

THE CEDAR FEDERATION

FIELD SCHOOL

ADMISSIONS POLICY

Reviewed Date: Spring 2026

Review Date: Spring 2028

Ifield School Admissions Policy

Whilst all schools are required to have an Admissions Policy, the pupil admissions for a Special School, such as Ifield School are complex and vary from case to case.

These factors include:

- The pupil will require an Education, Health and Care Plan (EHCP)
- The nature of the pupil's needs and previous educational experiences (if any)
- Pupils whose learning difficulties cannot be met in a mainstream school
- Parental preference
- The recommendations of the referring body
- Kent Local Authority funds the school and all admissions are made through referral by the Local Authority (LA) with the agreement of the Governing Body. This decision is delegated to the Headteacher.
- The suitability of Ifield School for the pupil. Pupil will have needs that can be met within the existing provision and current staffing levels.
- Pupils will be admitted when there is a vacancy within the appropriate Key Stage and/or Curriculum Pathway.

Staff visit prospective pupils in their existing schools before they are offered a place to assess if their needs can be met, and that the placement is appropriate. The Early Years staff visit pre-school pupils at home or in their current pre-school setting. Parents/carers and children are also given the opportunity to visit Ifield School before being admitted. This is an important part of the transition process as it provides the pupil with an opportunity to spend time within the classroom environment and also enables parents/carers to meet the Class Teacher. Gradual phased transition can be arranged, dependant on individual pupil needs, to enable a pupil to settle successfully into the school.

For further information on admissions parents/carers may either contact the school on 01474 365485 or the Kent SEND enquiry Hub Department on 03000 419994.

This policy is informed by Kent County Council's SEND strategy 2025-2028, which promotes inclusive, accessible, and high-quality education for children and young people with SEND across Kent.

Referral Agencies

There are a range of agencies who may refer a potential pupil to Ifield School in the field of health, social care, adoption and fostering.

Other schools and parents/carers may also make informal enquiries to the school and are invited to visit before any formal procedure is instigated. These approaches are welcomed by the school as it supports parents/carers and other professionals to gain a clearer picture of the types of Special Educational Needs and Disabilities (SEND) the school caters for without prejudice.

All prospective pupils must either have or be in the process of assessment for an Education, Health and Care Plan.

Ifield School caters for pupils with the following needs:

- Pupils with learning difficulties in the Profound, Severe or Complex range and pupils with communication and interaction needs
- Pupils with learning difficulties and additional speech and language difficulty or delay
- Pupils with Autism Spectrum Disorder and social communication difficulties
- Pupils who have complex learning difficulties and additional physical/sensory and or medical disabilities, visually impaired and hearing impaired
- Pupils who have severe or complex learning difficulties and need high levels of support for primary care.

Ifield School is highly committed to developing language skills for pupils, as all pupils have communication and interaction needs, as detailed on their Education, Health and Care Plan.

The school is at ground floor level and have accessible ramps where required to give access to pupils with wheelchairs or pupils who have difficulties walking.

The Sixth Form provision is based at The LINK Centre (Learning with Ifield and North Kent) and is situated at North Kent College. The classroom environments have resources that are specifically tailored to support learning and medical needs of pupils, including ceiling track hoists installed in the majority of learning spaces.

Ifield School provides a supportive and enriching environment where pupils are valued and encouraged. All aspects of school life are important to the learning process and a strong personalised curriculum, closely matched to individual needs underpins pupils' development.

The Local Authority is responsible for approving all pupil admissions to Ifield School. These pupils may have been referred by other bodies and have an appropriate EHCP. However, this will be discussed with the Local Authority before admission.

Referral and Admissions Process

Formal Referral from Local Authority

Consultation Papers forwarded to Ifield

Ifield School's Process:

- a. Initial suitability
- b. Capacity in year group
- c. Effective education of the class group and/or curriculum pathway
- d. Efficient use of resources
- e. Implications for the school as a whole

Formal Visit Arranged

a. Observation and Assessment

- Area Office informed of decision
- Area Office to contact parents/carers and arrange transport, if required.

There are a number of other actions that a referring agency, a parent/carer or Ifield School can take within this broad process. These might include more than one visit, home visits, visits by Social Worker or other professionals currently involved with a pupil and closer liaison with a referring school, such actions are at the discretion of those concerned.

The process of admission may vary. For some, a transition programme will be planned to gradually familiarise pupils in their new school environment and the specific arrangements for them. For others, their transition may be planned to include part-time attendance increasing to full-time. In all cases, admissions are carefully and jointly planned with parents/carers to match specific pupil needs.

Ifield School offers a highly personalised education for all pupils. All pupils at Ifield School will have an EHCP in place which is maintained by their Local Authority. The EHCP will outline each pupil's individual special educational needs and the educational and non-educational provision required to meet those needs. The EHCP will also name Ifield School as the appropriate placement to provide for the child's additional educational needs. All pupils at Ifield School have a range of needs including Profound, Severe and Complex Needs as agreed by the Department for Education (DfE).

Refusal of Admission

Governors reserve the right to refuse admission in the following cases:

- The agreed bought places number is fully subscribed and admitting pupils over this number would be incompatible with the provision of efficient education or the efficient use of resources
- Where the school would be unable to meet the needs of the pupils in terms of

specialist resources, levels of care, therapies and expertise

- Where the admission of a pupil would compromise the health and safety of pupils and/or staff within the school, or would seriously compromise or disrupt the education of pupils already within the school
- Pupils with high levels of challenging behaviour, whose behaviour could not be managed from within provided staffing, resources and funding.

The refusal of admissions is delegated by the Governing Body to the Headteacher, although the right of appeal remains with the Local Authority.

Appeals Process

Parents/carers retain the right to appeal an admissions decision via Kent County Council's SEND Tribunal process, in accordance with statutory guidance.

Curriculum Entitlement

- At Ifield School, all pupils have access to a broad and balanced curriculum
- Pupils within the Sense and Explore curriculum pathway, follow a curriculum based on the 7 areas of learning within the Early Years Foundation Stage. Pupils within the Innovate and Discover curriculum pathway follow an adapted National Curriculum
- The school focuses upon the strengths of all pupils, aiming to make all individuals confident and achieve success
- All achievements are celebrated
- All teaching is delivered following a personalised curriculum with frequent opportunities for revisiting and reinforcing learning
- There is whole school approach to curriculum planning and assessment, all progress is recorded on BSquared, an assessment system.

SEND Policy and Information Report

The school has a comprehensive SEND report which underpins teaching and learning. Parents/carers can access this full document via the school's website.

Key Principles

Ifield School is dedicated to provide pupils with access to a wide range of educational platforms and approaches, that are adapted to meet individual needs in the delivery of their personalised curriculum. This enables pupils to engage in all aspects of their education in a cross-curricular, integrated and connected way, from Year R to Year 14.

Life at Ifield School is designed to help pupils achieve our aims and values and prepare them for their lives when they leave school. The school endeavours for pupils to have meaningful, rewarding lives where they can benefit from, and contribute towards, being successful members of their community and society as a whole.

Pupils' learning is enhanced by memorable experiences. They learn to be resilient, to value themselves and others, to demonstrate respect towards others and others' ideas, and to respond to high expectations of them and challenge themselves. The school's aim is to inspire pupils to have determination and courage.

Ifield School's ethos and culture effectively provides pupils with an environment which allows them to embrace their academic, moral and social needs in line special educational needs and disabilities.

It is Ifield School's aim to work in partnership with pupils' parents/carers and external agencies to provide for special educational needs and disabilities.

Organisation

Total number of pupils: 283

The school is organised into 5 Key Stages (KS):

Early Years and KS1 – 5 classes	Pupils Per Class
Cedar	14
Rowan	13
Ash	12
Beech	11
Chestnut	13

KS2 – 6 classes	Pupils Per Class
Cherry	12
Oak	10
Hazel	11
Sycamore	12
Willow	10
Maple	12

KS3 – 7 classes	Students Per Class
Wren	10
Robin	12
Woodpecker	11
Heron	10
Kingfisher	8
Sparrow	11
Magpie	7

KS4 – 4 classes	Students Per Class
Owl	12
Dove	12
Swan	11

KS5 – 4 Sixth Form Classes based at North Kent College, The LINK Centre	Students Per Class
Amethyst	14
Sapphire	13
Emerald	11
Diamond	11

Staffing

Ifield School employs 38.1 (39 actual) Full Time Equivalent (FTE) qualified teachers, including the Headteacher, Deputy Director, Deputy Headteacher and 4.1 (FTE) Assistant Headteachers.

The school employs 110 Teaching Assistants, and 13 part-time Midday Supervisors.

The school employs three FTE Speech and Language Therapists and one full time Speech and Language Therapy Assistant. There is one Occupational Therapist (totalling two days per week) and a full time Occupational Therapy Assistant supporting pupils and their sensory needs, a full time Medical Assistant and a full time Multi-Disciplinary Team Assistant. There is a part time School Nurse employed by the Special Schools Nursing Service working at Ifield School to train staff to competently support pupils who have complex medical needs.

The school works closely with specialist teachers to support pupils with hearing loss and visual impairment and to provide advice to Teachers and support staff in meeting the needs of these pupils.

The average adult to pupil ratio is 1 adult to 2 pupils. The ratio may vary slightly from class to class taking into account the age, developmental stage and complexity of needs of the pupils.

Staff have a wide range of specialist knowledge and experience to deliver an appropriate and meaningful curriculum to pupils with Profound, Severe and Complex needs.

An ongoing programme of professional development is in place to ensure that staff maintain and develop their professional expertise.

Inclusion

Ifield School ensures pupils have inclusion opportunities during their time at Ifield School, where appropriate.

The school works with several local schools to promote inclusion. These opportunities for inclusion often focus on activities where our pupils can integrate with their mainstream peers on equal terms, where appropriate.

The school woodlands, provides abundant opportunities for collaborative work with other schools.

The School Day

At Ifield School, the day begins at 8.45am with registration closing at 9:15am. During break and lunch times there are separate play areas for Primary and Secondary pupils, including a playground with climbing equipment and a safety surface. During lunch time, pupils remain in school and are joined by staff while they have their lunch to help develop pupils' independence and communication skills. The school day finishes at 3.30pm.

Each class timetable varies according to the needs of the pupils and therefore below is an overall structure of the school day.

Years R – 6		Years 7 – 11	
8.45 - 9.15	Early morning work, Registration & Activate	8.45 - 9.15	Early morning work, Registration & Activate
9.15 - 9.55	Lesson 1	9.15 - 9.55	Lesson 1
9.55- 10.25	Lesson 2	9.55 – 10.35	Lesson 2
10.25 – 10.35	Snack		
10.35 - 10.50	Break	10.35 - 10.50	Break
10.50 - 11.30	Lesson 3	10.50 - 11.30	Lesson 3
11.30 - 12.00	Lesson 4	11.30 - 12.00	Lesson 4
12.00 - 12.30	Lunch	12.00 - 12.30	Play
12.30 – 1.00	Play	12.30 – 1.00	Lunch
1.00 – 1.30	Registration and Reading/Interventions	1.00 – 1.30	Registration and Reading/Interventions
1.30 - 2.05	Lesson 5	1.30 - 2.05	Lesson 5
2.05 -2.40	Lesson 6	2.05 - 2.40	Lesson 6
2.40 - 3.00	Assembly	2.40 - 3.00	Assembly
3.00 - 3.30	Tutorial	3.00 - 3.30	Tutorial

At the end of the school day, pupils are dismissed from their classrooms and the main hall and supported to their parents/carers or transport providers.

Pupils have the opportunity to experience a variety of offsite educational visits, and these mainly take place within usual school hours. If there are any offsite educational visits that extend beyond the usual school day, parents/carers will be given advance notice.

Single Equalities Scheme Impact Assessment

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Ifield School is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school.

Reviewed Date: Spring 2026

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Signed by Headteacher:

Signed by Chair of Governors: