Hope SENTAMU LEARNING TRUST

ADMISSIONS POLICY, 2021 - 2022
ASPIRE ACADEMY

THIS POLICY APPLIES TO ASPIRE ACADEMY ONLY
FOR REFERRAL AND ENTRY

Please note: This policy complies with the requirements of the School Admissions Code 2021

Ratified by Sentamu Academy Learning Trust, Board of Trustees on 20.10.19

Amendment approved by Sentamu Academy Learning Trust, Board of Trustees on 20.07.21

Our Ethos and Values

At Aspire our ethos is to develop the individual moulding independent learners and confident young minds.

We aspire to be a community founded upon mutual trust where everyone is loved and respected for who they are. We believe that in working together we can accomplish more than we could alone.

Values:

As an Alternative Provision Academy, our core values are empathy, courage and community:

• **Empathy** is essential to human life and lies at the heart of all successful relationships. Empathy is an unspoken language that we aim to teach and develop in others. In this way we develop self-awareness and depth of human engagement;

• **Courage** is a trait that needs to be developed in everyone. Life throws many challenges at us and we need to be prepared to face those challenges through developing deep personal reserves. We believe that developing individual strength and conviction enables students for the rest of their lives;

• We aim to be an **inclusive community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As an Alternative Provision Academy, we aim to:

• Treat learners, staff and visitors with respect;

• Incorporate and promote the values behind the academy in all we do;

• Instill a sense of self-worth and value in every learner;

• Encourage learner participation in the planning and the running of our Academy wherever possible;

• Encourage emotional literacy as a way of interpreting the world around us;

• Encourage, challenge and support every person to achieve his or her potential.

Statement of Policy Review

The board of trustees has agreed that this policy will be reviewed every year. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **SEPTEMBER 2022.**

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1. **Introduction**

1.1 This document sets out the admission arrangements for Aspire Academy. The Academy Trust, as the admission authority for the academy, must approve in advance any changes to the arrangements set out in this document. The Academy Trust will act in accordance with equalities law.

1.2 This policy has been framed with due regard to the amended Alternative Provision (AP) School Funding Agreement, in particular Annex B Admissions, as updated in May 2012. For more information please see –

https://www.gov.uk/government/publications/academy-and-free-school-multi-model-master-funding-agreement

Aspire Academy will also pay due regard and follow the advice set out in Annex C (Arrangements for learners with SEN and disabilities) of the same AP Funding Agreement document, as it applies to admissions.

1.3 We already work very closely with Hull City Council's Fair Access Panel. We have a robust admissions process which referring organisations must follow before a young person starts their education with us. We are an equal opportunities non-discriminatory academy, and we therefore welcome applications for admission of young people from diverse backgrounds and with varying needs. Each admission is considered on a case-by-case basis to ensure that the learners we admit are ones which will benefit from the education provision we offer. The academy operates a fair, objective and transparent admissions system that includes a complaints procedure – Please ***see item 5 below.***

2. **Admission Arrangements**

2.1 In accordance with DfE guidelines (Ref: Free Schools 2013 – DfE, 2011) "Children of compulsory school age can only be admitted to an alternative provision Free School by being referred from Local Authorities, Schools and Academies using their existing referral powers or duties".

2.2 Alternative Provision Free Schools therefore, will have different arrangements for admissions from Mainstream Free Schools. The table below sets out the powers and duties, which Local Authorities, Schools and Academies have to refer to alternative provision (DfE 2011).

Circumstances	Commissioner (responsible for referring the pupil and paying the per pupil fee)	Type of referral
Child is permanently excluded or cannot attend mainstream education e.g. because of illness	Local Authority*	● Full-time, unless there are medical reasons why this would not be appropriate (full-time provision can be made up of part-time provision from two or more providers). ● Long term or short term – dependent on local authority view on whether reintegration is appropriate, and bearing in mind the child's right to suitable and full-time education. ● Education must start by the sixth day of permanent exclusion but can start earlier.
Child has a fixed period exclusion	Academy** or School	● Full-time. ● Short term – child can only be excluded on a fixed period basis for a maximum of 45 (school) days in an academic year. ● Education must start by the sixth day of a fixed period exclusion but can start earlier.
Child's behaviour needs improvement, for example to prevent permanent exclusion	Academy** or school	● Full-time or part-time (but if part-time, child must still receive full-time education, which can be made up of part-time provision from two or more providers, one of which may be their Academy or school). ● Short or midterm – referral cannot last beyond the end of the academic year in which it is made and must be reviewed at least every 30 days by the governing body of the referring school.

*****Except in areas where an approach to exclusions is being trialled, under which schools take responsibility for permanently excluded learners. Your Local Authority will be able to confirm if it is taking part in this trial.

**Academies have the power to refer learners to offsite provision. This power comes from their general powers to advance education (which comes from the object of the memorandum and articles of the Academy Trust). Though these placements are not covered by the same legislative safeguards that apply to learners referred by maintained schools, best practice would be to establish relationships with your referring academies so that they make applications on the same basis and have regard to the appropriate safeguards (which are set out in brief in the third column).

In keeping with the above guidelines, all admissions to Aspire Academy are made via a referral process (*using the attached referral form – See Appendix 1).* Requests to admit students to Aspire Academy are restricted to identified commissioners that include, but are not limited to, Hull City Council, Hull City Schools and Academies, The East Riding County Council and Schools and Academies in East Riding.

2.3 The total places available for Aspire Academy for the year 2022/2023 is 10 in KS2, 40 in KS3 and 100 in KS4, with a maximum of 50 in Y10.

2.4 Aspire Academy has an agreed total number of places available of 150 from 2022/2023 onwards and beyond and will accordingly admit that number of learners if sufficient suitable applications are received.

2.5 Aspire Academy may set a higher place number than is published for any specific year. Learners will not be admitted above the published place number unless exceptional circumstances apply. Before any changes to admission numbers are made, Aspire Academy will consult with the Education Funding Agency (EFA) re potential changes.

3. Referral criteria

3.1 Successful applications to Aspire Academy are most likely where the following conditions are met for a particular student:

- Full time mainstream provision is not deemed appropriate;
- That a personalised education and behaviour program will stabilise school circumstances and aid progress and achievement;
- That there is a clear need for the structure, regime, routine and consistency of Aspire Academy;
- That full background details are made available from the placing authority;
- That the interest of the young person is protected;
- That support available to the young person from other agencies prior to placement continues;
- That the referral is not a direct substitute for provision already identified in a statement of special educational needs. If specific support is mentioned in a statement of SEN, then the school / LA referring the student to Aspire Academy needs to continue to fulfil specific tasks or by negotiation and agreement, devolve the task(s) the Aspire Academy. This may also involve discussion re: funding.

3.2 Aspire Academy presumes that all students with BESD will be educated full-time in local mainstream schools unless there is strong evidence to the contrary that a place at Aspire would be beneficial. Where evidence of need may exist, Aspire Academy expects that this evidence will be gathered as part of a rigorous process of assessment based on the application of relevant and purposeful action over time and in accordance with national guidance. Included within this process should be the consideration of advice from a range of professionals and close family members.

3.3 At any one time, there will be 2 spaces per secondary school or academy in Hull reserved at Aspire for 'get back on track' placements of one term. These programmes are designed to enable young people at risk of long-term failure and exclusion the opportunity to reflect on their choices, learn how to handle challenging situations more positively, and thereby improve significantly their chances of success in a mainstream setting. Applications for individual support are received from schools using the official Aspire Academy referral form and must be with the full consent of parents or carers. For students not on the role of a school, applications are received directly from the Local Authority (LA) and should be sent to Aspire accordingly.

All School-based applications should include IEPs, PSPs or the equivalent, together with review documentation, an incident log and a covering statement. Individual plans should identify the areas that are causing concern, time-related targets and provide a clear programme of action showing how the learner is being supported, when and by whom. Aspire Academy also have detailed proformas set up to maximise information gathered on each incoming student and his/her needs, together with agreements which need to be signed before admission. Please see the following;

- Appendix 2 - Pupil Pen Picture
- Appendix 3 - Learner details form
- Appendix 4 - Learning and additional support needs form
- Appendix 5 - Induction details form
- Appendix 6 - Pupil Risk Assessment form
- Appendix 7 - Student Charter

3.4 For students unable to attend school for mental health reasons linked to depression, anxiety or phobia, applications should also include advice from the Education Welfare Service and CAMHS. Other medical advice may also be considered although Aspire Academy reserves the right to confirm this through CAMHS. All advice should focus on the extent of the learner's condition and their overall capabilities.

Having received a referral, Aspire Academy will acknowledge its receipt and based on the documentation will discuss the intended level of intervention required with the referring school.

In cases where a higher level of difficulty leads to consideration for long term off-site support, schools will be asked to set up a planning meeting to explore in greater detail the needs and capabilities of the learner and the nature of the provision required.

3.5 All placements will be reviewed at termly intervals to determine their feasibility. The basis will be both formal and informal depending upon circumstances. The Principal will make decisions regarding the appropriateness of placement after consultation with all concerned parties. Whilst our aim is to enable students to return to the mainstream, we accept that this may only be a realistic option for KS4 learners in certain cases. Our primary concern is not to put the student's progress at risk; it is often the case that where our style of education is supporting that progress, a return to mainstream might be detrimental. In all cases, we work closely with the referring school or provider to ensure that the provision

made for the young person is absolutely in his or her best interests, and offers the best opportunity for achieving solid outcomes. For Key Stage 3 learners, however, there will be a different emphasis, with explicit aim to enable students to be re-integrated into the mainstream for Key Stage 4 wherever possible.

3.6 Aspire Academy endeavours to offer successful personalised education packages to all children who are admitted. Sometimes, however valid the placement seems, it may become evident that a young person's stay at Aspire Academy will not work in their best interests. We aim to provide the most suitable education provision to best match the needs of each individual student. We endeavour to tailor each young person's provision to suit their individual requirements. However, if we are unable to meet their needs we will review each case on its merits to agree (for the student's best needs) a more appropriate option for all concerned.

3.7 In addition, if the young person requires specialist provision then we will seek to offer psychiatric assessment and support.

4. Oversubscription Criteria

4.1 Where there are more applications for places at Aspire Academy than are available, a waiting list will be held and operated by Principal. When a place becomes available, and to ensure that vulnerable young people are offered a school place as soon as possible, these will be prioritised to students based on the following criteria:

- **Children who are either currently or have previously been 'looked after'**
  A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989);
- Children who are homeless;
- Vulnerable children, i.e. Where child protection procedures are on-going;
- Children who have been out of education for two months;
- Children from the Criminal Justice System or PRU;
- Children from a PRU who are seeking to return to mainstream education;
- Children with unsupportive family backgrounds for whom a place has not been sought;
- Children with special educational needs, disabilities or medical conditions (but without a statement);
- Children who are young carers;
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- Distance from the academy as the crow flies will determine a tie-break.

Complaints Process Criteria

5.1 Admissions Appeals arrangements are not statutory regarding AP schools. However, at Aspire Academy we want to be as fair, objective and transparent as we can with all stakeholders regarding our admissions procedures.

5.2 Commissioners have the right of appeal against the refusal of a place at Aspire Academy for which they have applied. Commissioners wishing to appeal must contact the school to find out the procedure contained within our Complaints Policy.

5.3 The Commissioner of any child who is refused a place at Aspire Academy has a right of appeal the Education Funding Agency. The panel consists of three people who are independent of the academy body and the Local Authority. The panel will consider the circumstances of the case put before them. Both the Aspire Academy and the Commissioner must abide by the decision it makes.

Appendix 1 – Aspire Academy - Direct Referral Form

Agreement between:

Aspire Academy	Course Title:
Aspire Academy Name: Tracking and Applications	Email:

And

Organisation: Address: Tel no:	Student Name: Address: Tel no: DOB:
Contact Name and position: Address if different from above: Tel no: Mobile: Email:	Parents Name: Address if different from above: Tel no: Mobile: Email:

The purpose of this agreement is to identify the respective roles and responsibilities of the Aspire Academy and organisations referring students to the Aspire Academy.

The aims of the provision:
To provide provision for students to access education via alternative learning methods and environment. It is intended that the student will be integrated into a mixed group of no more than 8 students with access to 1-on-1 support if needed.
The accreditations / qualifications participants can achieve:
The programmes offer students the opportunity to gain a variety of Level One and Level Two qualifications. During the course students will have the opportunity to work on real world projects which will involve direct liaison with outside professionals in the field. Alongside these GCSE, BTEC and other GCSE equivalent course, students are taught literacy and numeracy skills.

Responsibilities

Aspire Academy aims to ensure a successful partnership with each referring organisation by setting out responsibilities as follows:

The referrer will be required to:

- Obtain parent's/guardian's consent in the case of participants under 16 years of age to attend the programme.
- Provide appropriate information regarding the student, before placing him/her on the programme, detailing personal details including contact telephone numbers, relevant previous education history and copies of educational and/or risk assessments. A Pen profile is also required.
- Give details of a named person to act as the key contact and co-ordinators of placement and notify the Project of any changes that occur.
- Attend review meetings with Aspire Academy to discuss the student's progress. The frequency of these meetings to be agreed as part of the student's Individual Learning Plan.
- Work closely with the academy to address any concerns that may arise regarding the education and wellbeing of the student.
- Inform the academy in good time of any relevant internal evaluation paperwork that will need to be completed.
- Work with Aspire Academy (as BOTH referrer and supplier have a joint responsibility regarding attendance) for dealing with statutory obligations with regard to non-attendance of the student.

- Agree an Education Schedule and total cost of the placement in line with our standard “Top-up fees”, based on information supplied by Aspire Academy and settle the invoice within 30 days of receipt of invoice.

The Supplier will:

- Provide a structured programme of learning, with clear aims and objectives leading to a nationally recognised accreditation, where stated.
- Give details of a named person to act as the key contact and coordinator of placement and notify the referrer of any changes that occur.
- Comply with all statutory requirements including health and safety and safeguarding ensures that all staff in contact with participants younger than 16 years of age are DBS and List 99 checked.
- Keep records of the student’s attendance and inform the referrer on a daily basis.
- Maintain systems to monitor and report on the progress of students.
- Forward to the referrer, copies of certificates achieved by participants.
- Provide documentary evidence of expectations regarding the student’s behaviour and code of conduct.
- In the case of students under the age of 16, contact parents/carers/guardians if possible to notify of any absences/lateness or leaving early. The referrer’s names contact will also be informed for tracking and safety purposes.
- Report to the referrers named contact person immediately any concerns, emergencies, or disciplinary issues.
- Forward to referrer’s name contact person any reports detailing incidents resulting in disciplinary proceedings.
- Comply with trips and visits guidance and ensure that all necessary documentation is completed.
- Make sure that confidential information is held securely at all times and only used in the provision of this agreement.
- Agree an Education Schedule and state the total cost of the placement, which will include lunch, accreditation costs and some materials. Some courses may require further payment for course materials and this will be stated at the time of referral.

Termination

This contract can be terminated with a four week notice period. This notice period can be waived if there are exceptional mitigating circumstances or safeguarding issues that have been discussed and agreed in writing with your Aspire Academy Referral officer named on Page 1 of this agreement.

Financial Arrangements:

The referrer will pay for the agreed cost following invoice which will be issued each half term, in arrears

Name of Customer	
Agreement start date	
Agreement End Date	
Number of Days per week Please identify which days / Number of weeks	
Review Date	
Total Cost	

Signed on behalf of referrer Customer:

……

Name and job title:

……

Date:

Signed on behalf of Aspire Academy

……

Name and job title:

…… Date:

Appendix 2 – Aspire Academy – Pupil Pen Picture – Confidential

Student Name: Year Group:

Date Completed:

Strengths	Areas For Development
Triggers	Learning Style
Behaviour	Strategies

Completed by:

Position:

Appendix 3 – Learner Details Form

This must be completed and returned before provision start date.

Referring School/Centre:

Telephone No:

Main Contact:

Provision Name: **Aspire Academy**

Provision Start Date:

Student Details	**Parent/Carer Details**
Surname:	Surname:
Forename:	Forename:
Address:	Address:
M/F: D.O.B:	Telephone Number:
Previous/Current School: Single/Dual Role: Key Teacher:	Relationship:
Doctor: Address of Doctor: Doctor Tel No: Special Medical Notes:	

Appendix 4 – Learning and additional support needs

Name: Date:

Learning Style

I think I learn best by:

Please circle the appropriate answer (s)

- Reading
- Writing
- Talking
- Listening
- Watching
- Doing

I enjoy doing things like

…….

I think I need help with:

Response	**Often**	**Sometimes**	**Never**
Listening			
Speaking out			
Spelling			
Reading			
Writing			
Counting money			
Reading the time			
Concentrating			
Finishing work on time			
Organising myself			
Using a computer			

Appendix 5 – Induction Checklist

2022/2023

Student Name: D.O.B: Course: CI/Cons

Referred From: .

		Date Received	Signed
	Direct Referral from (signed and correct) Review Date:		
	Pen Profile		
	Emergency Contact details for parents/guardians (inc in Direct referral form)		
	Letter sent to parents (inc parental consent Y/N)		
	Student Charter		
	Go through all points in Student Handbook (Housekeeping, Tour of Building and Fire escapes etc)		
	Learning and additional support needs		
	Parental Consent signed		

Notes:

Signature:

Appendix 6 – Pupil Risk Assessment

CONFIDENTIAL - The following are guidelines which should be taken into consideration when dealing with the following pupil:

Pupil Name:

Date:

	Situation/Comment	Risk Level L/M/H
Home		
Being transported		
Education venue		
Lunch/Breaks		
Relationship to adults		
Likelihood of illegal substances		
Likelihood of self-harm		
Likelihood of carrying weapon		
Likelihood of risk to others		
Self-control		
Relationship to peers		
Adaptability to new situations		
Handle stress		
Conflict resolution		
Following instructions		
Acceptance of correction		
Accepts responsibility for actions		
Outside influences		
Other important information		
Relationship to peer group and exposure to influence		
Agencies involved and named contacts		
General comments		

Completed by:

Position:

Appendix 7 – Student Charter

These ground rules are intended to help ensure that your time with us will be beneficial and enjoyable. Any difficulties which may arise will be handled with care and sensitivity. You should expect to be treated fairly and in an adult way. The environment you are entering is a place of work and professional practice and therefore your behaviour should reflect this.

1. Aspire students agree to wear the academy uniform properly at all times.

2. The use of violence, threatening, abusive or unreasonable behaviour is not acceptable and may result in exclusion from the course.

3. Attitudes and behaviour displaying discrimination on the grounds of race, sexuality, age, religion, disability, drug status, health status or offending status will not be tolerated and may result in exclusion from the course.

4. Students should treat each other as they themselves would like to be treated. This will involve respecting others' vulnerability, being non-judgemental, being supportive and showing patience towards each other.

5. Swearing and offensive language will not be acceptable.

6. No drugs or alcohol are to be brought in or used on Aspire Academy.

7. In order to meet the requirements of the programme, students will be expected to be punctual and regular attendance is required. If you are going to be late, please phone Aspire Academy before your class. The contact number is 01482 318789
   If no one answers, please leave a message and it will be picked up very quickly.

8. Students' rights to confidentiality will be respected at all times and it is expected that those enrolled on the course will respect each other's right to privacy and confidentiality.

9. All staff working at Aspire Academy expect to be treated with respect and remain safe. Any incident of assault will result in exclusion from Aspire and possible police involvement.

10. We do not expect any of our students to be involved in any theft or damage of Aspire property or that of staff members, volunteers or students. The consequences for this will result in exclusion and may involve calling the police.

11. You need to allow staff to deal with any confrontation between students, verbal or otherwise. Remember to walk away from any potentially aggressive situations and speak to a member of staff. You should at all times treat others as you wish to be treated.

12. Students are to act responsibly when using computers and accessing the internet. No student is to download or install ANY software onto Aspire Academy systems. Similarly, any abuse of the internet i.e. using instant messenger, surfing offensive sites (pornographic images, sectarianism, racist material etc) will result in a breach of this charter and may incur exclusion from the course.

13. No personal items are to be bought or sold on Aspire Academy property. In addition to this, Aspire Academy reserves the right to ask students to leave the programme should the staff feel the student's behaviour in general is incompatible with the project. The staff team as a whole will always take decisions on exclusions

14. You must complete all of the tasks set by your tutor and the work must be checked before moving onto project work.

Tutor:

Date:

Student Name:

Signature:

Staff Name:

Signature: