



Admissions Policy

Aims

Before admitting a young person to the Longridge School, the following must be taken into consideration:

- That the placement meets the needs of the learner given due consideration to their age, diverse experiences of education and varying level of functioning and understanding.
- That the placement does not create a potential for significant harm to the young person or another young person or a member of staff which cannot reasonably be managed by the school.

In making this decision the directors and head teacher will base their final decision on knowledge and information about the individual, ensuring an ethos of equal opportunity and anti-discrimination.

Longridge School has been set up to meet the needs of the following groups of learners:

- 7 – 18 year olds (National Curriculum Years 3-13)
- Those working across the full range of ability from pre-reception expectations to Year 11 expectations (any Learners in the sixth form will be present because Longridge has been deemed the most appropriate setting for the young person to remain to attain functional qualifications and/or preparation for adulthood).
- Learners with physical difficulties
- Learners considered to be autistic and students with moderate to severe learning disabilities
- Learners with medical needs which require specific provision of facilities

Referrals

Learners may be referred to Longridge School at any time during the academic year. Referrals may come in two ways:

- Via the parent care company: Unless attending a mainstream school, young people of statutory school age residing with the company may attend the Longridge School from Year 3 onwards. Placements will be on a full time programme basis, sometimes with the supplement of alternative providers. This will be confirmed following the collation of the appropriate educational reports and referral information.
- Via a Local Authority (e.g. Staffordshire) as a day Learner: Local authorities may refer a Learner for whom Longridge School is felt to be an appropriate placement.
- Via a parent, with the agreement of their Local Authority.

As much information as is available will be sought at the point of referral to enable Longridge School to assess the appropriateness of the provision for the learner.

Information considered will include:

- Personal details
- Health needs
- Educational history, special educational needs, most recent placement, assessment records, school records
- Risk issues, level of supervision required, behavioural history, child protection issues
- Expectations and requirements sought by the placing authority in relation to the placement
- Views of the young person, their parents/carers and social worker

- The young person's legal status
- Personal and family history of relevance to the placement

The information provided will assist the directors and head teacher in their assessment of the suitability of the provision offered at Longridge School to the learner's needs. They will also consider whether the school has sufficient staffing to meet the needs of the learners. Measures of control, discipline and restraint used at Longridge School should be made clear to the placing authority, young person and parents/carers.

It is recommended that the time taken from the point at which the learner becomes resident at the company or in the case of day learners the confirmation of their placement, to the initial visit to school be no more than five school days unless a date has been agreed with the placing authority (for day learners). A starting date should usually be set within the next five days; however consideration must also be given to whether the learner is ready to begin school. Some learners need time to settle into their care placements before attending school.

Admission

Once the learner has been accepted, an initial meeting will be organised, this will serve as part of the learner's induction process. Consideration will need to be given to the learner's emotional state, attitude to school and previous attendance patterns, so that a programme can be designed to meet their personal needs. It may be appropriate to begin the learner on an integration plan to build up to a full programme.

During their placement and at the most appropriate time, the learner will undertake a number of baseline assessments to clarify their educational needs and to construct a learning profile to assist teachers in adapting lessons to ensure the learner makes progress from their starting point.

Admission procedure:

1. School is notified of a new referral and receives paperwork.
2. In the case of a day student agreement around appropriate support in school, use of restraint and procedures for writing up incident reports.
3. Learner takes up residence within the company or in the case of a day learner LA/school confirms placement.
4. Checking process for all consent forms
5. Within one school week – discuss with residential home manager/parent appropriate timeline for introducing the individual to school, including whether full attendance or transitional integration timetable.
6. Carry out induction meeting with learner and/or parent/carer.
7. Arrange some taster sessions to introduce the learner to teachers and establish working relationships.
8. Complete appropriate assessments for the individual learner to receive appropriate and needs led teaching.

<i>Last Reviewed</i>	<i>Sept 2026</i>
<i>Next review due</i>	<i>Sept 2029</i>
<i>Reviewed by</i>	<i>Head Teacher</i>