



ADMISSIONS POLICY

Introduction

This policy document aims to provide information about how people can apply for a place at our school.

ID Academy is a non-maintained (*independent*) special school. The provision is specifically for 10 pupils aged 11-16. The school admits mixed entry pupils with special educational needs and the school caters for pupils with Social, Emotional or Mental Health Needs (SEMH).

The school accepts referrals through the NE12 Commissioning Framework and we welcome private referrals from parents/carers. We also welcome pupils who are looked after, referred to us by their carers or by a local authority.

The address of ID Academy is 3-5 Brenkley Way, Blezard Business Park, Seaton Burn, Newcastle-upon-Tyne, Tyne and Wear, NE13 6DS. The Local Authority for the school is North Tyneside (392). The URN is 145239 and the Department for Education number is 392/6001.

ID Academy can also offer residential places at its registered residential provision for young people, The Grange in County Durham.

Pupils who are admitted to the school will usually have a Statement of Special Educational Needs or an Education and Health Care Plan. Pupils may be admitted during the assessment stage of this process. Under the Children and Families Act 2014, children and young people with Special Educational Needs and Disability (SEND) who meet the relevant threshold will be supported by an Education, Health and Care Plan (EHCP), which spans the age range from birth to 25 years, and replaces the statement of special educational needs (SEN). All existing SENs will continue to have legal status until they are formally transferred to new EHCPs.

At ID Academy pupils have sometimes found it difficult to engage with traditional schools, and we recognise the need to be creative in the way that the curriculum is delivered to them. Although we have developed set academic timetables, the provision of education at

our school relies on recognising and making the most of opportunities as and when they arise to enable each individual young person to learn in the way that best fits their interests and abilities.

At ID Academy, we want our pupils to develop a sense of personal development. We aim to provide:

- A multi-disciplinary approach to a personalised curriculum developed through working with parents, referring authorities and the care team.
- A framework of personal objectives that help us to work towards targets for individual development.
- An emphasis on developing pride and self-confidence through achievement and success.
- Skilled management and development of behaviour designed around a carefully planned framework of rules, rewards and sanctions.
- Therapeutic work to develop the young person's self-esteem.
- A planned progression towards maturity and self-reliance, leading to work experience and careers education programmes, to prepare pupils for leaving school.
- A wide range and variety of interests and activities.

At ID Academy, we aim for the school to achieve high standards of professional Care and Education. In order to achieve this we provide:

- Fully qualified Teachers who are able to deliver a broad and balanced classroom curriculum, together with qualified and experienced Teaching Assistants.
- Staff who are aware of their personal contribution towards the aims and objectives of the schools and who are committed to achieving high standards.
- An Accredited Centre for GCSE and NOCN examinations.
- Supervision, appraisal and training as a Professional Development Programme for all employees.
- Support to staff by a Chartered Clinical Child Psychologist.

Consideration will be given when admitting a new pupil to ensure that the young people who already attend the school are not likely to be adversely affected by the admission. The Headteacher will complete an impact assessment on the existing pupils on roll. The needs of both the current pupils attending the school and the possible new admission must be taken into consideration to ensure compatibility in a small learning environment.

The following principles are used to inform the school's admissions process. The proprietor and the Headteacher will review each application or referral for admission.

1. The school will consider an application for admission from regardless of race, gender, sexual orientation, religion or belief, disability¹, social status as long as they are willing and able to engage in the curriculum offered and they and others can be kept safe.
2. After consideration, the school may offer the pupil an assessment for day provision. If an assessment is not offered, the reasons will be explained to the applicant and / or those with Parental Responsibility, as appropriate.
3. If agreed, the school will gather information about the pupil's capabilities, needs and interests, including information about any risk that the admission might pose to the new pupil or to others. The school will use this information to decide whether it is able to meet the needs of the pupil.
4. For pupils who are in the care of their local authorities, this will include all relevant information about their legal status.
5. The school will ensure that the pupil and those who are responsible for them are kept informed throughout the admissions process.
6. The school will identify the cost of each placement based on the pupil's needs. This will either be the NE12 Commissioning Framework agreed fees, or, if a risk assessment indicates that this is necessary, an enhanced fee. This is to ensure that sufficient support and correct provision is in place for each pupil. The school will provide local authorities and other funding agencies with qualifying information to justify the level of funding requested.
7. The school will provide clear guidelines to pupils about what is expected from them and what they can expect from the school. These guidelines are clearly set out in the following School's Policies:
 - a. Attendance
 - b. Behaviour
 - c. Use of mobile phones and electronic equipment
 - d. Safe-guarding
 - e. Anti-bullying
 - f. Concerns or complaints

The school will work with the pupil and those who are responsible for them, to ensure appropriate and relevant information sharing is agreed and that information is shared in a timely and agreed manner. The school will work in partnership with internal residential services to ensure the compatibility of incoming pupils and will continue to share information for the benefit of the pupil.

¹ Please see Accessibility Plan for further details.

Procedure for admissions

The proprietor and Headteacher will ensure that every young person referred to our school will receive a prompt and thorough response. Our admission procedure focuses on planning and preparation. This will ensure that everyone involved has clear expectations of the admission and an understanding of their respective roles and responsibilities. The following outlines the basic procedure for admissions to the school.

1. Initial Enquiry

Information shared about the school and about the pupil.

2. Visit to the school

If the initial enquiry indicates a placement might be possible, the pupil, together with their family or the people who support them are invited for an initial visit to the school.

3. Pre-entry assessment and information sharing

Following the initial visit, if all parties agree that that the placement is likely to be suitable, then an admissions form is completed by the Headteacher. This includes information, where relevant, from the referring authority, their representatives, parents, legal guardian or current placement.

4. Education and Health Care Plan

A copy of the Education and Health Care Plan will be requested or if the pupil is in the assessment stage of this process the relevant information will be requested for this plan to be finalised. The school will review the EHCP to ensure it can meet the pupil's needs and progress to outcomes specified in the Education and Health Care Plan.

5. Initial risk assessment

The school will consider if the pupil may pose a risk to others or whether they might be vulnerable to harm from others. This information is important in helping the school decide how to establish a successful placement, if one is offered.

Where the pupil is subject to any kind of legal requirement (for example, if the pupil is in the care of their local authority under section 20 or section 31 of the 1989 Children Act) the school will ensure that the relevant local authority safeguarding board is aware of the application and that all relevant information has been provided. Where the applicant lives in a different local authority area from where the school is situated, then both safeguarding boards will be contacted.

Information sharing

Following the decision to admit the pupil, the school will make sure that all relevant people and agencies are informed about the admission and, if any specific risks have been identified, how the school will respond. Agencies contacted may include the relevant safeguarding boards of both the home and the host local authorities and those responsible for ensuring a suitable care plan is in place, if this is appropriate. Information may also be shared with regards to length of planned attendance at the school and possible next steps

for education for the pupil. This may include a return to a mainstream school, return to school in pupil's local area or progression to college.

Accepting and declining placements

Once a start date for the pupil has been agreed written details of the cost and the terms and conditions of the admission are communicated to the relevant funding authorities. This document forms the basis of the contract between the school and the funding authority responsible for paying for the placement. The pupil will then be added to the school roll and register from the agreed start date.

Any placement shall initially be for a trial period of up to 28 days during which time the school will review the suitability of the placement to ascertain whether the placement can meet the assessed needs. If we determine within the first 28 days that the pupil's needs can not be met appropriately within the placement then we will give a minimum of 7 days notice to the placing authority and/or parent/carer.

All information collected during the admissions process is subject to the General Data Protection Regulations 2018 and will be stored securely.

Written by: S Park, Headteacher June 2018

Next Review Date: June 2019

Authorised by Gordon Quince (Director)

A handwritten signature in black ink, appearing to read 'Gordon Quince', is positioned to the right of the red text 'Authorised by Gordon Quince (Director)'. The signature is written in a cursive style.