

POLICY – Admissions

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by <i>ROC Northwest & CareTech</i> . Linton is a School.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment’s location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Purpose

Admissions is the front door to our provision. We want it to be fair, transparent and kind—whilst robust enough to protect learners and staff, and to sustain high-quality programmes. This policy explains how we consider applications and referrals for places at our sites.

This policy applies to Linton School and sets out our approach to admissions, referrals and offers for all programmes. It provides a universal framework and outlines expectations for:

- **Staff**
- **Senior leaders**
- **Learners**
- **Visitors and contractors (where relevant)**

This policy enables Linton School to:

- Meet statutory duties
- Uphold safeguarding responsibilities
- Comply with data-protection requirements
- Maintain high-quality provision

3. Scope

Our admissions approach is consistent across the organisation. The same principles apply whether the enquiry comes from a commissioner, a parent/carer, or a learner themselves.

- This policy applies across all sites, services and education functions.
- It sets universal standards that every site follows.
- Each site implements these standards in line with the national requirements summarised in Appendix A.

4. Legal and Regulatory Context

We work within the statutory duties, safeguarding requirements and inspection arrangements of the nation in which each site operates. The universal standards in this policy are applied in line with the correct national frameworks set out in **Appendix A**, which summarises the legal, regulatory and inspection requirements for England.

5. Definitions & Terminology

A shared vocabulary keeps decisions consistent and defensible.

- **Admissions:** the process of receiving, assessing and deciding upon applications/referrals for places.
- **Referral:** a request for placement from a commissioning local authority, agency or provider.
- **Offer:** a conditional or unconditional place confirmed in writing, with any pre-admission requirements.
- **Over and under 18s:** this policy applies to learners under 18 and 18+; where steps differ, we say so explicitly.
- **Reasonable adjustments:** proportionate changes to remove or reduce barriers so a learner can access education.
- **Parent/carer:** for under-18s; for 18+, we engage directly with the learner and involve others with consent.

6. Admissions Principles

We aim for admissions that are thoughtful and steady—never rushed; always fair.

- **Fair, transparent, inclusive:** Open criteria; consistent decisions; no unlawful discrimination.
- **Right learner, right programme:** Match programme requirements with needs and site capacity to support well.
- **Safeguarding first:** Safety and welfare shape every step.
- **Needs-led and proportionate:** Identify barriers early; plan reasonable adjustments where feasible.
- **Timely communication:** Keep learners (and where appropriate parents/carers/commissioners) informed at each stage.
- **Evidence-based decisions:** Records show the rationale, evidence reviewed, and any conditions.
- **Data minimisation:** Collect only what we need to decide fairly and safely.

7. Eligibility & Entry Routes

We welcome enquiries and referrals through defined routes and we make it easy to understand what we offer.

- We consider direct applications, commissioned referrals, managed moves/transition and re-admission following a break in education

- We admit across defined **age ranges and phases** and for specified **programmes/qualifications**.
- The school can meet the pupil's SEND
- The pupil to be admitted has a primary diagnosis for Social, Emotional and Mental Health
- The pupil's placement is compatible with the efficient education of the other children with whom the child would be educated with
- The placement has an efficient use of resources
- The Local Authority has named the school in a pupil's EHCP

8. Information We Request at Application/Referral

We only ask for information we need to make a safe, fair decision.

- Full name of child (can be redacted at initial point of referral)
- Age and date of birth
- Gender
- Ethnic background, cultural needs, religious needs/persuasion
- Current health and medication need and history
- Current school arrangements, support and additional interventions and subject reports
- Copy of the latest EHCP (should be no more than 12 months old or recent annual review documents)
- Clinical reports (if relevant)
- Risk assessments and levels of supervision required e.g. 1:1
- Chronology of incidents
- Any current or historic child protection or CIN information
- Details of external professionals working with the child/young person or their family
- The young person's legal status

9. Assessing Suitability and Support

Our goal is the best possible learner-programme match, with realistic support that sets everyone up for success.

- The education team considers fit with the programme, site capacity, and support pathways.
- We explore reasonable adjustments; where they are feasible and proportionate, we plan them.
- Where a multi-agency team is involved, we coordinate to reduce duplication and delay.
- Obtain clinical input from our SaLT and if necessary OT professionals
- Contact the current education setting to gather additional information, reports and arrange a visit to complete observations
- Contact parents/carers and arrange a visit or meeting to discuss any additional information
- Contact key professionals/stakeholders for their input

- Ensure the information listed in section 3 has been gathered and share this with the senior Leadership Team

During the initial stage of assessment, the following factors will be considered to further inform whether we can meet need and evaluate compatibility with the current cohort of children. Senior Leaders take into consideration:

- All information in the EHCP and supporting documents
- Supporting documentations such as EP, SaLT, OT reports, placement plans, CLA reviews, PEPs etc. provided during the referral process
- Social and academic compatibility with the existing cohort; admission of any new starters must not be detrimental to the needs of existing cohort
- For children and young people with a physical disability, accessible places in the school are available or whether it would be possible to make reasonable adjustments within the meaning of the Equality Act 2010
- Whether medical needs can be safely accommodated; medical needs requiring on site nursing care cannot usually be accommodated

10. Interviews, Visits and Tasters

We use interviews and visits to help the learner decide—and to help us keep the promise we make when we offer a place.

- Interviews may be in person or online and focus on goals, readiness, and support needs.
- Visits/tasters are offered where this helps decision-making.
- If a learner cannot attend in person, we offer reasonable alternatives.

11. Risk and Safeguarding Considerations

We won't compromise on safety. Risk work is proportionate and pragmatic.

- We complete pre-admission risk considerations to keep the learner and others safe.
- Where risks are identified, we plan mitigations; if risks cannot be managed proportionately, we record why an offer cannot be made.

Refer to the 'Risk Assessment and Risk Management Care' Policy and the 'Safeguarding and Child Protection' Policy for full pathways.

Schools Admissions Register

In accordance with the School Attendance Guidance Linton School fulfils statutory requirements to hold and maintain an accurate school roll. This records personal details of each pupil, their date of admission (which coincides with the date they are entered on the attendance register); contact details for parents and carers; and the address of their previous educational placement. The school notifies the relevant Local Authority when a child is added to the school roll and shares the details the school has recorded about the child on the roll. The school roll is updated regularly with any changes e.g. changes of address.

A child will only be removed from the school roll when the school is notified that the child has started at another educational provision; or when the child has moved beyond a reasonable travelling distance to the school and agreement has been given by the relevant Local Authority that the school should remove them from their roll. When a child is removed from the school roll, the school informs the Local Authority that they have done this, giving the full name, date of birth and address of the pupil and Linton School will share any relevant information with the new educational provision to support the transition.

12. Decision-Making & Offers

Decisions should be timely, clearly reasoned, and explained in writing.

- Decisions are made by the Headteacher with the support of SLT (Headteacher - Sean Di Sora)
- Outcomes: Offer, Offer with conditions, Defer, or Decline.
- We confirm outcomes in writing, with reasons for any Decline/Defer.
- Where conditions apply, we list what must be in place (e.g., commissioning confirmation; agreed support).

13. Oversubscription & Prioritisation

If demand exceeds capacity, we apply clear criteria and keep the process steady.

- Suitability for the programme and availability of specialist support
- The site's ability to meet needs safely and well
- Continuity of learning for current/returning learners where applicable

14. Conditions of Admission

We set clear expectations from day one.

- Acceptance of the site's Code of Conduct and Attendance/Engagement expectations
- Agreement to lawful information sharing necessary for education and safety
- Completion of induction and baseline assessments where relevant
- For commissioned places, funding confirmation

15. Reasonable Adjustments & Support Planning

We aim to remove barriers and keep the learner at the centre.

- We consider, and where reasonable, implement adjustments.
- We agree a support plan with the learner (and parents/carers, where appropriate) and review it at planned intervals.
- If we cannot reasonably meet needs or manage risk, we explain why and signpost alternatives.

16. Fees and Funding

Clarity on money protects everyone's expectations.

- Where fees apply, we publish them transparently and confirm what they include.
- Commissioned places follow the commissioning agreement.

All information regarding fees and funding should be directed towards:
Joe Webster Commissioning Manager for Education North West
Joe.Webster@cambiagroup.com

17. Induction & Transition

A thoughtful start reduces anxiety and prevents early withdrawals.

- Induction covers programme overview, support, digital access, attendance/engagement, conduct, safeguarding, and how to get help.
- Transition planning is proportionate and, where appropriate, multi-agency.
- For under-18s, we involve parents/carers; for 18+, we involve others with the learner's consent.

18. Withdrawal, Deferral or Non-Start

We manage changes in a way that respects the learner and protects curriculum delivery.

- A learner (or commissioner) may request deferral/withdrawal; we record the reason and agree any re-entry conditions.
- We may withdraw an offer if conditions are unmet or material information was withheld.
- We signpost alternatives where possible.

19. Appeals & Complaints

A fair review process improves trust and decision quality.

- **Admissions appeal:** a learner (or parent/carer where appropriate) may request a review of an admissions decision.
- **Process:** submit grounds in writing; a senior leader not involved in the original decision will review.
- **Outcome:** we confirm the outcome in writing with reasons.
- Complaints follow our Complaints Policy.

20. Data Protection & Records

Our records need to tell the story clearly if sampled at inspection.

- We collect, use and retain data lawfully, fairly and securely.

- Each admissions file contains: application/referral, evidence reviewed, interview notes, risk considerations, decision rationale, offer letter, and any conditions.
- We follow organisational retention schedules.

Refer to our 'Records Management' Policy and our 'Data Protection' Policy for further information.

21. Roles & Responsibilities

Everyone has a part to play; accountability is clear.

- **Headteacher/Principal:** owns the policy locally and is accountable for fair, safe, compliant admissions.
- **Senior leader (admissions):** oversees process, chairs complex discussions, ensures timely decisions and quality record-keeping.
- **Education team:** assess suitability, advise on reasonable adjustments, shape support plans.
- **DSL/DDSL:** advises on safeguarding and risk; records any safeguarding considerations.
- **Administration:** manages communications, data integrity and filing.

22. Monitoring, Quality Assurance & Reporting

We review admissions data to spot gaps, tackle disproportionality and improve access.

- We monitor application volumes, decisions, timelines, reasons for declines/deferrals, and equality trends.
- We review data termly and agree improvement actions.
- We sample admissions files for completeness and quality.

23. Training & Communication

Competent people make better, faster, safer decisions.

- Staff involved in admissions receive training in fair decision-making, inclusive practice, safeguarding and data protection.
- We keep our website/prospectus current so routes, timelines and criteria are easy to understand.

The School prospectus can be found on the school's website under 'Information'

24. Linked Policies

This policy coordinates with the following:

- Positive Behaviour Support



- Code of Conduct
- Safeguarding and Child Protection
- SEND Policy
- Inclusion
- Equality, Diversity and Inclusion
- Data Protection
- Records Management
- Complaints

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in September 2027.

Appendix A

Legislation, guidance and regulatory framework underpinning Admissions in England.

Education inspection framework (EIF) — Ofsted

- **Means:** Ofsted inspects our schools and FE sites under the EIF; inspectors sample our admissions policy, case files and communications to judge fairness, inclusion and compliance.
 - **Requires:** Admissions are fair, documented and compliant (safeguarding, equality, SEND, records) with evidence ready for triangulation.
 - **Our stance:** We show a transparent end-to-end process (criteria, decisions, oversubscription, appeals).
 - **Implementation example:** Admissions file set (application, risk notes, adjustments, decision rationale, offer/decline letter) is available for sampling.
- Links:** <https://www.gov.uk/government/publications/education-inspection-framework>

Education (Independent School Standards) Regulations 2014

- **Means: Our sites must meet ISS;** parts on welfare, information, complaints and leadership directly shape how we run and evidence admissions in our schools.
- **Requires:** Written procedures, accurate pre-admission information, compliant letters and proprietor oversight.
- **Our stance:** Admissions documentation maps to ISS Parts 3/6/7/8.
- **Implementation example:** ISS cross-map links each admissions step to the relevant Part and evidence.
- **Links:** <https://www.legislation.gov.uk/ukxi/2014/3283>

Equality Act 2010: Advice for Schools (DfE)

- **Means: Our sites apply Equality Act duties** in admissions; decisions must show non-discrimination and reasonable adjustments. (Guidance framed for schools but can apply in FE).
- **Requires:** Equality and adjustments reasoning in the decision record.
- **Our stance:** Every decision record includes an equality/adjustments check.
- **Implementation example:** Equality checklist signed by the Headteacher/Principal is filed with the decision.
- **Links:** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND Code of Practice (0–25) (Schools & FE)

- **Means:** Our sites consider SEND needs and reasonable adjustments before confirming an offer for learners 0–25 (Schools & FE).
- **Requires:** Graduated response evidence and a clear rationale where needs can/can't be met.



- **Our stance:** Assessment, planned support and any conditional offer requirements are documented.
- **Implementation example:** Case file holds SEN plan/EHC extracts and decision rationale.
- **Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Keeping Children Safe in Education (KCSIE)

- **Means:** Our sites' admissions steps sit inside our safeguarding culture; DSL oversight is built into complex cases.
- **Requires:** Proportionate checks, lawful information-sharing and secure records.
- **Our stance:** DSL/DSP signs off safeguarding considerations in complex admissions.
- **Implementation example:** DSL risk note and any multi-agency contact are stored in the admissions pack.
- **Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Education (Pupil Registration) (England) Regulations 2006 (Schools)

- **Means:** Our schools keep a compliant **Admissions Register** and follow the rules for entries, deletions and returns.
- **Requires:** Maintain an accurate register and make it available for inspection.
- **Our stance:** Central register with auditable changes and retention controls.
- **Implementation example:** Register extract and deletion rationale available on request. **Links:** <https://www.legislation.gov.uk/ukxi/2006/1751/contents/made>

Data protection (UK GDPR & Data Protection Act 2018)

- **Means:** Our sites process admissions data lawfully and securely, with clear privacy information and timely responses to rights requests.
- **Requires:** Lawful basis, privacy notices, retention schedule, SAR handling and security.
- **Our stance:** Admissions is privacy-by-design with defined retention and SAR SLAs.
- **Implementation example:** Admissions privacy notice + RoPA/DPIA (where needed) filed centrally.
- **Links:** <https://www.gov.uk/guidance/data-protection-in-schools>