



Linden Lodge School

Provider of specialist education since 1903

Title:	Admissions Policy
Type:	POLICY

Review Cycle Frequency:	1 year
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Lead Staff:	Co-Headteacher
Support:	Admissions Team

VERSION CONTROL:

Version No	New document or reasons for revision	Agreed by	Date
1	Migration to new document version control system	Office	April 2021
2	Lead staff updated		Sept 2022
3	Reviewed		Autumn 2023
4	Reviewed & updated	Admissions Team	Spring 2025

LINKED INTERNAL DOCUMENTS:

Equalities Statement
Equality, Diversity and Community Cohesion Plan
Residential Statement of Purpose
Safeguarding and Child Protection Policy
School Accessibility Plan
Supporting pupils at school with medical conditions
Therapy Policy
Waking Day Curriculum Policy

LINKED EXTERNAL DOCUMENTS:

School Admissions Code 2021
School Admissions Appeals Code 2022
SEND code of practice: 0 to 25 years 2014

Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact co-headteachers@lindenlodge.org.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our school's commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

LINDEN LODGE DAY AND RESIDENTIAL SCHOOL ADMISSION CRITERIA

Linden Lodge is a day and residential school specialising in the education of children and young people with visual and multi-sensory impairment. Linden Lodge provides 153-day places for children and young people from 2-19 years of age.

We are committed to all aspects of education and promote the holistic development of each and every student. To realise this, we work in partnership with parents, carers and our student families to support each individual to achieve their full potential.

In addition to a vision impairment, hearing impairment, multi-sensory impairment or deafblind many of our pupils have complex additional needs such which may include medical and learning needs.

Pupils at Linden Lodge School have an Education Health Care Plan (EHCP).

We have pupils from a wide area and offer residential provision. We offer boarding 4 nights a week Monday to Thursday inclusive. Residential placements can also be offered for 4 nights or less.

We welcome consultations at any point in the pupil's educational journey.

A number of students transfer to the school from mainstream schools and we offer a range of Inclusion opportunities for pupils who need the highly specialist provision of a special school with an EHCP.

The admissions procedure

Student's families and carers are welcome to arrange a visit to the school. During the visit they will meet with a member of our Senior Leadership Team and have the opportunity to talk about their child/young person's special educational needs followed by a tour of the school. Please contact the school office to arrange a tour on 020 8788 0107 option.5 for the PA to the Co-Headteachers.

All consultations for admissions are made through the Local Authority. Parents/carers wishing to apply for a place at Linden Lodge School should contact their Local Authority SEND team.

Once Linden Lodge receives papers from the consulting Local Authority, the prospective student will be invited to an initial assessment by a multi-disciplinary team to confirm the pupil's needs and to ensure that our provision is appropriate.

Following the assessment, the school will submit a formal response to the consultation to the relevant local authority indicating whether we feel we can meet the pupil's needs and setting out our proposed provision.

Our provision

The education of pupils with sensory impairment is highly specialist and therefore we have specialist teachers, a specialist sensory curriculum and extensive specialist resources and facilities on our campus.

These include:

- QTVI, QTMSI, ToD, or teacher and appropriate specialist staff, will support the pupils
- Specialist curriculum modified for visually impaired pupils
- Annual Functional Vision Assessment (FVA) Suite and individual FV programme/Compensatory Skills Assessment (CSA)
- Annual Hearing Screening conducted onsite
- Full NHS standard Audiology Suite
- Core curriculum plus specialist extended curriculum for Art, Music and P.E.
- Weekly swimming / hydrotherapy with required risk assessment
- Positive Behaviour Support plan (PBS) & risk assessment, where appropriate
- All students receive an individualised manual handling assessment
- Individual programme based on EHCP outcomes
- Resources personalised to meet the pupil's vision, sensory and cognitive needs
- Access to a physical environment, both internal and external, modified for the visually-impaired
- Access to specialist resources for the visually-impaired (e.g. Objects of Reference, Braille, Moon) from our onsite Learning Resources Centre.
- Access to externally accredited qualifications
- Rebound therapy, where appropriate, and required risk assessment
- Liaison with external agencies (e.g. CAMHS, Social Care, EPS)
- Access to Creative Therapeutic Arts Team professionals, where appropriate
- Sensory rooms
- Student council
- Community links
- Careers profiling and work experience opportunities.
- Support from Mental Health Champions if required
- Educational Psychologist referral and assessment if required
- Onsite Pets as Therapy (PAT) dog

Our expectations for each pupil are high and we understand that each pupil with a sensory impairment has a unique diagnosis and learning profile. We have specialist centres for pupils with profound multiple learning needs and also for pupils following the National Curriculum and a range of GCSE, BTEC and externally accredited pathways.

We, therefore, offer a range of curriculum pathways each tailored to pupils' needs and abilities delivered through our departmental and specialist centres. A number of our centres are in separate purpose-built accommodation on site.

We want our pupils to reach their potential and achieve as much independence as possible. Every pupil has, in addition to their curriculum targets, personal goals to optimise their use of vision, hearing and other senses.