



Inspire Academy

Admissions Policy

LAST REVIEW DATE	March 2026	REVIEW PERIOD	Annual
NEXT REVIEW DATE	March 2027	TYPE OF POLICY	Statutory

DATE OF RATIFICATION:	12/03/2026
SIGNATURE	
PRINT NAME	Justin Stuart - Chair of Trust



Admission to the Inspire Academy follows the guidelines laid out by the DFE. We are a secondary, special school, for students with Social Emotional and Mental Health (SEMH) needs. In order to attend Inspire Academy students will have an Education Health and Care Plan (EHCP) with special educational needs that primarily relate to SEMH difficulties, or other medical needs.

Admissions Criteria For Special School For Students Who Require Support With Social, Emotional and Mental Health needs.

The parents decide they want non-mainstream education (i.e. a place in a special school).

The duty imposed on the LA by section 316 of the Education Act 1996 to educate a child in Mainstream School is lifted.

Parents express a preference for a particular maintained or independent special school to be named in the child's Education and Health Care Plan (EHCP).

Schedule 27 of the Education Act 1996 requires the LEA to comply with the parental preference unless:

The school is unsuitable to the child's age, ability, aptitude or special educational needs

The placement would be incompatible with the efficient education of other children with whom the child would be educated

The placement would be incompatible with the efficient use of public resources

In considering the parental request for a placement within a maintained or independent special school for pupils with Social, Emotional and Mental Health support requirements the Local Authority have regard to the following admission criteria:

The young person will benefit from the placement at a school committed to reversing patterns of difficulty associated with school and learning. These patterns of failure usually manifest themselves in social, emotional and mental health (SEMH) difficulties as described in their EHCP. They will include students whose presenting needs are the result of deep-seated and long term emotional or mental health issues whose attainment falls within the Normal (N) and Above Normal (AN) as National standards.

The young person could present with the following behaviours:

Distractibility that inhibits the progress of the young person even with significant adult support and an increasingly individualised curriculum

Unpredictability and intensity of the pattern of behaviours which significantly disrupt the learning of peers

Behaviour which is unusual/anti-social and/or self-injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the young person

Significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence associated with an increasing awareness by the young person of their situation which has led to a negative attitude towards education

Our students will be assessed and tracked against social, emotional and behavioural competencies. Any additional need identified will be supported through our academic and therapeutic curriculum. This could be supplemented by individual interventions. Students could also require an intensive multi-agency approach and appropriate out-of-hours support, this will be assessed on an individual basis.

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