

Fort Royal



Community Primary School

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ADMISSIONS POLICY

Review Date 08/01/2027			
Statutory Policy? Yes	Governors Approval Yes	Responsibility of EF	Date 08/01/2026

Date	Page	Details of Change	Amended by	To be Ratified
08/01/26	2	Web links updated for WCC local offer and SENDIASS	EF	
09/02/26	2	Updated information from WCC local offer included re special schools reserved for those pupils with most complex needs	EF	
09/02/26	3	References to nursery removed and section regarding reception age pupils updated with information from WCC local offer	EF	
09/02/26	3	Paragraph 5. References to School outreach service removed and replaced with liaison with mainstream schools and transition of pupils to mainstream schools	EF	
09/02/26	4	Paragraph 6. Needs of pupils entering the school updated	EF	
09/02/26	4	Paragraph 7. Final bullet point edited	EF	

HISTORY OF POLICY REVIEW/CHANGES

1. Admitting Authority

Admissions to the school are the responsibility of the LA (Local Authority) in conjunction with the Headteacher acting on behalf of the Governors. All pupils will have an Education, Health Care Plan (EHCP), and the LA's Special Educational Needs and Disabilities (SEND) Services department makes referrals to the school following recommendations of professional advice which has been provided as part of the EHCP process.

Special schools cater for children/young people with an Education, Health and Care Plan (EHCP) and are for the children/young people with the most severe and complex special educational needs. There are very few unoccupied places in special schools, and it is important that these are available for the children/young people with the greatest needs.

In exceptional cases, following the approval of SEND Services, the statutory assessment process may be put in place after a place has been agreed in school.

Further information on this process can be found here in the LA's SEND Local Offer website: -

[Apply for a school place \(SEND\) | Worcestershire County Council](#)

Impartial information, advice and support for parents with a child with SEND can be found from SENDIASS via their website:

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

2. Admission Process

Parents are welcome to make an appointment to visit the school on an informal basis to see what is on offer and to discuss the suitability of the school and the availability of places. However, applications for placement must be considered formally by SEND Services and full-time placement must be supported by an Education Health Care Plan.

- If a special school place is considered the SEND services will usually first consider the most local special school which is able to meet the needs of the pupil.
- Once the LA has requested consideration for admission, usually by sending pupil papers to the school they believe most appropriate, the Headteacher will make an initial assessment of suitability based on the paperwork.
- The Headteacher will consider all pupil applications from the local authority and the potential availability and suitability of a place for the pupil.
- A member of staff may visit the pupil within their current school to observe the pupil or if necessary conduct a home visit to discuss: current patterns of learning, behaviour and medical needs, alongside current cognitive levels and rates of progress.
- When both the school/home visit if appropriate and the admissions meeting have been completed, the Head of School will notify the LA to inform parents of the admission decision including admission date, process and transition if appropriate.
- Admission to the school will consider the implications for the effective education of the class group, the efficient use of resources and the implications for the school as a whole.
- Any additional requests for resources and support will be considered at this point.
- Following the offer of a place, the Headteacher will arrange the transition process alongside the current provision to ensure all information is shared and the pupil is able to access the new school successfully.
- Visits to the school and meetings with pupils and parents may take place prior to admission to aid this process and will be organised by the phase leader or class teacher.
- Where the Authority requesting admission is not Worcestershire (out of County Looked after Children), the same process will be followed as far as is practical, with the school liaison likely to be via telephone rather than a visit.

3. Admission into the reception class

For some pupils the need for specialist SEND support is identified very early in life often by health or early years professionals in nursery settings. Children identified as possibly requiring a special school placement will undergo an Assessment for an Education, Health and Care Plan. The Assessment may not be completed by the admissions cut-off date for Reception places which is mid-January of the year they are due to start school, therefore you will also need to apply for a mainstream place. This may result in you being offered a mainstream place before the special school places have been considered. SEND Services provisionally allocate these places according to the individual needs of the child in May of each year.

4. Pattern of Admissions

Children can be admitted into phase groups in school where vacancies exist, at any time of year although the school prefers the beginning of a school year, or at the beginning of a new term.

5. Supporting Mainstream Schools and Transitions to Mainstream School

On an informal and request-led basis, the school works in partnership with a small number of local mainstream primary schools to support the development of their specialist provision. This may include the sharing of curriculum approaches and assessment frameworks for pupils working

below the level of national curriculum tests, as well as providing support for individual pupils who are transitioning from Fort Royal to a mainstream school.

Where the school considers that a pupil may be able to make a successful transition to a mainstream school in order to access a more appropriate peer group, language environment and curriculum to support their ongoing development, this will be discussed with parents/carers as part of the Annual Review process.

Where parents/carers are in agreement, one or more potential mainstream schools will be identified in liaison with the family, and a graduated transition plan will be developed and implemented. This plan will be carefully managed and reviewed, with the intention of a full-time successful placement when the pupil is deemed ready by all parties.

6. Categories of Need Supported by the School

Over the past several years, the profile of pupils entering the school has changed significantly. Pupils joining the school now typically present with very complex needs and are working well below age-related expectations.

The largest cohort of pupils entering the school are those with severe autism or complex social communication difficulties, many of whom have already been referred to specialist services for a formal diagnosis. These pupils generally require a high level of adult support across all areas, including self-care and access to learning, and are typically pre-verbal.

Other pupils admitted to the school have profound and multiple learning difficulties or severe learning difficulties and are functioning at very early stages of development. The school also admits pupils with medical and physical needs where a significant learning difficulty is also present.

7. Refusal of Admission

The Governors may reserve the right to refuse admission in the following cases:

- The agreed number of places is fully subscribed and admitting children over this number would be incompatible with the provision of efficient education or the efficient use of resources.
- Where the school would be unable to meet the needs of the pupil in terms of a lack of an appropriate peer group, specialist resources, and levels of care, therapies and expertise.
- Where the admission of a pupil would compromise the Health and Safety of pupils and/or staff within the school, or, would seriously compromise or disrupt the education of pupils already within the school.
- Pupils with high levels of challenging behaviour, whose behaviour would cause distress to other vulnerable learners and who could not be managed within the staffing, learning spaces, resources and funding provided.

Chair of Governors Date