

Foreland Fields School

Admissions Policy



Governing Body Approval and Categories

Date of Last Review / Scrutiny	29 th September 2026
Date (Month / Year) of Next Review /Scrutiny	29 th September 2029
Date Policy was Ratified	7 th October 2026
Category of the Policy	General
Named Lead for Writing the Policy	Headteacher
Named Governor for Scrutiny	Chair of Learning and Development
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	
Signed – Vice Chair of Governors 	Date 7/10/26

United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School and thereby this policy ensures that the following rights are acknowledged:



Article 5 (parental guidance and a child's evolving capacities) - Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights.

Article 12 (respect for the views of the child) - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 23 (children with a disability) - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 28 (right to education) - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

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Related Guidance and Documents

This policy is written in line with the requirements of:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0 – 25 Years 2015
- Equality Act 2010
- School Admissions Code September 2021
- The Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions 2015

Related School Policies

This policy should be read in conjunction with the following school policies:

- Child Protection Policy
- Positive Behaviour Policy
- Discipline and Conduct Policy
- Dignity and respect at Work Policy
- Prevent Policy
- Registration Policy

School Designation

Foreland Fields School is a Foundation Special School in the Thanet area which provides for students aged 4 to 19 who have Profound, Severe and Complex Needs (PSCN). Some of these students have additional difficulties arising from physical disabilities or sensory impairments (visual and hearing difficulties) or Autistic Spectrum Disorder / Communication & Interaction Difficulties.

Students can be admitted to Foreland Fields School on a full-time basis to the Infant Department from age 4/5, to the Junior Department from age 7, to the Secondary Department from age 11 and to the Sixth Form from age 16. Technically, transition from each department occurs in the academic year after they become this age.

Foreland Fields School has joined other Kent Special Schools in a shared charitable co-operative trust named The Kent Special Educational Needs Trust (KsENT). Foreland Fields School has committed to working as an equal partner with the other schools in order to ensure our students benefit from a sustainable educational partnership.

Admissions

All students of statutory school age at Foreland Fields School must have an Education Health and Care Plan (EHCP).

In order to be admitted to Foreland Fields School a student will have described needs that fall within one of the school's designated categories of need.

Students with Profound or Severe needs will exhibit many of the following:

- A severe developmental delay or severe learning disability.
- An uneven profile of abilities with the majority of abilities within the severe learning disability level.
- Prediction of a high level of dependency throughout his/her life.
- Severe under-functioning in most aspects of school and social life, with some abilities at a higher level.
- Requirement for multi-agency input from both Health and Social Services with access to after-school respite care.

Students with Complex needs will have:

- An uneven profile with higher levels of attainment and functioning in some curricular areas. These students will have 'complex' needs which are the result of two or more combinations of need in addition to cognition and learning (i.e. physical, sensory, medical, communication and interaction) and would experience considerable difficulty in accessing mainstream school.

The school has additional provision for students with:

- Severe Communication and Interaction Needs and Learning disabilities.
- Autism and Severe Cognitive Impairment.
- Hearing Impairment.

Students with severe communication and / or interaction needs associated with a combination of autism and learning difficulty will present with many of the following:

- A diagnosis of autistic spectrum disorder or pervasive developmental disorder.
- A learning disability.
- Severe impairment in reciprocal social interaction and in communication.
- Restricted, repetitive and stereotyped patterns of behaviour, interests, movements and activities. A specific interest in non-functional objects (such as their smell or feel); and there may be a resistance/fear of changes in routine or in details of the personal environment (such as the movement of ornaments or furniture in the family home).
- In addition to these diagnostic features, the student may exhibit a range of other non-specific problems such as fear/phobias, sleeping and eating disturbances and aggression. Self-injury (e.g. by wrist biting) may also be evident

Students may also have a specific language impairment (specific speech and/or language disorder) as opposed to a language delay. Students will have long-term severe speech and language difficulties that cause substantial and extensive barriers to learning. The student will present with many of the following:

- Measurable speech and language behaviours which are long term and significantly below those of (mainstream) peers.
- Speech production that severely limits participation in classroom activities.
- Extensive difficulties in meeting the language demands of ordinary learning difficulties.
- Severe difficulties in communication with peers, leading to social isolation and apparent behaviour difficulties.

- A high level of frustration caused by inability to participate in the classroom or interact with peers.

Admissions Criteria

Students can have uneven profiles of ability, but will generally be working at, or below the following:

- Admission into Key Stage 1: Below or at pre-Key Stage 1 standards
- Admission into Lower Key Stage 2 (Years 3 & 4): Below or at pre-Key Stage 1 standards.
- Admission into Upper Key Stage 2 (Years 5 & 6): Below or at pre-Key Stage 2 standards.
- Admission into Key Stage 3: Below or at pre-Key Stage 2 standards.
- Admission into Key Stage 4: Typically working within the Year 3 curriculum or below.

Although this is the stated criteria of the local authority (LA), the Governors of Foreland Fields School consider that it is not possible to provide a full curriculum entitlement to students working at a Year 3 Curriculum level or above in a PSCN school. Placement for such students would either require shared placement with, or inclusion into another school, or an alternative placement. Issues are discussed on an individual basis at Secondary Transfer.

Admission Procedures for Foreland Fields School

Students become known to Foreland Fields School as prospective students via a number of routes:

Informal Enquiries from Parents/Carers

Parents are welcome to phone or visit the school in order to help them decide on the type of special school provision that may be suitable, and that they may prefer for their child. All are advised however that if they wish to formally request a placement, this must be done through the area office.

Formal Requests from the LA

School age students, papers are sent direct to the school for consideration by the KCC placement team. As well as those who are being considered for admission to Foreland Fields School as their first school placement (Year R), requests are also made for students who have either recently moved into the area, or who are, for whatever reason, needing a change of school placement.

Wherever possible, the school would prefer to meet a student prior to considering his or her suitability for placement, i.e. as well as reading reports, assessments, etc. This can be achieved either by the student visiting Foreland Fields School or by a member of the Leadership Team visiting the student in their current placement, or in their home.

All requests for, or expressions of interest in, placements are recorded by the school. No offer of a place can be made until an official referral has been sent to the school through the Local Authority. These are then considered by the Headteacher and the Leadership Team. The Headteacher will then advise Local Authority Officers as to whether the school is suitable and also whether there are any places available in an appropriate class.

The decision of the school may result in further discussion with the Local Authority, or at times in a 'direction to take' from the LA. The School Admissions Code (2021) makes clear that the LA has the power to 'direct' a maintained school for which it is not the admissions authority (i.e. foundation and voluntary aided schools, and academy trusts), to admit a child in the area, even if the school is full.

Before directing a school to admit, the LA must consult the Governing Body, the parent/carer of the child and the child themselves if the student is over compulsory school age. If the LA decide to give a direction following consultation, it must notify the Governing Body and Headteacher of the school concerned but the Governing Body may appeal the decision to the Schools Adjudicator within 15 days. If it does this, the Governing Body must tell the local authority. The local authority must not make a direction until the 15 days have passed and the case has not been referred.

School Accommodation and Impact on Student Numbers

There is considerable pressure on the school's accommodation due to rising numbers. Should the school receive referrals even if they meet the admissions criteria of the school, regrettably they may have to be turned down, unless a 'direction' is received from the LA.

In line with the requirements of the SEN and D Code of Practice (2015) Foreland Fields School will '*use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN*'.

Entry Arrangements

Once an admission has been formally agreed with the LA, a letter of confirmation will be written by the LA to the student's parents/carers. This is closely followed by a letter from the school including a set of admission and consent forms for parents/carers to complete and return to the school.

Parents/carers are required to bring an original copy of the students' birth certificate to the school office prior to admission.

If the admission is for September, the parents/carers will be invited to an Open Evening in the preceding July, where there will be a chance to meet the staff (Teachers and Teaching Assistants) who will be working with the student, hear about the organisation and expectations of the pathway, and visit the classroom where the student will be based.

Secondary Transfer

Key Stage 2 Students attending Foreland Fields School

Whilst a high percentage of students who have been through Key Stages 1 and 2 at Foreland Fields School remain at the school for Key Stages 3 and 4, this is not assumed. At the students' Annual Review in Year 5, secondary transfer will be discussed with parents/carers. As a result of this discussion, it may be relevant for parents/carers to visit other local provision to support their expression of choice. Parents will receive an email from the local authority with a link to a form they need to complete in order to express a preference for their child's secondary education.

Parents of students already at Foreland Fields School who express a wish for their child to remain, can usually expect a place to be granted in the school's Secondary Department (Key Stages 3 and 4) as long as it is best suited to continue to meet the child's needs. However, these parents again will need to express their preference via the form, the link to which is sent by the local authority.

Key Stage 2 Students attending schools other than Foreland Fields School

The same process applies to students in other schools, in that if they have an EHCP, their placement and provision will be reviewed annually, but in particular during Year 5. If another placement is to be considered, parents are encouraged to visit other possible schools and express their preference on the form, the link to which is sent by the LA. These choices will be considered at the LA's Secondary

Transfer Panel, offers made and, if accepted, amendments made to the EHCP. If a place at Foreland Fields School is offered, contact will be made with the parents and the students' current school, to discuss transition support arrangements.

Entry to the School's 6th Form

As in secondary transition, the majority of students already at Foreland Fields School in Year 11 transfer to the 6th Form. This is not assumed however, but considered and planned for from the students' Transition Review in Year 9. Students will then usually remain in the 6th Form for 3 years, leaving at the end of Year 14, the year in which they reach their 19th birthday. This again is not assumed, but discussed at each Annual Review. Occasionally students leave before the end of Year 14, if alternative or more suitable post-school placements are available before this point. Again, as with secondary transfer, parents of students in Year 10 will be asked to express their choice for their child's ongoing educational provision. The school will write to parents in the autumn of the year to give advance notice that this decision will be needed. By the LA on an online form.

Post 16 placement of students in Year 11 in other schools should again be considered through Annual Review systems, in particular from Transition in Year 9 onwards. Parents will be directed to complete an online application form expressing their choice of post 16 placement.

Our School Curriculum

The Majority of students in Reception and Key Stage 1 follow the Foundation Pathway which is based on the Early Years Foundation Stage Framework. In addition to this we have chosen to develop 4 distinct pathways to reflect the wide range of abilities and needs of our students. Students will follow a personalised route along one of these pathways. Each pathway will provide an appropriate and challenging curriculum, which meets the unique and diverse needs of all our students.

Details of the curriculum pathways can be found on the school website: www.foreland.kent.sch.uk



KsENT Special Schools: Admissions Guidance

Foreland Fields School



Name of school	Foreland Fields School
Address:	Newlands Lane, Ramsgate, Kent CT12 6RH
Tel:	01843 863891
Email:	foreland@foreland.kent.sch.uk
School Type:	Foundation Special School
Designation:	PSCN (Primary, Secondary and 6 th Form) plus O&A Nursery Provision
Primary Need:	Broadly speaking, most students admitted to Foreland Fields School would have; • Profound and severe physical disabilities with associated learning difficulties. • Severe Communication and interaction needs and learning disabilities • Autism and severe cognitive impairment. Students may also have • Severe learning disabilities as identified by cognitive assessments. • Hearing Impairment / Deafness with additional special educational needs.
Class structure	Age bands/needs led
District Served:	Thanet and outlying areas
Area:	South East Kent
Age range:	≥ 4 - 19

Description of the school

- The school is divided into age-banded departments with needs-led classes following one of 5 distinct curriculum pathways, which ensure that the child is at the centre of all learning.
- The majority of students in Reception and Key Stage 1 follow the Foundation Pathway which is based on the principles of the Early Years Foundation Stage Framework.
- From Key Stage 2, students follow 4 distinct pathways to reflect the wide range of abilities and needs. Some students with more complex needs within Year R and Key Stage 1 also follow one of these pathways; either the Explorers or Adventurers Pathways.
- Each pathway provides an appropriate and challenging curriculum, which meets the unique and diverse needs of all our students. Details of the curriculum pathways can be found on the school website.
- The school operates satellite provision in a nearby Primary School, Secondary Academy and nearby College. Students attending our satellite provision follow our Pioneers' Pathway which is designed for students who are working towards, or within National Curriculum levels, but at a lower level than their chronological peers.

Website: www.foreland.kent.sch.uk