

ADMISSIONS POLICY

Policy type	Statutory
Review period	Annual
Last reviewed on	Autumn 2026
Next review due	Autumn 2027
Approval level	Executive Board

Approved by (Name, date, signature)

Executive Board, 23rd September 2026
Executive Board Chair, David Kreyling
Published on



Omnia Foundation Website

POLICY FOR ADMISSIONS

Mission

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

Aims of the policy

- To give a clear outline to home settings and local authorities of how to approach applying for a placement at the Omnia Foundation

This policy should be read in conjunction with the Student Induction Policy, Rights & Responsibilities Policy, Me, Myself & I Policy and Impact & Consequences Policy.

The Admissions Process

To be eligible for a place at the Omnia Foundation students must:

- be male as assigned at birth
- be subject to an Education, Health and Care Plan for autism spectrum disorder and/or emotional and mental health disorders
- be in Year 8 or above

The foundation is currently registered to admit 30 students to full time education.

In the first instance, a local authority will make an application to the foundation. This is usually done in partnership with home settings. This is known as a consultation. The Deputy Head of Foundation will lead on this process on the foundation's behalf.

The DHoF will consider the EHCP in detail and may request the following information/documentation:

- Recent Educational Psychologist reports
- Current levels of educational attainment (SATS, standardised tests)
- Most recent education report
- Social history of the young person, including home settings, family composition and ethnic data
- Any relevant Social Services involvement
- Medical conditions and the need for any specific input
- Details and description of any relevant emotional dysregulation

If the foundation feels at this point that we can meet the needs of the student, an offer of a placement will be made to the referring local authority.

If the local authority agrees the placement, they will issue an Individual Placement Agreement between the local authority and the foundation. This agreement sets out the terms of the placement and a copy is held by both parties. The agreement is made in accordance with the National Schools Contract held between the DfE and the proprietor of the foundation.

At this point, we will invite the student, representatives from home settings and a member of staff from current setting (if relevant) to visit the foundation and meet key members of staff.

Once a student is accepted into the foundation, they will be on roll until the end of the academic year in which they turn 16.

All admissions and referrals are subject to:

- Availability of space
- EHCP
- Support of the local authority making the referral
- Active support and participation from the home setting

Induction

Referring Local Authorities and home settings should understand that the induction process at Omnia Foundation is driven by the needs of the incoming student and full-time attendance at the Foundation may take several weeks to achieve. Please refer to the Induction Policy for more information.

Academic Study

As part of the induction process, staff will work with students and their home settings to establish their needs and aspirations. Students readiness to learn is assessed using the Thrive Programme: it is anticipated that students will not demonstrate appropriate readiness to learn until secure relationships are formed within the foundation. Until this is evident in the data, it is anticipated that a student's individualised curriculum will consist largely of therapeutic and PSHE provision and that their progress towards academic outcomes will be slow at first and accelerate when they gain more confidence and can engage more autonomously in their learning.

Monitoring and review

This policy will be monitored regularly by the Head of Foundation and Deputy Head of Foundation and reviewed annually by the Head of Foundation on behalf of the Executive Board.
