



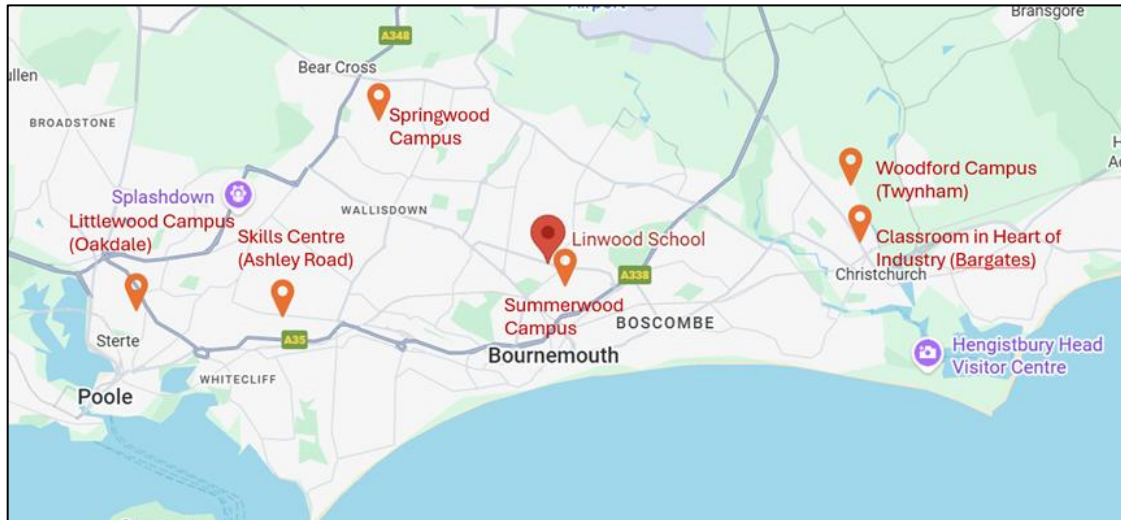
Linwood School Admissions Policy

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1. School Vision & Context

At Linwood School our vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment. All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support.

Linwood School is proud to offer high quality, supportive and well-matched education for children and young people with Special Educational Needs and Disabilities. The school has seven sites:



The school welcomes students from a wide geographical area and supports a comprehensive range of Special Educational Needs. Children and young people aged 5-19 (year 1-year 14) who attend **Linwood Campus** benefit from being part of a diverse community of individuals with a wide range of needs. Students follow the right curriculum pathway appropriate for their needs which will support them to achieve the best outcomes. Curriculum pathways are EYFS, Alma, Vita, Lumos and Post 16. Each curriculum pathway is designed to ensure that each individual has access to a relevant and meaningful curriculum.



Littlewood Campus is colocated with Oakdale Junior School and provides a bespoke EYFS offer for 12 children aged 3-7 who have a diagnosis of Autism and a further pathway for up to 18 children aged 3-7 who have a range of primary needs. Most children also have moderate to severe learning difficulties.

All children and young people who benefit from our purpose-built provision at **Springwood Campus** are aged 5-16 (year 1-year 11) and have a diagnosis of Autism. There are 13 classes for children who also have a learning difficulty of global developmental delay. These children follow either the EYFS or Vita curriculum and good Autism practice is embedded to ensure these students are able to access the learning opportunities provided.

Summerwood Campus is a small provision providing education and support for children and young people age 15-19 who have a primary diagnosis of Autism or SEMH with high levels of anxiety. This bespoke environment enables young people to focus on their academic studies as well as learning employability skills to support their journey into adulthood.

Woodford Campus has capacity to support 30 children with SEND who benefit from being educated within a mainstream school and the inclusion opportunities this provides them. Our Woodford students are aged 5-11 and have three well designed and equipped classrooms within Twynham Primary School. They follow our semi-formal curriculum pathway 'Vita' which ensures their learning opportunities are well matched to their individual needs.

CHI (Classroom in the Heart of Industry) is an employment and education training programme for 16-19-year-olds. It is a unique opportunity to undertake on-the-job training whilst working towards recognised qualifications that will enhance future prospects. The course acts as a gateway to employment by providing a blend of classroom based learning and practical supported real-life experiences in a range of workplace settings.

The Skills Centre relocated from Linwood Campus to a fantastic new building in 2025. This provision, located in Parkstone has an ideal location for enhancing the curriculum offer which has a focus on pre-employability skills as well as social and life skills. The cohort of 16-19 year olds also consolidate their previous learning through a skills based programme and a focus on community based learning.

In formulating its Admissions Policy, Linwood School recognises the importance of adherence to the regulations and the spirit of the Special Educational Needs and Disability Discrimination Act (2005), The Equality Act (2010), the SEND Code of Practice 2015 and the School Admissions Code (2021).



The process begins at the point at which an initial referral through the BCP Local Authority SEND Panel is received by Linwood School. The process is organised in such a way as to ensure that students coming into Linwood School have a sense of a warm welcome to their new school and that we get our professional relationship with field professionals off to a good start.

Our commitment to the student's education begins at the admissions panel and the foundations continue to be laid during the admission process thus setting the standard of the environment within which the student's care and education will take place.

2. General information

All admissions are administered by BCP Local Authority through the monthly Special Admissions panel process including consultations from BCP and other Local Authorities. As part of this process the school will consider the following general criteria:

- Can the educational needs of the student as outlined in the EHCP be met?
- Is the school currently resourced to meet the educational and non-educational needs of the student as outlined on the EHCP? If not, the school will enter into dialogue with the LA to establish a time scale for the resources to be provided.
- Is there a vacancy in the campus & class group appropriate for the student's chronological age and development stage?

The school accepts children and young people from Bournemouth, Christchurch, Poole, Dorset, the New Forest and Hampshire.

Parent/ carers and their child have an opportunity to visit the school and appropriate phase. Visits can be arranged by contacting the School Office at the relevant Campus.

Places are offered subject to availability and to the suitability of the placement to meet a child's perceived educational needs. In all cases, appropriate transition arrangements will be discussed in order to support a successful start to the placement.

3. Criteria for Admission

3.a) To be admitted to **Littlewood Campus, Linwood Campus, Woodford Campus & the Skills Centre** a student must fulfil the following criteria:

An EHCP (Education, Health and Care Plan) or a draft EHCP (in certain circumstances) will be required before consideration can be given for admission. Students must be working at levels significantly below their chronological age in most, if not all subject areas.

At Linwood Campus there are no fixed place numbers relating to the category of learning difficulty or Key Stage.



Places are allocated on vacancies within groups rather than overall vacancies within the school.

The Skills Centre is a Post 16 placement. Most students who attend the Skills Centre will previously have attended either Linwood or Springwood Campus or another SEND school.

The School may, in certain circumstances admit students beyond internally agreed class numbers if the school is confident that in doing so the needs of the students in the group are not compromised.

3.b) In order to be admitted to **Classroom in the Heart of Industry (CHI)** project, a student must fulfil the following criteria:

An EHCP (Education, Health and Care Plan) or a draft EHCP (in certain circumstances) will be required before consideration can be given for admission, working at Entry Level 1 and above in English and Maths.

Interested students make an enquiry by phone or e-mail and arrange to visit the provision. The CHI lead talks with the student and their family about the programme and visits the potential workplaces used in the first year.

3.c) To be admitted to **Springwood** the following admissions criteria apply. Students must:

- have an EHC plan,
- have a diagnosis of Autistic Spectrum Disorder,
- be attaining at levels significantly below age related expectations.

The students' presenting difficulties must indicate that:

- they would be unable to tolerate their class and school/nursery environment (including break and lunchtimes) for a significant part of the day with support in a mainstream setting,
- they would be unable to access school and classroom activities planned by their class teacher in a mainstream setting.

In addition they may have:

- difficulty initiating appropriate social interactions and demonstrates clear examples of atypical or unsuccessful responses to social interaction of others;
- stereotyped or repetitive movements, phrases or periods of withdrawal which increase when anxious;
- difficulty with transitions;
- hyper or hypo – reactive to sensory input, including vestibular and proprioception which is difficult to regulate in a mainstream environment or resourced provision and is significantly impacting on their ability to learn.



3.d) To be admitted to **Summerwood**, the following admissions criteria apply. Students must:

- have an EHC plan working at Entry Level 2 and above in English and maths.

Most students have a diagnosis of Autism or an SEMH primary need, & would benefit from the provision & practice supportive of Autism.

Students will need to visit the provision. Taster days may be required to assess suitability of the programme.



4. Dysregulated & Externalised SEMH led behaviour across Campuses:

If a student currently exhibits or has a history of exhibiting dysregulated behaviour, the following criteria should be met:

- Pre-placement risk assessment indicates that the hazards in the behaviour can be managed so as to avoid significant harm to the student and others.
- Pre-placement risk assessment indicates that the hazards can be managed so as to avoid unacceptable harm, fear or abuse of others and unacceptable damage.
- If the student needs or might need to be withdrawn from situations in which risky behaviour is likely to be displayed, there is an adequate withdrawal space near the student's class.
- The Local Authority is willing to fund the staff assessed as necessary to manage the student's needs.
- The school is confident that the student can make progress in respect of his/her regulation needs with existing levels of experience and expertise in the staff team.

5. Admission Process (Please also see Appendix 1 – internal admissions process)

If parents/carers would like their child to be considered for placement at one of the Linwood Campuses then they need to notify the Headteacher and SENCO of their current School, if applicable, and the SEN Team within their Local Authority.

A fortnightly panel meeting is held which is chaired by BCP Local Authority SEN Team and the Executive Headteacher and Senior Leaders from the Linwood Campuses attend. Admissions may be made at any time during the school year, including Post 16, but the majority take place in September.

Places are offered subject to availability and to the suitability of the placement to meet a child's educational needs.

We reserve the right to make a professional judgement about where we place our students in the School and any changes that are made will be done after considerable thought. The decision to move a student from one Campus to another will be based on the professional judgment of the school team and in liaison with the student and their parents/carers.

An essential requirement of a student joining the school is that parents/carers wish to develop a sense of mutual co-operation on behalf of their child. Parents/carers will be requested to sign the School's Home / School Partnership Agreement although admission is not dependent on signing the document.



When parents/carers formally request a place for their child and this is agreed, a letter of confirmation is sent to the parents by the Local Authority and the provision will be named on their EHCP. The Local Authority will then inform parents regarding transport arrangements.

On occasions the Local Authority may request for a pupil to be placed on an assessment basis. The Executive Headteacher, in conjunction with the Senior Leadership Team, will make the decision to agree to or decline the request. The duration of the assessment placement and a review date will be set before the pupil starts and a decision will be made at the end of the placement whether the school is an appropriate provision to meet the needs and a place can be offered.

In order to make the right decision, school representatives may visit the student in his/her current setting, observe his/her presentation and assess the suitability to meet the child/young person's needs at Linwood School.

Issues relating to offers of a place by the Local Authority which conflict with parental preference for an alternative provision will be dealt with by the appropriate Local Authority.



Appendix 1

Linwood Internal Admissions Administration Process

1. Special Admissions Panel

Panel takes place to determine the child's specific needs, if we can meet them and the most appropriate campus (if applicable). SAP responses are shared with ECCHO's via BCP Panel spreadsheet. Observation may be required/offered before confirmation can be given. If observation is undertaken, communication of outcome is then given once established.

2. Communication of Outcome Offer

- Place offer sent via email to ECCHO which includes proposed start date, locator number and campus.

Refusal

- Formal response sent via email to ECCHO from SAP administrator if from Panel or by school if after an observation.

3. Post-Offer Actions

- When the LA accepts the place, confirmation will be given by Head of Campuses that admissions paperwork can be sent to the parent (for in-year admissions) or that the student will be added to the September intake class list.
- Curriculum Pathway/Campus Leads notified to arrange welcome meetings where required.
- Curriculum Pathway/Campus Leads to advise on the tutor group that the student will be enrolled in.

4. Preparing and Sending Admissions Paperwork

When it is time for paperwork to be issued:

- Prepare the admissions pack relevant to the offered campus (Administration Officer overseeing admissions responsible for Linwood, Springwood, Woodford, Littlewood, Post 16 Skills Centre and Summerwood. CHI Administration Officer responsible for CHI).
- Send the pack to the parent/guardian.
- Email sent to the parent to confirm the pack is on the way.
- Student and parent information added to the admissions tracker.

5. Initial Setup on Arbor

Before paperwork is returned:

- Create the basic student profile on Arbor to include name, DOB and address.
- Add top-up funding marker
- Add locator at enrolment.
- Add home local authority.

6. Processing Returned Admissions Information

When the completed admissions pack is returned:

- Add all information to the relevant sections on Arbor.



- Upload the birth certificate as part of identity verification.
- Share Diverse Abilities information and consent to assessment and treatment with the nursing/therapies team
- Share Evidence for Learning forms with the exams team.
- Notify the IT department of the new starter.
- Update the T2P platform so it pulls through new starter information.
- Notify Emma Sherwood/Kitchen of any specified allergies or dietary requirements
- Notify Safeguarding teams to open CPOMS profile and transfer any notes
- Notify the Annual Reviews Teams and IAG (If year 8 and above) teams of new starters.
- Action the clothing grant process if the form is completed.
- Flag new starter to reception teams to be added to Parentmail
- Schedule enrolment information on Arbor

7. Immediate Admission Actions

- Request records from the previous school once the student arrives (CTF file and safeguarding information). CTF file includes UPN and ULN information. If these have not been previously assigned, Admissions Officer to issue via MIS and the Learning Record Service.

8. Post Admission Administration

- Update the school census at the next census point.
- Notify the LA of the new admission in LA Monthly Return