



Admissions Policy

The Bridge School

<u>Ratifying Committee</u>	<u>Finance, Personnel, Premises and General Purposes Committee</u>
<u>Date</u>	<u>October 2026</u>

Policy Statement

The Bridge School is a special school for children and young people with profound, severe and complex learning needs. The school is committed to providing a high-quality, inclusive educational experience that meets the individual needs of all pupils.

This policy outlines the arrangements for admission to The Bridge School and should be read alongside relevant local authority guidance, the Children and Families Act 2014, the Equality Act 2010, and the SEND Code of Practice.

The Bridge School operates across three sites:

- Hadley Site
- Madeley Site
- Wrockwardine Wood Infant Site

Admission to The Bridge School is determined through the Education, Health and Care Plan (EHCP) process and in consultation with the Local Authority.

1. School Designation

The Bridge School provides specialist education for children and young people whose needs will include:

- Profound and Multiple Learning Difficulties (PMLD)
- Severe Learning Difficulties (SLD)

In addition to the above, pupils needs may include:

- Complex medical needs
- Physical disabilities
- Sensory impairments
- Communication and interaction difficulties
- Autism Spectrum Condition
- Additional associated social, emotional and developmental needs

The school's purpose is to provide an environment where pupils can access a personalised curriculum and specialist support appropriate to their individual needs.

2. Admission Criteria

This is a maintained day special school for pupils:

- from Reception to Year 11 who have profound/severe learning difficulties.
- from Reception to Year 11 who have profound and multiple learning difficulties with complex medical needs who are non-ambulant within specialist class provision.
- who have profound and multiple learning difficulties with complex medical needs who are non-ambulant from years 12-14 within specialist class provision.
- who have profound and multiple learning difficulties with complex medical needs who are non-ambulant when they are aged 3 years old within specialist class provision (part-time provision)

Admission to The Bridge School will normally be considered where a child or young person:

- Has an Education, Health and Care Plan (EHCP).
- Has needs consistent with the designation of the school.
- The pupil's identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice.
- Requires specialist provision beyond that which can reasonably be provided within a mainstream setting/Inclusion Hub.

3. Admission Process

Admissions are coordinated by the Local Authority.

When a placement is being considered, the Local Authority will consult with The Bridge School and provide relevant information, including:

- The EHCP.
- Educational reports.
- Medical advice.
- Therapy reports.
- Information from the child's current educational setting.

The Headteacher and senior leaders will carefully consider whether:

- The school can meet the child's identified needs.
- Appropriate staffing and specialist resources are available.
- The placement is compatible with the efficient education of other pupils.

The final decision regarding admission rests with the Local Authority in accordance with statutory guidance.

4. School Capacity

The school operates within an agreed capacity determined by the Local Authority and the school's funding agreement or published admission number where applicable.

Capacity considerations may include:

- Overall school roll.
- Capacity within specific year groups or classes.
- Class composition and pupil needs.
- Availability of specialist facilities and resources.
- Staffing levels and expertise required to deliver provision specified within EHCPs.
- Outcome from the DFE Net Capacity Assessment

The school will work collaboratively with the Local Authority to consider all consultation requests. Each consultation will be considered on an individual basis, taking account of the school's ability to meet the needs of the pupil and maintain effective provision for all learners.

5. School Visits and Tours

The Bridge School welcomes enquiries from parents, carers and professionals who wish to learn more about the school's provision.

Visits provide an opportunity to:

- View the school's facilities and learning environments.
- Meet members of the leadership team.
- Learn about the curriculum and therapeutic support available.
- Gain an understanding of the school's specialist provision.
- Understand the organisation of provision across the three school sites.

Due to increasing demand for places at The Bridge School, visits may be arranged as part of scheduled group tours rather than individual appointments. Tours may include several families visiting together and will take place on designated dates throughout the academic year. This approach enables the school to manage requests efficiently whilst minimising disruption to pupils' learning and wellbeing.

Visits may be arranged at the site most relevant to the child's age and identified needs.

Attendance at a visit or tour does not guarantee admission to the school or placement at a particular site.

6. Allocation of School Site

As The Bridge School operates across three sites, admission to the school does not automatically mean admission to a particular site.

Pupils will be allocated to a site based on:

- Their age and phase of education.
- Class organisation and group composition.
- Availability of places.

Placement decisions will be based on the individual's needs and the most appropriate provision available at the time of admission. The placement of pupils is determined by the Headteacher.

The school reserves the right to review and amend site placements where this is necessary to meet a pupil's needs or to support the efficient operation of the school.

7. Transition Arrangements

The Bridge School recognises the importance of a carefully planned transition process.

Prior to admission, the school may:

- Visit the child in their current setting.
- Meet with parents, carers and professionals.
- Review relevant documentation.
- Arrange transition visits and familiarisation sessions.
- Develop an individual transition plan where appropriate.

8. In-Year Admissions

Applications for admission during the academic year will be considered in accordance with the criteria set out within this policy. The Bridge School recognise that the Local Authority may consult for a placement due to movers into the local area and other emergency reasons.

The Local Authority will consult with the school before any placement is agreed.

9. Equality and Inclusion

The Bridge School is committed to promoting equality, diversity and inclusion.

The school will not discriminate on the grounds of:

- Disability
- Race
- Religion or belief
- Sex
- Gender reassignment
- Sexual orientation
- Age

Admissions decisions will be made fairly, transparently and in accordance with statutory requirements.

10. Review of Policy

This policy will be reviewed annually by the Governing Body or sooner where changes in legislation, local authority guidance or school organisation require it.