

## Admissions Policy

This policy was formally adopted by The Elland 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 reviewed on 1<sup>st</sup> September 2023

The renewal date for this policy is: September 2024

### Our Provision

The Elland Academy is an Alternative Provision school for pupils aged between 8 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. The Elland 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.

Pupils who would benefit from a placement at The Elland 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 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 The Elland Academy will provide for 126 full time equivalent places, this will be through a range of bespoke approaches including placements on a full or part time basis, which may include therapy. 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 The Elland 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.
- 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 mainstream roll where appropriate, with arrangements for registration in The Elland 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, are 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, assessment and learning profile 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 The Elland Academy will be the responsibility of the Head of Academy in liaison with the SENCO and relevant Key Stage Leader, alongside negotiation with the designated colleague from the academy/school where the pupil 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**

The Elland Academy has a published admission number of 126 FTE places which are split over the key stages. These proportions are reviewed and consulted over annually. For admissions 2023/24:

Pre-KS4: 34 places [KS2 in-reach: 10 FTE places KS3 in-reach: 24 places, though places are flexible depending on demand]

KS4 in-reach/vocational places – 92 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.

The Elland 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 The Elland Academy will be considered in the following ways:

Admission applications made by a school or academy for short or part time placements will be made directly to The Elland Academy.

The student will be subsidiary dual registered, with their referring school being the home academy (and main dual registration). 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 The Elland 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 Principal at The Elland Academy, using the referral form provided on the website. The admission meeting will involve The Elland Academy, the home academy and parents/carers. The student will also be invited to attend. (If 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 The Elland 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.

### **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 consents for GDPR information sharing (including photographs) and educational trips/visits.
- Emergency contact details and pertinent medical information is declared
- Start dates are confirmed.
- A Personal Learning Advocate is appointed, to take the lead on home-school liaison and any links with external agencies.
- 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 as part of the admissions process.

### **Oversubscription criteria**

If there are more applications for places than places available within The Elland 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**

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 The Elland Academy from both within Delta 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 schools/academies within Leeds, Wakefield & Kirklees LAs 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 Senior Leadership Team.

### **Priority 3**

Students from outside local authority/local regions' 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 Senior Leadership Team.

This oversubscription criteria will stand across the whole age range 8 – 16.

### **Pupil Registration and information sharing**

The number of placements on roll at The Elland 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 The Elland Academy (dual registration). The Elland 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 The Elland Academy.

### **Student Re-integration**

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 The Elland 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 The Elland Academy, if required.
- An extension of The Elland 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, Managed Move Procedure between the mainstream academies, via a decision from the LA inclusion panel, or where relevant, via the LA SEN panel.

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 The Elland Academy website or by request.

The commissioner of any child who is refused a place at The Elland Academy 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 The Elland 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 ESFA, but the decision of the Independent Appeals Panel will be binding on both Delta and the commissioner until the ESFA have reached a decision. At that point the ESFA decision will be binding on both Delta and Commissioner.