

# Hartlepool Aspire Trust

## Catcote Academy

# Admissions Policy



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## 1 Introduction

We aim to ensure that Catcote Academy is a friendly and secure place, with a stimulating and rewarding environment. We want every student to make as much progress as possible and aim to offer enriching experiences alongside a broad, balanced and personalised curriculum, using a range of strategies and approaches appropriate to individual needs and learning styles. The Academy adopts a proactive approach to disability equality, incorporating it into all decisions and activities.

Policies are in place to ensure the wellbeing of the whole school community, and that the aims set out above are supported.

The Academy subscribes to the vision for high aspirations and expectations set out in the Special Educational Needs and Disability Code of Practice 2015, and works to realise it for all of our students. The Code of Practice states that:

All children and young people are entitled to an education that that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

## 2 Responsibilities

The following people have responsibilities under this policy.

### 2.1 *Chief Executive Officer (CEO)*

The CEO is responsible for the strategic direction of the Admissions Policy and ensuring that statutory requirements are met in relation to all admission requests.

### 2.2 *SENCo*

The SENCo is responsible for dealing with and responding to admission requests from all Local Authorities. The SENCo will ensure that the policy contents are applied fairly to all requests.

## 3 Policy

### 3.1 *Admission Guidelines*

Admissions guidelines were agreed by the Governing Body in February 2015:

- Prospective students must have an Education, Health and Care Plan which indicates that specialist provision is required to meet an individual student's needs (i.e. their needs cannot be met in a mainstream school). In exceptional cases, a

student may be admitted prior to the completion of statutory assessment (e.g. a student moving from outside of the authority where there is a consensus that specialist provision is required). Any assessment should be completed within 20 weeks as set out in SEND Code;

- The student must have the ability to achieve within the curriculum offered by the Academy;
- There must be a place available in the Academy\*;
- In accordance with the SEN Code of Practice (2015), the admission must be compatible with the efficient education of other students in the school;
- The Academy must have the required resources to meet the needs of the student. Where current resources are insufficient, the Academy will provide the LA with details of what is required to meet the student's needs. The admission of the student on these grounds must represent efficient use of LA resources.

\*When the places available are filled, the Academy may be asked to admit additional students who fit the categories of special educational needs described in Section 3. In a case of oversubscription, the CEO will negotiate funding with the relevant local authority. Numbers in different year or need groups can vary and some classes may be able to absorb an additional student. Over time however it is not anticipated to keep increasing the number of places, due to the limitations of the building and the safety of all learners.

### **3.2 Areas of need and admission criteria**

The Academy caters for students with learning difficulties and associated needs between the ages of 11 and 19, at the main Academy and 6<sup>th</sup> Form sites in Hartlepool. All students will have moderate, severe or profound learning difficulties. The Academy receives funding for 174 planned places and, in addition, a 6 place Additionally Resourced Provision for students with autism spectrum conditions (ASCs).

The Academy will consider all admissions requests on an individual basis. Prospective students must be provided with a suitably challenging curriculum which enables them to achieve good life outcomes. The Academy will apply the following criteria to all requests:

#### **3.2.1 Moderate learning difficulties**

- Students' cognitive profile scores, in the majority of areas assessed, will be at or below the 2<sup>nd</sup> percentile; **and**
- Students' attainment will be significantly below the level expected for their age. For example, students entering Year 7 will be achieving within the KS1 curriculum.

#### **3.2.2 Severe learning difficulties**

- Students' cognitive profile scores, in the majority of areas assessed, will be at or below the 1<sup>st</sup> percentile; **and**
- Students' attainment will be within the earlier stages of the curriculum and their achievements measured at pre-reception expectations.

### **3.2.3 Profound and multiple learning difficulties**

Students will present with severe developmental delay such that they will remain within the earliest stages of development (between 0-24 months) throughout their education. In addition to cognitive and communication difficulties, students will present with multiple needs that may include sensory and/or physical impairment. Their understanding of their interaction with their environment and of actions/events will be severely limited.

### **3.2.4 Other needs, not covered elsewhere**

In addition, students may also have difficulties in one of the following areas:

- impaired social interaction, communication or a significantly restricted repertoire of activities, interests and imaginative development. Students experiencing such difficulties may be diagnosed with an ASC;
- Significant social or emotional difficulties characterised by issues in relationships with other students and adults and/or significant delay in the development of life and social skills. Such students would be considered to be socially vulnerable and social, emotional and mental health difficulties is likely to be identified in their EHC plan;
- Medical or physical difficulties.

### **3.2.5 Needs not catered for**

**We do not cater for**

- Specific learning difficulties;
- Students who demonstrate ability to make progress within a mainstream curriculum;
- Students who do not have cognitive difficulties indicative of moderate, severe or profound and multiple learning difficulties.

## **3.3 Formal Request to Consider Admission**

A formal written request to consider admission will be made by an officer from the LA SEND Team after the student is discussed at the Admissions Panel. This request should make clear reference to the responsibility of the Headteacher to consult with the Governing Body, as required by the Children and Families Act 2014. Admissions requests for Y6 students for admission at the start of the following academic year should be received by 14<sup>th</sup> December.

The Trustees have delegated their responsibility for consultation on admissions to the Chair, who is required to report to the Board of Trustees on actions and decisions made under delegated powers via the CEO's termly reports. Clarification of the student's needs or any special resourcing issues may be sought either verbally in writing.

For a student to be admitted, the school must be named, by a Local Authority to name our school in the child's EHCP plan.

If we do not think it is appropriate for the child to be named to the school the following reasons will be used:

- The school is not suitable for the child's age, ability and aptitude and the special educational needs set out in the statement or EHCP
- The child's attendance is not compatible with the efficient education of other children in the school, and
- The placement is not an efficient use of the school's resources

### **3.4 Admissions Panel**

All admissions to Catcote Academy will be considered by the Admissions Panel, which comprises representatives of the Academy and the LA SEND team. The panel will meet on a monthly basis to discuss potential admissions and any associated placement issues. Agreement will be reached on the extent to which the student meets the admission guidelines and criteria detailed above, and the type of place to be offered.

The admissions authority for the Academy is the Hartlepool Aspire Trust, with the exception of the Additionally Resourced Provision whereby places are managed by the Local Authority. The ultimate decision to offer a place to a prospective student lies with the Trust, who will endeavour to work closely with the LA to meet individual needs.

### **3.5 Admission Routes**

There are several scenarios where admission to the Academy may be sought:

1. End of phase transfer (from KS2 to 3, KS3 to 4 and KS4 to post 16 provision);
2. Change of placement recommended by an Annual Review of a student's EHC Plan (not at the end of a Key Stage);
3. Specialist provision recommended by Statutory Assessment;
4. Student moving into the LA area;
5. Request from another LA, where the student resides outside of Hartlepool.

All admissions must be part of a planned process, as described in section 3.3.

### **3.6 Transfer arrangements**

- Students transferring to Catcote Academy at the end of a Key Stage will complete an induction programme of visits prior to their full time admission. Ideally, these will take place during the summer term of their last year in the current Key Stage;
- Students transferring to the Academy as a result of the Annual Review process will complete an induction programme of visits over a minimum of three weeks, following the offer of a place. The most appropriate date for a full time admission will be negotiated between the LA, the student's parents and the two schools. Catcote Academy will comply with the statutory timescales and respond to the LA's formal request for admission within 15 days of receiving it;
- Students transferring to the Academy as a result of statutory assessment will complete an induction programme of visits over a minimum of three weeks. The most appropriate date for a full-time admission will be negotiated between the LA, the student's parents and the two schools;

- Students who have moved into the Hartlepool area will be admitted as soon as possible following the offer of a place at Catcote Academy, and the completion of an initial visit. The Academy will comply with the statutory timescales and respond to the LA's formal request for admission within 15 days of receiving it;
- When a request is received from another LA, the Academy will comply with statutory timescales and respond to the requesting LA within 15 days of receiving the request. Where this is not possible due to the dates of the Admissions Panel, the Academy will inform the requesting LA of the likely date of its response. Any agreed admission will be completed within six weeks (if not an end of Key Stage transfer).

## 4 Review Period

This policy will be reviewed every year and revised if necessary-

### Definitions / Abbreviations

<b>Term</b>	<b>Meaning</b>
ASD	Autistic Spectrum Disorder
EHC	Education, Health and Care (Plan)
KS3/4	Key Stage 3/4
LA	Local Authority
MLD	Moderate Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SEMHD	Social, Emotional and Mental Health Difficulties
SEND	Special Educational Needs and Disability
SLD	Severe Learning Difficulties