



Springwell
Leeds

Admissions Policy

October 2017

Springwell Leeds Academy Admissions Policy

This policy should be read in conjunction with:

- Child Protection Policy
- Safer Working Practice Guidance
- Keeping Children Safe in Education Guidance
- The Use of Force or control to Restrain Pupils
- Exclusions
- Anti-bullying
- Use of Quiet Rooms
- SEN Policy

Introduction

We believe this policy relates to the following legislation:

- Data Protection Act 1998
- Human Rights Act 1998
- Schools Standards and Framework Act 1998
- Freedom of Information Act 2000
- Education and Skills Act 2008
- School Information (England) Regulations 2008
- Equality Act 2010
- School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012
- A School Admissions (Appeal Arrangements) (England) Regulations 2012
- School Admissions (Infant Class Sizes) (England) Regulations 2012

The following documentation is also related to this policy:

- School Admissions Code (DfE)
- School Admissions Appeals Code (DfE)

We wish to comply with the School Admissions Code of Practice. Annually we will publish the admission number for this Academy but there are times when this number will change in line with local authority and government statutory guidance.

We will consider all applications for admission as we are an inclusive Academy and will admit pupils without reference to general ability or aptitude. We believe we operate a fair and equal admissions policy.

We will consider any child with a statement of special educational needs that names this Academy

We as an Academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To comply with the School Admissions Code of Practice.
- To establish and maintain a fair and open admissions policy.
- To work with other Academies and the local authority in order to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body, as the admissions authority, has:

- a duty to consider all applications to this Academy fairly and openly;
- delegated powers and responsibilities to the Executive Principal to ensure all Academy personnel and visitors to the Academy are aware of and comply with this policy;
- a named member of SLT with responsibility for Admissions
- responsibility for ensuring that the Academy complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to visit the Academy regularly, to liaise with the Executive Principal and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Executive Principal

The Executive Principal in conjunction with the Governors will:

- ensure that all applications are looked at fairly and openly;
- ensure all Academy personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the SLT member with responsibility for Admissions

The designated SLT staff for Admissions will:

- work closely with the Associate Principals and Executive SENCO;
- ensure that this policy and other linked policies are up to date;
- ensure that everyone connected with the Academy is aware of this policy;
- make effective use of relevant research and information to improve this policy;

- report to the Governing Body on the success and development of this policy as required;

Admissions Criteria

Springwell Leeds Academy is a specialist setting for children whose primary need is social, emotional and mental health difficulties (SEMH). It is expected therefore that children entering the Academy will have identified SEMH needs and hold an Education, Health and Care Plan that states as such.

As a specialist setting we are committed to meeting the needs of children with severe SEMH difficulties. We do accept however, that in some cases SEMH need may be so profound that needs cannot be met within Springwell Leeds. For example where risk of violence is so extreme that it cannot be managed safely in our specialist setting or that behaviour is such that a secure setting is more appropriate. These cases will be considered through the usual consultation or annual review process.

Admission to this Academy shall be determined by the criteria set out below, which are listed in order of priority:-

1. Children who have been referred through the Leeds Local Authority Multi Agency Panel (MAP) and have an Education, Health and Care Plan (EHCP) that names Springwell Leeds Academy.
2. Children who have been referred through the Social, Emotional and Mental Health Panel (SEMH) for an assessment place, pending assessment of needs and application for an Education, Health and Care Plan (EHCP). If these children are currently on the role of another school, they will be dual registered with their school of origin until assessment is completed and Springwell Leeds Academy named on their EHCP.
3. In the event of over-subscription from within the Academy's designation, admissions will be prioritised (from those who meet criteria 1 and 2) as places become available on the following criteria:
 1. Children looked after
 2. Children with medical needs
 3. Proximity to the appropriate setting
4. Admissions made for children recommended for admission on medical grounds, supported by a Medical Officer or psychological or special educational needs reasons. These must be confirmed by the Local Authority's professional advisers.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- apply by using the appropriate process;
- be aware of their right of appeal if their application is unsuccessful.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Academy website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- Academy events
 - meetings with Academy personnel
 - communications with home such as termly newsletters
 - reports such annual report to parents and reports to the Governing Body

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this Academy.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Executive Principal.

About this policy

Written by:	S. Jacques
Date:	1/10/17
Presented to Governors	December 2017
Ratified by Governors	December 2017
To be Reviewed by	1/10/18