



RESPECT. RESILIENCE. INTEGRITY.

Admissions Policy

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LCE ACADEMY

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Purpose and Ethos

LCE Academy is a proposed single-site independent special school for pupils aged 11 to 16 whose identified needs can be met safely and effectively within its SEMH-informed offer.

The registered age range will be strictly 11 to 16 (Years 7 to 11). The Academy will not admit Year 6 or post-16 pupils unless the Secretary of State has approved the relevant material change in advance.

Our admissions approach reflects our core principles of Respect, Resilience and Integrity and is grounded in the belief that pupils flourish when placed in an environment that:

- Enables belonging through safety and trusted relationships
- Provides structure to support regulation and re-engagement with learning
- Secures progression towards independence, reintegration or meaningful next steps

Admissions decisions are made carefully, transparently and in line with statutory guidance to ensure placements are safe, appropriate and sustainable.

The Headteacher makes and authorises the school's admissions decision against the published criteria, using recorded SENDCO, safeguarding, deployment and funding assessments. A member of staff cannot confirm acceptance independently. Krystian Liptrot, Chair of the proprietor board and company, retains statutory accountability and receives recorded advice and challenge from the governing body. The Admissions Decision and Delivery Pack is completed for every consultation.

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Legal Framework

This policy is written in accordance with:

- Education Act 1996
- Children and Families Act 2014
- SEND Code of Practice 2015
- Equality Act 2010
- Education (Independent School Standards) Regulations 2014 Part 6
- Current DfE independent-school registration and material-change guidance
- Keeping Children Safe in Education 2026

The school will not unlawfully discriminate in its admissions practice and will make reasonable adjustments in line with the Equality Act 2010.

Admissions arrangements comply with Independent School Standards Part 6 and are subject to oversight by Krystian Liptrot, as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd and advised by the governing body.

Admissions Pathways

LCE Academy operates one confirmed opening admission route: local-authority consultation and written commissioning for a pupil with an Education, Health and Care Plan. Direct approaches are enquiries that may begin that route; they are not a separate admission route.

3.1 Local Authority EHCP Consultation Primary Route

Most pupils will be admitted following local-authority consultation for an agreed independent-school placement recorded in Section I of an Education, Health and Care Plan. At the date of this policy, the Academy is not represented as approved under section 41 of the Children and Families Act 2014. Before any section 41 approval, placement requires completed consultation, confirmation that the Academy can meet need safely and effectively within its registered age range and capacity, and a written placement or commissioning agreement. If the Academy later becomes section 41 approved and is lawfully named in a final EHC plan, the proprietor will comply with the statutory duty to admit. Consultation alone is not an offer.

Each consultation is reviewed by the Headteacher, DSL and SENDCO. Decisions are based on:

- SEMH identified as the primary need
- Compatibility with the school's specialist offer
- Current cohort profile and safeguarding considerations
- Verified capacity within the current registration or proposed registration, approved opening or growth phase, and the staffing, specialist time, space and timetable available at the single premises

Admissions decisions take account of the existing cohort profile to ensure that no placement compromises the safety, stability or learning climate of the school.

The Academy will provide an evidence-based response stating whether it can meet the pupil's needs safely and effectively. Where it cannot, the response will identify the relevant need, provision, risk, reasonable adjustment considered and resource or cohort constraint. The Academy will comply with any admission duty that lawfully applies; otherwise, a placement requires the Academy's written agreement.

Funding, transport and statutory review responsibilities are confirmed in writing with the commissioning local authority; transport remains subject to the local authority's statutory assessment and decision.

3.2 Direct parental or school enquiry

Parents, carers or mainstream schools may approach LCE Academy directly.

In such cases, the school will:

- Gather professional reports and background information
- Liaise with the relevant Local Authority regarding EHCP status
- Clarify funding and commissioning arrangements
- Arrange a lawful information-gathering visit or observation; this must not create an informal trial place or education at the proposed Academy before registration

A direct enquiry does not become a school place unless the pupil has an Education, Health and Care Plan, the relevant local authority has completed consultation, the Academy has completed its checks and issued a written offer, written commissioning/funding arrangements are agreed and a lawful start date is set. The Academy will not admit a pupil or provide any education before registration by the Secretary of State.

LCE Academy does not admit pupils on a trial, informal, private or unregistered basis. At opening, every placement requires an Education, Health and Care Plan and written local-authority commissioning confirmation before the agreed start date.

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Admission Criteria

A placement will normally meet the following criteria:

- Primary identified need of SEMH
- An Education, Health and Care Plan in place, with written local-authority consultation and commissioning
- Age 11 to 16 (Years 7 to 11) on the agreed start date
- Ability to access small-group provision normally of up to six pupils, with the individual reasonable adjustments and additional support evidenced through the provision and capacity assessment
- Placement intent focused on stability, progress and planned transition

Co-occurring communication and interaction, cognition and learning, sensory or physical needs, including ASD, ADHD and speech and language difficulties, may be supported where SEMH remains the primary need and the full individual package is deliverable. Communication and learning support may enable regulation, relationships and curriculum access; it is included in the assessment rather than treated as competing with relational practice.

4.1 Placements May Be Unsuitable Where

The school may decline a placement where:

- The level of risk to self or others cannot be safely managed within available staffing ratios
- The pupil's needs are predominantly medical or require clinical provision beyond the school's remit
- The placement would significantly undermine the safety, wellbeing or learning of other pupils
- The pupil requires secure provision

All decisions are recorded with a clear, individual rationale. A broad diagnosis, a quantified intervention total, or the statement that provision is "too prescriptive" is insufficient on its own. The record identifies the exact unmet requirement, adjustments and resource options considered, and the evidenced limit or unresolved risk. Any statutory admission duty that applies takes precedence over the school's discretionary criteria.

4.2 Reviewing the primary need

SEMH remains the expected primary need for the Academy's admissions model. The SENDCO reviews the full needs profile, functional impact, current professional advice, pupil and family views, and evidence from the present setting. Behaviour, attendance, a diagnosis, or being settled at LCE does not by itself establish that SEMH is the primary need. The assessment must account for how communication, learning and other needs interact with SEMH.

Where the EHCP identifies another primary area and the classification is disputed or appears outdated, the SENDCO records the discrepancy and seeks current professional evidence and written local-authority clarification through the appropriate review, reassessment or amendment process. The Academy does not relabel the pupil or alter the EHCP itself. The consultation response identifies the outstanding question, evidence required, responsible person and follow-up date; it is still issued within the consultation timescale.

Before any discretionary offer, the Headteacher must record how the SEMH criterion is met on the evidence and how the proposed placement is consistent with the current EHCP and written commissioning arrangements. A discrepancy requiring a change to the plan is resolved through the formal local-authority process. If current evidence confirms that another area remains primary, the pupil cannot be accepted through the retained SEMH route simply because they are already known to LCE. Any proposal to broaden the specialist offer is a separate proprietor decision, with regulatory requirements checked before implementation. A statutory duty to admit, where applicable, is handled under section 3.1.

4.3 Pupils already attending an LCE service

A pupil attending LCE's separately operated alternative provision or another LCE service undergoes the same Academy consultation, needs, provision, capacity, equality and funding assessment as a new applicant. Attendance at another LCE service is not Academy admission and does not create an automatic offer or an exception to the criteria. The legal provider, present placement and commissioning arrangements are recorded.

Existing relationships, attendance, progress, observed needs and successful adjustments are useful evidence. They must be accompanied by evidence of Section F delivery and sustainable future capacity. Stability and the pupil's and family's views are considered carefully. Current lawful commissioned support continues under its existing arrangements while the proposed Academy placement is reviewed; it is not withdrawn merely because the consultation is unresolved. An existing Academy pupil whose needs change follows the placement-review and provision-escalation process in section 9, rather than being required to requalify for admission.

4.4 Mapping the full EHCP provision

The SENDCO verifies the actual current EHCP, including Sections B, F and I and relevant health and social-care arrangements, against professional reports and any proposed amendments. A summary, including an AI-generated summary, is a starting aid only. Staff check every relevant requirement against the source plan; an apparent weekly total is not a substitute for the full specification.

Every Section F item receives a unique reference in the provision map. Record the exact wording or a checked transcription; frequency, duration, individual or group format and permitted group size; required professional expertise; intended outcome; delivery setting; responsible person or role; timetable slot; core or additional resource; evidence of delivery; and review arrangements. Daily teaching, literacy or numeracy

intervention, lesson check-ins, classroom adaptations, indirect professional work and ongoing support are included even where no weekly number is stated. Clarify ambiguous requirements with the local authority and relevant professional.

Provision may be embedded in the normal curriculum or delivered through a group only where that method demonstrably meets the wording, frequency, intensity and expertise specified. Group delivery is not used to replace specified individual work. Combined activities must demonstrably satisfy each mapped requirement; staff do not reduce separate entitlements through assumed overlap. Pupil intervention minutes and actual staff or practitioner minutes are recorded separately, with preparation, assessment, recording, liaison and generalisation time included in the resource assessment.

There is no blanket maximum number of intervention hours per pupil. The decision is whether this pupil's full package can be delivered safely and consistently on the proposed start date, alongside existing commitments. Strong relationships, positive attendance or improved behaviour do not remove provision specified in the current plan. Any proposed change is taken through the proper local-authority process; the Academy does not dilute the plan to make the placement fit.

4.5 Proving staffing and specialist capacity

The deployment lead and SENDCO complete a dated capacity assessment for the proposed start date. For each relevant staff member or practitioner, identify usable direct and indirect time after teaching, existing EHCP allocations, leadership and safeguarding duties, preparation, statutory breaks and other protected commitments. Add the proposed pupil's actual additional staff time, rooms, equipment, required competence, supervision and cover arrangements. Count shared provision once in staff workload while showing each pupil's entitlement separately.

The assessment identifies actual delivery slots and remaining capacity for the pupil's EHCP, including direct and indirect specialist time. It counts only current resources and services available for the proposed placement. Staff assigned to the separate AP count only where deployment is formally agreed and does not displace its commissioned provision. Admissions meet the current registration limit and approved opening or growth band; the application maximum alone does not establish staffing or provision capacity.

Test the proposed package against an ordinary week and foreseeable staff absence or specialist unavailability. Record how required provision, curriculum access, DSL/DDSL availability and safe supervision will be maintained or restored promptly, including escalation and recording of any missed provision. No offer relies on unqualified delivery, double-booked staff, removal of another pupil's entitlement, or routine use of protected leadership or safeguarding time.

Where additional staff, specialist input or equipment could make the placement deliverable, specify the resource, confirmed provider or appointment route, lead time, cost, funding decision and readiness evidence. Funding alone is not proof of deliverability. Until the necessary capacity is verified, the response is a clearly stated proposed package or information request, not a confirmed placement.

4.6 Decisions and consistent reasoning

The Headteacher records a reasoned conclusion after considering the SENDCO, DSL, deployment lead and finance assessments. The same questions apply to every pupil: fit with the specialist offer; full provision; reasonable adjustments; individual safeguarding and cohort considerations; sustainable delivery capacity;

funding and lawful start arrangements. Different pupils may receive different levels of support. Fairness is demonstrated through a consistent evidence-based process and clear reasons, rather than identical intervention allocations.

The recorded consultation outcome is one of: can meet the specified package, with a positive consultation response; could meet a stated package if identified resources and funding are secured; further information or formal EHCP clarification required; or cannot meet the stated needs or proposed start arrangements, with specific reasons. A positive consultation response is distinguished from a formal written offer and from permission to start. Conditional proposals list every outstanding condition, owner and decision date; they do not authorise admission.

A negative response cites the relevant EHCP item or evidenced risk, the delivery or expertise gap, reasonable adjustments and resource options considered, and why they are insufficient or unavailable. Cohort reasons must refer to specific, current constraints without disclosing other pupils' personal information. Avoid unsupported predictions about a diagnosis or comparisons based solely on whether a pupil is already known. Record any later change in evidence or resources that explains a different decision on reconsideration.

4.7 Consultation responsibilities and timescales

The designated admissions administrator logs the consultation, current EHCP version, proposed start, responsible local authority, applicable deadline and allocated lead. Acknowledge receipt and request essential missing information normally within two working days. The SENDCO coordinates the review, including specialist advice where needed; the DSL assesses safeguarding; the deployment lead verifies timetable and cover; the authorised finance reviewer checks costs and written commissioning; and the Headteacher authorises the response.

Aim to complete the internal review within five working days of receiving the necessary evidence. Respond within the local authority's consultation deadline and normally within 15 calendar days of receipt, consistent with the SEND Code of Practice consultation expectation. A request for information does not automatically pause the deadline. If a complete decision is not possible, issue a clear response by the deadline identifying the unresolved issues and agree a dated follow-up with the local authority. Unresolved admission-duty or registration questions are escalated promptly to the proprietor and relevant authority; they are not left as an indefinite pending case.

5 Safeguarding Prior to Admission

Prior to admission, the DSL will ensure:

- Safeguarding records and child-protection files are transferred securely and separately from the main pupil file as soon as possible: within five days for an in-year transfer or within the first five days of a new term. Receipt is confirmed and the DSL reviews the information before, or as soon as practicable after, admission in line with KCSIE 2026.
- Risk assessments are obtained and evaluated
- Any ongoing multi-agency involvement is clarified
- A pre-admission safeguarding risk assessment is completed

No pupil will start without the available safeguarding information being reviewed and appropriate interim risk planning in place. From the agreed first day, pupil safeguarding concerns, transfer actions, risk decisions and reviews are recorded on CPOMS; the transferred child-protection file remains controlled separately in accordance with the Safeguarding and Data Protection Policies.

6 Assessment and Induction

Every admitted pupil undertakes a structured induction of up to six weeks. This is not a trial placement: the pupil is on roll from the agreed first day and remains entitled to the agreed education and safeguarding arrangements throughout.

This includes:

- Academic baseline assessment
- Boxall Profile and social emotional screening
- Behaviour and regulation assessment
- Safeguarding and risk review
- Attendance baseline and support planning

Attendance expectations and support strategies are agreed during induction. Attendance is monitored daily and reviewed weekly.

Each pupil's support profile may draw on any combination of the school's interlocking curriculum responses, while curriculum entry points and progression pathways may differ by subject:

Belonging: safety, trust, connection, communication and access.

Mattering: voice, agency, identity, purpose and contribution.

Progression: increasing knowledge, independence, application and preparation for next steps.

A formal review meeting at the end of induction brings together the pupil, parents or carers and professionals to confirm or adjust provision, outcomes, risk controls and subject-specific teaching responses. Subject attainment and qualification/destination decisions are recorded separately. The review does not retrospectively determine whether the pupil was admitted.

From the first day, the SENDCO checks actual Section F delivery against the signed provision map. The first review of delivery takes place within ten school days, followed by the six-week induction review. Record planned and delivered frequency and duration, responsible adult, any missed or altered provision, impact and corrective action. A positive settling-in review does not authorise reduction of EHCP provision.

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Registered Premises Educational Visits and Alternative Provision

LCE Academy will operate as one independent school at the confirmed proposed registered premises: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB. The final application, occupation/leasehold evidence, planning evidence, insurance and premises plans must use this same address. No other location will be described, timetabled or operated as a school site.

The Soccer Factory, Hyde facility, external salon, external gym and any similar external venue are not school premises, satellite sites or additional proposed school sites. They may be used only as properly planned educational-visit venues under the Educational Visits Policy and a visit-specific risk assessment, or as separately commissioned alternative provision following due diligence and a written agreement.

For educational visits, the Academy retains approval, consent where required, transport, staffing, medical, attendance, emergency and venue-risk records. For commissioned alternative provision, the registered school retains safeguarding and curriculum oversight and verifies provider status, suitability, staff checks, risk controls, daily attendance, progress and quality. Proposed changes to premises, age range, capacity, gender, boarding or SEN admissions are checked against current DfE requirements. Where prior material-change approval is required, the change is not implemented before approval. The proprietor checks the regulatory position before any proposed expansion of the specialist offer; staff do not treat a change of needs label as automatic permission to change that offer.

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Oversubscription

Where applications exceed available places, priority will be given in the following order:

1. Pupils for whom the Academy has issued a written offer following a completed local-authority consultation and commissioning agreement
2. Looked-after and previously looked-after pupils where the Academy can meet need safely and effectively
3. Pupils whose evidenced needs most closely match the Academy's registered specialist provision and available cohort capacity
4. The date on which the consultation evidence and written funding or commissioning arrangements became complete

The school does not operate selection by academic ability.

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Placement Reviews and Transition

Placements are formally reviewed termly in collaboration with:

- The pupil
- Parents or carers
- Commissioning Local Authority

- Relevant professionals

Outcomes may include:

- Continued placement
- Movement within pathways
- Phased reintegration to mainstream education
- Transition to post-16 or specialist provision

Where appropriate, LCE Academy actively supports reintegration and transition planning in partnership with commissioning authorities.

Where the Academy considers that a different setting may better meet an existing pupil's needs, the Headteacher and SENDCO seek a prompt multi-agency and local-authority review, involving the pupil and family. A changed profile is not dealt with as a fresh admissions refusal. The Academy works to sustain safe provision, records support and adjustments considered, and agrees any formal transition through the appropriate process; it does not unilaterally reduce Section F or end a placement solely because the primary classification has changed.

A delivery gap or increasing risk is escalated to the Headteacher and DSL immediately where safety is involved, and otherwise to the SENDCO and Headteacher as soon as identified. The record states the affected entitlement, immediate safe action, responsible person, local-authority or professional involvement, and deadline for resolution. Missed provision is logged and an appropriate recovery or replacement plan agreed. Termly review is not used to delay action on an unmet requirement.

10 Fees and Funding

Placement costs are agreed with the commissioning Local Authority and reviewed annually.

Enhanced funding requests are evidence-based and directly linked to the pupil's specified provision and verified delivery gap. The written proposal distinguishes provision already included in the core fee from additional resources, with hours, professional role, direct and indirect time, costs, delivery start and review arrangements. The school does not charge twice for core provision or reasonable adjustments already included in its offer. A high intervention total does not automatically trigger an enhancement or refusal.

The school does not confirm placement without written commissioning agreement.

Additional resources and funding required for a proposed placement must be agreed in writing and operationally available before the school confirms that placement. Where an existing pupil's needs or delivery costs change, the Academy seeks timely agreement and any necessary EHCP review while maintaining its current responsibilities. Immediate safeguarding action and access to existing specified provision are not made conditional on a fee negotiation. A fee agreement does not itself amend the EHCP.

11 Transport

Transport is ordinarily arranged and funded by the commissioning Local Authority.

Independent travel arrangements are risk assessed and reviewed termly.

12 Equality and Inclusion

LCE Academy is committed to equality of opportunity.

Admissions decisions apply the published specialist criteria alongside equality duties and an individual assessment of the full needs and provision profile. A primary-need label does not replace that assessment. Reasonable adjustments and feasible additional-resource options are recorded before a negative discretionary decision, with any statutory admission duty respected.

Reasonable adjustments are made to ensure accessibility for pupils with sensory, physical or communication needs.

English as an additional language (EAL) is assessed separately from SEND and from subject attainment. Staff establish proficiency in listening, speaking, reading and writing, consider prior education and literacy in other languages, and use an interpreter or translated information where needed. Teachers pre-teach essential vocabulary, chunk and model language, use visuals and structured talk, check understanding and offer accessible ways to respond while retaining the intended subject ambition. The in-house SaLT practitioner strengthens universal communication-friendly practice and contributes where evidence indicates speech, language and communication need; EAL alone is not treated as SEND. English proficiency and subject knowledge are reviewed separately.

Accessibility will be assessed individually before admission. Required reasonable adjustments and any personal emergency evacuation plan will be agreed, resourced and recorded before the start date, with reference to the Academy's Accessibility Plan.

The Headteacher reviews comparable decisions to check consistent application of the criteria, including decisions about existing LCE service users and new referrals, requests for enhanced funding, and primary-need discrepancies. Different outcomes must be explained by recorded differences in needs, deliverable provision, risk, resources or lawful constraints. Confidentiality is maintained; aggregate review does not expose individual pupil information.

13 Appeals

Where the Academy declines a requested placement, the parent, carer or commissioning local authority may request an internal reconsideration within 14 calendar days. This is a review of the Academy's evidence and decision-making; it is not a statutory school-admission appeal.

Krystian Liptrot, Chair of the proprietor board and company, appoints an independent reconsideration panel from the Academy's documented external panel pool. No member may have had prior involvement; the panel includes at least one external headteacher or senior leader with SEND expertise. The panel reviews:

- Consultation documentation
- Risk assessments
- The Headteacher's decision rationale

The panel will include at least one person independent of the Academy's operational leadership and will consider equality, reasonable adjustments, SEND evidence, capacity and whether the published criteria were applied consistently.

The panel issues a reasoned written review outcome and may confirm the initial decision or direct the Headteacher to reconsider it against the published criteria. This concludes the Academy's internal reconsideration process but does not replace the local authority's EHC-plan decision-making, the parent's right of appeal to the First-tier Tribunal (SEND), judicial review, the Complaints Policy or any other statutory remedy. The Academy signposts the relevant route.

14 Monitoring and Governance

This policy is reviewed annually in July and after significant guidance or operational change by the Headteacher and Krystian Liptrot, as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd and advised by the governing body.

A termly admissions report is presented to Krystian Liptrot, as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd and advised by the governing body, including:

- Numbers on roll
- Local Authority distribution
- Induction outcomes
- Transitions and withdrawals

The current revision was approved by Krystian Liptrot on 13 October 2026. The Headteacher and SENDCO coordinate staff briefing and scenario practice using the Admissions Decision and Delivery Pack. Kathryn McAuley maintains the live capacity and deployment record. The Headteacher samples the first three decisions under the revised process and reports any inconsistency or delivery gap for correction. The policy is available to parents and commissioners.

15 Operational Records and Pre admission Assurance

For every referral retain one completed Admissions Decision and Delivery Pack, or an equivalent record containing every required field: current consultation and EHCP; primary-need and specialist-fit assessment; checked Section F map; dated staffing, specialist and timetable capacity assessment; equality and reasonable-adjustment reasoning; safeguarding and cohort review; authorised outcome and rationale; and funding, lawful start and records-transfer evidence. Each condition and action has an owner and due date. The SENDCO maintains the pupil provision record; the deployment lead maintains a live school-wide commitments and capacity record so the same time is not allocated to several pupils.

Before the first day, the Headteacher signs the admission-readiness checklist after the SENDCO, DSL, deployment and finance checks are complete. It confirms registration and permitted age/capacity; final written commissioning and funding; timetable, specialist and cover readiness; safeguarding and healthcare information; transport and attendance contacts; risk/PEEP planning; staff briefing; and first delivery-review

dates. No discretionary start proceeds with an unresolved mandatory condition. Admission and attendance registers begin on the lawful agreed first day; any statutory admission duty is managed promptly under section 3.1.

The Headteacher monitors actual on-roll and offered commitments against the authorised registration limit, approved operational phase and live delivery capacity. Termly proprietor review includes positive and negative responses, conditional proposals, response times, primary-need discrepancies, existing-service referrals, equality and reconsideration patterns, funding assumptions, and sampled Section F delivery after admission. Evidence of completed checks and delivered provision is required; policy approval alone is not treated as implementation.

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Linked documents and guidance

Use this policy with the Admissions Decision and Delivery Pack 2026-27, SEND Policy, Provision and Funding Map, Staff Deployment Assessment and Intervention Model, Safeguarding and Child Protection Policy, Equality and Accessibility policies, and the individual written commissioning agreement.

SEND Code of Practice: 0 to 25 years, particularly paragraphs 6.27, 9.83, the Section F requirements following 9.69, and 9.131. GOV.UK: [DfE guidance](#)

Children and Families Act 2014, including sections 42 and 43. GOV.UK: [DfE guidance](#)

Current DfE guidance on independent-school registration and material changes. GOV.UK: [DfE guidance](#) and [DfE guidance](#)