



# APPROACH LEARNING

## Admissions Policy

<b>Person/s Responsible</b>	<b>Cheryl Harding</b>
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### Introduction

Approach Learning is an alternative provision for boys/girls aged 11 to 16 years. The provision has capacity for 24 pupils.

The aims of this policy are:

- to set selection criteria and procedures that are fair to all applicants. No applicant will be treated less favourably during the application process or during assessment on the grounds of their race, ethnic or national origin, gender, gender reassignment, religious faith or belief, sexual orientation, socio-economic group, pregnancy and maternity, disability or special educational needs.
- to identify applicants whose academic and other abilities appear to match the ethos and standards of the provision and whose personal qualities suggest they have the potential to contribute sufficiently to the provision community and benefit from the many opportunities that are offered to them.
- to comply with the provision's obligations under the Equality Act 2010.

This policy can be made available in larger print or more accessible format if required.

### Conditions of Admission

It is a condition for admission that:

- all applicants meet the selection criteria for admission
- any conditions of entry to the provision are fulfilled
- the applicant is of appropriate age and maturity
- the provision can adequately cater for and meet the needs of any disability and/or special educational needs.

Admission to the Provisions is at the Head's discretion. We reserve the right to refuse admission to aggressive or violent pupils.

### Selection

The selection criteria for entry to the provision into any year is fair to all applicants and entails:

- satisfactory reference from the applicant's current Provision/Local Authority (if any)
- a pre-admission interview with the Head to ensure the applicant has the potential to contribute and benefit from provision life and educational opportunities offered by the provision

### Admissions procedure

Pupils may enter the provision at age 11 – 16.

The admissions procedure for AL is as follows:



1. After an initial enquiry is made, we request relevant information including the reason for the referral. We ask the referrer to complete a Referral Form.
2. We will then review the documents and information gathered from the initial enquiry to determine whether the provision can meet the needs of the young person and whether a good fit is likely.
3. We will then invite the potential pupil, parents/carers, social/case/family workers to meet the Senior Staff and have a tour of the provision. During this meeting both parties can get a feel for whether the placement is likely to work. The focus of the meeting will be the young person's needs, thoughts, ideas and aspirations. Once this meeting has been completed everyone can take a little time to determine whether they think the placement could work.
4. Please note, if the young person is unsuccessful at this stage an optional report can be written to aid the young person in finding the right place for them.
5. If parties all are in agreement, we will suggest a trial day or a series of trial days so the young person can experience the provision and we can get a better feel for their needs.
6. If this goes well, we go back to the referrer and agree to the placement and they will then (usually) put the proposal to their panel for a decision on the funding.
7. Following approval a place at AL will either be offered (or declined) based on the suitability of the young person.
8. We will then arrange a start date for the young person.
9. Please note, at this point that some young people need a step-by-step plan to help them assimilate to provision life and we create this plan based on the pupils needs. It is adjusted as time goes on because some young people assimilate more quickly or more slowly than they originally thought.
10. It is also worth noting that some young people need to take a step back and restart their learning from an earlier year group to the one they would normally be placed in. We work collaboratively with everyone involved to find the right place for that young person. Examples of this are where a young person has missed so much education in year 10, they need to go back to the beginning of year 10 to ensure they cover the 2 year GCSE courses in order to give them a fair chance at their GCSEs. Another example might be where a pupil is so anxious that the goal is to get them into provision regularly and then assess their learning gaps and find the best place in the provision for them.
11. We will request a completed referral form from the referring school or LA and pupil files from the young person's previous school/provision, and we will require parents/carers and young people to complete registration forms and provide consent for activities/trips/medication/etc.
12. Meanwhile we will be working on a bespoke personalised integration plan for the young person to ensure their start with AL is as successful as possible. This will include baseline academic testing.
13. On arrival for their first day, each new student will receive their necessary resources.

## Special Educational Needs and Disabilities (SEND)

The provision welcome all applicants irrespective of any learning needs and/or disabilities. However, its facilities (physical and otherwise) for pupils with significant learning difficulties and/or physical disabilities are currently limited.

The provision will do all that is reasonable to comply with the Equality Act 2010 so that the provision may accommodate the needs of disabled applicants for which, with reasonable adjustments, the provision can cater adequately.

The provision will do all that is reasonable to ensure the application procedure (and any information about the provision) is accessible for disabled applicants and will make such reasonable adjustments as necessary. (See Accessibility Plan)

Parents must inform the provision when submitting a Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the provision.

Parents of SEND pupils may be invited to a preliminary meeting with the Head to discuss ways in which any disadvantages could be lessened or eliminated from the admissions process and to ensure that the applicant can be adequately catered for should an offer of a place be made.



The provision may request further information, such as a medical certificate or educational psychologist's report, and any associated correspondence from the pupil's current school/provision that the provision considers necessary to make a fair assessment.

If, after reasonable adjustments have been considered, the provision is unable to adequately cater for the needs of those children with disabilities, schools and parents will be informed why an offer will not be made.

If an applicant's SEND becomes apparent after admission, the provision will consult with parents about what reasonable adjustments, if any, can be made in order to allow the child to continue at the provision. If, after reasonable adjustments have been considered, the provision is unable to adequately cater for and meet the needs of the pupil, the Head may request that the referrer finds a more appropriate setting.

### Complaints

In the event of any dispute regarding admissions, parents are referred to the Complaints Procedure, which is published on the provision website and can be made available upon written request.