



## Cross Keys Learning Admissions Policy

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**Approved by:** Sharon Mount  
**Date approved:** September 2020  
**Assigned review period:** 1 year  
**Review date:** September 2022

**Executive Summary:** This policy provides details of the core principles which underpin the organisation's approach to admitting students into the School

Cross Keys Learning In developing the Cross Keys Learning admission policy, senior management have taken account of the need to provide helpful information to parents/carers and referring agencies, based on clear and objective admission criteria. We are committed to working in close collaboration with other agencies to ensure the provision of the most effective service, which is in the best interests of the student.

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## 1. Introduction

Cross Keys Learning is an independent special school approved by the Secretary of State to admit students for whom Education Health Care Plans are maintained under Section 324 of the Education Act 1996.

The current approval for the school is for 10 students with SEMH, ASD and Moderate Learning Difficulties aged 11 - 16 years.

The school provides a safe, encouraging and friendly atmosphere that fosters a culture that is positive, collaborative and which values and respects equally every member of the school community. We provide opportunities to develop student's independence and prepare them to participate fully in society, thus enhancing their life chances.

In considering admission, Cross Keys Learning comply with the Independent School Standards 2015, having regard for the revised Regulations contained within the Special Educational Needs Code of Practice, which came into force in January 2015.

Cross Keys Learning currently receive referrals from the Local Education Authority, although will consider requests from other agencies. Students are primarily referred because the severity and diversity of their needs is such that they cannot be met effectively in mainstream schools or have not been met in similar establishments. In aspiring to meet such needs, we believe that it is essential that a systematic approach to admission be adopted, planning therefore commences at the time of referral.

All students admitted to Cross Keys Learning have statements of Special Educational Needs/ Education Health Care plans. The school offers small groupings with supportive and committed staff, experienced in providing a clearly structured education. We provide a broad and balanced curriculum in line with statutory requirements, personalised learning programmes, one-to-one and small group work to address literacy and numeracy difficulties and support to students towards improving their behaviour and ability to cope with wider social interactions.

Cross Keys Learning is fully committed to ensuring that the application of this Admissions Policy is non-discriminatory in line with the UK Equality Act (2010) and takes account of Keeping Children Safe in Education (KCSIE) 2018. We welcome students irrespective of their gender, race, religion, ethnic or national origins, disability or special educational needs, if there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other students.

We recognise that factors governing student admissions are complex and vary from case to case. These factors might include:

- Nature of the student's needs and previous educational experiences
- Recommendations/ expectations of the referring body
- Wishes of the parent/ carer and student

## 1. Purpose

Cross Keys Learning have formulated this policy to:

ensure that the school admits those students whose needs, as identified in their Statement of SEN/ EHC plan, can be met effectively and in doing so maximises the potential to make progress in all aspects of their development.

- set out the framework within which decisions are made about admissions to the school
- set out the criteria that will be applied where referrals exceed the number of places available
- meet DfE registration as an Independent Special School.

Through this policy we aim to ensure that all parties:

- have a clear understanding of the criteria used in assessing the appropriateness of admission
- have a clear understanding of the opportunities and support available within the school
- are prepared to play their part in ensuring, as far as is possible, the success of any placement.

## 2. School Information

**Name:** Cross Keys Learning

**Address:** The LEAD Centre,

Dane Valley Road,

St. Peter's,

Broadstairs,

Kent CT10 3JJ

**Telephone Number:** 01843 603952

**Email Address:** [sharon.mount@kentmentorsupport.co.uk](mailto:sharon.mount@kentmentorsupport.co.uk) or [Steve.fuller@kentmentorsupport.co.uk](mailto:Steve.fuller@kentmentorsupport.co.uk)

**Website Address:** [www.crosskeyslearning.com](http://www.crosskeyslearning.com)

**School Classification:** Independent School

**Ages:** 11 - 16 yrs.

**Year Groups:** 7 -11

**Primary Needs:** SEMH, ASD, Moderate Learning

**Numbers:** 10

**Contact Details:** Sharon Mount (Proprietor/ Director)

Steve Fuller (Proprietor/ Director)

### **3. Profile of student likely to be placed**

Those students likely to be suitably placed will have a diagnosis of SEMH / ASD / MLD, which may be compounded by medical conditions including ADHD, Dyslexia / Dysgraphia, ODD and OCD. These can manifest themselves in a combination of difficulties including:

- Moderate/generalised learning difficulties
- Significantly delayed speech, language and communication skills
- Social communication difficulties
- Significant difficulties in attention and impulsivity
- Limited independence

Students are likely to experience a combination of low self-esteem, together with a significant degree of emotional vulnerability. As a result, they may exhibit:

- Unpredictable and intense patterns of behaviours which significantly disrupt the learning of themselves and their peers.
- Distractibility that inhibits their progress even with significant adult support and increasingly individualised personalised learning programme.
- Behaviour which is bizarre and/or self-injurious and/or endangers others and leads to a significant level of rejection by peers increasing their social isolation.
- Significant anxiety / unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence, leading to a negative attitude towards education.

### **4. Admission criteria**

Referrals for admission to Cross Keys Learning will arise from a student's EHCP or Annual Review recommendations agreed by the LEA.

All admissions take account of the need to provide education appropriate to age, ability, aptitude and additional educational needs (AEN). There will also be a 4-6 weeks assessment placement process for all new referrals which will determine if the placement is to be continued.

Students can be admitted at any time of year.

Where a request for admission is received, and there is a place available within the school, the following criteria will be applied in order of priority in deciding whether a place is able to be offered:

- The student falls within the terms of the current approval for the school and presents with the agreed profile.
- The student has an EHCP which specifies that the student has SEMH / ASD / moderate learning difficulties.
- There is room within the appropriate year group/ Key Stage
- Adding another student to the group will not adversely affect the provision of efficient education for the students with whom he / she would be educated or the efficient use of resources
- Offering the student, a place will maintain a positive balance between the types of AEN within the

group and school.

- There is evidence from professionals that the student will benefit from access to a highly personalised programme within a special school.
- Student, parent / carer and where appropriate social worker express commitment to the placement.

## **Refusal of admission**

The Senior Management Team reserves the right to refuse admission in the following cases:

- The school is fully subscribed
- Where the admission of a student would compromise the Health and Safety of students and/or staff within the school
- Where admission would not be compatible with the efficient and effective education of other

## **5. Legislation**

In formulating our Admissions Policy, we have considered the following legislation:

- The Education (Independent School Standards) (England) Regulations 2015
- Equality Act (2010)
- Education Act 2011

## **6. Access to admission information**

A copy of the Cross Keys Learning admission policy is in the main office and is published on the school website [www.crosskeyslearning](http://www.crosskeyslearning)

Additional information can be obtained through direct contact with Sharon Mount (Head of Education) or Steve Fuller (School Operations Manager).

## **7. Roles and Responsibilities**

The function of determining admissions is made jointly between members of the Senior Management Team.

### **It is the responsibility of the Head of Education to: -**

- Formulate student profiles and make these available to all staff
- Ensure education / behaviour management plans / risk assessments, which identify effective strategies, are in place and regularly monitored and reviewed
- Ensure appropriate resources are available to meet identified needs
- Respond to any changes in legal requirements and to propose amendments to the policy as appropriate

### **It is the responsibility of the Proprietor to: -**

- Monitor the work of the school through the review of the admissions policy.

## **8. Admission process**

Admission to Cross Keys Learning is the responsibility of the Senior Management Team who will look objectively at every referral received. In considering the appropriateness of placement they will consider the dynamics of the existing student group, potential identified risks and the school's ability to safely manage these.

Once a referral has been received the following steps will be taken:

A young person must meet our **admissions criteria** to gain a place at Cross Keys Learning. These include:

- The young person being aged between 11 and 16 years old on the date of admission
- The young person having an Education Health Care Plan (EHCP) or in the process of gaining an Education Health Care Plan (EHCP)

Our referrals process consists of three stages, which are summarised below.

### **Referral process**

#### **Stage 1** - consideration of referral papers

The school receives the prospective student's referral papers and considers the application. At this stage if a decision is made not to progress with the referral then the LEA will be informed within seven days during term time.

We also welcome inquiries via e-mail or telephone from parents or carers who wish to find out more information about the school.

#### **Stage 2** - the student visits the school

A school visit is arranged to meet the prospective student, parents/carers and other professional body where appropriate. After discussion with the student and adults concerned members of the Senior Management Team meet to discuss if the school feels it can meet the student's needs. The local authority will be informed of the outcome of the visit, and whether a placement has been offered or declined. Cross Keys Learning aims to complete the whole process within ten days, dependent on a mutually convenient time for a visit.

#### **Stage 3** - a placement is offered

Any special arrangements and an admission date will be agreed with the local authority.

Admission is subject to a standard assessment period normally of six weeks duration, although this may be extended according to individual circumstances, during which teacher-based observation and, where applicable, standardised testing is completed

## **9. Monitoring, Evaluation and review**

The effectiveness of Cross Keys Learning implementation of the Admission Policy will be monitored and reviewed by:

- The Head of Education, who holds responsibility for responding to any changes in legal requirements, and proposing amendments to the policy as appropriate

The Proprietor as they monitor the work of the school through their annual policy review process

## **10. Complaints about the policy**

If Cross Keys Learning employees are dissatisfied with any aspect of the Absence Management policy, they are encouraged to communicate this to the Cross Keys Learning Operational Manager in the first instance.

