

Kings Meadow School Admissions Policy



Connect – Reflect - Grow

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1. Aims

- This policy aims to:
- Explain how to apply for a place at the school
- Set out the school's arrangements for allocating places to the children who apply
- Explain how to appeal against a decision not to offer your child a place

2. Creating Tomorrow Trust's Statement

Across our trust, we are committed to supporting the mental health and wellbeing of all, including staff, students and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.

At Creating Tomorrow we:

- Provide a nurturing, safe and supportive environment based on trusting relationships to:
- Help everyone to understand and manage their emotions and feelings
- Help everyone to feel comfortable in sharing any concerns or worries
- Help everyone to form and maintain relationships
- Develop self-esteem and self-worth
- Encourage everyone to be confident and celebrate their individuality
- Help students to develop emotional resilience and to manage setbacks
- Support parents as partners in their child's learning and development

3. Legislation and statutory requirements

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code 2021](#)
- [School Admission Appeals Code](#)
- [Children and Families Act 2014](#)
- [SEND code of practice: 0 to 25 years - GOV.UK](#)

As an academy, Kings meadow School is required by its funding agreement to comply with these codes, and with the law relating to admissions as set out in the [School Standards and Framework Act 1998](#).

This policy complies with our funding agreement and articles of association.

4. About our School

Kings Meadow School is a specialist primary academy that is part of the Creating Tomorrow Multi Academy Trust. We cater for primary pupils aged from 5 – 11 who have social, emotional and mental health difficulties (SEMH) according to the SEN Code of Practice 2014. We are an inclusive school and value each individual child for who they are and what they bring to our school community, with their own unique characters, talents and abilities.

Our school purpose is to develop our children's belief in themselves so that they can achieve success in a wide range of ways and flourish as life-long learners. We do this through a strong focus on developing the ability of our children to communicate effectively. Our vision at Kings Meadow School is to develop strong and effective relationships in a place of felt safety, enabling children to learn about themselves and others. This will create a sense of belonging and curiosity, encouraging them to explore and learn about the wider world and think about their purpose within it.

Effective communication is fundamental to the development of the whole child. It is an essential part of building positive relationships and engaging in the learning process. We aim to teach each of our children to become effective communicators so that they can:

- Make sense of their place in the world
- Learn how to build positive relationships with others
- Recognise their feelings and emotions and express them clearly
- Understand and respect the thoughts and feelings of others
- Be able to ask for what they want and need
- Engage in different types of learning and experience success

Our practice is informed by Attachment Aware and Trauma Responsive approaches to emotional regulation.

We have five core values which are embedded in everything we do. They are:

1. Connection
2. Communication
3. Resilience
4. Independence
5. Reflection

4.1 Our School Structure

Our school is organised into small mixed-age classes, each consisting of up to nine pupils. A number of factors are considered when designing each class, including relationships with adults and peers, age, ability and special educational needs.

We have a dedicated Class Team who work hard to forge close working relationships with pupils and support in delivering the majority of a pupil's curriculum.

4.2 Curriculum Vision

At Kings Meadow we aim to provide a personalised, holistic and engaging curriculum to ensure the children have the skills, knowledge and understanding they need to become independent lifelong learners. Our key drivers are the development of self-belief, resilience and communication skills, empowering our children to embrace both challenge and success and achieve their unique potential.

Our curriculum is based around the national curriculum but is structured and delivered in a way that supports our children's complex special educational needs. This means that there is an equal emphasis on the development of social and emotional skills and knowledge and emotional regulation and academic learning.

Building positive and trusting relationships is a key element of our curriculum and practice and this supports the children to develop feelings of safety and belonging. Each child has their own starting point, and many have developmental gaps as a result of trauma, attachment, neurodevelopmental difficulties or previously missed learning. Therefore, there is a strong

focus on play, nurture and therapeutic approaches in our curriculum to build stronger learning foundations.

4.3 Admissions Statement

West Northamptonshire Local Authority (LA) are the school admissions authority. In accordance with Northamptonshire (Northants) LA policy all children and young people admitted to Kings Meadow School will have an Education Health and Care (EHC) Plan.

As a special school we follow the admission arrangements set by West Northamptonshire Council. The information below is taken from their

website <https://www.westnorthants.gov.uk/education-health-and-care-ehc-plans-process-and-assessment/school-admissions-arrangements-children>

If your child has an education, health and care (EHC) plan there is a separate process for your child's school admission. Please read the information regarding the [Education, Health and Care plans](#) consultation process.

The primary need of any student at Kings Meadow is social, emotional and mental health.

Therefore, this must be the first and core area of need. If your child has a primary need of *speech, language and communication skills, cognitive skills and approaches to learning or physical development, general health and independence*, they will not be considered for admission to Kings Meadow School.

We acknowledge that some students may have additional needs such as communication & interaction, ADHD, ODD or a moderate learning difficulty etc, which features further down the list in terms of priority of need. This comorbidity of factors that need to be considered before placing them in an educational setting. Some students may have exhibit behaviours that can be challenging because of their learning difficulty or their additional needs. The LA and school recognise the importance of parental choice and referrals will be considered from outside the school's recognised catchment area. However, priority will be given to those residing in West Northamptonshire. Where places are limited, the Headteacher and LA will prioritise referrals through discussions. All requests for places will be brokered through the Local Authority.

Requests for a place at The Kings Meadow School should be made to West Northamptonshire EHC Team.

For further information on the consultation process and education arrangements for your child please contact your EHC caseworker or EHC officer.

Education, health and care statutory needs assessment in progress

Primary school applications

- If your child has an education, health and care statutory needs assessment in progress you will need to complete a preference form and [apply for a primary school place in the usual way](#).
- If you think that your child has special needs and they are not currently attending an early years setting please contact the [Information SEND Support and Advice](#) service. A member of staff will put you in contact with one of the Early Years Support Teachers who will be able to assist you.
- If your child has special needs and they are attending an early years setting, please discuss your child's school place with the named Special Needs Co-ordinator (SENCO). The head teacher or teacher-in-charge or manager of the early years setting will be able to let you know who this is and how to contact them.

All admissions will be dependent on places being available in the school and within the right learning peer group. In consultation with the LA, the Headteacher will comment on the appropriateness of the placement and the school's ability to meet the child's needs as outlined in the EHC plan. Again, we wish to reiterate the point that the primary need of any pupil at Kings Meadow School is social, emotional and mental health. Some pupils are likely to have associated additional needs such as ADHD, ODD, moderate learning difficulties. Kings Meadow does not have a suitable provision for pupils with a clinical diagnosis of ASD.

It is important that the school fully understands the needs of any prospective pupil and therefore may carry out assessments to understand individual needs, as this applies to the needs at Kings Meadow School. As part of this process, the school strongly encourages parents to visit the school with their child. This process is to gauge the suitability of the school

to meet the child's needs, and whether Kings Meadow would be a suitable placement for ability, aptitude or special educational needs of the child, or whether the attendance of the child would be incompatible with the efficient education of others or efficient use of resources.

As West Northamptonshire Local Authority are the school admissions authority, any appeal needs to be lodged through the SEN courts via the tribunal process, parents have 2 months from the date of naming to appeal. <https://www.westnorthants.gov.uk/school-admissions/appeal-school-place>

5. Admissions Procedures

It is understood that parents of prospective pupils will be anxious and uncertain about what to expect when a special school is suggested as a suitable educational provision for their child. It is therefore important that admission procedures are sensitive to their needs and reflect a structure that is predictable and understandable. This will be achieved by:

- ensuring all prospective admissions are initially dealt with by a member of the senior leadership team
- providing the opportunity to visit the school and discuss needs with a member of the senior leadership team. Parents are more than welcome to bring someone with them on this visit. It is advised that families do this before naming the school as their preference
- once Kings Meadow School has been named as an appropriate provision by the Local Authority, providing planned opportunities for the family and child to visit the school and meet their new teacher.
- providing relevant class teacher and team members with necessary papers so that where appropriate contact can be arranged and involved professionals contacted

- ensuring parents are aware of arrangements such as transport, once an admission date has been agreed
- providing parents with the opportunity to discuss with teachers progress during the term of admission

Where visits to the school are arranged prior to the completion of the EHC plan, it will be made clear to all involved that such visits do not imply that the school has made a commitment to offer a place.

6. Admissions Planning

The Headteacher, in consultation with Senior Leadership Team and relevant members of staff, will be responsible for all decisions relating to admissions. In this way pupil numbers will be dealt with in a planned and efficient way. In order to aid this process, the LA will alert all neighbouring authorities of the purpose of the EHC Team and the deadline for place requests each term. This will have implications for the timing of their meetings, particularly in the summer term.

The Headteacher reserves the right to decline a request for a place if it is felt that the school cannot meet the needs as detailed on the EHC plan. The admissions policy is subject to annual review by governors.

7. Review of Admissions

The school will work with parents and professionals to ensure provision identified in the EHC plan is provided, however, there may be occasion where this is not possible, for example the needs of the child change significantly and the school is no longer the most suitable provision. The school therefore reserves the right to remove a placement at the school if:

- It would be unsuitable for the, ability, aptitude or SEN of the child, or
- the attendance of the child would be incompatible with the efficient education of others or the efficient use of resources

The mechanisms through which this can occur is through the Annual Review process or parent meetings and subsequent discussions with the Local Authority. Meeting the needs of the child is the focal point of any such decisions and consultations.

8. Monitoring arrangements

This policy will be reviewed and approved by the governing body every year.