

# Admissions Policy

2026-2027



# Purpose & Ethos Of The Policy



## Purpose of the Handbook

LCE Academy is an independent specialist provision for pupils with Social, Emotional and Mental Health needs.

We provide a trauma-informed, relational education for pupils in Years 6 to 11. Where appropriate and agreed within a pupil's plan, continuation into post-16 Tier 3 provision may be considered. Our admissions approach reflects our core principles of **Resilience, Integrity and Respect**.

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

The Headteacher retains final decision-making authority on admissions and is accountable to the Proprietor Board.

## Our Environment

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

# 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
- DfE Independent School Registration Guidance 2024
- Keeping Children Safe in Education 2025

## Important Note



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 the Proprietor Board.

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# 01

## Admission Routes

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## 1.1 Two Pathways For Admission

LCE Academy operates two admission routes to ensure placements are arranged appropriately, transparently and in line with statutory guidance. The majority of pupils are admitted through a formal Local Authority consultation process linked to an Education, Health and Care Plan (EHCP).

In some circumstances, parents, carers or mainstream schools may approach LCE Academy directly to explore a potential placement. In these cases, the school works closely with the relevant Local Authority to ensure that statutory processes, safeguarding checks and funding arrangements are fully in place before any placement is confirmed.

All admissions decisions are made carefully and objectively. The school considers the individual needs of the pupil, the level of support required, safeguarding information, and the overall profile of the existing cohort. This ensures that any placement offered is safe, appropriate and sustainable, and that the school can provide the right level of provision to support long-term stability and progress.

## 1.2 Local Authority EHCP Consultation: Primary Route

Most pupils are admitted following Local Authority consultation where LCE Academy is being considered for naming in Section I of an Education, Health and Care Plan.

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**
- **Capacity within the school's maximum roll of 72 pupils**

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 school reserves the right to decline a consultation where it cannot safely or effectively meet need. Decisions to decline are based on objective assessment of risk, compatibility and available resources and are documented in writing with reference to the pupil's identified needs.

**The Local Authority retains responsibility for funding, transport and statutory review processes.**



## 1.3 Direct Parental or School Referral – Secondary Route

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 an assessment visit and observation period**

No placement is confirmed until all statutory processes have been completed and formal funding agreements are in place. This includes confirmation from the commissioning Local Authority, finalisation of relevant Education, Health and Care Plan (EHCP) documentation where applicable, and agreement of the provision to be delivered.

LCE Academy does not admit pupils on a trial, informal or unregistered basis. Every placement must be formally commissioned, with written confirmation received prior to the agreed start date. This ensures that safeguarding arrangements, funding, accountability and educational oversight are fully established from the outset.



# 02

## Admission Criteria



## 2.1 Criteria

A placement will normally meet the following criteria:

- **Primary identified need of SEMH**
- **An EHCP in place or clear evidence that one is being sought**
- **Age range Year 6 to Year 11**
- **Ability to access small group provision of up to 6 pupils**
- **Placement intent focused on stability, progress and planned transition**

Co-occurring needs such as ASD, ADHD or speech and language difficulties may be supported where SEMH remains the primary need.

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## 2.2 Unsuitable Placement

The school may decline a placement where:

- **Safeguarding records and Child Protection files are formally transferred and reviewed**
- **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 safeguarding information being reviewed and appropriate risk planning in place.



# 03

## Assessment & Induction

## 3.1 Induction period

All pupils undertake a structured induction period of up to six weeks. 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.

## 3.2 Staged Pathways

Each pupil is placed within one of the school's staged pathways:

<b>Tier 1 – Belonging</b>	High relational input, regulation and trust building.
<b>Tier 2 – Structure</b>	Blended academic and vocational engagement.
<b>Tier 3 – Progression</b>	Accredited pathways, reintegration or post-16 preparation.

A formal Review Meeting is held at the end of induction with parents, carers and professionals to confirm or adjust the placement plan.

# 04

## Curriculum & Alternative Site Provision





## 4.1 Blended Curriculum and Alternative Site Provision

Pupils access a blended model of provision including time within the main school site and alternative provision settings.

All alternative site provision forms part of LCE School's curriculum offer and remains under the strategic oversight of the Headteacher and Proprietor in line with Independent School Standards.

Safeguarding, attendance and progress are centrally monitored. The Headteacher and DSL retain overall accountability for quality and welfare across all sites.

# 05

## Equality & Inclusion





## 5.1 Oversubscription

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

- Pupils with an EHCP naming LCE Academy
- Pupils resident within the host Local Authority
- Pupils currently accessing LCE provision requiring long-term stability
- Pupils from established partner Local Authorities

The school does not operate selection by academic ability.

## 5.2 Equality and Inclusion

LCE Academy is committed to equality of opportunity. Admission decisions are based solely on whether the school can meet need safely and effectively.

Reasonable adjustments are made to ensure accessibility for pupils with sensory, physical or communication needs. The school site is accessible and subject to regular risk assessment.

# 06

## Placement Reviews and Transition



## 6.1 Reviews Process

Placements are formally reviewed termly in collaboration with:

- **The pupil**
- **Parents or carers**
- **Commissioning Local Authority**
- **Relevant professionals**

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

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## 6.2 Outcomes

Outcomes may include:

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

The school may recommend transition where it believes a different setting would better meet need.

# 07

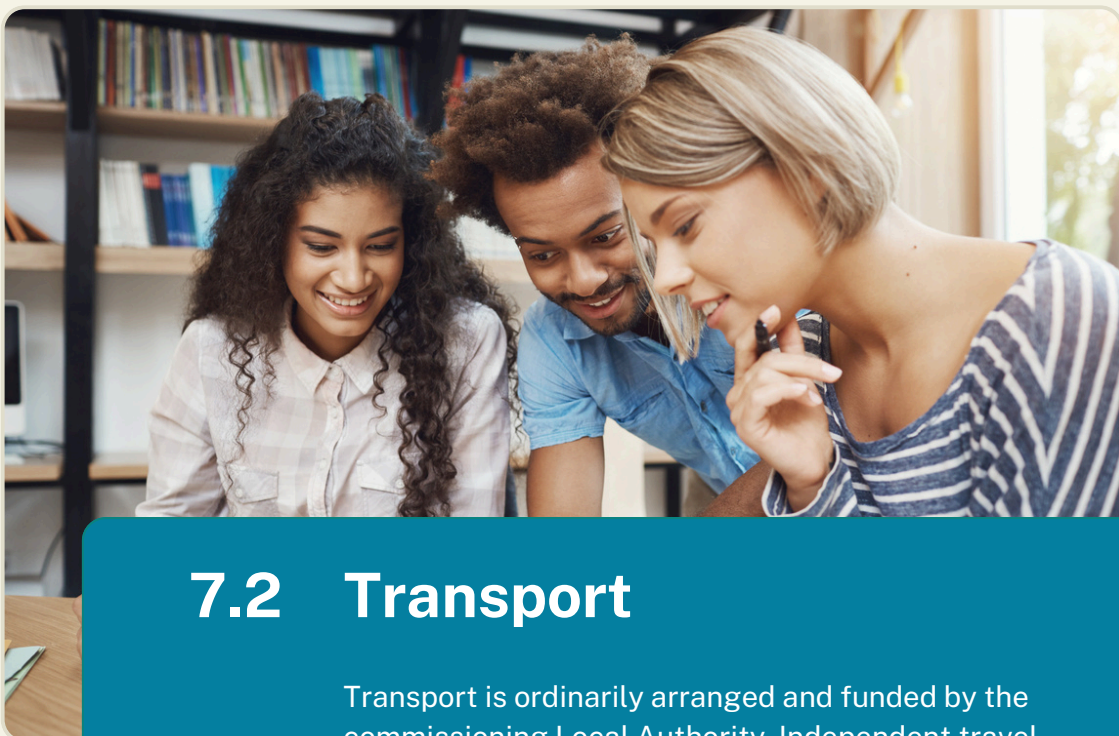
## Funding & Transport





## 7.1 Funding

Placement costs are agreed with the commissioning Local Authority and reviewed annually. Enhanced funding requests will be evidence-based and directly linked to provision specified within Section F of the EHCP. The school does not confirm placement without written commissioning agreement.



## 7.2 Transport

Transport is ordinarily arranged and funded by the commissioning Local Authority. Independent travel arrangements are risk assessed and reviewed termly.

# 08

## Appeals & Governance





## 8.1 Appeals

Where a placement request is declined or withdrawn, parents or Local Authorities may submit a written appeal within 14 days.

The Proprietor Panel will review:

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

The panel will include at least one member independent of the operational leadership of the school. The decision of the panel is final within the school's internal process.



## 8.2 Monitoring & Governance

This policy is reviewed annually by the Headteacher and Proprietor Board. A termly admissions report is presented to governors, including:

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

The policy is published on the school website and available on request.



# CONCLUSION

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LCE Academy is committed to ensuring that admissions are managed fairly, consistently and transparently. Through clear procedures, careful assessment and adherence to statutory guidance, the school seeks to secure placements that are safe, appropriate and sustainable for both the individual pupil and the wider school community.

This policy reflects the school's commitment to accountability, safeguarding and high standards of professional practice. Admissions decisions are made with careful consideration of need, capacity and long-term outcomes, supporting stability, progress and positive transitions for every pupil admitted.

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## Contact Information

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