

Admission Arrangements

Admissions Policy

This policy was formally adopted by St Wilfrid's Academy on: 1.9.2014
UPDATED MAY 2015 IN LINE WITH WORKING TOGETHER 2015, KEEPING CHILDREN SAFE IN
EDUCATION 2015 AND INFORMATION SHARING 2015
This policy was amended on 29th December 2016
The renewal date for this policy is: 1.12.17

Our Provision

St Wilfrid's Academy is an Alternative Provision school for pupils aged between 4 to 16 years who would benefit from a placement away from their mainstream setting. The aim of the academy is to promote inclusion, raise standards of behaviour and achievement by proactive early intervention. This will support schools in reducing fixed term and permanent exclusions. St Wilfrid's Academy places pupils at the heart of the learning process to provide a safe and secure learning environment in which every young person can achieve their potential. We recognise that for some pupils learning poses more challenges than for others and we will work collaboratively to put in place the support necessary to successfully overcome these challenges. This policy works within the remit of the Equality Act (2010), the SEN Code of Practice and the Special Educational Needs and Disability Act (2001).

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity. We also recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our admissions policy is written to reflect the inclusiveness of our academy and to ensure that there are no barriers to a child's success. Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. 2

Pupils who would benefit from a placement at St Wilfrid's Academy are likely to fall into the following categories:

- Pupils who have had, or are at risk of having a fixed term or permanent exclusion
- Pupils who are disaffected with mainstream education and would benefit from intervention to reconnect them with learning
- Pupils who have social and emotional issues which are impacting on their education. This may manifest itself through negative and challenging behaviors (Not exceeding Level **4** behaviours, as outlined in the Doncaster Local Authority Behaviour Threshold Descriptors) or withdrawal from education and school life
- Pupils who have been bullied, or have bullied others
- Pupils who have had patterns of poor school attendance and cannot re-establish consistent attendance at their mainstream setting
- Pupils who are disadvantaged and vulnerable due to a range of social circumstances (e.g. families experiencing risks such as poverty, substance misuse, mental health issues)

At capacity St Wilfrid's Academy will provide for 122 full time equivalent places, this will be through a range of approaches including outreach work in the academies, developing and delivering staff CPD and placements on a full or part time basis away from the main academy site. It will seek to reengage our most challenging and vulnerable students so that they can make the progress of which they are capable and ultimately match or exceed mainstream floor targets.

Key Principles

The purpose of St Wilfrid's Academy will be to provide an inclusive and personalised programme providing additional and specialist provision tailored for each individual pupil with continuity of education in the home academy as a key feature.

The provision is underpinned by a set of key educational principles, namely;

It will be alternative to mainstream

It will provide an In-reach/Outreach model - working with home academies in terms of CPD training & support.

It will enhance, compliment and further personalise the Academy curriculum.

It will provide a detailed and comprehensive diagnostic assessment procedure which leads to the planning and design of a Route or Pathway to follow, involving the learner at the centre of the design process.

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It will focus on a core curriculum, underpinned by literacy and numeracy, which aims to develop both academic and social and emotional skills.

It will retain pupils on the Academy roll where appropriate, with arrangements for registration in St Wilfrid's Academy tailored to the nature of the alternative provision.

It will provide fixed-term time-limited, personalised intervention programmes on a full-time, part-time and flexible-time basis, according to the level of evaluated need.

It will provide programmes which have been assessed at entry and exit by recently standardised assessments, measuring accurately where academic, social and behavioural progress has been made.

It will provide a continual "revolving door" approach to provision with pupils experiencing additional provision relative to their age and the variable nature of need.

It will ensure, even in the most challenging occasions, that relevant and practical links with mainstream provision is maintained and developed.

It will compliment and support the Delta mainstream inclusion strategy in operation across our group.

It will involve pupil, parent and carers and take a multi-agency approach where appropriate, commissioning specialist provision when needed.

Admission Arrangements

The primary aim of the academy is to provide early intervention for schools and pupils and support re-engage pupils with their learning in a mainstream setting. This means that the majority of placements will be short term, dual registered and which will be subject to regular review. Full time or longer placements will be available where it is clear that an early return to mainstream would not be appropriate.

Before any student is offered a placement at the provision a risk assessment and learning profile (see appendix 1) will take place to ascertain the particular needs of the student and most appropriate intervention. Once a placement has been agreed the admission of students to St Wilfrid's Academy will be the responsibility of the Head of Academy in liaison with SLT, the SENCO and relevant Key Stage Leader, alongside negotiation with the designated colleague from the academy/school where the pupil

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is registered, usually the SENCO. The student and parents/carers along with the nominated Personal Learning Advocate will be involved in the admission process.

Admission Numbers

St Wilfrid's Academy has a published admission number of 122 FTE places which are split over the key stages. These proportions are reviewed and consulted over annually. For admissions 2016/17:

KS2 inreach provision – 10 FTE places (Note: KS1 are supported via Outreach only)

KS3 inreach provision & KS4 inreach/vocational places – 112 FTE places

Pupils will not be admitted above the published admission number unless there are exceptional circumstances for example if a refusal affects the safeguarding of a child or they are a Looked After Child.

St Wilfrid's Academy does not accept applications directly from parents/carers or self-referrals from potential pupils.

Pupils will only be admitted where full parental consent is given.

Admissions Procedures

Placements at St Wilfrid's Academy will be considered in the following ways:

Admission applications made by a Delta Academy for short or part time placements will be made directly to St Wilfrid's Academy.

The student will be dual registered with their referring school being the home academy. The length of these placements will depend on the pupils need and subject to review.

Admission applications can be made by the Local Authority or non-Delta Academies. The student will be dual registered with the referring school and the length of these placements will be subject to review.

There may be some instances where the student will need to be registered full time at St Wilfrid's Academy, such as students who have a diagnosed medical condition or where they are unable to maintain a mainstream place due to emotional or behavioural reasons.

Application Process

All enquiries will be made directly to the Head of Academy at St Wilfrid's Academy using the application form provided. The admission meeting will involve St Wilfrid's Academy, the home academy and parents/carers. The student will also be invited to attend. (If 5

parents/carers are unable to attend, a separate meeting for them will be held at a subsequent date.)

All prospective pupils are expected to attend an initial visit to St Wilfrid's Academy. This forms a crucial part of the admission procedure as it helps form a "picture" of the student, it gives an indication as to their level of commitment and attitude and it gives an opportunity for the admission paperwork to be completed by parents/carers or the home academy. It also affords the opportunity for parents/carers to discuss further concerns/issues and meet those staff who will be involved in working closely with them and their child.

During and towards the end of the placement, reviews are convened to discuss academic and behavioural progress and make any necessary arrangements for future plans. Parents/carers and a representative from the home academy are expected to attend these meetings together with members of other agencies involved.

Referral flowchart can be found in appendix 2

Initial Procedures

Following a successful initial interview and visit, a place is offered and the elements are finalised to support the referral, especially in longer term placements:

- Parents/carers sign appropriate documentation relating to external trips/visits
- Parents/carers state whether they agree to photographs of their child being taken and subsequently displayed
- Emergency contact details and pertinent medical information is declared
- Start dates are confirmed.
- A Personal Learning Advocate is appointed to take the lead on target-setting, review arrangements and offer coordination of future plans and events.
- Letters are sent to the home academy, home and relevant staff (if necessary) to inform of arrangements.
- Arrangements will be made to have the student baseline tested before admission.

Oversubscription criteria

If there are more applications for places than places available within St Wilfrid's Academy, in the first instance a place may be found for the pupil in one of the other Regional Delta AP academies. Where this is not possible or appropriate, places will be offered according to the admissions criteria in the following order of priority:

Priority 1 6

Children within Local Authority care as defined in section 22 of the Children's Act 1989, for example children in residential homes or foster care, and also children who were looked after, but ceased to be so because they were adopted (under the terms of the Adoption and Children's Act 2002) or because they became subject to a residency order or special guardianship order (under the terms of the Children's Act 1989), and Children with a statement of special education needs naming the St Wilfrid's Academy from both within SPT Academies and LA maintained schools, in line with section 324 of the Education Act 1996 and section 98 of the Schools Standards and Framework Act 1998.

Priority 2

Students currently on roll at Delta Academies/Local LA Schools and are referred with the highest alternative provision support risk assessment determining the level and urgency of support required. This will be assessed by the Head of Academy and Senior Leadership Team.

Priority 3

Students from outside local authority/local region academies and schools that are referred with the highest alternative provision support assessment (APSA) determining the level and urgency of support required. This will be assessed by the Head of Academy and SLT.

This oversubscription criteria will stand across the whole age range 4 – 16.

Pupil Registration and information sharing

The number of placements on roll at St Wilfrid's Academy will fluctuate throughout the academic year. The Academy will make sure that all pupils are registered accordingly in line with section 434 of the Education Act 1996. All part-time pupils or those attending on early intervention or on a fixed term exclusion will remain on the register at the Home Academy and with St Wilfrid's Academy (dual registration). St Wilfrid's Academy will continue to strive to re integrate all young people into either their home school or find an alternative school where appropriate. In very exceptional circumstances a pupil may need to be permanently excluded and will be removed from the Home Academy register and be single registered at St Wilfrid's Academy.

Student Re-integration 7

For fixed term placements, before students are returned to their home academy, they may experience a number of reintegration days which are supported according to the pupil's or academy's needs. Leaving St Wilfrid's Academy can take a variety of routes and the following list demonstrates a number of options available:

- Return to the home academy along with specific guidance relating to managing an individual pupil's needs
- Return to the home academy with specific support from St Wilfrid's Academy, if required, in line with the tariff of support
- An extension of St Wilfrid's Academy place may be required to ensure that reintegration is successful
- A fresh start in a new school – either under the In Year Fair Access Protocol or Managed Move Procedure.

Occasionally it may be advisable to continue a placement across a key stage. Although this situation may be rare and will only be used when there is a likelihood that the student will be Permanently Excluded or a Special School placement is being processed and a return to mainstream is not deemed appropriate.

Appeals process

Commissioners have the right of appeal against the refusal of a place at the Free School. Commissioners wishing to appeal must follow the procedure contained within the Delta appeals procedure which is available from the St Wilfrid's Academy website or by request.

The commissioner of any child who is refused a place at Delta has a right of appeal to an independent appeals panel. The panel will consist of three members, one of whom will be fully independent of the management and running of the St Wilfrid's Academy. The panel will consider the circumstances of the case put before them. Both Delta and the commissioner must abide by the decision that the panel makes. Further objections will be referred to the EFA but the decision of the Independent Appeals Panel will be binding on both Delta and the commissioner until the EFA have reached a decision. At that point the EFA decision will be binding on both Delta and Commissioner. 8

Appendix 1 – AP Academy Risk Assessment

In-reach Risk Assessment Pro-forma

Name _____ Year Group _____

Please tick the box appropriate to the student named above. Risk Score Please Tick

1 - 2

Student is unlikely to be a risk to themselves or others within the Centre community

2 - 3

Student may place themselves or others within the Centre community at minimal risk

3 - 4

Student may place themselves or others within the Centre community at low moderate risk. Student will need to be monitored

4 - 6

Student may place themselves or others within the Centre community at high moderate risk. Student will need to be closely monitored.

6 - 7

Student may place themselves or others within the Centre community at low substantial risk. Student will need to be closely monitored and staff aware of triggers and interventions.

7 - 8

Student may place themselves or others within the Centre community at greater substantial risk. Student will need to be closely monitored and staff aware of triggers and interventions. External assistance may be required and exclusions/withdrawal from sessions considered.

8 - 9

Student may place themselves or others within the Centre at high substantial risk. Student will need to be closely monitored and staff aware of triggers and interventions. External assistance may be required and exclusion /withdrawal from sessions implemented

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Student presents extreme risk to themselves or others within the Centre community. External agencies will need to be involved and exclusion/withdrawal undertaken until behaviour can be improved.