



Admissions Policy

June 2024

The policy describes our process for admitting and inducting new students from the point of referral to their full admission into life at Linton School.

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Linton School

Admissions Policy

Role/organisation	Name	Contact details
Head Teacher Designated Safeguarding Lead (DSL)	Rebekah Dennett	Rebekah.dennett@rocnorthwest.co.uk 01772 957062 07776 528079
Deputy Head Teacher Deputy DSL	Sean Di Sora	Sean.disora@lintonschool.co.uk 01772 957062 07840 803896
Operations Manager Deputy DSL	Paul Barton	Paul.barton@lintonschool.co.uk 01772 957062
SENCo Class Teacher	Andy Cavill	andy.cavill@lintonschool.co.uk 01772 957062
Regional Lead	Declan Tuer	Declan.tuer@caretech-uk.com 07827 302334
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	Tim.booth@lancashire.gov.uk 01772 536694
Lancashire County Council – Multi- Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	Amanda.quirke@blackpool.gov.uk 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. School Admissions Register – ‘School Roll’

In accordance with the School Attendance Guidance (DfE 2019) 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.

2. Referrals

All referrals for Linton School should be made to the Headteacher, Rebekah Dennett, via rebekah.dennett@rocnorthwest.co.uk. Where additional information is required Local Authorities, parents, careers or external agencies can contact the Head Teacher.

Once all the paperwork required has been obtained, including an up to date EHCP, this information will then be passed on to the Head Teacher of Linton School. If it is deemed that the school could meet the needs of the young person then the parents/carers would be invited for a visit to the school. We would encourage the young people themselves to attend this visit along with any agencies that work closely with the family however, if this is not possible an alternative date can be arranged.

After the visit, the Head Teacher would contact the social worker/SEND team where appropriate to discuss further the needs of the young person and/or family. All referrals will be discussed during the next SLT meeting. This meeting is attended by the Head Teacher, the Deputy Head Teacher, SENCo and the Operations Manager. In the meeting the SLT will discuss the suitability of the referral and will make a decision as to whether or not a place can be offered at Linton School. All referrals requests will be responded to within 10 working days.

Following the decision to offer a place, all the paperwork will be circulated with the SLT and the class teacher who will be able to use this to draw up an individual induction plan.

At this point the Head Teacher will send a copy of the School Prospectus and all statutory school policies and documentation as required by the Independent School Standards to the referring Local Authorities, parents, carers and other external agencies as required.

3. Induction to the school

In order to draw up the most suitable plan, the Head Teacher will contact the previous educational setting and the placing Local Authority to request the following documents:

- Outcomes from end of Key Stage testing in Year 2 and 6
- Education, Health and Care plan – if one exists
- Individual Education Plan (IEP)
- Personal Education Plan (PEP)
- School reports
- Educational Psychology reports
- SEN information especially regarding JCQ applications for access arrangements
- Courses and qualification pathways that the young person has begun in their previous setting
- Qualifications and awards already completed
- Risk Assessment completed in discussion with previous educational setting.

The Head Teacher will use this information to draw up an Induction Plan which will be shared with the teaching staff and the parents/carers.

The Induction Plan will usually start with two planned visits to the school – these may take place outside school hours or at times when the school is quieter. The first visit is to introduce the young person to the staff and building; to share our expectations and as a first opportunity for the young person to ask questions. The second visit will usually be with the form tutor who will sit and talk with the pupil to get some background information. This process means that idiosyncratic detail, often missing from formal assessment information can come to light and assists in informing the learner's profile.

The areas discussed in the interview are:

- Previous schooling – chronology and transitions;
- Educational experience – relationships, teachers and extra-curricular;
- Difficulties and behaviour – triggers, patterns and solutions;
- Curriculum consideration – likes performance and qualifications;

Following these two meetings, the school staff will begin the process of gathering baseline assessment information. This will include information about the young person's academic and cognitive functioning particularly in reading, spelling and maths; and about their Social and Emotional needs using the Boxall Profile. This information will be gathered through formal assessment and informal teacher assessment.

The baseline assessment data will be used to inform the targets for an Individual Education Plan and programme of study for the remainder of the placement at Linton School.

4. Admissions on to the school roll

The Induction Plan will set out the timeframe by which the young person will be admitted into the school and formally enrolled on the Admissions Register. The Head Teacher will consider all the information detailed above when reaching her decision about how long this process will take. All young people will be enrolled into full-time education within two weeks of their arrival at Linton School unless otherwise agreed. The Head Teacher will seek to avoid any unnecessary delay and to limit disruption to the child's education. However, it may be necessary to arrange 1-1 sessions in school for some young people prior to their formal admission onto the school roll.

As soon as a young person has been registered on the school roll, the Head Teacher will write to the Local Authority, the previous educational setting and the social worker (if applicable) to inform them.

5. Review

This policy will be reviewed on an annual basis by the Head Teacher and Regional Lead.

It will be due for review in **June 2025**.

6. Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Safeguarding and Child Protection Policy
- Additional Learning Needs policy
- Accessibility Plan
- Behaviour and Positive Handling Policy
- Attendance Policy
- Curriculum Policy
- Post-16 Educational Provision Policy