



Admissions Policy

Date Published	January 2023
Version	5
Approved Date	July 2026
Review Cycle	Annual
Review Date	July 2027

An academy within:



"Learning together, to be the best we can be"

1. Context

- 1.1. Kenwood Academy is an 11-19 Special Academy, designated for students whose primary special educational need has been assessed as 'Communication and Interaction needs' alongside 'Social, Emotional, and Mental Health needs'.
- 1.2. From 1st April 2026, Kenwood Academy has 220 planned places, commissioned by Sheffield Local Authority. The school has four base sites throughout Sheffield.
- 1.3. The school will admit a young person where the school is named in Section I of the young person's Education Health and Care Plan (EHCP). Prior to naming the school in Section I, a Local Authority must consult with the school in line its statutory obligations.
- 1.4. Places at Kenwood Academy are funded in line with the High Needs Block Operational Guidance. Where children have additional needs, this will be defined by the school and agreed by the commissioning Local Authority.

2. Admission Criteria and Arrangements

- 2.1. Places will usually be taken up at the start of the school year, though by agreement with a headteacher, places can be accessed at any time of the year. Admissions are generally only agreed if an EHCP has been completed and the needs of the child have been clearly defined in line with the school's designation.
- 2.2. In exceptional circumstances, and in line with the Special Educational Needs Code of Practice (2015), the school may consider assessment placements in order to support a Statutory Assessment.
- 2.3. Consideration will always need to be given to the numbers in - and profile of - each year group.
- 2.4. All decisions relating to admissions are made in accordance with:
 - the Equality Act 2010,
 - the SEND Code of Practice,
 - the Children and Families Act 2014,
 - and duties relating to reasonable adjustments.

3. Referral Routes

- 3.1. Parents who wish to consider a place at the school for their child should contact their Local Authority SEND Assessment Team for guidance on relevant procedures.
- 3.2. All EHCPs should incorporate clear and accurate description of needs together with identified costs and appropriate funding to meet those needs. Whilst any refusal must meet the statutory tests not linked to funding, when this does not occur the school will negotiate, with the commissioning Local Authority, for the appropriate level of top up funding for the placement to be viable and sustainable. A formal review of the EHCP will be requested if needed. Consultation documentation should be submitted via the route specified by the school and agreed with the Local Authority. Consultations should have the latest EHCP and supporting professionals reports relevant to the child as they present currently.

4. Admission Eligibility Criteria

- 4.1. The school is suitable for the young person's age, ability, aptitude, disability and assessed special educational needs;
- 4.2. The young person has an EHCP indicating "communication and interaction" as a primary special educational need;
- 4.3. Parents and/or the young person have expressed a preference for the school or, in cases of dispute, the local authority has agreed with the school to name it in Section I of the EHCP;
- 4.4. The young person's placement in the school is compatible with the efficient education of others and the efficient use of resources, as per Section 39 of the Children and Families Act 2014.
- 4.5. The commissioning local authority provides "top-up" (Element 3) funding in line with the assessed needs of the young person's educational, behavioural (including any additional supervisory requirements), medical and care needs and is relative to the cost to the school for delivering a support package which enables at least good provision to be in place;
- 4.6. The appropriateness of the resources required for young people with complex

medical needs and/or who display challenging behaviours have been considered alongside the needs of the existing year group and within the overall context for the school.

5. Admissions Criteria/Priorities for when Placements are Limited

- 5.1. The placement allows for the efficient use of school resources;
- 5.2. An EHCP is in place which fully assesses the young person's needs and quantifies required provision.
- 5.3. The impact a placement would have on other learners already placed in a class or year group.

6. Appeal Arrangements

- 6.1. The SEND Code of Practice entitles parents to appeal to the SEN and Disability Tribunal if their home Local Authority refuses to name their school of choice in the EHCP or the named school refuses to offer a place.
- 6.2. Kenwood Academy, as part of Nexus Multi Academy Trust, will always ensure that parents and the commissioning Local Authority are kept informed as necessary when the school is considering a placement consultation. The school will be clear with both parents and the Local Authority about the reasons underpinning any potential refusal which, in line with section 39 of the Children and Families Act 2014, must relate directly to the suitability of the placement for the age, ability, aptitude or SEN of the child or young person, or to concerns that the placement would be incompatible with the efficient education of others, or the efficient use of resources.
- 6.3. Where a parent is unhappy with the position taken, the school, Trust and Local Authority will consider any reasonable steps that could be taken to address identified concerns. Parents must be informed of the route to appeal placement decisions made by the Local Authority.

7. Funding of Places

- 7.1. Local Authorities commission and fund places for pupils at the school based upon identified needs established through a Multi-Agency Statutory Assessment that are costed and recorded in an EHCP.
- 7.2. The Education & Skills Funding Agency provides some core funding for an agreed number of planned places, but it is commissioning Local Authorities that are responsible for ensuring that funding is appropriately matched to needs identified in EHCPs.