# Queen's Croft High School

# Admissions Policy

**Prepared by**: Letitia Carter, Co-Headteacher
**Checked by**: Sam Wood, Co-Headteacher
**Adopted by Governors**:
**Review Date**: July 2026

## 1. Introduction

Queen's Croft High School is an inclusive special school for students with a range of additional needs. We are a secondary school with a Post-16 provision.

We are sited in Lichfield, Staffordshire and are part of the Primitas Learning Partnership (PLP). All students must already have an Education, Health and Care Plan (EHC) to be admitted into the school. We do not admit students as part of an assessment placement.

- Students aged from 11-16 years old (school years 7 to 11) are in the main part of the school.
- Students aged 17-19 years old (school years 12 to 14) are in our Post-16 provision.

The admissions for Post 16 are separate from the high school and therefore in line with statutory duty as part of the consultation process, there is a re-application for Post 16 provision.

Our planned commissioned place number is agreed annually in partnership with the Local Authority. This can vary slightly year on year depending upon our physical capacity to meet the needs of our student population. For the academic year 25-26, our planned places are 200. These are divided as 170 (Main school) 30 (Post 16)

This policy sets out our school position as we respond to individual consultations for a place here at Queen's Croft.

## 2. Admission Criteria

Our students' **primary area of need**; including their main presenting needs, are:

- Cognition and learning needs and/or
- Communication and interaction needs

In addition, some of our students may have additional needs such as;

- A specific diagnosis such as autism.
- Sensory, physical and medical needs
- Social, emotional and mental health needs

Queen's Croft is described as a school for children with Moderate Learning Difficulties (MLD). Although we may receive consultations for other primary areas of need our resources, curriculum and provisions are designed for children as outlined above.

When considering admissions, we use the following criteria to inform our response. This is based upon an individual student's main area of need and their stage of learning. Our responses are in line with the Children's and Families Act 2010.

**For students being admitted into the main school (Key Stage 3 or 4)**

- ✓ Must have an EHCP
- ✓ The primary area of need (including their main presenting needs) must be **Cognition and Learning needs** and/or **Communication and Interaction needs.**
- ✓ Must be able to learn in groups of approximately 10-15 pupils with support from approximately two adults. NB: Where a pupil requires a higher level of adult support than described above (e.g. 1:1 support), then the LA would need to agree additional funding and/or resources to meet the child's need
- ✓ Plus:

| **Curriculum levels:** |
|---|
| ***In line with school provision:***<br>Students working at the equivalent National Curriculum expectations of Year 3 or below *(significantly below age-related expectations)* would have a peer group of similar students, and an appropriate curriculum approach to best meet their needs.<br><br>Therefore, provided a commissioned school place is available, Queen's Croft could meet need and offer a place.<br><br>***It is important to consider that year on year the academic levels of the cohort changes and therefore we consider the peer and learning groups of pupils on a case-by-case basis to ensure we consult in line with the child's best interests*** |
| ***Not in line with school provision:***<br>Students working at the equivalent National Curriculum expectations of Year 4 or above *(just below age-related expectations)* would **not** have a peer group of similar students, nor an appropriate curriculum approach to best meet their needs.<br><br>Therefore:<br>➢ *Queen's Croft is unsuitable for the age, ability, aptitude, or special educational needs (SEN) of the child or young person; or*<br>➢ *The attendance of the child or young person would be incompatible with the provision of efficient education for others; or*<br>➢ *The attendance of the child or young person would be incompatible with the efficient use of resources* |
| ***Not in line with school provision:***<br>Students working at the equivalent national curriculum expectations of pre-National Curriculum; including an Early Years Foundation Stage Curriculum *(substantially below age-related expectations)* would **not** have a peer group of similar students, nor an appropriate curriculum approach to best meet their needs. Often these students would require a less formalised learning environment, higher staffing ratios and a sensory enhanced environment which Queen's Croft High School cannot provide. |

Therefore:

- *Queen's Croft is unsuitable for the age, ability, aptitude, or special educational needs (SEN) of the child or young person; or*
- *The attendance of the child or young person would be incompatible with the provision of efficient education for others; or*
- *The attendance of the child or young person would be incompatible with the efficient use of resources*

**For students being admitted into the main school (Key Stage 5 – Post 16)**

- ✓ Must have an EHCP
- ✓ The primary area of need (including their main presenting needs) must be **Cognition and Learning needs** and/or **Communication and Interaction needs.**
- ✓ Must be able to learn in groups of approximately 10-15 pupils with support from approximately two adults. NB: Where a pupil requires a higher level of adult support than described above (e.g. 1:1 support), then the LA would need to agree additional funding and/or resources to meet the child's need
- ✓ Plus:

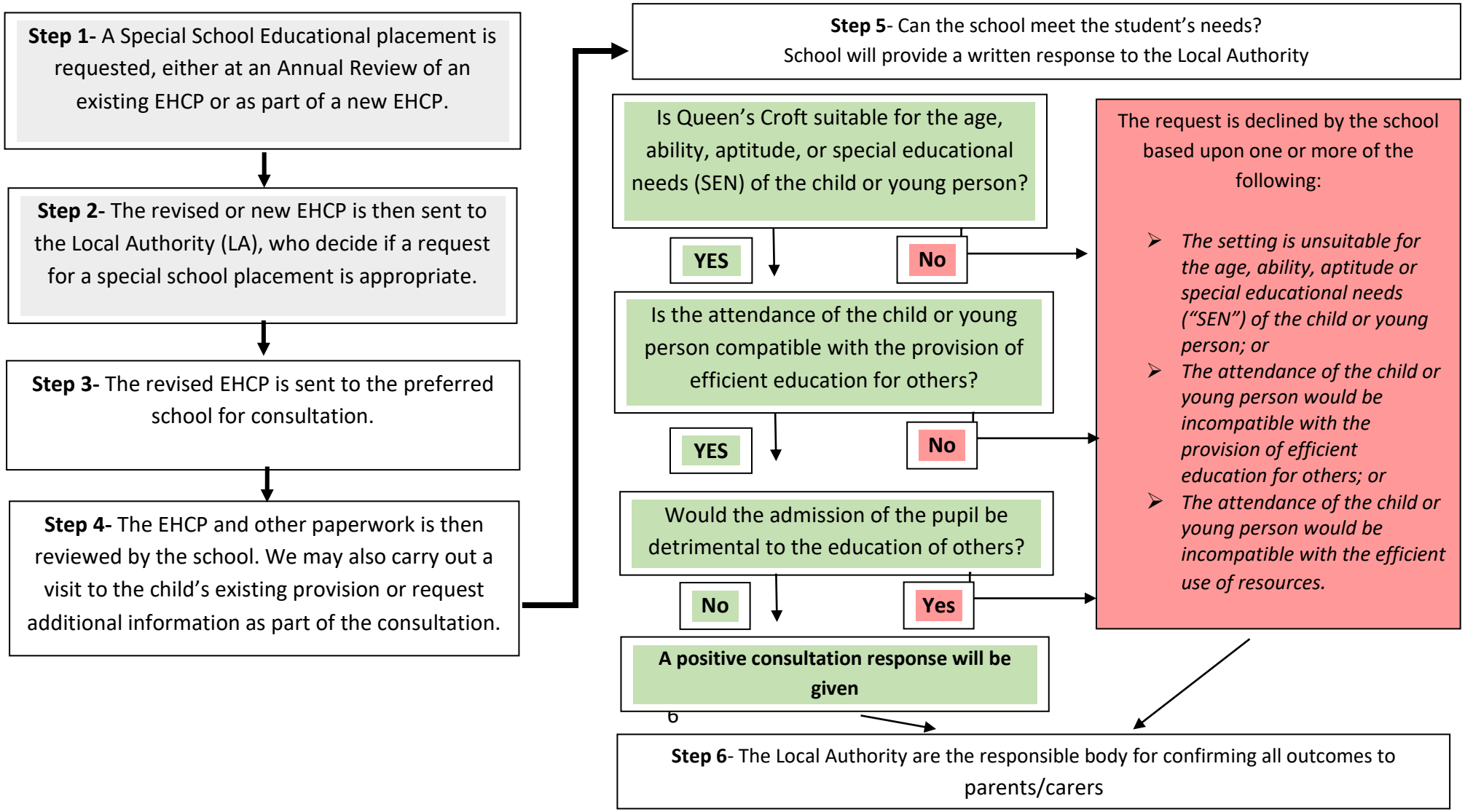
| **Curriculum Levels** |
|---|
| ***In line with school provision:***<br>Students working at the equivalent of Entry level 1 and 2 would have a peer group of similar students, and an appropriate curriculum approach to best meet their needs. Therefore, provided a commissioned school place is available, Queen's Croft could meet need and offer a place.<br><br>***It is important to consider that year on year the academic levels of the cohort changes and therefore we consider the peer and learning groups of pupils on a case-by-case basis to ensure we consult in line with the child's best interests*** |
| ***Not in line with school provision:***<br>Students working at the equivalent of Entry Level 3 or GCSE level would **not** have a peer group of similar students, nor an appropriate curriculum approach to best meet their needs. Therefore:<br>➢ *Queen's Croft is unsuitable for the age, ability, aptitude, or special educational needs (SEN) of the child or young person; or*<br>➢ *The attendance of the child or young person would be incompatible with the provision of efficient education for others; or*<br>➢ *The attendance of the child or young person would be incompatible with the efficient use of resources* |
| ***Not in line with school provision:***<br>Students working at the equivalent National Curriculum expectations of pre-Entry Level including an Early Years Foundation Stage Curriculum would **not** have a peer group of similar students, nor an appropriate curriculum approach to best meet their needs. Therefore:<br>➢ *Queen's Croft is unsuitable for the age, ability, aptitude, or special educational needs (SEN) of the child or young person; or*<br>➢ *The attendance of the child or young person would be incompatible with the provision of efficient education for others; or*<br>➢ *The attendance of the child or young person would be incompatible with the efficient use of resources* |

**3. Admission Procedures**

Queen's Croft High School will consider admissions for Year 7 & Post 16 as phase transfers, but will also consider 'in-year' admissions in line with the admissions policy and should there be a commissioned place available.

Queen's Croft High School is careful to follow the admissions criteria to ensure that where students are admitted we can meet their provisions and needs as outlined in their EHCP.

The flow chart below shows the consultation and admission process from the point of requesting a special school placement.



## 4. Transition Arrangements

Students offered a Year 7 place will follow the Key Stage 3 induction programme where they will:

- Be invited to an Open Evening with their parents/carers and the other pupils within the cohort. You will have a brief introduction from SLT and a tour of the school.
- Transitional afternoon with just the new cohort (a Fri PM in July)
- Transitional morning alongside the rest of the school (July)
- Transition documentation sent to current setting.
- A member of SLT will also visit the pupil in their current setting.

Students offered a Year 12 placement will follow the Key Stage 5 induction programme where they will:

- Be invited to a coffee morning with their parents/carers and the other pupils within the cohort. You will meet some of the current Post 16 students and the Pastoral Lead.
- Transitional morning alongside the rest of the school (July)
- A member of SLT will also visit the pupil in their current setting if they have not attended Queen's Croft High School previously, and a transition document will also be sent.

Students offered "in-year" placements will:

- Be invited to a meeting with a member of SLT to tour the school and discuss provision.
- Be invited to a transitional morning/afternoon within the class they will be joining
- Transition documentation sent to current setting.
- A member of SLT may visit them at the current setting.

For families who are receiving support from an external agency such as Social Care, NHS or CAMHs, a member of Queen's Croft's Inclusion Team will liaise with parents/carers and their support workers as appropriate. This ensures that Queen's Croft staff are well prepared to support the transition into school.

## 5. Advice for parents/carers on admissions.

Parents/carers will need to contact their Local Authority to discuss all the schools that may be able to meet the needs of their child. The Local Authority will make a recommendation of the nearest school that can meet the needs of the child.

In Staffordshire, the local SEND Information and Advice Service can be contacted through their website. https://www.staffs-iass.org/home.aspx

You can contact Staffordshire's School Admissions and Transport Service by:
Email: admissions@staffordshire.gov.uk
Telephone: 01785 278593
Or by post: School Admissions and Transport Service, Tipping Street, Stafford, ST16 2DH