

Policy Focus	Admissions Procedure				
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Lead Policy Holder	Pete Jenkins (Executive Principal)				
Designated Director	M. Escott	<input checked="" type="checkbox"/>	J. Johnson		R. Gasson
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School Aim

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult, challenging or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't **have** to be bound by the past but **can** build a brighter future for themselves, **if** they have the right support.

Our Mission is to ensure that we help every child or young person that we work with achieves their full potential, both academically and personally. As a school, we aspire to being outstanding, so that our students can become outstanding too – as exemplified in our school motto:

'Being the Best We Can Be'

Our Aims are to:

- Meet the previously unmet needs of young people and enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
- Contribute to community and social change.
- Reduce costs to society in terms of both social and economic benefits

To reach these aims, we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

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Glossary of Acronyms

EHCP	Education Health and Care Plan
LCE	Life Chance Education
ACEs	Adverse Childhood Experiences
MRE	Monitoring, Review & Evaluation
CPD	Continual Professional Development
HoS	Heads of School
CEO	Chief Executive Officer
SLT	Senior Leadership Team Meetings
H & S	Health & Safety
LA	Local Authority

1. Statement of Intent for this Policy

This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across all school sites. It details the school's commitment with regard to admissions and its commitment to provide a fair and consistent approach to admitting new students.

Why is this Policy Important?

When considering a new Admission, it is important that the consultations are managed in a fair, timely and consistent manner. It is critical for the student and their family that the Admissions process identifies that our school is the most appropriate setting for them (notwithstanding the Referral process by Local Authority Panel) and we can meet their needs to avoid any further transitions and learning disruption.

2. Statutory / Legislative Basis

Child and Families Act 2014: Section 43: Duty to Admit

3. Links to Other Related Policies / Procedures

This policy sits within the Statutory and Compliance Portfolio of Policies which School for Inspiring Talents has adopted. It therefore relates to other policies in that themed grouping which include:

- Attendance Policy
- Attendance & Student Roll Register
- Complaints Policy
- Disabilities Policy Inc. Accessibilities Plan
- Examination Centre Policy
- Exams Policy
- Health & Safety Policy
- Website Information
- SEND Policy

4. Monitoring, Review & Evaluation (MRE) : Compliance - Consistency - Impact

Monitoring, Review and Evaluation (MRE) of all aspects of our work as a school is undertaken to ensure that we are delivering on what we say we want to achieve with and for our students. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance and for Quality
- Implementation match with our Intent
- Consistency between staff and sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round.

Our framework for MRE is achieved via 3 key approaches:

Internally

- ↻ Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- ↻ Learning Walks by HoS in own and other Phases/Sites
- ↻ Individual Student Assessment Framework and Trackers
- ↻ CEO & Executive Principal's Observations, Spot Sampling and Random Checks
- ↻ Monthly SLT Progress Reviews of the Operational School Improvement Plan (OSIP)
- ↻ Heads of School Monitoring
- ↻ Appraisal & Performance Management approaches.
- ↻ SchoolPod, Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year

- ✎ Staff Briefings
- ✎ Student Voice Surveys
- ✎ Peer Reviews through Team Working
- ✎ CPD Evaluations

Accountability MRE

- ✎ Our Board of Directors Link Portfolio Visits and Observations
- ✎ Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- ✎ Termly Directors Scrutiny of the CEO, Executive Principal and Chief Operations Officer Reports to the Board
- ✎ Termly H&S checks
- ✎ Directors Involvement in the cycle of Policy Review
- ✎ Financial and Curriculum Resource Monitoring

Externally

- ✎ Referring LAs’ Annual Health Checks and Audits
- ✎ Commissioned Reviews of aspects of practice – specialist and generic e.g. Behaviour, Health & Safety
- ✎ Feedback from submissions for Awards and Quality Standards e.g. TISS
- ✎ Parent / Carer Feedback e.g. via Class Dojo
- ✎ Ofsted Monitoring and Inspection Visits
- ✎ User Schools Feedback

5. Key Policy Content - Information / Guidance Relating to our Practice

School for Inspiring Talents will make every attempt to reply to Local Authorities within the statutory timescales. Following consultations which lead to local authorities contracting a place, new students will be offered a start date. Provided no staff recruitment is needed, the start date will usually be the first Monday of a new half term.

The Admissions Process	
1.	SfIT receives a referral from a Local Authority and the process of Admission is started by the SENDCo.
2.	The SENDCo reads the referral paperwork to ascertain if the student’s needs originate in previous ACEs /trauma.
3.	The SENDCo informs the Executive Principal and the Multi-Disciplinary Team that a new referral has been received and that the student’s needs can <i>in principle</i> be met with SfIT’s core offer
4.	The SENDCo liaises with the Local Authorities and with each student’s current or previous setting to discuss and establish the unique needs of each individual student.
5.	The SENDCo liaises with Social Care, Early Help, the Virtual School, and other outside agencies to discuss and establish the unique needs of each individual student. This process can include attending meetings.
6.	The SENDCo gives updated information to the Executive Principal and the Multi-Disciplinary Team. There is a discussion to ensure everyone is in agreement that SFIT can meet the student’s needs and that SFIT is the right environment for the student.
7.	When the SENDCo receives information, from outside agencies, that indicates a student is currently experiencing trauma and/or their home situation is likely to change, SfIT’s Multi-Disciplinary Team meet to discuss the merits of placing the referral on hold and/or declining the referral until the student is living in a safe and stable environment. The SENDCo will inform the LA of the outcome of this discussion.
8.	The SENDCo or a member of the Multi-Disciplinary Team meets with parents/carers at a mutually agreed location (this could be a home visit, at SfIT or a neutral location) to discuss parents’/carers’ perspectives of the current situation.
9.	The SENDCo where possible, will visit the student in their current setting and meet with staff to discuss the student’s needs.
10.	The SENDCo will meet with the Executive Principal and the Multi-Disciplinary Team to review the information obtained from the information gathering and assessment process to determine if SfIT can meet the student’s needs and that SfIT is the right environment for the student at this time.
11.	If all are in agreement that SfIT can meet the student’s needs and that SfIT is the right environment for the student, there is a discussion to establish which school site/class the student would be best suited to.
12.	The SENDCo liaises with the relevant Head of School to given them information about the student and arrange a time for the parent/carer to visit without the student.

13.	The SENDCo liaises with the relevant Head of School to arrange a time for the parent/carer to visit with the student.
14.	The Head of School offers feedback to the SENDCo re the suitability of their site/class to meet the student's needs. The SENDCo then updates the Executive Principal and the Multi-Disciplinary Team. If necessary, arrangements are made for the parent/carer and student to visit another site/class.
15.	Once the suitability of the site/class is established, the Head of School arranges for the student to visit independently of the parent/carer, to ensure they can access SfIT's core offer. The Head of School offers feedback to the SENDCo.
16.	SfIT's Clinical Consultant and Head of Multi-Disciplinary Team may meet with parents/carers to draft an agreement that will detail their role in supporting the student to access the core offer at SfIT.
17.	If the Executive Principal, Multi-Disciplinary Team and Head of School all agree that SfIT can meet the student's needs and that SfIT is the right environment for the student, the SENDCo will formally respond to the LA with a completed Assessment of Need form which details SfIT's core offer and how it can be adapted to meet the student's individual needs.
18.	Once the LA have agreed to fund a place for the student the SENDCo, Executive Principal, Multi-Disciplinary Team and Head of School will together agree a transition plan, which will be unique for each student.
19.	Ensure all points above are actioned within timescales provided by the Local Authority (although receiving incomplete information from the Local Authority may lead to timescales being extended).
20.	Once the student comes on roll at SfIT the SENDCo will request all remaining necessary paperwork from the students current/previous settings.
21.	The SENDCo will produce a SEND timeline, safeguarding timeline, and Individual Provision Plan to aid dissemination of all relevant information to all school staff.
22.	The SENDCo will host a Transition Review for parents/carers/student/school staff four week after the student has started at the school to establish the students' needs are being met and that the parents/carers, if necessary, are being supported by the Multi-Disciplinary Team.
23.	The Transition Review is repeated at the end of the first term if appropriate.

Parent/Carer	
1.	Ensure that their child goes to school regularly, on time and correctly dressed.
2.	Notify the School of reasons for absence.
3.	The parent/carer will be aware of and supportive of achievable targets for their child, including working with relevant professionals.
4.	The parent/carer will attend regular review meetings about the progress of their child.
5.	Support the School's policies and guidelines for behaviour and uniform.
6.	The parent/carer will commit to maintaining good communication with the School regarding changes in their child's behaviour, both positive and negative, and any significant events that may cause a change in the child's behaviour.
7.	Communicate with the School and its staff in a respectful way.
8.	Develop a positive working relationship with the School by contacting us directly to share concerns (email or telephone) rather than using social media.
9.	Talk to their child about their life at school.
10.	Make the School aware of any concerns or problems that might affect their child's work or behaviour.
11.	Pay costs for any damage or losses to School property.
12.	Support and contribute to achievable targets for the child.
13.	Sign a joint working agreement with the school (appendix).

6. Implications for Stakeholders

Board of Directors	Board of Directors will ensure the admissions of new students is fair and consistent.
All Staff	Staff can be reassured that the admissions process will carefully examine the suitability of any student before being placed at the school. They will also be confident that all available and pertinent information relating to a student will be collected in advance of their start date.
Designated Specialist Staff	SENDCo: The SENDCo has clear responsibilities within the admissions policy to ensure the policy process and timelines are adhered to.
Students	Any student placed at SfIT will have undergone a suitability process to ensure this school will meet their needs.
Families/Carers	Have a clear understanding of the admissions process.
Referring LAs	Have a clear understanding of the admissions process.
Contractors	N/A
Visitors	N/A
Agencies	External Agencies will understand that during the admissions process we may contact them to ensure we hold all relevant information on a child prior to making a decision on admission.
Schools	Schools understand their role in supporting the SENDCo with the admission process. Where applicable, Host/Previous Schools understand that during the admissions process we may contact them to ensure we hold all relevant information on a child prior to making a decision on admission.

7. Relevant Data Sets / Metrics

- Student roll register
- Student attendance data
- Student Profile Data/ Case Files

8. Relevant Resources

- Child and Families Act 2014: Section 43: Duty to Admit

Appendices (Embedded / E.Links)

Special Educational Needs and Disability Code Of Practice: 0 to 25 years	Admissions Policy Joint Working Agreement
Embedded Document/E.Link https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf	 SFIT- POLICIES-ADMISSIONS.docx