



Admissions Policy & Guidance

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Member of staff reviewing Policy: Assistant Principal - SEN and Wellbeing

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1. Aims

This policy and guidance aims to ensure that parents, carers and young people:

- understand the Lighthouse School admissions policy
- know the key legislation and statutory guidance that applies
- have all the information they need to make informed decisions about the appropriate setting to meet the student's needs

2. Policy

Lighthouse School is a Specialist Free School for students aged 11-19 with an Education Health & Care (EHC) Plan and a formal diagnosis of Autism Spectrum Condition (ASC). Please note, an EHC plan is a legal requirement for students to attend special schools except in very exceptional cases where there is a change in the student's circumstances or for the purposes of an assessment placement. In both scenarios, this must be agreed by the Local Authority (LA), the Principal and the parent / student (SEND Code of Practice January 2015, paragraphs 1.29 – 1.30).

Following consultation with Lighthouse School, the student's (LA) will follow their statutory obligations before naming Lighthouse School in section I of their EHC Plan.

The Lighthouse School SEN Information Report and the Admissions Guidance set out in section 4 explain the profile of the school and the needs of our students; for whom Lighthouse School is best able to provide. It includes details about the school and the curriculum offer.

In addition to a diagnosis of autism, students may have delayed cognitive development or be high functioning students with additional needs related to:

- Language and Communication
- Sensory impairments
- Social, emotional and personal care needs

Parents, carers and professionals are encouraged to contact the school to gain further information about the provision we offer. Prospective parents' events and professional open days are scheduled throughout the year, details of the next available event can be obtained by contacting the school and are updated regularly on the school website. We ask that you contact the school before visiting. Due to the nature of our students we have to limit the number of visitors in school to ensure students can access learning and regulate anxiety. Please contact us via email admin@lighthouseschool.co.uk or telephone 0113 457 0605.

You can also register your interest by completing our online form on the school website.

3. Legislation & statutory guidance

3.1 Students with an EHC plan

- SEND Code of Practice (COP) January 2015 paragraphs 9.78 - 9.87: Requests for a particular school, college or other institution: [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362812/SEND_Code_of_Practice_January_2015.pdf)
- Children & Families Act 2014 (CFA) section 38(2)(b)(ii): request the LA names a particular school within the EHC plan: <https://www.legislation.gov.uk/ukpga/2014/6/section/38>
- CFA section 39(2)(a): the LA must consult the governing/trustee body, proprietor or principal of the school: <https://www.legislation.gov.uk/ukpga/2014/6/section/39>
- COP 9.173 - 9.176: Reviews where a child or young person attends a school or other institution
- COP 9.177: Reviews where a child or young person does not attend a school or other institution
- COP 9.179: Transfer between phases of education
- COP 9.196: Timescale to finalise the EHC plan following an annual review
- The Special Educational Needs and Disability (SEND) Regulations 2014, Reg 18(1)(b): Phase transfer duty to finalise by 15th February

3.2 Students not in receipt of an EHC plan

- COP 1.29 - 1.30: Exceptional circumstances in which students can be placed in special schools without an EHC plan
- COP 6.44 - 6.55: SEN Support in schools (assess, plan, do, review)
- COP 9.11 - 9.19: Considering whether an EHC needs assessment is necessary
- CFA Section 36(1) & section 36(8): request EHC needs assessment, LA must make a decision within 6 weeks of request: <https://www.legislation.gov.uk/ukpga/2014/6/section/36>
- COP 9.39 - 9.44: Timescales for EHC needs assessment & preparation of an EHC plan

4. Admissions guidance

4.1 Students with an EHC plan

If you are considering a change of placement, you should always discuss this with the Special Educational Needs Coordinator (SENCO) at your current school and / or your SEN Casework Officer (CO) in the first instance. Any decision to change placement should be considered carefully alongside expert advice with the views of the student at the centre of these discussions.

If following careful consideration, you still wish to request a change of placement, you need to ask the school, or CO to convene an annual review of the EHC plan. This will ensure that the plan accurately reflects the student's needs prior to being shared with potential new schools. The school will need time to prepare information prior to the review meeting and you should receive this information two weeks prior to the meeting. Ideally, you should know which school you are requesting before the meeting so this can be included in the annual review report that the school will submit to your LA. However, your school preference can be updated at a later date if necessary.

Once your LA receives the annual review report, they will have four weeks from the date of the review meeting to notify you of the action they intend to take based on the information within the report. The LA will then consult the school of your choice and the school will have 15 calendar days to respond to the consultation. However the school responds to the consultation, it is ultimately the LA's decision whether the school of your choice is named in section I of the EHC plan. The LA must then issue a final EHC plan 8 weeks after they notified you of their decision following the annual review meeting (COP paragraphs 9.176 & 9.196)

Phase transfer (year 6 to 7)

When considering a secondary school for your child, ideally you should visit schools in the summer term of year 5 so you can make an informed choice in the Autumn term of year 6. Your LA has a statutory duty to name your child's secondary destination in section I of the EHC plan by 15th February in the calendar year of the phase transfer [SEND Regulation 2014 - 18(1)(b)]. Therefore, the primary school, or CO if your child is Electively Home Educated (EHE), will be required to convene an annual review in the Autumn term so the LA has sufficient time to consider the recommendations from the meeting, consult the school of your choice, make a placement decision and issue a final EHC plan naming your child's secondary destination on or before 15th February. Please note, Leeds LA endeavour to consider all phase transfer requests, including those received from other LA's in a fair and equitable way, all requests will be considered by a specialist placement panel which is usually convened in January each year. Therefore, no placement decisions will be issued before this panel is convened.

What kind of students do we admit?

Whilst we can accommodate students with a range of needs, our curriculum is delivered via group teaching, usually with 9 students, a class lead and two supporting tutors. Students will have the opportunity to pick option subjects from year 9 onwards and can pursue a range of qualifications including GCSEs and A Levels. It is essential therefore that they are able to learn in a group teaching model and have the potential to achieve qualifications. On entry to year 7 at phase transfer, students generally range in ability from the expected level for year 2 students all the way up to exceeding chronological age-related expectations.

4.2 Students not in receipt of an EHC plan

If you are considering a specialist placement and your child does not have an EHC plan, you need to discuss this with the Special Educational Needs Coordinator (SENCO) at your current school in the first instance. Specialist placements are only allocated to students in receipt of an EHC plan except in very exceptional cases where an LA may decide that the student requires an assessment placement or there is a significant change in the student's circumstances (COP paragraphs 1.29-1.30). Anyone can make an application for an EHC needs assessment, however you should always discuss the application with the SENCO before doing so as they will be able to advise you as to how your child's needs are being met and whether they believe an application for an EHC needs assessment would be successful. If your child is EHE, then you will need to discuss this with the CO for your LA.

SEN Support

Where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and the provision that supports the student to make good progress and secure good outcomes. This is known as the

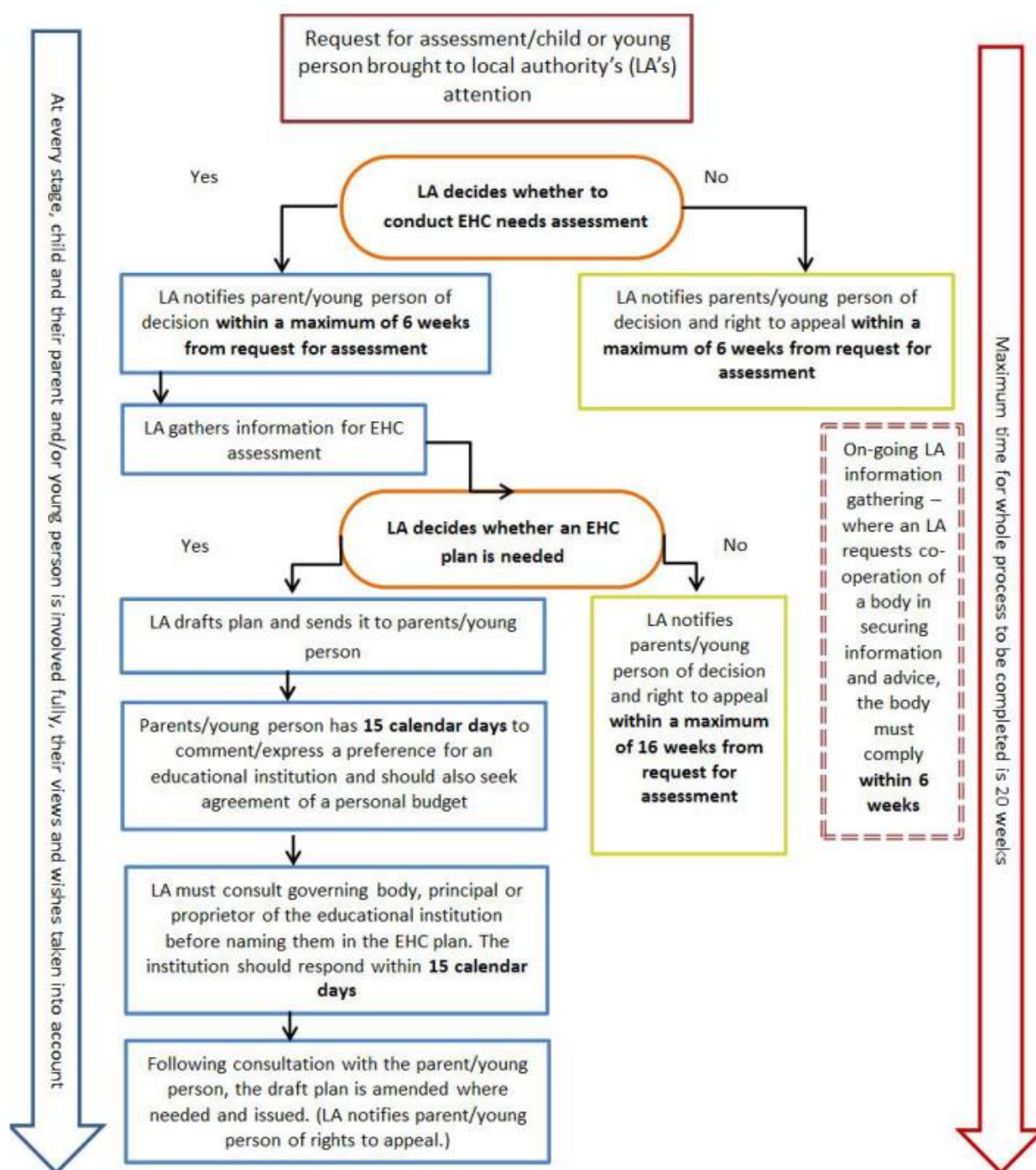
graduated approach, it is also referred to as the assess, plan, do review cycle. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the student.

There is detailed guidance regarding SEN Support in schools and the graduated approach within COP paragraphs 6.44-6.55.

Requesting an EHC needs assessment

The LA will only agree to complete an EHC needs assessment if there is evidence that the school has taken relevant and purposeful action (the graduated approach / assess, plan, do review cycle) to identify, assess and meet the student's special educational needs and they have not made expected progress.

The LA must notify you whether or not they will complete an EHC needs assessment within 6 weeks of your request. The flowchart below sets out the statutory timescales that apply to the EHC needs assessment process and your right to request that a particular school is named in section I of the EHC plan should this be the outcome of the assessment:



5. Monitoring arrangements

This policy will be reviewed annually by the Assistant Principal, SEN & Wellbeing. At every review, it will be approved by the full Trustee body.