



Springwell  
Leeds

# Admissions Policy

September 2019

## **Springwell Leeds Academy Admissions Policy**

This policy should be read in conjunction with:

- Child Protection Policy
- Safer Working Practice Guidance
- Keeping Children Safe in Education Guidance
- Behaviour Policy
- Care and Control Policy
- Anti-bullying
- Attendance Policy
- SEND Policy

### **Introduction**

We believe this policy relates to the following legislation:

- Data Protection Act 1998
- Human Rights Act 1998
- Schools Standards and Framework Act 1998
- Freedom of Information Act 2000
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Equality Act 2010
- School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012
- A School Admissions (Appeal Arrangements) (England) Regulations 2012
- School Admissions (Infant Class Sizes) (England) Regulations 2012

The following documentation is also related to this policy:

- School Admissions Code (DfE)
- School Admissions Appeals Code (DfE)

We wish to comply with the School Admissions Code of Practice. Annually we will publish the admission number for this Academy but there are times when this number will change in line with local authority and government statutory guidance.

We will consider all applications for admission as we are an inclusive Academy and will admit pupils without reference to general ability or aptitude. We believe we operate a fair and equal admissions policy.

We will consider any child with a statement of special educational needs that names this Academy

We as an Academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To comply with the Academy Admissions Code of Practice.
- To establish and maintain a fair and open admissions policy.
- To work with other Academies and the local authority in order to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body, as the admissions authority, has:

- a duty to consider all applications to this Academy fairly and openly;
- delegated powers and responsibilities to the Executive Principal to ensure all Academy personnel and visitors to the Academy are aware of and comply with this policy;
- a named member of SLT with responsibility for Admissions
- responsibility for ensuring that the Academy complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the Academy regularly, to liaise with the Executive Principal and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Executive Principal**

The Executive Principal in conjunction with the Governors will:

- ensure that all applications are looked at fairly and openly;
- ensure all Academy personnel, pupils and parents are aware of and comply with this policy;
- work closely with Governors;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of the SLT member with responsibility for Admissions**

The designated SLT staff for Admissions will:

- work closely with the Associate Principals and SENCO's;
- ensure that this policy and other linked policies are up to date;
- ensure that everyone connected with the Academy is aware of this policy;
- make effective use of relevant research and information to improve this policy;

- report to the Governing Body on the success and development of this policy as required;

### **Admissions Process and Criteria**

Springwell Leeds Academy is a specialist setting for children whose primary need is social, emotional and mental health difficulties (SEMH). It is expected therefore that children entering the Academy will have identified SEMH needs and hold an Education, Health and Care Plan that states as such.

Admission to this Academy shall be determined by the criteria set out below, which are listed in order of priority:-

1. Children who have been referred through the Leeds Local Authority Multi Agency Panel (MAP) and have an Education, Health and Care Plan (EHCP) that names Springwell Leeds Academy.
2. Children who have been referred through the Social, Emotional and Mental Health Panel (SEMH) for an assessment place, pending assessment of needs and application for an Education, Health and Care Plan (EHCP). These places will only be considered by the Academy in exceptional circumstances and the decision to offer an assessment place rests with the Academy. If these children are currently on the role of another school, they will be dual registered with their school of origin until assessment is completed and Springwell Leeds Academy named on their EHCP.
3. Representatives from the Academy will meet with LA representatives on a regular basis to ascertain the priority order in which the LA would like Springwell to admit students. Children who are looked after and children with medical needs will take priority for admission in this process.
4. In the event of over-subscription from within the Academy's designation, admissions will be prioritised (from those who meet criteria 1 and 2) as places become available on the following criteria:
  1. Children looked after
  2. Children with medical needs
  3. Proximity to the appropriate setting
5. Admissions made for children recommended for admission on medical grounds, supported by a Medical Officer or psychological or special educational needs reasons. These must be confirmed by the Local Authority's professional advisers.

As a specialist setting we are committed to meeting the needs of children with SEMH difficulties. We do accept however, that in some cases SEMH need may be so profound that needs cannot be met within Springwell Leeds. For example where risk of violence is so extreme that it cannot be managed safely in our specialist setting or the need for therapeutic intervention is beyond what can be provided within the resources available. These cases will be considered through the consultation or annual review process.

When the Academy is consulted over a proposed placement, it will take the following approach:

- The SENCO will review the child's EHCP to assess whether the Academy can meet their needs and what impact the admission will have on existing pupils
- The Executive Principal/Principal will review the proposed funding to assess whether the level of funding is appropriate given the needs of the child and the cost of provision required
- The SENCO or other suitable member of Springwell Leeds staff will observe the child in their current setting to assess the reliability of the evidence presented by the LA and make recommendations as to the child's suitability or incompatibility
- The SENCO will speak to professionals from other agencies including Health and Social Care and make recommendations as to the child's suitability or incompatibility

The Academy operates a socially inclusive model whereby children in certain age groups are educated together in a designated nurture group in a designated learning area. The largest nurture group consists of 9 pupils with 3 adults. This model enables the Academy to meet the learning needs of all its pupils and effectively promote and safeguard the welfare of all children.

When considering the Academy's position prior to responding to the LA, the Academy will take account of the class size and learning area into which the child would be placed and not the number of children on the Academy's roll. The Academy's position is that the maximum number of children in a class and learning area must enable the Academy to meet the needs of *every* child in that area and that numbers in excess of that maximum are grounds for incompatibility.

Springwell Leeds Academy will only consider the admission of students who are in Year 11 in exceptional circumstances. For example, the case of a child in local authority care, with an EHCP moving into Leeds from outside the authority, might be considered exceptional. The purpose of this is to minimize disruption at a crucial time to established Year 11 students who will be in their final stages of accredited courses and involved in preparation for onward transition from the Academy.

Consultation documentation that is incomplete or does not include information from all professionals engaged with a child and/or their family will not be considered and will be returned to the LA with a request for more information.

The Academy reserves its right to reconsider their position in relation to a child's suitability or incompatibility if new information emerges during or post consultation prior to their transition into the Academy.

The Academy will consider consultations for places at Springwell from Local Authorities other than Leeds on a case by case basis.

### **Starting at Springwell Leeds Academy:**

Before a student is taken onto the roll of the Academy, it is expected that the following will have taken place:

- An admission meeting with parents/carers to discuss and agree the individual transition plan for the student into the academy – this will be communicated in writing to all parties once agreed.

- A meeting / discussion with the previous school / setting where the following information is received by Springwell Leeds staff and discussed:
  - Details of current provision (including timetable and attendance)
  - Any live or relevant student protection information
  - Behaviour plans
  - Current Individual Pupil Risk Assessment
  - Arrangements for transport to and from the academy
- Basic baseline assessment information will be collected

Once these meetings / information exchanges have taken place, ***the student will be admitted onto the school role when they attend their first day at the academy.***

On the day the student first attends at the academy, the admitting site will notify the Academy Data Manager and the CTF will be requested from the previous school who will be notified that the student is now on Springwell's roll and that they can remove them from their role.

(Note: CPOMS information will be requested and transferred once the CTF has been received.)

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- apply by using the appropriate process;
- be aware of their right of appeal if their application is unsuccessful.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the Academy website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- Academy events
- communications with home such as termly newsletters
- reports such annual report to parents and reports to the Governing Body

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this Academy.

### **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Executive Principal.

### **About this policy**

**Written by:** S. Jacques

**Date:** 1/5/2019

**Presented to Governors** 9/10/2019

**Ratified by Governors** 9/10/2019

**To be reviewed by** July 2020