Eaglewood School



The Eaglewood School

“Raising Aspiration and Changing Lives”

Referral Form 2025-26

Thank you for your interest in our school. Please be aware that no referral will be considered unless all relevant sections are complete with the required additional supporting documents supplied. The referral must include the student and parent/carer views.

The Eaglewood School Referral Form

Current School			
School Contact			
Responsibility		Date completed	

Student Name				Year Group	
Date of Birth				UPN	
PP	Y / N	EHCP	Y / N	EHCP (In progress)	Y / N
Service Premium	Y / N	CIN	Y / N	Safeguarding concerns	Y / N
FSM	Y / N	LAC	Y / N		
Ethnicity Code:		Disability:	Y / N	Details:	
Any AP dual rolled placement at Eaglewood School is a short-term intervention – please provisionally suggest a date in the term following referral where a return transition can be planned.					

Main areas of concern. What would you like Eaglewood to help with in particular?
1
2
3
Desired outcomes to be achieved:
1
2
3
4

Incidents in school that have given rise to concern:			
Physical assault against student		Sexual misconduct	
Physical assault against adult		Drug and alcohol related	
Verbal abuse/threatening behaviour against student		Damage	
Verbal abuse/threatening behaviour against adult		Theft	

Bullying		Persistent disruptive behaviour	
Racist abuse		Other (please specify above)	
Required Additional Information – (please add details around the triggers for these behaviours and what strategies work best to help the student regulate when demonstrating these external behaviours)			

School Attendance record: (previous school year if less than one term)			
Actual <u>Overall</u> Attendance		Possible Attendance	
Authorised Absence		Unauthorised Absence	
Exclusions			

Supporting agencies involved (If Y please ensure any reports are attached)	Y / N	Telephone/Email Contact
Educational Psychologist		
Social Care		
CAMHS		
Family Support		
LAC		
CAF / TAF		
YOT		
Other (SALT/OT etc)		

Required Supporting Documents	Y / N	If N please explain why this document is not available
IEP/Passport		
Behaviour logs		
Attendance report		
Academic report (3 previous terms)		
EHCP if applicable		
Risk Management Plan		
Medical Report		
Exam Access Arrangements		
PEP		

Problem areas							
Classroom		Social Areas		Lunchtime		Attendance	
Key Difficulties – Tick any that are relevant to the student							
Emotional		Social / communication		Behavioural			
Anger management		ADD/ADHD		Dyslexia / Processing			

School Refusal		ODD / Defiance		Trauma	
Other (please comment)					
Relevant background information. <i>Parental links with school, peer relationships etc, any diagnosis</i>					
Curriculum Subject / Cognitive Abilities Test	Current grade	Predicted grade	Current Assess Arrangements in place (laptop, reader, scribe, extra time)		
Reading Age:		Spelling Age:			
SATs Results (if available):	English Grammar, Reading and Spelling	Maths	Reading	Science	Writing
CATs Results (if available):	Verbal	Non-verbal	Quantitative	Spatial	
GCSE English Language Speaking Result if already completed:					

Any other information you would like to share

Emotional and Social Issues - Feeling special; early attachments; risking/actual self-harm; phobias; psychological difficulties; coping with stress; motivation, positive attitudes; confidence; relationship with peers; feeling isolated and solitary; fears; often unhappy

Proposed Flight Path – please tick most appropriate			
Reintegration to mainstream school		Transition to secondary school or college	
Specialist Provision		Single Roll Eaglewood School student	

To be completed with the student

Curriculum: I respond best to:			
Oral activities	Written activities	Practical activities	
Support: I am used to:			
1:1 support	Group support	No support	
Normal curriculum	Specifically differentiated curriculum	Small group/withdrawal work	
I respond positively to:			
Public praise	Private praise	Positive notes or call home	
Tangible rewards	Certificates	Special responsibility	
Key adult	Class seating plan	Clear behaviour guidelines	
Visual clues	Task lists	Personal behaviour targets	
Class behaviour targets	Time out in class	Time out outside the class	
Distraction/humour	Being given space, time and a set routine to calm down alone	Given space, time and a set routine to calm down with an adult	
Talking about incidents with a key adult when calm	Putting things right in a practical fashion		
Other (give details)			
Strengths and potential: <i>personal/curriculum areas</i>			

--

Student views		Date:
What activities do I enjoy?	What the school can do to help transition be successful.	What I can do to help transition be successful.

I agree that it would be helpful for me to attend Eaglewood school.

I have visited Eaglewood school and have talked to the teachers about what they can do to help me to do well.

I understand Eaglewood school has a no mobile phone policy and will hand in my school bag each morning to staff on duty.

I know what the teachers at Eaglewood school expect me to do and I agree to work hard to keep the school rules.

Signed _____ Student

To be completed by the parent(s)/carer(s)

Parent/Carer		Contact Number		Work
				Home
				Mobile
Parent/Carer		Contact Number		Work
				Home
				Mobile
Other		Contact Number		Work
				Home
				Mobile

Permanent Home Address	
------------------------	--



What works well for your child at school?	
What doesn't work well for your child at school?	
What outcomes would you like to see your child achieve?	
1	
2	
3	
4	

I have visited Eaglewood school and would like to work in partnership with the staff to support my child. I will attend regular reviews to help support their progress.

Parent/Carer's name: _____

Parent/Carer's signature: _____

Date: _____