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Admissions Policy 26-27
Longspee Academy

Document Control	
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LONGSPEE ACADEMY

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1. Context

1.1. Longspee Academy is situated across two separate sites – Longspee Primary and Longspee Secondary

1.2. Longspee Primary: Provides education to pupils from year 1 to year 6 with an Education Health and Care Plan (EHCP) identifying Social, Emotional and Mental Health (SEMH) needs, alongside a diagnosis of autism spectrum conditions (ASC). In addition pupils may also have other complex needs.

1.3. Longspee Secondary: Provides education to pupils from year 7 to year 11 with the same SEN profile as Longspee Primary.

1.4. Longspee Academy are commissioned by Bournemouth, Christchurch and Poole (BCP) Local Authority (LA) for 45 pupils at Primary and 70 at Secondary, who have special educational needs and disabilities (SEND) and EHCPs. All pupils typically have a history of displaying behaviour that challenges and require a high level of specialist, adult support alongside an appropriately differentiated and personalised curriculum.

2. Legal framework

2.1. This policy has due regard for all relevant legislation and statutory guidance including, but not limited to:

- Equality Act 2010
- Human Rights Act 1998
- Special Educational Needs and Disability Discrimination Act 2005
- School Standards and Framework Act 1998
- DfE 2021 'School Admissions Code'
- DfE 2012 'School Admission Appeals Code'

2.2. This policy operates in conjunction with the following aE Trust policies:

2.2.1. Equality and Diversity policy

2.2.2. Data protection policy

3. Criteria for admission

3.1. Admission to Longspee starts with a referral from the Local Authority SEN team.

3.2. All referrals are considered by the Principal and leadership team, at fortnightly term-time placement meetings, in the chronological order they are received by the Academy. Decisions made as to whether Longspee is able to offer a placement are determined by the Academy's ability to meet the pupil's needs and offer the provision as outlined in their plan, along with overall roll capacity. The needs of the young person and those of who are on roll are placed at the heart of the process. The academy will respond within the statutory 15-day term-time timeframe informing the LA of the decision. (Consultation referrals are not considered during the school holiday periods).

3.3. To be admitted to Longspee, a student must fulfil any of the following criteria:

a. Has an EHCP for SEMH needs alongside a diagnosed (or moving towards a diagnosis) of ASC needs (a draft EHCP in certain circumstances).
b. A child/young person's SEMH and ASC needs are possibly accompanied by other complex needs that require a specially resourced environment, high staff to student ratio, specialist staff and approaches, and access to a therapeutic approach.
c. Pupil lives within the BCP Local Authority area or lives in an adjacent LA where travelling times are within acceptable limits – and do not negatively affect the pupil's wellbeing.
d. The placement must be compatible with the interests of, and not detrimental to, the pupil's already on roll. This may include need profile, cognitive ability, social skills, resources and level of risk presented due to other circumstances.
e. The placement is within the age range catered for by Longspee Academy (as defined by each site), and matches peer and pupil need.
f. The Academy and Local Authority, prior to admission, must agree an appropriate banding level.
g. The child/young person must be able to access the curriculum offer at Longspee.

3.4. Longspee Academy may, in certain circumstances, admit pupils beyond their commissioned number if the school is confident that in doing so the needs of other pupils will not be compromised. The Academy may use sites flexibly to meet needs and manage demand for placements as appropriate and in discussion and agreement with the Local Authority.

4. Admissions process

4.1. Longspee Academy accepts children and young people from Bournemouth, Christchurch, Poole, Dorset and Hampshire.

4.2. Parents/carers and their child have an opportunity to visit the Academy and appropriate phase. Visits can be arranged by contacting the Reception at the relevant Academy. The Academy actively welcomes parents/carers to visit the school in order to start building the necessary, positive working relationship. Parents/carers will have an opportunity to meet with the SENDCo, Principal or other members of the staff team on request.

4.3. If parents/carers would like their child to be considered for placement at Longspee they need to notify the SEN team at BCP/Dorset/Hampshire and the Academy.

4.4. In addition, to make the right placement decision school representatives may visit the pupil in their current setting, observe their functioning and assess the suitability to meet the young person's needs at Longspee.

4.5. Issues relating to offers of a place made by the Local Authority which conflict with parental preference will be dealt with by the appropriate Local Authority.

4.6. When parents/carers formally request a place for their child and this is agreed, a letter of confirmation is sent to the parents by the Local Authority.

4.7. Once a start date has been agreed, the Academy induction process will begin. This involves the signing of the Academy's Home/School Agreement.

4.8. Pupils can begin at Longspee at the start of a new academic year or at any time throughout the year. On-entry baseline assessment processes, arranged in line with individual student needs and cooperation, will support personalised planning and curriculum differentiation.

4.9. The Local Authority will inform parents regarding transport arrangements.

5. Transition from Longspee

5.1. For pupils with an EHCP, transition from Longspee will be considered, in partnership, at an annual review or interim review if the pupil is able to demonstrates that they can be successful or are likely to require a different setting, or at the end of phase (e.g. KS2 or KS4).

5.2 For Pupils currently at the Longspee primary school, a phased transfer annual reviews must be completed and then a secondary school consultation referral made to the appropriate educational setting (this includes Longspee Secondary).

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6. On entry

6.1. Academy leaders, administrative support, pastoral staff and allocated teachers will ensure that:

6.1.1. Pupil information is entered into the Academy's management information system

6.1.2. Education files are set up

6.1.3. Teaching staff and colleagues are fully prepared

6.1.4. Medical conditions are known and communicated

6.1.5. Kitchen staff are made aware of any dietary considerations

6.1.6. The annual EHCP review date is known or if not scheduled, set a date

6.1.7. Information from the previous school is received

6.1.8. A full risk assessment is in place