Cross Keys Learning

Admissions Policy

Date of last review	**September 2026**	
Reviewed by	**Steve Fuller**	
Agreed by	**Sharon Mount**	**Date September 2026**
Date of next review	**September 2027**	

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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 across two sites for 70 students with ASD and Moderate Learning Difficulties aged 11 - 17 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 2014, 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 Education Health Care Plans (EHCP). The school offers small groups 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). 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 may include:

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

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act 1998
- School Standards and Framework Act 1998
- DfE 'School Admissions Code'
- DfE 'School Admission Appeals Code'
- The Education (Independent School Standards) Regulations 2014

This policy operates in conjunction with the following school policies:

- Student Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy

3. Purpose

Cross Keys Learning have formulated this policy to:

- ensure that the school admits those students whose needs, as identified in their 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.

4. School Information

Name: Cross Keys Learning

Address: The LEAD Centre
Dane Valley Road
St Peter's
Broadstairs
Kent, CT10 3JJ

Address: The Street,
Womenswold,
Canterbury,
Kent,
CT4 6HE

Address: The LEAD
Ce

Telephone Number: (01843) 602856 / 07884 147684

Email Address: enquiries@crosskeyslearning.com

Website Address: www.crosskeyslearning.com

School Classification: Independent School

Ages: 11 - 17 yrs.

Year Groups: 7 -12

Primary Needs: ASD, Moderate Learning, SEMH

Numbers: 70 students.

Contact Details: Sharon Mount & Stephen Fuller (Proprietors/Directors)

5. Profile of student likely to be placed.

Those students likely to be suitably placed will have a diagnosis of 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.

6. 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).

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
- There is room within the appropriate teaching group.
- 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 Headteacher reserves the right to refuse admission in the following cases:

- The school is fully subscribed.
- Where the admission of a student would compromise the school's ability to safeguard other students/staff or 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

7. 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.com"

Additional information can be obtained through contacting the school at enquiries@crosskeyslearning.com

8. Roles and Responsibilities

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

It is the responsibility of the Headteacher 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(s) to: -

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

9. Admission process

Admission to Cross Keys Learning is the responsibility of the Senior Leadership 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 17 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 fourteen school 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 bodies where appropriate and to gain additional and up to date information regarding the young person such as the involvement of any external professional agencies, school attendance, health issues, obstacles to learning etc. After discussion with the student and adults concerned, members of the Senior Leadership 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 fourteen days, dependent on a mutually convenient time for a visit. If necessary, further documentation will be sought at this time or where data is not available, a basic

numeracy & literacy assessment may be used to support the decision making process which may affect timescales. Cross Keys Learning may also offer a taster session whereby potential students, parents and the school can gauge if the placement is likely to be successful.

Stage 3 - a placement is offered.

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

As part of this process students will have their photograph taken and uploaded onto the CKL management information system Arbor along with key information about the student.

10. Monitoring, Evaluation, and review

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

- The Headteacher, 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.