



The Ascent Academies' Trust ADMISSIONS POLICY

Policy reviewed, approved and adopted by the Standards Committee.	27/02/18
Version	4
Review frequency	Annually
Date of next review	February 2019
Responsible Officer	Rachel Ireland

INDEX

Section

Introduction	1
Ash Trees Academy	2
Barbara Priestman	3
Hope Wood Academy	4
The New Bridge Academy	5
Portland Academy	6

Appendix 1

The Placement Request Form

FINAL

ADMISSIONS POLICY

1 Introduction

The purpose of this policy is to ensure that Ascent Academies' Trust fulfils its statutory obligations with regards to pupil admissions. The Ascent Academies' Trust (the Academy Trust) is the admissions authority for each of the academies within the multi academy trust:

- Ash Trees Academy (Stockton Local Authority)
- Barbara Priestman Academy (Sunderland Local Authority)
- Hope Wood Academy (Durham Local Authority)
- The New Bridge Academy (Sunderland Local Authority)
- Portland Academy (Sunderland Local Authority)

All of the academies within Ascent Academies' Trust are Special Academies.

Admission to any of our academies is by way of a Statement of Special Educational Needs (a Statement) or an Education, Health and Care Plan (EHC Plan) or where a pupil is currently undergoing a statutory assessment of their educational needs. Parents or carers or, in the case of an EHC Plan, a young person over compulsory school age and aged under 19 may request that a special academy is named in their Statement or EHC Plan (as applicable). If a child's parent or a young person makes a request for an academy to be named in their EHC Plan, the Local Authority (LA) must comply with that preference unless it would be unsuitable for the age, ability, aptitude or special educational needs and disabilities (SEND) of the child or young person or the attendance of the child or young person at the named academy would be incompatible with the efficient education of others, or the efficient use of resources. The LA responsible for making the EHC Plan or Statement (as the case may be) retains responsibility for securing the special educational provision specified in the EHC Plan or Statement (as the case may be). The LA is required to consult with the Academy Trust and consider its comments very carefully before naming it in an EHC Plan. Once an academy is named in an EHC Plan, the Special Academy is under a legal duty to admit the child or young person.

The Academy Trust has 15 days to respond to any consultation regarding the proposed placement of a child at the Special Academy. If a child or young person moves into the area and has previously had specialist provision, then the LA may consult directly with the Academy Trust.

Maximum Numbers

The maximum number of pupils that any academy may admit is determined in their Supplemental Funding Agreement. This number cannot be increased without agreement from the Secretary of State. The Trust will consider the maximum numbers for each academy each year and request increases as appropriate.

Admissions consultations

The Academy Trust is not required to consult prior to requesting a change in admission numbers for any of our academies. We will however notify the relevant Local Authority if we do make changes.

Admissions Coordinator

Each academy has a named admissions coordinator, who should be contacted for enquiries and further information.

Ash Trees Academy - Wendy Coates, wcoates@ascenttrust.org

Barbara Priestman Academy – Denise Murray, dmurray@ascenttrust.org

Hope Wood Academy – Adele Pearson, apearson@ascenttrust.org

The New Bridge Academy – Dave Rylance, drylance@ascenttrust.org

Portland Academy – Steve Murphy, smurphy@ascenttrust.org

This policy should be read in conjunction with the following Trust policies and with individual academy procedures as appropriate.

- Each academies' supplemental funding agreements and Schedule <http://www.ascenttrust.org/welcome/finance/funding-agreements/>
- SEND policy

Relevant Legislation

- SEND Code of Practice January 2015
- Equality Act 2010
- DfE Academy Admission Guidance <https://www.gov.uk/guidance/academy-admissions>

This policy will be regularly reviewed and amendments can only be made following the approval of the Board of Trustees

This policy applies to the Trust and to all individual academies. This policy should be read by all staff involved in admissions and transition arrangements.

Instances of non-compliance with this policy will be reviewed by the Executive Leadership Team and may be reported to the Chief Executive.

2 Ash Trees Academy

Introduction

Ash Trees Academy caters for up to 150 pupils aged 4 to 11 with severe or profound and multiple learning difficulties. (See Supplemental Funding Agreement Dec 2014 pg3 and clause 1H).

Permanent admission to Ash Trees Academy is by way of an Education Health and Care plan. Parents may make representations for a placement at Ash Trees Academy. Ash Trees Academy may also admit a pupil for a short term assessment placement whilst consideration is made as to whether the pupils should have a Plan drawn up.

The Local Authority where the pupil resides is responsible for writing the Education, Health and Care plan and retains responsibility for deciding whether to name Ash Trees as the pupil's school, based on the individual needs of the child and any representations made by parents. The Local Authority is required to consult with Ash Trees prior to naming us in a child's Plan. Once Ash Trees is named the academy is under a legal duty to admit the child.

Currently Stockton Local Authority commissions 150 places at Ash Trees Academy (2016-17). Students from other Local Authorities can be admitted above the Stockton commissioned places, via separate commissioning arrangements.

Admissions to Ash Trees Academy are usually for full-time placement. If a place becomes available mid-year, Ash Trees Academy will consult with the LA and match the place to a child with appropriate SEN.

Admissions coordinator

The named admissions coordinator is Wendy Coates, Head of Academy.

Admissions Criteria

Ash Trees ensures that special educational provision is made at the Academy for one or more categories of SEN. These categories may include, but are not limited to Severe Learning Difficulties ("SLD") and Profound and Multiple Learning Difficulties ("PMLD").

The Academy Trust may not refuse to admit a child whose statement of SEN or EHC plan names the Academy on the sole basis that some, or all, of the child's SEN do not feature in the categories.

Generally, children are admitted to Ash Trees Academy because they have SEN/D in Cognition and Learning plus one or more of the following areas.

- Communication and interaction
- Sensory and/or physical needs

Pupils will be admitted to Ash Trees Academy where their difficulty presents the main barrier to learning and there is significant multi-professional evidence to that effect and the Special Academy can meet the requirements as set out in

the Statement or EHC Plan (as applicable). (Where the child has other associated conditions or difficulties which are auxiliary to their difficulties in any one or more of the above areas then their admission shall be considered to be reasonable. Where those other conditions or difficulties which are not associated with the above areas represent the main barrier to learning then admission is not reasonable.)

Admission is always to Ash Trees Academy as a whole, not to an individual classroom or provision. Allocation to specific provision is decided on an individual basis by senior school staff. Teaching and learning strategies for pupils will be decided by the Special Academy, in consultation with parents and other professionals.

The academy will not agree to admission where admitting the child would be incompatible with the provision of efficient education for other children and no reasonable steps can be made to secure compatibility. This will apply in individual circumstances, following an assessment by the school of potential impact of admission, and it will apply where our agreed and preferred maximum number of students in any one class is exceeded. Those maximum numbers will change depending on the needs of the current population.

Maximum Numbers

As of September 2016, the maximum admission number of Ash Trees Academy is 150.

Ash Trees Academy will not accept an EHC Plan where it would be unsuitable for the age, ability, aptitude or special educational needs (SEN) of the child or young person or the attendance of the child or young person at Ash Trees Academy would be incompatible with the efficient education of others (i.e. the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis) or the efficient use of resources. Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have.

Pupils without a Statement or EHC Plan

Only in exceptional circumstances will Ash Trees Academy admit pupils who do not have a Statement or EHC Plan which names the Special Academy.

These circumstances are as follows:

- To be assessed for an EHC Plan with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the LA, the Academy Trust and anyone providing advice for the assessment.
- An emergency placement following a change in circumstances with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the LA and the Academy Trust.
- Where the Academy Trust is directed to admit a child or young person by the Secretary of State, the First Tier Tribunal (Special Educational Needs and Disability) or the Upper Tribunal Administrative Appeals Chamber.

Admissions process

Prior to a placement being confirmed:

- Parents/carers are encouraged to make an informal visit to the school. It is intended to provide the parents/carers with the necessary information required to make an informed choice regarding their child's placement.
- Parents/carers may visit the school with or without their child and are given a tour of the school and receive a prospectus/information pack. They may be accompanied by a key professional or a friend.
- Parents/carers may wish to indicate to their child's current school staff their views of Ash Trees Academy as a suitable placement. The Local Authority needs to be informed also usually through the Annual Review process.
- Pupil papers are sent to the education department from the child's current placement for a decision/view on a referral to Ash Trees Academy.
- After consideration of the papers in consultation with appropriate staff Ash Trees Academy agree the place is appropriate and confirm place to the Local Authority **or** notify the Local Authority that they feel unable to meet the pupil's needs with clear reasons for this action **or** say yes "in principle" but state that a place is currently unavailable at that time

Once our Academy is named

Once Ash Trees Academy is named in an EHC Plan, Ash Trees Academy must admit the child or young person. An admission date will be given and a transition process, appropriate to the needs of the child or young person (as applicable), will commence. In-year admission transition arrangements are made with the family or carers as appropriate. Transition may include representation on behalf of Ash Trees Academy at the child or young person's annual review meeting, visits to their current school and visits to Ash Trees Academy. All parents or carers or professionals are encouraged to visit Ash Trees Academy by appointment with a member of the leadership team. Ash Trees Academy will give careful consideration as to the best class placement for the pupil. Decisions will be based on the circumstances of each case and in the best interests of the child concerned. Ash Trees Academy will take into account:

- The views of the parents
- The child's academic, social and emotional development
- Where relevant, the child's medical history
- Whether the child has previously been educated out of his or her normal age group
- The views of the Head of Academy or Executive Head of Academy

Statement on admissions

Ash Trees Academy will abide by the provisions in relation to admissions contained in the Supplemental Funding Agreement for Ash Trees Academy dated December 2014 (<http://www.ascenttrust.org/welcome/finance/funding-agreements/>)

3 Barbara Priestman Academy

Introduction:

Barbara Priestman Academy caters for up to 120 students aged 11-19 diagnosed with Autistic Spectrum Disorder and severe learning from April 1st 2017 this will be increased to up to 140 pupils. (See Supplemental Funding Agreement Dec 2014 pg3 and clause 1H).

We accept children from across the full autism spectrum, whatever their academic needs or personal skills. Every student has an Education, Health and Care plan (EHCP). The student's EHCP is central to the education we offer and determines the level of support or any specific therapies such as speech and language therapy or occupational therapy. Many of our students are diagnosed with other conditions such as ADHD, OCD and learning difficulties. Whilst we cater for children with additional needs, their primary is generally an Autism Spectrum Disorder.

Permanent admission to Barbara Priestman Academy is by way of an Education Health and Care plan. Parents may make representations for a placement at Barbara Priestman Academy. Barbara Priestman may also admit a student for a short-term assessment placement whilst consideration is made as to whether the students should have an Education Health Care Plan drawn up.

The Local Authority where the student resides is responsible for writing the Education, Health and Care plan and retains responsibility for deciding whether to name Barbara Priestman Academy as the student's school, based on the individual needs of the child and any representations made by parents. The Local Authority is required to consult with Barbara Priestman Academy prior to naming us in a child's Education Health Care Plan. Once Barbara Priestman Academy is named, the academy is under a legal duty to admit the child.

Currently Sunderland Local Authority commissions 126 places at Barbara Priestman Academy and an additional 6 intervention places. Students from other Local Authorities can be admitted above the Sunderland commissioned places, via separate commissioning arrangements.

Admissions coordinator

The named admissions coordinator is Denise Murray, Deputy Head of Academy

Admissions Criteria

Barbara Priestman ensures that special educational provision is made at the Academy for one or more categories of SEN. These categories may include, but are not limited to Autistic Spectrum Disorder ("ASD") and Severe Learning Difficulties ("SLD"). The Academy Trust may not refuse to admit a child whose statement of SEN or EHC plan names the Academy on the sole basis that some, or all, of the child's SEN do not feature in the categories.

Pupils will be admitted to Barbara Priestman Academy where their difficulty presents the main barrier to learning and there is significant multi-professional evidence to that effect and the Special Academy can meet the requirements as set out in the Statement or EHC Plan (as applicable). [Where the child has other associated conditions or difficulties which are auxiliary to their difficulties in any one or more of the above areas then their admission shall be considered to be reasonable. Where those other conditions or difficulties which are not associated with the above areas represent the main barrier to learning then admission is not reasonable. Admission is always to Barbara Priestman Academy as a whole, not to individual classroom or provision. Allocation to specific provision is decided on an individual basis by senior school staff, in consultation with parents. Teaching and learning strategies for pupils will be decided by the Special Academy, in consultation with parents and other professionals.

The academy will not agree to admission where admitting the child would be incompatible with the provision of efficient education for other children and no reasonable steps can be made to secure compatibility. This will apply in individual circumstances, following an assessment by the school of potential impact of admission, and it will apply where our agreed and preferred maximum number of students in any one class is exceeded. Those maximum numbers will change depending on the needs of the current population.

Maximum Numbers

As of April 2017, the maximum admission number of pupils at Barbara Priestman Academy is 140.

Barbara Priestman Academy will not accept an EHC Plan where it would be unsuitable for the age, ability, aptitude or special educational needs (SEN) of the child or young person or the attendance of the child or young person at Barbara Priestman Academy would be incompatible with the efficient education of others (i.e. the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis) or the efficient use of resources. Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have.

Pupils without a Statement or EHC Plan

Only in exceptional circumstances will Barbara Priestman Academy admit pupils who do not have a Statement or EHC Plan which names the Special Academy.

These circumstances are as follows.

- To be assessed for an EHC Plan with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the LA, the Academy Trust and anyone providing advice for the assessment.
- An emergency placement following a change in circumstances with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the LA and the Academy Trust.

- Where the Academy Trust is directed to admit a child or young person by the Secretary of State, the First Tier Tribunal (Special Educational Needs and Disability) or the Upper Tribunal Administrative Appeals Chamber.

Admissions Process

Prior to a placement being confirmed:

- Parents/carers are encouraged to make an informal visit to the school. It is intended to provide the parents/carers with the necessary information required to make an informed choice regarding their child's placement.
- Parents/carers may visit the school with or without their child and are given a tour of the school and receive a prospectus/information pack. They may be accompanied by a key professional or a friend.
- Parents/carers may wish to indicate to their child's current school staff their views of as a suitable placement. The Local Authority needs to be informed also usually through the Annual Review process.
- Pupil papers are sent to the education department from the child's current placement for a decision/view on a referral to Barbara Priestman Academy.
- A Placement Request Form (see Appendix 1) may be sent to the parents/carers if further information is required during the consultation phase. This can be completed alongside the current education provision.
- After consideration of the papers in consultation with appropriate staff Barbara Priestman Academy agree the place is appropriate and confirm place to the Local Authority or Notify pupil services that they feel unable to meet the pupil's needs with clear reasons for this action or Say yes "in principle" but state that a place is currently unavailable at that time

Once the Academy has been named:

Once Barbara Priestman Academy is named in an EHC Plan, Barbara Priestman Academy must admit the child or young person. An admission date will be given and a transition process, appropriate to the needs of the child or young person (as applicable), will commence. In-year admission transition arrangements are made with the family or carers as appropriate. Transition may include representation on behalf of Barbara Priestman Academy at the child or young person's annual review meeting, visits to their current school and visits to Barbara Priestman Academy.

Pupils admitted at the start of Year 7 are eligible to attend a minimum of two days transition into classes in July and to attend a summer school with other new pupils. All parents or carers or professionals are encouraged to visit Barbara Priestman Academy on one of our scheduled open sessions. Other visits are available by direct appointment with a member of the senior leadership team. Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Barbara Priestman Academy will make decisions based on the circumstances of each case and in the best interests of the child concerned.

Barbara Priestman Academy will take into account:

- The views of the parents
- The child's academic, social and emotional development
- Where relevant, the child's medical history
- Whether the child has previously been educated out of his or her normal age group
- The views of the Academy Principal.

Statement on Admissions

Barbara Priestman Academy will abide by the provisions in relation to admissions contained in the Supplemental Funding Agreement for Barbara Priestman Academy dated December 2014

(<http://www.ascenttrust.org/welcome/finance/funding-agreements/>)

4. Hope Wood Academy

Hope Wood Academy caters for up to 195 pupils aged 2 to 19 (including 22 6th form places and 25 high needs places) with a range of learning difficulties. (See Supplemental Funding Agreement Dec 2014 pg3 and clause 1H and Schedule 2 Variation).

Permanent admission to Hope Wood Academy is by way of an Education Health and Care plan. Parents may make representations for a placement at Hope Wood Academy. Hope Wood Academy may also admit a pupil for a short term assessment placement whilst consideration is made as to whether the pupils should have a Plan drawn up.

The Local Authority where the pupil resides is responsible for writing the Education, Health and Care plan and retains responsibility for deciding whether to name Hope Wood as the pupil's school, based on the individual needs of the child and any representations made by parents. The Local Authority is required to consult with Hope Wood prior to naming us in a child's Plan. Once Hope Wood is named the academy is under a legal duty to admit the child.

Currently Sunderland Local Authority commissions 195 places at Hope Wood Academy (2016-17). Students from other Local Authorities can be admitted above the Sunderland commissioned places, via separate commissioning arrangements.

Admissions to Hope Wood Academy are usually for full-time placement with the exception of nursery places for very young children (Year N-2 and Year N-1) with Profound and Multiple Learning Difficulties. These children are usually offered part time places until they reach Reception.

Admissions to the 16-19 Learning Centre (Post-16 provision for young people with complex and additional needs) are usually made as part of an on-going transitions process which starts during Year 9. If a place becomes available mid-year, Hope Wood Academy will consult with the LA and match the place to a child with appropriate SEND.

Admissions coordinator

The named admissions coordinator is Adele Pearson, Deputy Head of Academy

Admissions criteria

Hope Wood Academy ensures that special education provision is made for one or more categories of SEN. These categories may include, but are not limited to Autism Spectrum Disorder (ASD), Moderate Learning Difficulty (MLD), Specific Learning Difficulty (SpLD), Hearing Impairment (HI), Speech Language and Communication Needs (SLCN), Severe Learning Difficulty (SLD) and Profound and Multiple Learning Difficulty (PMLD).

The Academy Trust may not refuse to admit a child whose statement of SEN or EHC plan names the Academy on the sole basis that some, or all, of the child's SEN do not feature in the categories.

Pupils will be admitted to Hope Wood Academy where their difficulty presents the main barrier to learning and there is significant multi-professional evidence to that effect and the Special Academy can meet the requirements as set out in the Statement or EHC Plan (as applicable). Where the child has other associated conditions or difficulties which are auxiliary to their difficulties in any one or more of the above areas then their admission shall be considered to be reasonable. Where those other conditions or difficulties which are not associated with the above areas represent the main barrier to learning then admission is not reasonable. Admission is always to Hope Wood Academy as a whole, not to individual classroom or provision. Allocation to specific provision is decided on an individual basis by senior school staff, in consultation with parents. Teaching and learning strategies for pupils will be decided by the Special Academy, in consultation with parents and other professionals.

The academy will not agree to admission where admitting the child would be incompatible with the provision of efficient education for other children and no reasonable steps can be made to secure compatibility. This will apply in individual circumstances, following an assessment by the school of potential impact of admission, and it will apply where our agreed and preferred maximum number of students in any one class is exceeded. Those maximum numbers will change depending on the needs of the current population.

Maximum Numbers

As at January 2016, the maximum admission number of Hope Wood Academy is 195, this consists of 187 pre-16 places and 8 post 16 places. From September 2017 the maximum admission number of Hope Wood Academy will be 210; this consists of 190 pre 16 places and 20 post 16 places.

Hope Wood Academy will not accept an EHC Plan where it would be unsuitable for the age, ability, aptitude or special educational needs and disabilities (SEND) of the child or young person or the attendance of the child or young person at Hope Wood Academy would be incompatible with the efficient education of others (i.e. the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-

to-day basis) or the efficient use of resources. Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have.

Pupils without an EHC Plan

Only in exceptional circumstances will Hope Wood Academy admit pupils who do not have a Statement or EHC Plan which names the Special Academy. These circumstances are as follows.

- To be assessed for an EHC Plan with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the LA, the Academy Trust and anyone providing advice for the assessment.
- An emergency placement following a change in circumstances with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the LA and the Academy Trust.
- Where the Academy Trust is directed to admit a child or young person by the Secretary of State, the First Tier Tribunal (Special Educational Needs and Disability) or the Upper Tribunal Administrative Appeals Chamber.

Admissions process

Prior to a placement being confirmed:

Parents/carers are encouraged to make an informal visit to the school. It is intended to provide the parents/carers with the necessary information required to make an informed choice regarding their child's placement.

- Parents/carers may visit the school with or without their child and are given a tour of the school and receive a prospectus/information pack. They may be accompanied by a key professional or a friend.
- Parents/carers may wish to indicate to their child's current school staff their views of Hope Wood Academy as a suitable placement. The Local Authority needs to be informed also usually through the Annual Review process.
- Pupil papers are sent to the education department from the child's current placement for a decision/view on a referral to Hope Wood Academy.
- A Placement Request Form (see Appendix 1) may be sent to the parents/carers if further information is required during the consultation phase. This can be completed alongside the current education provision.
- After consideration of the papers in consultation with appropriate staff Hope Wood Academy agree the place is appropriate and confirm place to the Local Authority or Notify pupil services that they feel unable to meet the pupil's needs with clear reasons for this action or Say yes "in principle" but state that a place is currently unavailable at that time

Once our Academy is named:

Once Hope Wood Academy is named in an EHC Plan, Hope Wood Academy must admit the child or young person. An admission date will be given and a transition process, appropriate to the needs of the child or young person (as applicable), will commence. In-year admission transition arrangements are made with the family or carers as appropriate. Transition may include representation on behalf of Hope Wood Academy at the child or young person's annual review meeting, visits to their current school and visits to Hope Wood Academy. Pupils admitted at the start of Year 7 are eligible to attend a minimum

of two days transition into classes in July and to attend a summer school with other new pupils. All parents or carers or professionals are encouraged to visit Hope Wood Academy on one of our scheduled open sessions. Other visits are available by direct appointment with a member of the senior leadership team. Hope Wood will give careful consideration as to the best class placement for the pupil.

Decisions will be based on the circumstances of each case and in the best Hope Wood Academy will take into account:

- The views of the parents
- The child's academic, social and emotional development
- Where relevant, the child's medical history
- Whether the child has previously been educated out of his or her normal age group
- The views of the Academy Principal.

Statement on admissions

Hope Wood Academy will abide by the provisions in relation to admissions contained in the Supplemental Funding Agreement for Hope Wood Academy dated December 2014 (<http://www.ascenttrust.org/welcome/finance/funding-agreements/>) and within the Schedule 2 Variation Schedule.

5 The New Bridge Academy

Introduction

The New Bridge Academy caters for up to 125 pupils aged 11 to 18 with an EHC Plan for Social, Emotional or Mental Health need (SEMH). (See Supplemental Funding Agreement Dec 2014 pg3 and clause 1H).

Permanent admission to The New Bridge Academy is by way of an Education Health and Care plan. Parents may make representations for a placement at The New Bridge Academy. The New Bridge Academy may also admit a pupil for a short term intervention or assessment placement whilst consideration is made as to whether the pupils should have an EHCP Plan drawn up or completed (See Guidance for Intervention, Assessment or Outreach at The New Bridge Academy).

The Local Authority where the pupil resides is responsible for writing the Education, Health and Care plan and retains responsibility for deciding whether to name The New Bridge Academy as the pupil's school, based on the individual needs of the child and any representations made by parents. The Local Authority is required to consult with The New Bridge Academy prior to naming us in a child's Plan. Once The New Bridge Academy is named the academy is under a legal duty to admit the child.

Currently Sunderland Local Authority commissions 125 places and 5 intervention places at The New Bridge Academy (2016-17). Students from other Local Authorities can be admitted above the Sunderland commissioned places, via separate commissioning arrangements.

Admissions coordinator

The named admissions coordinator is Dave Rylance, Head of Academy

Admissions criteria

The New Bridge Academy ensures special educational provision is made at the Academy for one or more categories of SEN. These categories may include, but are not limited to Social, Emotional and Mental Health issues ("SEMH").

The Academy Trust may not refuse to admit a child whose statement of SEN or EHC plan names the Academy on the sole basis that some, or all, of the child's SEN do not feature in the categories.

Pupils will be admitted to The New Bridge Academy where their difficulty presents the main barrier to learning and there is significant multi-professional evidence to that effect and the Special Academy can meet the requirements as set out in the Statement or EHC Plan (as applicable). [Where the child has other associated conditions or difficulties which are auxiliary to their difficulties in the above areas then their admission shall be considered to be reasonable. Where those other conditions or difficulties which are not associated with the above areas represent the main barrier to learning then admission is not reasonable.

Admission is always to The New Bridge Academy as a whole, not to individual classroom or provision. Allocation to specific provision is decided on an individual basis by senior school staff, in consultation with parents. Teaching and learning strategies for pupils will be decided by the Special Academy, in consultation with parents and other professionals.

The academy will not agree to admission where admitting the child would be incompatible with the provision of efficient education for other children and no reasonable steps can be made to secure compatibility. This will apply in individual circumstances, following an assessment by the school of potential impact of admission, and it will apply where our agreed and preferred maximum number of students in any one class is exceeded. Those maximum numbers will change depending on the needs of the current population.

Information on the types of provision at The New Bridge Academy

The academy strongly believes in finding the right school and provision for the child and in all communications will be honest with parents and the local authority in relation to this.

The school has a number of specialist provisions to best meet the varying needs of pupils:

Key Stage 3 Nurture:

Our Key Stage 3 Nurture Group is a small group designed to equip pupils with the understanding and skills to engage effectively with the education system and with others around them. This model provides pupils with:

- A consistent specialist staff team – key teachers and key non-teaching staff.
- Behaviour profiling and target setting from a specialist Boxall Trained teacher and the Educational Psychologist.

- An appropriately resourced base room.
- Pupils attend this provision for a large percentage of their weekly timetable.
- A thematic curriculum covering key stage 3 national curriculum and Social, Physical, Intellectual, Creative and Emotional aspects of learning
- Discrete teaching of English and Maths.
- Daily interventions for Social and emotional aspects of learning and English and Maths.
- Bi weekly blocks of physical activity linking directly to social and emotional aspects of learning with a specialist team.
- Therapeutic input in the form of specialist assessments and bespoke programmes of delivery on a daily basis (Specialist assessment completed by SaLT, OT, Ed Psych).

Key Stage 3 Themes for Learning:

Our Key Stage 3 Themes for Learning groups are small groups designed to develop pupils' curriculum knowledge, skills and understanding and to learn about themselves, others, the local community and the world in which they live.

This model provides pupils with:

- A key teacher delivering core and thematic curriculum each morning. A key non-teaching assistant.
- A thematic curriculum covering key stage 3 National Curriculum and Social, Physical, Intellectual, Creative and Emotional aspects of learning
- Weekly intervention for Social, Physical, Intellectual, Creative and Emotional aspects of learning with appropriately skilled team.
- Therapeutic input in the form of specialist assessments and bespoke programmes of delivery on a daily basis (Specialist assessment completed by SaLT, OT, Ed Psych)

Key Stage 4 Nurture:

Our Key Stage 4 Nurture Group is a small group designed to equip pupils with the understanding and skills to engage effectively with the education system and with others around them. This model provides pupils with:

- A consistent specialist staff team – key teachers and non-teaching staff.
- Behaviour profiling and target setting from a specialist Boxall Trained teacher and the Educational Psychologist.
- An appropriately resourced base room.
- Pupils attend this provision for a large percentage of their weekly timetable.
- A thematic curriculum covering national curriculum content and themes related to community and adulthood.
- Discrete teaching of English and Maths and delivery of functional skills accreditation or other as appropriate, such as Step Up Award.
- Daily interventions for Social and emotional aspects of learning and English and Maths.
- Bi weekly blocks of physical activity linking directly to social and emotional aspects of learning with a specialist team.

- Therapeutic input in the form of specialist assessments and bespoke programmes of delivery on a daily basis (Specialist assessment completed by SaLT, OT, Ed Psych)

Key Stage 4 Themes for Living:

Our Key Stage 4 Themes for Living groups are small groups designed to develop pupils' curriculum knowledge, skills and understanding and to learn about themselves, others, the local community and environments in which they may live and work This model provides pupils with:

- A key teacher delivering core and thematic curriculum each morning. A key non- teaching assistant.
- A thematic curriculum covering key stage 4 National Curriculum and Social, Physical, Intellectual, Creative and Emotional aspects of learning
- Discrete teaching of English and Maths and delivery and entry of Functional Skills accreditation or other as appropriate, such as Step Up Award
- Access to an appropriate vocational curriculum
- Weekly intervention for Social, Physical, Intellectual, Creative and Emotional aspects of learning with appropriately skilled team.
- Therapeutic input in the form of specialist assessments and bespoke programmes of delivery on a daily basis (Specialist assessment completed by SaLT, OT, Ed Psych)

Preparation for Adulthood:

The Preparation for Adulthood group is a small group designed to develop pupils' knowledge, skills and understanding of the world of work and the life skills that they will need as adulthood. This model provides pupils with:

- A key teacher for life skills and work related skills.
- Independent travel training
- Work experience opportunities, sheltered, shadowing and independent
- Discrete teaching of English/functional literacy and Maths/functional numeracy and delivery and entry of Functional Skills accreditation or other as appropriate, such as Step Up Award
- Access to an appropriate vocational, careers, community and enterprise curriculum
- Weekly intervention for Social, Physical, Intellectual, Creative and Emotional aspects of learning with appropriately skilled team.
- Therapeutic input in the form of specialist assessments and bespoke programmes of delivery on a daily basis (Specialist assessment completed by SaLT, OT, Ed Psych)

Key Stage 4 Core and Vocational:

The Key Stage 4 core and vocational curriculum is provided to pupils' year 9-11. This is designed to enable them to progress academically, socially and emotionally. This model provides pupils with:

- Access to a core curriculum of English, mathematics, science, ICT, PSHE and Physical Education.

- Access to a varied vocational curriculum that covers five vocational areas of Engineering, Creativity, Sport, Health and Leisure, Environmental and Life Skills.
- Access to a key worker twice at the beginning and the end of the school day, every day.
- Access to academic and SEMH related intervention and support as required.

Maximum Numbers

As at September 2018 the maximum admission number of The New Bridge Academy is 115, including 5 assessment places, there will be an additional 5 intervention places. In September 2019 the maximum admission number of The New Bridge Academy is proposed to be 100 including 5 assessment places, there will be 5 intervention places.

The New Bridge Academy will not accept an EHC Plan where it would be unsuitable for the age, ability, aptitude or special educational needs and disabilities (SEND) of the child or young person. Equally we will not accept an EHCP where the attendance of the child or young person at The New Bridge Academy would be incompatible with the efficient education of others (i.e. the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis) or compromise the efficient use of resources. Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have.

Only in exceptional circumstances and following the information detailed in Guidance for Intervention, Assessment or Outreach at The New Bridge Academy, will The New Bridge Academy admit pupils who do not have a Statement or EHC Plan which names the Special Academy. These circumstances are as follows.

- Where a pupil requires an assessment of their difficulties, or completion of an assessment which has commenced: for pupils referred by a local authority, with the agreement of the Academy Trust, pupils, parent/carer, and any person whose advice is to be sought in accordance with the regulation 7 of the Education (Special Educational Needs) (England) Regulations 2001.
- Where the Academy Trust is directed to admit a child or young person by the Secretary of State, the First Tier Tribunal (Special Educational Needs and Disability) or the Upper Tribunal Administrative Appeals Chamber.

Admissions process

Prior to a placement being confirmed: Parents/carers are encouraged to make an informal visit to the school. It is intended to provide the parents/carers with the necessary information required to make an informed choice regarding their child's placement.

- Parents/carers/child may visit the school with or without their child and are given a tour of the school and receive a prospectus/information pack. They may be accompanied by a key professional or a friend.
- Parents/carers may wish to indicate to their child's current school staff their views of The New Bridge Academy as a suitable placement. The Local Authority needs to be informed also usually through the Annual Review process.
- Pupil papers are sent to the education department from the child's current placement for a decision/view on a referral to The New Bridge Academy.
- A Placement Request Form (see Appendix 1) may be sent to the parents/carers if further information is required during the consultation phase. This can be completed alongside the current education provision.
- After consideration of the papers in consultation with appropriate staff, The New Bridge Academy may agree the place is appropriate and confirm the place to the Local Authority; or notify pupil services that they feel unable to meet the pupil's needs, with clear reasons for this action; or say yes "in principle" but state that a place is currently unavailable at that time.

Once the academy is named:

Once The New Bridge Academy is named in an EHC Plan, The New Bridge Academy must admit the child or young person. An admission date will be given and a transition process, appropriate to the needs of the child or young person (as applicable), will commence. In-year admission transition arrangements are made with the family or carers as appropriate. All parents or carers or professionals are encouraged to visit The New Bridge Academy. Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. The New Bridge Academy will make decisions based on the circumstances of each case and in the best interests of the child concerned.

The New Bridge Academy will take into account:

- The views of the parents
- The child's academic, social and emotional development
- Where relevant, the child's medical history
- Whether the child has previously been educated out of his or her normal age group
- The views of the Academy Principal.

Statement on admissions

The New Bridge Academy will abide by the provisions in relation to admissions contained in the Supplemental Funding Agreement for New Bridge Academy dated December 2014 (<http://www.ascenttrust.org/welcome/finance/funding-agreements/>).

6 Portland Academy

Introduction

Portland Academy caters for 164 pupils aged 11-19 with severe or profound and multiple learning difficulties. (See Supplemental Funding Agreement Dec 2014 pg3 and clause 1H).

Permanent admission to Portland Academy is by way of an Education Health and Care plan. Parents may make representations for a placement at Portland Academy. Portland may also admit a pupil for a short-term assessment placement whilst consideration is made as to whether the pupils should have a Plan drawn up.

The Local Authority where the pupil resides is responsible for writing the Education, Health and Care plan and retains responsibility for deciding whether to name Portland as the pupil's school, based on the individual needs of the child and any representations made by parents. The Local Authority is required to consult with Portland prior to naming us in a child's Plan. Once Portland is named the academy is under a legal duty to admit the child.

Currently Sunderland Local Authority commissions 164 places and 2 intervention places at Portland Academy (2016-17) Students from other Local Authorities can be admitted above the Sunderland commissioned places, via separate commissioning arrangements.

Admissions coordinator

The named admissions coordinator is Steve Murphy, Deputy Headteacher.

Admissions Criteria

The Academy Trust must ensure special educational provision is made at the Academy for one or more categories of SEN. These categories may include, but are not limited to Profound Multiple Learning Disability ("PMLD") and Severe Learning Difficulty ("SLD").

The Academy Trust may not refuse to admit a child whose statement of SEN or EHC plan names the Academy on the sole basis that some, or all, of the child's SEN do not feature in the categories.

Pupils will be admitted to Portland Academy where their difficulty presents the main barrier to learning and there is significant multi-professional evidence to that effect and the Special Academy can meet the requirements as set out in the Statement or EHC Plan (as applicable). Where the child has other associated conditions or difficulties which are auxiliary to their difficulties in any one or more of the above areas then their admission shall be considered to be reasonable. Where those other conditions or difficulties which are not associated with the above areas represent the main barrier to learning then admission is not reasonable. Admission is always to Portland Academy as a whole, not to individual classroom or provision. Allocation to specific provision is decided on an individual basis by senior school staff, in consultation with parents. Teaching and learning strategies for pupils will be decided by the

Special Academy, in consultation with parents and other professionals.

The academy will not agree to admission where admitting the child would be incompatible with the provision of efficient education for other children and no reasonable steps can be made to secure compatibility. This will apply in individual circumstances, following an assessment by the school of potential impact of admission, and it will apply where our agreed and preferred maximum number of students in any one class is exceeded. Those maximum numbers will change depending on the needs of the current population.

Maximum Numbers

As at September 2016 the maximum admission number of Portland Academy is 156.

Portland Academy will not accept an EHC Plan where it would be unsuitable for the age, ability, aptitude or special educational needs and disabilities (SEND) of the child or young person or the attendance of the child or young person at Portland Academy would be incompatible with the efficient education of others (i.e. the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis) or the efficient use of resources. Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have.

The academy will not agree to admission where admitting the child would be incompatible with the provision of efficient education for other children and no reasonable steps can be made to secure compatibility. This will apply in individual circumstances, following an assessment by the school of potential impact of admission, and it will apply where our agreed and preferred maximum number of students in any one class is exceeded. Those maximum numbers will change depending on the needs of the current population.

Pupils without a Statement or EHC Plan

Only in exceptional circumstances will Portland Academy admit pupils who do not have a Statement or EHC Plan which names the Special Academy. These circumstances are as follows.

- To be assessed for an EHC Plan with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the LA, the Academy Trust and anyone providing advice for the assessment.
- An emergency placement following a change in circumstances with their agreement (in the case of a young person) or the agreement of their parent (in the case of a child), the LA and the Academy Trust.
- Where the Academy Trust is directed to admit a child or young person by the Secretary of State, the First Tier Tribunal (Special Educational Needs and Disability) or the Upper Tribunal Administrative Appeals Chamber.

Admissions Process

Prior to a placement being confirmed:

Parents/carers are encouraged to make an informal visit to the school.

It is intended to provide the parents/carers with the necessary information required to make an informed choice regarding their child's placement.

- Parents/carers may visit the school with or without their child and are given a tour of the school and receive a prospectus/information pack. They may be accompanied by a key professional or a friend.
- Parents/carers may wish to indicate to their child's current school staff their views of as a suitable placement. The Local Authority needs to be informed also usually through the Annual Review process.
- Pupil papers are sent to the education department from the child's current placement for a decision/view on a referral to Portland Academy.
- A Placement Request Form (see Appendix 1) may be sent to the parents/carers if further information is required during the consultation phase. This can be completed alongside the current education provision.
- After consideration of the papers in consultation with appropriate staff Portland Academy agree the place is appropriate and confirm place to the Local Authority or Notify pupil services that they feel unable to meet the pupil's needs with clear reasons for this action or Say yes "in principle" but state that a place is currently unavailable at that time

Once our Academy has been named:

Once Portland Academy is named in an EHC Plan, Portland Academy must admit the child or young person. An admission date will be given and a transition process, appropriate to the needs of the child or young person (as applicable), will commence. In-year admission transition arrangements are made with the family or carers as appropriate. Transition may include representation on behalf of Portland Academy at the child or young person's annual review meeting, visits to their current school and visits to Portland Academy. Pupils admitted at the start of Year 7 are eligible to attend a minimum of two days transition into classes in July and to attend a summer school with other new pupils. All parents or carers or professionals are encouraged to visit Portland Academy on one of our scheduled open sessions. Other visits are available by direct appointment with a member of the senior leadership team. Portland Academy will give careful consideration as to the best class placement for the pupil. Decisions will be based on the circumstances of each case and in the best interests of the child concerned. Portland Academy will take into account:

- The views of the parents
- The child's academic, social and emotional development
- Where relevant, the child's medical history
- Whether the child has previously been educated out of his or her normal age group
- The views of the Academy Principal.

Statement on admission

Portland Academy will abide by the provisions in relation to admissions contained in the Supplemental Funding Agreement for Portland Academy dated December 2014 (<http://www.ascentrust.org/welcome/finance/funding-agreements/>)

The Placement Request Form

There are times when we require detailed information about a pupil requesting a place at an Ascent Academies' Trust provision. This is so that we can make an informed decision in response to consultation papers being sent to the school, for school placement and provision within the school.

The Placement Request form should be completed in full. It is the first significant step in the referral process and is designed to help the school obtain the information it needs to make a decision whether to offer a place and in the case of a place being offered, which class/provision in school would be the most appropriate. Having all the information at the start does make the process of placing a child at the school an easier process.

FINAL

Section 1: Child's Details

Name of child:

D.O.B / /

Gender:

Age:

Legal Status:

Is your child looked after?

Who has parental responsibility for your child?

Does this child have an S.E.N Statement/EHCP?

At what age were they statemented/receive their EHCP?

Nationality:

Ethnic origin:

Religion:

Details:

Are there any cultural/ethnic/religious needs school need to be aware of?

Child's UPN:

Who does this child live with currently? (names of everyone at the address)

Name(s) of carer(s):

What is the current address?

Is this address protected?

Number/Street:

Town/City:

County:

Postcode:

Phone no:

Other family members who the child has regular contact with?

Names

Relationship

Address/s

Special Educational Needs

Does the child have a diagnosis, or difficulties with any, of the following?

Anxiety disorders	<input type="checkbox"/>	Attachment disorder	<input type="checkbox"/>
Depression	<input type="checkbox"/>	Autism spectrum disorder	<input type="checkbox"/>
Conduct disorder	<input type="checkbox"/>	Pervasive Developmental disorder	<input type="checkbox"/>
ADHD	<input type="checkbox"/>	Epilepsy	<input type="checkbox"/>
Psychosomatic disorders	<input type="checkbox"/>	Self-harming tendencies	<input type="checkbox"/>
Substance misuse	<input type="checkbox"/>	Gender identity issues	<input type="checkbox"/>
Eating disorders	<input type="checkbox"/>	Wetting and/or soiling	<input type="checkbox"/>
Tics	<input type="checkbox"/>	Sleeping difficulties	<input type="checkbox"/>
Foetal alcohol syndrome	<input type="checkbox"/>	Tourette's	<input type="checkbox"/>

Other -

Does the child have difficulties with any of the following

Writing	<input type="checkbox"/>	Number work	<input type="checkbox"/>
Reading	<input type="checkbox"/>	Non-verbal	<input type="checkbox"/>
Dyspraxia	<input type="checkbox"/>	Dyslexia	<input type="checkbox"/>
Auditory	<input type="checkbox"/>	Visual	<input type="checkbox"/>
Speaking/listening	<input type="checkbox"/>	School refusal	<input type="checkbox"/>

Behaviour

Please describe your child's behaviours, has he/she ever required physical intervention to keep him/her safe?

If so, please outline behaviours below:

What strategies have been used successfully in the past to effectively manage his/her behaviour?

Has your child ever exhibited any inappropriate or sexualised behaviours?

Is the child now, or have they ever been on a Child Protection Plan/Register?

If 'Yes', which category?
+(if more than one)

At what age?

Communication

How does your son/daughter communicate?

Does your son/daughter use any communication devices?

What strategies does an adult need to be aware of in order to communicate effectively with your son/daughter?

FINAL

Chronology of the child's education		
This section should include all school placements including playgroup, pre-school and nursery provision.		
From	To	Name of Provider & Location
Type of educational provision		
Reason placement ended		
Relevant information about education placement:		
From	To	Name of Provider & Location
Type of educational provision		
Reason placement ended		
Relevant information about education placement:		
From	To	Name of Provider & Location

Type of educational provision		
Reason placement ended		
Relevant information about education placement:		
From	To	Name of Provider & Location
Type of educational provision		
Reason placement ended		
Relevant information about education placement:		
From	To	Name of Provider & Location
Type of educational provision		
Reason placement ended		
Relevant information about education placement:		

Section 3: Family History

Birth mother's name:	D.O.B. dd/mm/yyyy
Address:	
Tel. No:	Mobile:
Birth father's name:	D.O.B. dd/mm/yyyy
Address:	
Tel. No:	Mobile:
How many siblings does this child have?	
Please list siblings (including half-siblings and step-siblings) starting with the eldest.	
	D.O.B. dd/mm/yyyy
Have there been any significant events in the child's life that we need to be aware of? If yes, please state what e.g. Death, serious accident, abuse, hospital stay -	



Section 4: Child's Health and Social Needs

Does the child currently receive any medication?

If yes, what medication are they receiving?

Does the child have a hearing or visual impairment?

If yes, please give details?

Does the child have any dietary needs?

If yes, please give details -

Does the child have any on-going health problems or allergies?

If yes, please give details -

Does the child have any sensory needs?

If yes, please give details -

Is the child toilet trained? Is any help required in relation to personal care/self-help? If yes, please give details -	
---	--

Does the child have any personal care/hygiene needs? If yes, please give details -	
---	--

Does the child have a physical disability or health condition that requires paediatric involvement? If yes, please give details of service involvement	
---	--

Does the child have on-going Speech & language difficulties? If yes, please give details of any service involvement	
--	--

Do CAMHS have any involvement with this child's case? Has this child engaged in any form of therapy counselling? If yes, please give brief details -	
--	--

Has your child have any involvement from Occupational Therapy? If yes, please give brief details -	
---	--

Has your child have any involvement from Physiotherapy? If yes, please give brief details -	
--	--

Does the family have any involvement from social care? (Respite/Team around Family/Social worker) If yes, please give details of nature of involvement and when they became involved	
--	--

Name and contact details of social worker?

Section 5: Your child at home

Is there anything we should be aware of that your child is frightened

What types of activities does your son/daughter like to do on a weekend/evening?

Are there any pets at home?

Does your son/daughter have any special friends at home?

Does your son/daughter have any special relatives?

What does your son/daughter like to eat and drink?

What makes your son/daughter happy?

Is there any other information that you feel may be useful to school?