



MARKET FIELD SCHOOL

Part of the Hope Learning Community

Admissions Policy

Approved by Board of Trustees	Date of policy: January 2025
Last review: February 2025	
Next review due by: February 2026	

Admission Criteria:

Name of school	Market Field School
Designation	Moderate and complex learning difficulties
Number of funded places	290
Age range	4-16

Introduction

To access a place at Market Field School, the child:

- Must be in receipt of an Education, Health and Care Plan which names Market Field School in section I.
- Have a primary need specified as moderate or complex learning difficulties. This will typically result in a pupils' academic and social development being at least 4-5 years below their same-aged, typically developing peers and will have been observed over a period of time, despite relevant and purposeful interventions having been used consistently to support them. For example, a child in year 6 would typically be attaining at a year 1 level.
- Must require access to an appropriately differentiated, broad and balanced curriculum and will exhibit one or more additional needs as a subsidiary need at a mild or moderate level:
 - Difficulties on the Autism Spectrum/Aspergers Syndrome
 - Sensory and/or mild/moderate physical difficulties
 - Social and emotional difficulties arising from their learning difficulties and not in addition to these needs
 - Medical needs
 - Speech and language needs

Description of primary needs met by the school

Pupils with moderate/complex difficulties will have cognitive attainment levels which are considerably below age related expectations in most areas in the curriculum, despite appropriate interventions. Pupils will typically be functioning in most areas of the curriculum at least 4-5 years behind their chronological peers and they will have much greater difficulty than their chronological peers do, in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration, under-developed social skills, communication and interaction difficulties or mild/moderate physical difficulties or medical needs.

Nearest suitable school/priority admissions

It is recommended that children and young people referred to the school should live in the priority admissions area for the school and not that of other similar Essex Special Schools, unless there are exceptional circumstances agreed between the Local Authority and the school. Market Field School priority admissions area is the Tendring district.

Visits

In cases where the school is a possible placement for a child, the family will be encouraged to visit. However, there can be no comment about suitability, nor an offer of a place, before a recommendation about placement has been made by the Local Authority.

If, on visit, parents/carers attempt to share paperwork with the school, they will be politely told that the correct process must be followed for consultation. If the parents/carers request a place at the school prior to any formal contact by the LA with the school, they should be referred back to the Local Authority.

The school reserves the right to refuse visits to parents/carers if the family address is outside Essex or to defer visits if the year group is over subscribed with no prospect of a place within the current academic year.

Referral

Responsibility for admissions is devolved from the Trust to the Head of School. When a referral is received from the Local Authority, we will consider the request and respond at the Quadrant Panel consult meetings which are held monthly. In these meetings, the decision is recorded on the 'record of decision' spreadsheet.

On occasions when a full consult response is requested (such as in a Tribunal case), the response will be provided in writing within the time limit set by the LA. This response will outline why placement cannot be considered, taking into account the needs of the child as well as the efficient education of children within the school so that a clear explanation, aligned with the admissions criteria, is provided. This reasoning will be in line with the high threshold legal test required to consider suitability of placement.

Applications for places for children who are not Essex residents should be made through the Local Authority to the Send Operations North East team. If the school receives a consult directly from another Local Authority, the consult will be returned with a clear explanation of the process that needs to be followed. It will be made clear in this situation that paperwork is being returned unopened and has not been considered.

Consultation process

When a formal consultation is made for a place at the school, the Local Authority will always attach the EHCP, the most recent Annual Review Report (except in the cases of new EHCPs) and any reports about the pupil from other professionals involved. The Local Authority will also share its view on whether placement at the school is considered appropriate, the reasons for this and the details of any other schools/settings being consulted. The Local Authority will also provide clear guidance to the Senior Leadership Team about the banding requirements in order to meet the child's identified needs.

The Senior Leadership Team at the school will review the consultation papers and request any additional reports required to enable it to form a view about the suitability of placement. In some cases, the Senior Leadership Team may visit the pupil in their current setting to

undertake observations and speak with existing school staff. This may happen when it is not clear from the paperwork whether the school would be suitable for the pupil concerned.

Given the number of consultations received for places for transfer to Secondary School and increasingly, transfer to Key Stage 2, a separate consultation meeting is held with the Local Authority in the late Autumn term each year to determine which students will be offered placements for the following September.

Transition

When placement has been agreed and finalised with the Local Authority and when a new EHCP has been issued naming Market Field School, a welcome pack will be sent to the family and staff from the school will make contact with the family and current placement to arrange a transition programme including information sharing, observations of student in current setting, play dates and getting to know you sessions at Market Field School. The transition may begin with a phased/part-time/reduced hours starting point, depending on the needs of the pupil and the school/class.

Transfer out of Market Field (other than at the end of year 11)

Where it is determined by the school, through both formal and informal assessment, that either:

- A pupil has made good progress and has gained in independence, such that they can now access a differentiated mainstream curriculum; or
- The changing needs of the pupil indicates that an alternative type of provision may now be required (such as SEMH provision or SLD provision)

the school will utilise the Statutory Annual Review process to discuss and facilitate any proposed change of placement. This will be conducted in an open and transparent manner with the pupil's family and the Local Authority, ensuring that the pupil's best interests are the primary focus of any such discussion.

Transition at the end of year 11

Throughout year 10 and year 11, conversations are had with pupils and parents regarding next steps. This involves visits to local FE providers both in the mainstream and specialist sector.

In the Autumn term of year 11, an Annual Review is held where the preference for the next step is named in section 5. This is forwarded to the Local Authority for processing.

Additionally, applications for college – including Market Field college, must be made, in accordance with the time frame set out by the individual college. Time frames are publicised and shared with parents using class Dojo throughout the late summer term of year 10 and the Autumn term of year 11.

Once a college has been named, a transition process will start. This process will consider exams that may be being undertaken at school in the same period to ensure no student misses exams for transition.