



# Admissions Policy

## Life Skills Enterprise

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|-----------------------|----------------------------------------------|
| Prepared by           | Life Skills Enterprise / Cavendish Education |
| Effective date        | 9 October 2026 (subject to approval)         |
| Next scheduled review | September 2027                               |
| Version               | V1.1 - proposed                              |
| Approval status       | Revised LSE policy - draft for approval      |

Prepared from the current September 2026 Admissions Policy published on the Life Skills Enterprise website on 2 October 2026. Existing criteria are preserved in substance; new safeguarding transition procedures are highlighted.

## 1. Introduction

Life Skills Enterprise (LSE) provides 39 weeks of full-time education for boys and girls with autism. Its registration and age range determine admissions, and Year 6 pupils may be considered where permitted to support transition. The school seeks to ensure that the provision offered matches the pupil's assessed needs. Pupils are generally referred by local authorities, including Kent County Council.

## 2. Consideration of placement

- The pupil has a current Education, Health and Care Plan (EHCP), or their EHCP position has been explicitly agreed with the placing local authority in accordance with LSE's registration and lawful admissions arrangements.
- Funding for the placement has been formally agreed with the placing local authority.
- The needs of the pupil and the proposed provision can be met within the school's registration and resources.
- The placing authority and previous education setting provide current EHCP reviews, IEPs, professional reports, attendance and other relevant information.
- Placing authorities, parents/carers and relevant professionals understand the school's policies and partnership expectations.
- The pupil's admission can be managed safely and effectively alongside the rights, safety and education of other pupils.
- A suitable place is available in the relevant class/year group.

## 3. Admissions criteria and assessment

- LSE considers whether academic, cultural, communication, physical, social, emotional and sensory needs can be met.
- The suitability of a class group of up to ten pupils is considered on the basis of assessed needs, required reasonable adjustments and staffing arrangements.
- LSE specialises in pupils whose primary needs relate to autism, including pupils experiencing disrupted schooling, anxiety, sensory difficulties, social communication needs or low self-esteem.
- The school liaises with health services, CAMHS, children's social care and other professionals where appropriate.
- Initial enquiry may be made by telephone, letter or email; the placing authority will provide the EHCP and relevant reports before final placement decisions.
- Pupils and parents/carers are invited to develop a constructive partnership with the school, including the home-school agreement.

## 4. Pupil-friendly interview - meet and greet

A pupil-friendly visit is arranged for the child/young person and family to meet school staff, view the setting and discuss support. A taster day or informal assessment may be offered to examine how well LSE can meet the needs set out in the EHCP. The Headteacher, Paul Barrett, coordinates the decision and communication with the placing authority and family, supported by the SENDCo, Craig Kelly, and relevant teaching and therapy staff.

## 5. Six-week assessment period

During the first six weeks staff assess educational starting points and social, emotional, communication and sensory needs in the LSE setting. Staff liaise with parents/carers and professionals as required. The Headteacher and teaching team consider the information gathered and ensure that targets, support arrangements and EHCP provision are reviewed. Parents/carers are encouraged to participate in ongoing progress reviews, annual EHCP reviews and school meetings.

## 6. Safeguarding and welfare information on admission and transition (NEW)

Section 16LA of the Children Act 2004, inserted by section 4 of the Children's Wellbeing and Schools Act 2026, came into force on 30 September 2026. Where LSE, acting through its authorised staff, holds information about a child or another individual connected to the child which it considers relevant to safeguarding or promoting the child's welfare, it must disclose the relevant information to another organisation or practitioner within section 16LA(4) if and insofar as LSE considers disclosure may facilitate that recipient's relevant safeguarding or welfare functions (including services provided under qualifying arrangements). The duty also applies to relevant requests

received from an eligible recipient. These decisions are not dependent on a threshold of significant harm being reached.

For a pupil joining or leaving Life Skills Enterprise, including an in-year transfer or a move across local authority boundaries in England, the DSL will communicate with the counterpart DSL and the placing/home local authority as appropriate. The school will request and provide relevant child protection, safeguarding, attendance, early-help and welfare information promptly and securely to eligible recipients, including information needed before the first day to allow appropriate protection, reasonable adjustments and support. The child protection file will be transferred separately from the general pupil file, ordinarily within five days of an in-year transfer or the first five days of a new term, with earlier contact where risk or complexity requires it. Record the request, sent material, recipient verification, receipt acknowledgement and any outstanding documents; escalate missing or uncertain destinations under the Children Missing Education procedures.

Before a new pupil starts, Craig Kelly (DSL/SENDCo), with Paul Barrett (Headteacher) and Kim Ochs (Pastoral Lead), will identify what information is needed to put proportionate safeguards and support in place. This may include child protection and Early Help histories, mental health, attendance and missing episodes, risk assessments, communication needs, professional involvement, care status, family context, and safety or welfare concerns relevant to the child. Information requests are purpose-limited and sent securely to verified recipients. LSE will proactively inform the receiving school and relevant local authority of material changes when a pupil leaves, even where risk has not escalated to significant harm.

Admissions administration must not treat a missing EHCP or incomplete paperwork as a reason to overlook an immediate welfare or child protection concern. The DSL should pursue overdue safeguarding records and record transfer and receipt. For unknown destinations or possible children missing education, notify the local authority and follow LSE CME procedures.

## 7. Roles, contacts and review

Headteacher: Paul Barrett. SENDCo and Lead DSL: Craig Kelly. Pastoral Lead/Deputy DSL: Kim Ochs. Other Deputy DSLs: Rob Walker and Paul Barrett. School: Northdown House, Northdown Park Road, Cliftonville, Margate, Kent CT9 3TP. Telephone 01843 260315; office@lifeskillsenterprise.co.uk. Proprietor: Cavendish Education Ltd.

Before approval, the Headteacher and proprietor should confirm the precise registration/age criteria and the wording about applications without an EHCP against current placement agreements and the school registration. No assumption of new eligibility is intended.

## Information-sharing legal references

- Children Act 2004, section 16LA (in force 30 September 2026)
- Children's Wellbeing and Schools Act 2026, section 4
- Department for Education, Information sharing to safeguard children and young people: statutory guidance, updated 10 September 2026
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- UK GDPR and Data Protection Act 2018
- Kent Safeguarding Children Multi-Agency Partnership procedures and local authority Children Missing Education arrangements

This is a draft for proprietor approval and DPO review where required. It does not replace emergency services, statutory referral or local safeguarding procedures.