



The Peak and Greenfield Academy Admissions Policy

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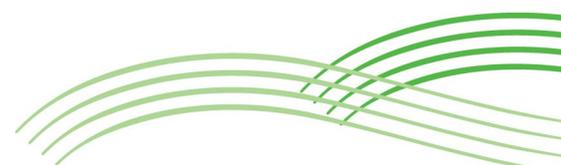
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RATIONALE

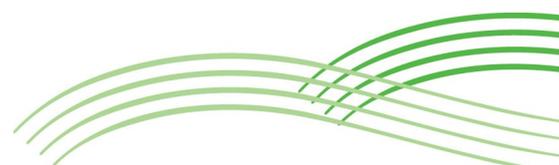
Precise admissions criteria, which clearly reflect the Academy's designation, are essential if the Academy is to fulfil a tenable role within the spectrum of offering successful provision for pupils with Special Educational Needs. Precise admissions criteria are also fundamental in ensuring that the Academy provides its pupils with their entitlement and meets their individual specific needs.

1. AIMS

- 1.1 To clarify to all concerned the Academy's admissions and exit criteria;
- 1.2 To clarify to all concerned the nature and role of The Peak Academy;
- 1.3 To enable the Academy to work within a clear and tenable designation.

2. IMPORTANT PRINCIPLES AND GUIDELINES

- 2.1 The Peak Academy primarily caters for pupils with complex social and emotional difficulties and functioning ASD pupils, who because of their additional needs:
 - Have the academic potential but on entry have difficulty in accessing the primary and secondary National Curriculum;
 - Present as having social, emotional and communication difficulties and a result learning difficulties;
 - Require structured additional support to develop social, emotional and independent skills.
- 2.2 The Peak Academy aims to help its pupils to progress to level of academic, social and emotional functioning that will enable them to live, learn and interact within their local community.
- 2.3 The academy environment contains steps and stairs. Any possible adaptations or arrangements that need to be made to provide physical access for pupils will be considered on an individual basis by the Governing Body prior to admission.
- 2.4 In order to be admitted to The Peak Academy, and thus benefit from the placement, pupils must fulfil the criteria set out in Section 3 "Admissions Criteria".
- 2.5 When a pupil meets the "Exit Criteria" set out in Section 4, the Academy will call a review of his/her EHCP of Educational Needs, under the 1996 Education Act. The focus of the review will be a transition plan that will enable the pupil to successfully continue their education in an alternative setting.
- 2.6 All pupils on entry to The Peak Academy will and must have a EHCP of Special Educational Needs.



3. ADMISSIONS CRITERIA

3.1 In order to be admitted to The Peak Academy pupil's attainment in the areas of the National Curriculum, independence, self-management/regulation and organisational skills must comply with the following criteria:

- Pupils must have acquired some independence and organisational skills including:
 - Being able to carry out a sequence of simple self-care activities reliably e.g. changing for physical education, using the toilet appropriately, eating with peers, personal hygiene etc.
 - Identifying the resources required for familiar and routine activities e.g. wearing the correct uniform, taking the appropriate equipment to lessons etc.
 - Participating with others in carrying out tasks in familiar contexts.

3.2 Additionally, their needs will cause them to require provision that may include:

- Access to trained, specialist staff including SALT, OT, Art psychotherapy, Assistant Educational psychologist, Counselling,
- A personalised curriculum,
- Individual teaching based on need,
- A tightly structured school day,
- Targeted social and emotional support,
- An emotionally secure environment.

3.3 If The Peak academy believes that the local authority has in any way acted in a manner that might jeopardise the overall safeguarding of the academy, in the performance of its statutory duties regarding admissions it will appeal to the secretary of state directly to ensure that all parties are safeguarded.

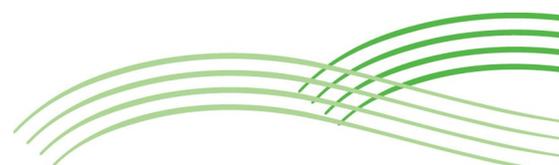
3.4. Financial

Pupils moving between GCC special schools

A pupil moving between GCC special schools will retain their Banding (this is based on the assessed needs of the pupil and the cost of meeting their needs in the educational setting). The new school would undertake an assessment of need and present its findings and Banding request at the next possible Banding meeting. No more than a 12-week period should be allowed for a Banding request to be made by the new school.

Pupils moving back into Glos Special schools from OOC schools

Top up funding or Banding (this is based on the assessed needs of the pupil and the cost of meeting their needs in the educational setting) to be agreed by SEN representative on basis of evidence provided. Banding to be agreed with Principal and Head of GCC SEN prior to placement offer.



Pupils directly from OOC local authority

- An outline will be submitted to the local authority on request detailing costing.
- Place funding will be paid by the sending district unless we receive written instructions from Gloucestershire County Council that they are willing to allocate one of their commissioned places.
- Rates will need to be revisited annually to account for increases in costs as well as personalised support programmes that are added or concluded as the pupil's needs change.

3.5 The Peak Academy is unable to meet the needs of all learners who have a diagnosis or may present the following: (It is up to the Governing Body and Principal's discretion to assess need and match to the Academy's current provision/resources. The Academy must take reasonable steps to meet need where possible, Education Act 1996).

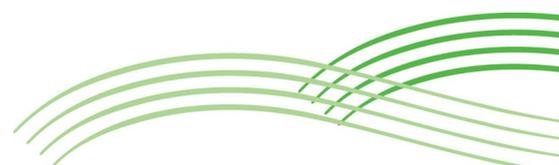
- Complex medical needs
- Levels of violence that would be detrimental to others
- Eating disorders
- Psychological disturbance
- Low functioning ASD
- Complex Neurological disorders
- Non Verbal pupils
- Historical poor attendance and/or engagement
- SLD
- Significant criminal involvement

3.6 At The Peak Academy all pupils have a high degree of vulnerability. This could include:

- Emotional Vulnerability
- Social Vulnerability
- Sexual Vulnerability
- Physical Vulnerability

3.7 The Peak Academy has a strict admissions protocol and timetable (Appendix B) which comes into operation once a place has been agreed (Reference Appendix A – Requirements for the Admission of Pupils to The Peak Academy). At this time a range of supporting documents are made available to allow a smooth transition into the academy and insure that all needs can be met. These include:

- EHCP Synopsis
- Pen Picture



- Risk Assessment
- Accurate academic information including, baseline information and progress over time

4.0 OVERSUBSCRIPTION CRITERIA

The Academy has an agreed admission number of 60 pupils

5.0 FIFTEEN DAY REQUEST FOR A PLACEMENT PROCEDURE

The Peak Academy Funding agreement states:

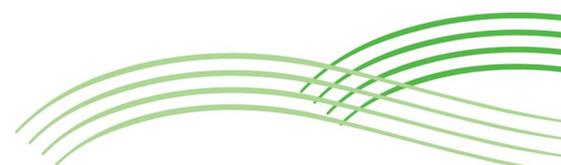
Where the Local Authority intends to name The Peak Academy in a statement, and have served a copy of the proposed EHCP (or amended statement) on the Academy Trust, the Academy Trust must respond to the Local Authority's proposal within 15 days.

The Academy Trust must consent to being named, except where:

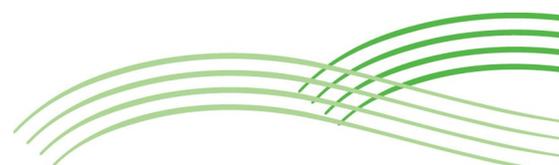
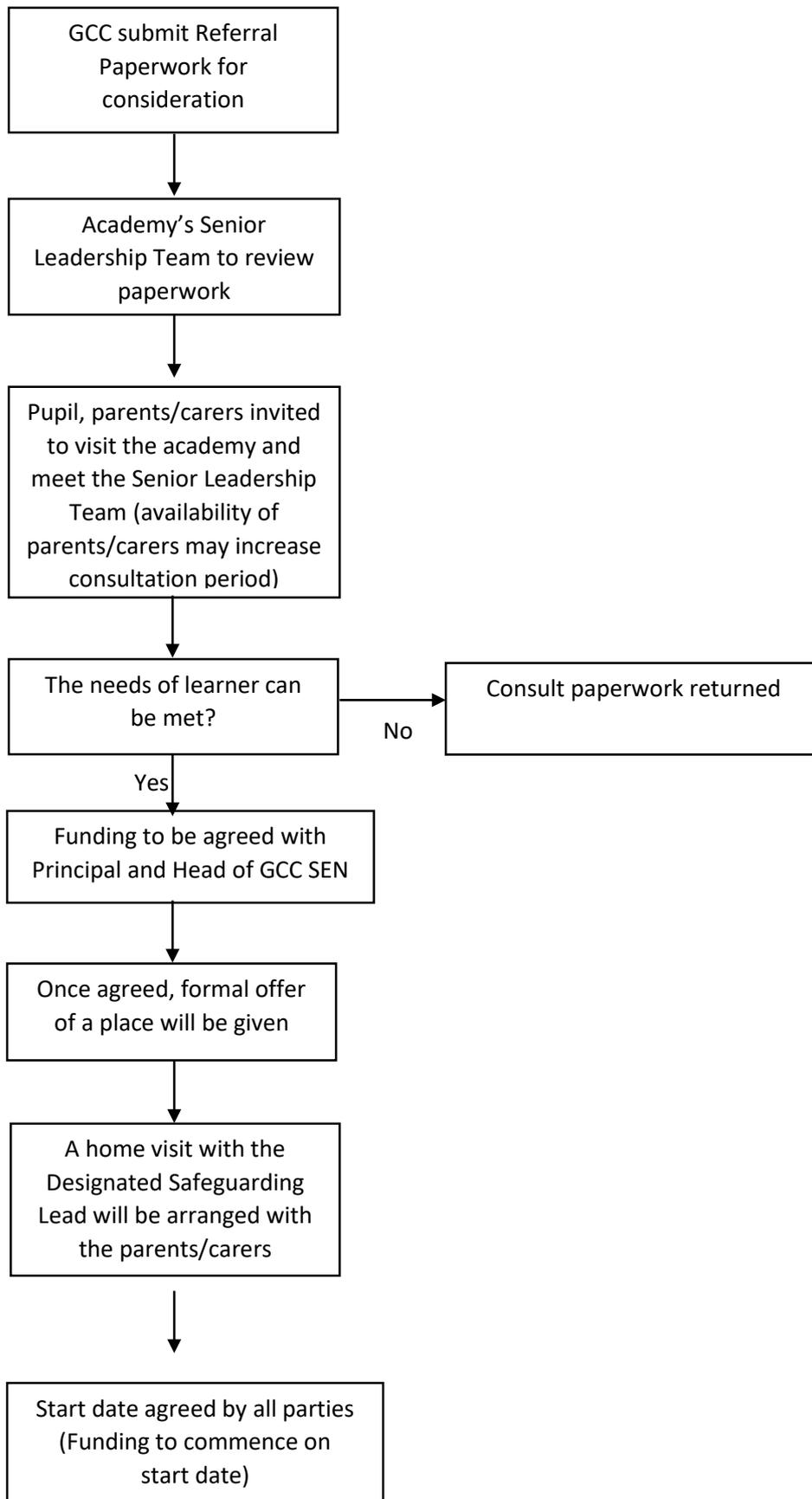
Admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the Academy Trust must have regard to the relevant guidance issued by the Secretary of State to maintained schools.

If the Academy Trust determines that admitting the child would be incompatible with the provision of efficient education, it must, within 15 days of receipt of the Local Authority's notice, notify the Local Authority in writing that it does not agree that the Academy should be named in the pupil's statement. Such notice must set out all the facts and matters the Academy relies upon in support of its contention that:

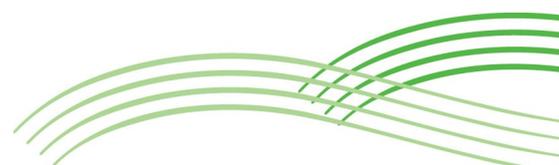
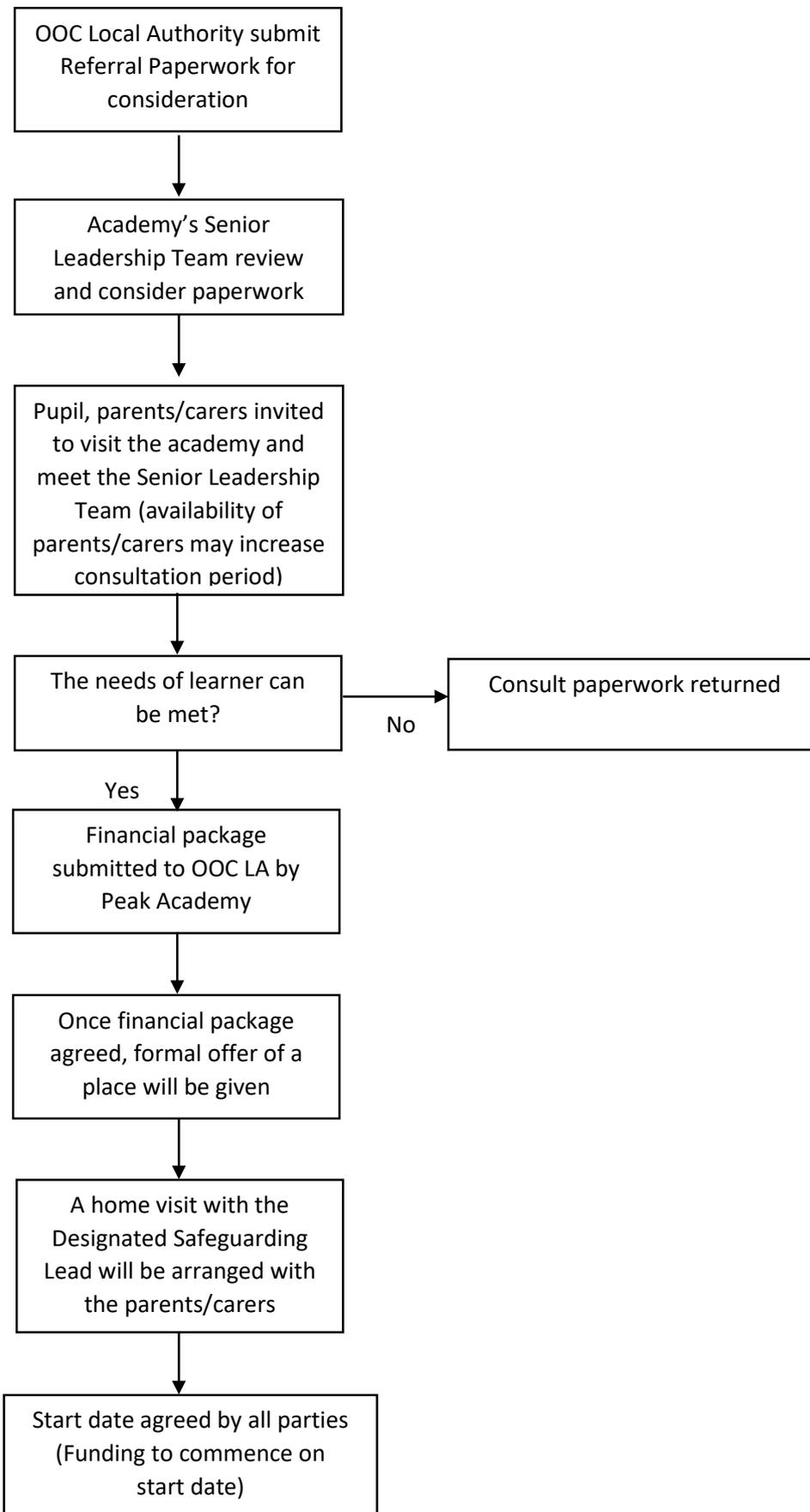
- (a) Admitting the child would be incompatible with efficiently educating other children;
- (b) The Academy Trust cannot take reasonable steps to secure this compatibility.



(c) **15 working day placement procedure – GCC Referrals**



(a) **15 working day placement procedure – OOC Referrals**



6.0 EXIT CRITERIA

6.1 When a pupil meets the following criteria:

- A level of social, emotional and behavioural functioning that would enable them to successfully access the curriculum within a mainstream school e.g. the ability to interact positively with peers and staff.

The Academy will automatically call a review of his/her EHCP of Special Educational Needs under the 1996 Educational Act, to draw up a plan that will enable the pupil to successfully continue their education in a mainstream setting.

6.2 When a pupil meets the following criteria:

- Is unable to consistently socially, emotionally or academically function within the Academy despite targeted personalised provision and the additional deployment of resources and/or the pupil becomes a significant health and safety concern.

The Academy will automatically call a review of his/her EHCP of Special Educational Needs under the 1996 Educational Act, to draw up a plan that will enable the pupil to continue their education in an alternative setting.

7.0 EQUAL OPPORTUNITIES

The academy welcomes all applicants who meet the Admissions criteria regardless of age, ethnicity, gender, social circumstances, disability or sexuality.

8.0 POLICY REVIEW

This policy will be reviewed by the academy on an annual basis and otherwise as required.

