

Admissions Policy (R.E.A.L. Independent Schools)

Amended on: 12/11/2016

Review Date: 12/11/2018

Revision history:

12/11/2016 - Policy up-dated to include NAPL request method of admissions.

06/11/2014: - Policy duplicated for R.E.A.L. Alternative Provision School.

01/03/2013: - No amendments made.

01/03/2012: - No amendments made. Policy duplicated for R.E.A.L. Independent Schools.

Introduction

We focus on students with significant and complex additional needs who may be “lost to learning”, at significant risk of exclusion or out of school with a placement difficult to establish. This may include, but is not limited to, young people who have a Education Health Care (EHC) Plan and young people who do not have an EHC Plan but are undergoing a Education, Health and Care Needs Assessment. Typically they will be young people who have been isolated in their learning journey through a number of factors that have made them particularly difficult to place within local authorities and for whom existing arrangements within “Education Otherwise Than at Schools” (EOTAS) do not provide the firm base of a school attachment at a time of significant uncertainty within a family and young person’s educational journey. They are those who are at risk of becoming long term “Not in Education, Employment or Training” (NEET). In addition, they may have a range of associated difficulties such as:

- Specific Learning Difficulties such as Dyslexia
- Autism Spectrum Disorder or Asperger Syndrome
- Moderate Learning Difficulties

It is the R.E.A.L. Independent Schools’ aim to maintain learning within a young person’s community, whilst engaging partner services, in order to enable an holistic approach to meeting their additional needs within their locality. The focus is towards re-integration into an appropriate mainstream provision linked to both age and ability that will enable young people to lead useful and enjoyable lives within their community. R.E.A.L. Independent Schools is a creative development of strategically placed Learning Hubs with linked, small community venues. These provide opportunities for supporting a dynamic approach to re-engagement through a curriculum model that is geared to re-establishing social opportunity for young people and their families/carers. (See our Curriculum Policy). We recognise our duty to embrace diversity and to work to overcome prejudice. We do not discriminate on grounds of ability, gender, ethnicity, race or religion. Admission is reliant on adherence to the school’s admissions procedures as set out below:

Referrals

R.E.A.L. Independent Schools provides for boys and girls between the ages of 7 and 19 years. Young people are referred to R.E.A.L. Independent Schools via their home Local Authorities (LAs) although referrals will be considered from other LAs, parents and external agencies subject to funding being met directly from the referring body. Placements are full time on a day provision basis, though part time and dual placements will be considered on an individual basis if felt to be appropriate. Admissions to the school can be made at any point in the academic year but referrals for young people in year 11 need to be made during the autumn term.

Admission Procedures

Following an initial inquiry, referral papers for completion are issued. On receipt of completed referral papers, dialogue and meetings may take place with parents/carers and relevant professionals involved with the child and family and further necessary information gathered. The referral panel, comprising senior managers, considers all available information alongside the school's admissions criteria and replies to the referring body with the decision regarding admission. If the decision is not to admit the pupil, we will discuss with the referrer other possible appropriate provision that could be made. If the decision is to admit a pupil, an acceptance form, with fee structure and terms and conditions, is sent to the funding body. On receipt of confirmation from the funding body that the place will be taken up, a parent/carer information pack is sent to the family. The pupil induction process then begins.

Some learners are admitted to R.E.A.L Independent Schools through the NAPL process. (Nottinghamshire Approved Providers List) Information about prospective learners is received and the authority ask us to consider whether we can meet the needs of the learner. This information is discussed at the referral panel meeting and a decision is made as to whether we can meet the needs of the learner. If we believe we can meet his or her needs, we complete the paperwork to explain how we would do this. This is then sent back to the LA, who make a decision about where to place the child. If they decide that R.E.A.L Independent School is the best provider for the learner, initial meetings are made with parents and professionals to plan a careful transition into our school.

Timelines

- Acknowledge receipt of fully completed referral papers within 2 working days. Senior managers consider referral information and/or identify additional information needed within 8 working days.

- If referral information is sufficient on which to base a decision, this will be communicated to the referring body within 2 working days of the decision having been made.
- If it is necessary to have further information on which to base a decision, this will be gathered within 10 working days. Senior managers will consider it within the following 8 days and the decision communicated to the referrer within the following 2 days.

Inability to offer a placement

Decisions around admission to the school will be made following consultation with parents, the referring body and other relevant agencies. Should parents wish to appeal a decision made regarding admissions, they should follow the procedure as set out in the school's Complaints Policy. This is available from our website or a copy can be made available on request. R.E.A.L. Independent Schools retains the right to refuse the admission of a pupil on the following grounds:

- The school feels that the learner's needs, as identified in their Education Health Care Plan and / or referral information, would not be met.
 - The school feels that the pupil's needs could be met by other LA services such as mainstream schooling or alternative provision and that a placement at R.E.A.L. Independent Schools would be inappropriate given the needs of the young person.
 - The school has reached its capacity in terms of the number of placements.
 - The attendance of the young person would be incompatible with the efficient use of resources or the efficient education of others.
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- The referral is made from a LA which is not the young person's home LA, unless funding had been agreed and was in place accordingly.
 - Any competition for placements would see a 'Looked After Child' take precedent over other non 'Looked After' Children.