



Admissions & Transitions Policy

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Approved by		Date:
Last reviewed on:	16 th August 2024	
Next review due by:	July 2027	

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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 pupils who apply
- Explain how to appeal against a decision not to offer your child a place
- Explain the schools enhanced transition-in and -out offer

2. 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](#)

The school is required to comply with these codes, and with the law relating to admissions as set out in the [School Standards and Framework Act 1998](#).

3. Definitions

Looked-after children are children who, at the time of making an application to a school, are:

- In the care of a local authority, or
- Being provided with accommodation by a local authority in exercise of its social services functions

Previously looked-after children are children who were looked after, but ceased to be so because they:

- Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002, or
- Became subject to a child arrangements order, or
- Became subject to a special guardianship order

This includes children who appear to have been in state care outside of England and have ceased to be in state care due to being adopted.

A child reaches **compulsory school age** on the prescribed day following his or her fifth birthday (or on his or her fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August.

4. How to apply

Parents/Carers will be consulted about their chosen school as part of the process of obtaining an EHCP for their child. As part of this process, professionals working with your family will suggest suitable schools for you to visit. Professionals are also welcome to attend to provide support.

Visits can be arranged by contacting our school office on 01752 207909 or emailing cannbridgereception@torbridge.net. Please note which professional has recommended you visit and whether your child has an EHCP or undergoing a statutory assessment.

Following the visit, where a child has an EHCP and attends a mainstream setting, a parental request for a change of placement to a special school or specialist provision can only be made at either an EHCP annual or interim review meeting. A request for change of placement must be supported by a recent report from an Educational Psychologist and any other professionals working with the child.

For more information see [Visiting and placements in a special school – Plymouth Online Directory](#).

The Plymouth City Council are the Admitting Authority for Cann Bridge School and make the final decision regarding awarding places. All admissions to Cann Bridge School are made through this route for learners from any other Local Authority area.

The Local Authority's Children and Young People's 0-25 Service Single Multi-Agency Matching (SMAP) Panel discuss applications to place children at Cann Bridge following consultation with the school.

Professionals are also encouraged to visit the school to increase their knowledge and understanding of our provision as it is constantly evolving.

Placement in the nursery provision of the school does not assure a school place when learners reach statutory school age, unless the Education Health and Care Plan is finalised and names the school as the appropriate educational provision.

Please note, pupils attending Cann Bridge School will not transfer automatically from Year 6 to Year 7, or from Year 11 into Year 12 Post Bridge College. This will be discussed at your child EHCP Annual Review.

5. Allocation of places

5.1 Admission number

The school has an agreed admission number of 108 pupils for entry. 88 in reception to Year 11. 20 in Year 12 to 13.

5.2 Selection and banding

Cann Bridge provides education specifically for learners needs that cannot be met in a mainstream school environment. All children who attend must have an Education, Health and Care Plan (EHCP) which describes their individual areas of special needs which informs his/her individual education plan, or undergoing a statutory assessment.

Our school provides for children whose needs are captured by the following agreed definition:

- Pupils will have complex needs. This means that they will have co-existing conditions that overlap and interlock, creating a complex profile.
- One of the areas of need indicated in pupils' EHCs will be cognition and learning. The level of need for pupils with regard to their cognition and learning will be consistent with a severe learning difficulty. Complex communication and interaction needs, including those identified as part of an ASD profile may also be indicated on pupils EHCPs.
- The co-occurring and compounding nature of pupils' complex needs will require a personalised learning pathway that recognises their unique and changing learning patterns.

The Local Authority is the 'admitting authority' and all learners' admissions will be considered fairly and equally. All admissions to the school are managed by the Local Authority (www.plymouth.gov.uk/schooladmissions) through the Single Multi Agency Panel (SMAP) chaired by an officer of the Local Authority. The school caters for children and young people principally from the City of Plymouth. The Admissions Panel is a multi-disciplinary group comprised of officers from the Learner Support Section, Headteachers, SEN Advisor, Educational Psychologist, Preschool Advisory Teacher and representatives of the Health and Social Services. SMAP meets on a weekly basis and emergency panels will be convened if required. SMAP will refer complex placement issues to the Matching Panel, comprising of Special School and Support Centre representatives.

Learners' admission is dependent on professional referral, parental wishes, suitability of placement, place availability and local authority approval. When the school learner admission number (PAN) is reached, no more learners may be admitted.

Once a child has been assessed as suitable for attending Cann Bridge School, and a place can be offered; learner funding agreements (Banding) will be sought ahead of any agreement over places. Where learners' assessed needs are not covered by the funding formula, such as when exceptional care or support is required, then professional advice and assessment will be sought and an application for additional funding will be made to the Single Multi Agency Panel (SMAP) to meet learner needs. If funding is not forthcoming, then the place offer will be retracted. The SMAP will decide a banding based on the needs identified in your child's EHCP.

5.3 Oversubscription criteria

If the school is not oversubscribed, and deemed a suitable setting, all applicants will be offered a place.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set by the local authority, in order, until all places are filled.

Highest priority will be given to looked-after children and all previously looked-after children who apply for a place at the school.

If the school becomes oversubscribed the school will receive base and top-up funding from the local authority.

5.4 Challenging behaviour

We will not refuse to admit a child on behavioural grounds in the normal admissions round or at any point in the normal year of entry. We may refuse admission in certain cases where the specific criteria listed in the School Admissions Code (paragraph 3.8) apply, i.e. where section 87 of the School Standards and Framework Act 1998 is engaged.

We may refuse admission for an in-year applicant for a year group that isn't the normal point of entry, only in such a case that we have good reason to believe that the child may display challenging behaviour that may adversely affect the provision we can offer. In this case, we will refer these pupils to the Fair Access Protocol. We will not refuse admission on these grounds to looked-after children, previously looked-after children and children with EHC plans listing the school.

5.5 Fair Access Protocol

We participate in Plymouth City Council's Fair Access Protocol. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a school place in-year, get access to a school place as quickly as possible.

6. In-year admissions

Parents can apply for a place for their child at any time outside the normal admissions round. As is the case in the normal admissions round, all children whose EHC plans name the school will be admitted.

Likewise, if there are spaces available in the year group you are applying for, your child will be offered a place.

If there are no spaces available at the time of your application, your child's name will be added to the local authority waiting list for the relevant year group. When a space becomes available, it will be filled by 1 of the pupils on the waiting list in accordance with the oversubscription criteria listed in section 6.3 of this policy. Priority will not be given to children on the basis that they have been on the waiting list the longest.

Applications for in-year admissions should be sent Plymouth City Council through an EHCP Interim Annual Review.

Parents will be notified of the outcome of their in-year application in writing by Plymouth City Council.

7. Appeals

If your child's application for a place at the school is unsuccessful, you will be informed why admission was refused and given information about the process for hearing appeals. If you wish to appeal, you must set out the grounds for your appeal in writing and send it to Plymouth City Council.

Following application for First Tier Tribunal proceedings, the school will undertake a detailed analysis of the current situation and state their ability to accommodate the child. Participation as a witness in a Tribunal will be the role of senior leaders.

8. Governing Body

The Governing Body will be kept informed of all matters relating to the operation of the Local Authorities Admissions Policy through the Headteacher. The Governing Body seeks to reserve the right to determine the maximum number of learners that can be accommodated appropriately within the constraints of human and physical resources of the school. The Governing Body, through the Headteacher, reserves the right to determine whether the school can offer an appropriate place to a new learner.

9. Transitions

9.1 Transition into school

Transitions into school are carefully planned via school entry planning meetings with parents/carers, nurseries, preschools and other professionals involved to ensure children have the best possible start. Wherever possible, children and their parents/carers are offered school visits and sessions prior to starting to develop familiarity with the school, staff and other children.

Once a placement has been allocated, the class teacher or Family and Learner Support Advisor (FaLSA) will contact the family to advise them of the transition process into school. The transition process is based on Plymouth's Enhanced Transition framework and comprises of:

- A phone call home
- A visit to the current setting by the class teacher
- A home visit from the Family and Learner Support Advisor and class teacher
- A welcome meeting for parents/carers
- X2 transition visits into school, each lasting approximately 1 hour, for the new child, with a parent/carer or nursery worker
- A transition meeting with multi-agency professionals if this is required
- A transition photo booklet sent home for the child
- The transition process can be adapted to meet the needs of individual child/family
- A transition review takes places during the first term

9.2 Transition out of school

Transitions out of Cann Bridge School can occur at any time, but they commonly occur at the end of Year 11 or at any point during Post Bridge College. The transition process is tailored to each learner, but commonly follows these key steps:

- Visit from Proposed Placement Staff: Placement staff members visit Cann Bridge School to observe and acquaint themselves with the learner in their current school setting.
- Supported Visits to New Provider: The learner is supported during initial visits to the new provider, ensuring a smoother transition.
- Learner Feedback: The learner provides feedback, often by creating a booklet about the proposed placement, fostering communication about preferences and expectations.
- Unsupported Visits to New Provider: As a natural progression, the learner undertakes visits to the new provider without direct support.

Each step is informed by the successful completion of the preceding one, and agreement between the learner, parents/carers, and professionals involved determines the next stage.

For some learners, a more extended transition is deemed appropriate. The school actively supports this by facilitating a positive transition and ensuring the seamless continuation of the placement. Strategies may include weekly visits during the final year at Cann Bridge or a block placement to familiarise the learner with the new support staff team. In such cases, a personalised package is crafted to address the unique needs of the individual learner.

To further facilitate informed decisions, learners are encouraged to attend taster days and sessions. Collaborating with local providers, we aim to provide learners with a minimum of three visits, allowing ample opportunity to form and communicate their preferences. Our goal is to empower learners in making choices that align with their aspirations and contribute to a successful transition.

9.3 CSW Group

The school has an impartial Careers Advisor appointed by the CSW Group. From Year 9 onwards, the advisor will work with family and learners to develop a careers action plan to start consider options

post-16 and post-19, ensuring learners and their families are well prepared for their next steps. The careers advisor is invited to parents' evenings to meet learners and their parent/carers and give advice. The school supports the process by facilitating meetings and ensuring a member of staff attend if requested.

10. Monitoring arrangements

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