



Longcause Community Special School

ADMISSIONS POLICY

Signature of Head:	Anne Hutchinson
Date:	22/10/25
Signature of Chair of Governors:	Fred Jenkins
Date:	22/10/25
Agreed by the Governing body on:	22/10/25
Minute Reference:	237

Reviewed by:	Anne Hutchinson
Review date:	October 2025
Master file location:	Admin Shared drive
Next review date:	October 2026

1. Introduction

Longcause Community Special School is dedicated to providing a safe, inclusive, and supportive learning environment for children with special educational needs and disabilities (SEND), particularly those with a diagnosis of a communication and interaction need such as autism. Our admissions policy outlines the criteria and procedures for admitting students, ensuring fair and equitable access to our specialised resources.

Compliance with Statutory Guidance

"This policy is written in accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015), which sets out the statutory guidance for identifying, assessing, and admitting children with special educational needs and disabilities (SEND)."

2. Admissions Criteria

Admission to Longcause Community Special School is primarily for students with an Education, Health, and Care Plan (EHCP) who meet the following criteria:

- **Primary Special Need:** The student must have a confirmed diagnosis of a communication and interaction need such as Autism Spectrum Disorder (ASD) and a cognition and learning need that impacts their ability to access mainstream schooling.
- **Age Range:** The school caters to students aged between 4 and 16 years (Reception to Year 11).
- **EHCP Requirement:** Admission is based on the presence of an Education, Health, and Care Plan (EHCP) that specifies Longcause as the most suitable provision for meeting the child's needs.
- **Local Authority Consultation:** Placement is coordinated through the local authority's SEN (Special Educational Needs) department, which consults with the school to ensure that Longcause can meet the individual's specific educational needs.

3. Parental Preference

In line with the SEND Code of Practice (2015), parents and carers have the right to request that Longcause Community Special School is named in their child's Education, Health and Care Plan (EHCP). The local authority must comply with this preference unless:

- The school is unsuitable for the child's age, ability, aptitude, or special educational needs;
- The placement would be incompatible with the efficient education of others; or
- The placement would be an inefficient use of resources.
These statutory grounds for refusal will be clearly communicated to parents if a placement cannot be offered.

4. Admission Procedure

Referral Process:

Referrals for admission are made through the student's local authority, usually by the SEN case officer or an educational psychologist, following an assessment of the child's needs. The referral will include the EHCP, recent reports from health professionals, education providers, and any other relevant documentation to support the case.

Consultation with the School:

Upon receiving a referral, the local authority will consult Longcause Community Special School. The school will review the student's EHCP and any accompanying documentation to determine if the child's needs can be effectively met within the school's environment and resources.

A decision will be based on the student's needs, the suitability of current resources, and the availability of space within the appropriate pathway and age range.

Offer of Placement:

After consultation with the local authority, the school will confirm whether it can offer a place to the child. This decision is based on a thorough review of the child's EHCP, the availability of appropriate provision, and the school's capacity.

If a placement is offered, the local authority will issue a finalised EHCP naming Longcause as the educational provision.

Transition Planning:

Once a placement is confirmed, the school will work with parents, the local authority, and other professionals to develop a detailed transition plan. This may involve taster sessions, phased integration, or additional support during the initial stages of admission to ensure a smooth transition for the child.

5. Oversubscription and Capacity

If the number of requests for admission exceeds the number of places available, the school will work with the local authority to ensure that decisions are made in a fair, transparent, and consistent manner. Priority will be given based on the suitability of the provision for the child's needs, and in accordance with statutory guidance and the school's capacity to meet those needs.

6. Children Looked After

In accordance with statutory guidance, particular consideration will be given to the needs of children who are looked after by a local authority (CLA/LAC) when considering admissions. The school will work closely with the local authority to ensure that the needs of these children are met promptly and appropriately.

7. Appeals Process

If a placement at Longcause Community Special School is not offered, parents and carers have the right to appeal the decision. Appeals should be made to the local authority in the first instance. If the matter is not resolved, parents have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability), as set out in the SEND Code of Practice (2015).

8. Annual Reviews and Transitions

All students admitted to Longcause Community Special School will have their EHCP reviewed annually in accordance with statutory guidelines. During these reviews, progress will be monitored, and any necessary adjustments to the student's educational provision will be discussed. For students approaching the end of their time at Longcause, transition plans will be put in place,

ensuring appropriate support and guidance is provided for moving to post-16 education or alternative settings.

9. Equal Opportunities

Longcause Community Special School is committed to ensuring that admissions are conducted in an equitable manner, and no student will be discriminated against on the basis of race, religion, gender, or socioeconomic background. The school's provision is designed to meet the needs of students with SEND in line with the Equality Act 2010.

This policy is available in alternative formats and languages upon request to ensure accessibility for all parents and carers, including those with disabilities or for whom English is an additional language.

10. Data Protection

All personal data collected as part of the admissions process will be handled in accordance with the Data Protection Act 2018 and the school's privacy policy. Sensitive information will only be shared with relevant professionals and the local authority to facilitate the admissions process.