

Admissions Policy

**Admissions Policy**

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1. **Introduction**

Newbury Independent School (NIS) is a school, which caters principally for students at compulsory school age who may not otherwise receive suitable education. The school offers education for permanently excluded students and those at risk of permanent exclusion, until they reach the end of compulsory school age, for a specific period (a turnaround placement) or until they can be re-integrated to mainstream education.

NIS also receives consultation for placement of students from local authorities, who have an EHCP. These students come with mild, moderate to profound multiple learning difficulties. There are also elements of SMHC needs that students present with, which have made their attendance at a standard school untenable.

The admissions arrangements differ from those of mainstream schools and are set within this policy.

1. **Purpose**

The purpose of this policy is to ensure that decisions to admit students are based on fair and transparent criteria, therefore guaranteeing fair and equal access is applied regarding all applications for prospective students at NIS. This enables the school to provide an educational provision that best serves the community in which it resides, by working in collaboration with commissioning schools, local authorities and other referral agencies.

1. **Relationship to other policies**

The policy should be read in conjunction

n with policies for the Curriculum, Special Educational Needs, Health and Safety (including risk assessment guidance), Assessment, Equal Opportunities and Safeguarding Policy.

1. **Context of the School**

The aim of the school is to improve the attainment, behaviour, attendance, self-esteem and confidence of its students. The school will provide students with opportunities to participate through alternative delivery models, which will enable them to re-engage with positive activities, whilst continuing to extend their learning.

At point of admission, the student is assessed for needs that will be considered when deciding which pathway they can follow. Baseline assessments are carried out to ascertain the current level of knowledge in core subject areas. Every stakeholder from social services, care providers, local authority etc will be considered to gain a picture of student’s Individual needs. From this, the student will be given an individual learning plan, an individual behaviour plan and a box-all document which will inform teachers on pedagogical approaches within the context of the student’s specific needs. A holistic approach will be taken to ascertain if NIS can meet the needs of the student before a decision is made about admission.

The school caters principally for students who meet the following criteria:

1. Students out of education who have received a range of interventions including referrals to Vulnerable Children’s Meetings (VCM) and the Secondary Behaviour Panel (SBP).
2. Students out of education who have displayed an interest in vocational courses, sport and possible achievement of Level 2 Functional Skills outcomes.
3. Students in mainstream education who are at risk of permanent exclusion, who have received a range of interventions including VCM and SBP referrals, a range of external agency support, in school Pastoral Support Plan and evidence of parental engagement.
4. Students in mainstream education who are at risk of permanent exclusion and have the potential achievement of Level 2 Functional Skills outcomes.
5. Students with an EHCP that states moderate to profound multiple learning difficulties.
6. **Published Admissions Number**

Newbury Independent School has a published admissions number of 60 full time equivalent places. Students will be admitted into Year 7 to Year 14 without reference to ability or aptitude, where places are available. Ability and aptitude will be ascertained only to help baseline student’s current level and help them to make progress.

1. **Application to the School**

Applications for places at Newbury Independent School will originate from several sources:

* Direct from local authorities – permanently excluded students or those at risk of permanent exclusion from schools may be referred under section 10 of the Education Act 1996.
* Mainstream schools and academies may refer permanently excluded students (section 19 of the Education Act 1996), students at risk of permanent exclusion or students who they feel would benefit from their education being directed to the school (section 29 of the Education Act 2002).
* SENAR/Local Authority
* COBS
* Partnership with care services

When a commissioner wishes to refer a student to the school, the application form must be completed in full and sent to the Head teacher and the Business Development Department, including information on:

* prior academic attainment
* target grades
* current subjects and course being studied, along with current performance and relevant accreditation details
* special educational needs and relevant interventions accessed by the student
* outside agencies that are involved with the family
* attendance and punctuality data
* a record of significant behaviour incidents, including exclusions
* details of any incidents of aggression that could pose a risk to the student themselves or others.

Parents/guardians are unable to refer directly to us. We can only accept students through referral as it is the referring source who picks up the cost of the placement.

1. **How Places Are Offered**

On receipt of a completed referral, the following key questions will form the basis for the next stages of the admission process:

1. “Are places available at the school in accordance with published admission numbers as detailed earlier in this policy?”
2. “Can the school provide a suitable education through the efficient use of resources to meet the needs of the referred student?”

Application forms are scrutinised carefully by the whole of the school’s Senior Leadership Team to ensure students being referred will have every possible chance to succeed.

If places are available and it is agreed that the needs of the student can be effectively met, an admissions meeting is arranged and an integration meeting is arranged, whereby a combination of the student, parent/carer, a representative from the commissioning school and any relevant outside agencies are invited to attend.

This meeting provides the opportunity for:

* The student and parent/carer to be familiarised with the organisation and physical structure of the school, through tours and introductions to key staff.
* Any questions that the student or parent/carer may have to be answered, and any concerns raised with commissioning schools.
* Discussion around any medical requirements the student may have or need.
* Expectations regarding uniform.
* The student to identify what he/she would like for their lunch order.
* Start dates to be discussed and agreed.

1. **Oversubscription Criteria**

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

1. Looked after Children.
2. Children who are homeless.
3. Vulnerable children, i.e. where child protection procedures are on-going.
4. Children who have been out of education for two months or more (where more than one child meets this criterion the period beyond two months will be used to prioritise any application).
5. Children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education.
6. Children with unsupportive family backgrounds for whom a place has not been sought.
7. Children with special educational needs, disabilities or medical conditions (but without a statement);
8. Children who are young carers.
9. Children of Gypsies, Roma, Travellers, refugees and asylum seekers.
10. Length of time out of education.
11. **Appeals**

Commissioners have the right to appeal against the refusal of a place at the school should they apply and be denied. Commissioners wishing to appeal must contact the school to establish the correct procedure, as per the school’s Complaints Policy.

1. **Monitoring Effectiveness**

The number of students on roll, number, and reason for unsuccessful appeals will be reported to the governing body each term with advice on any implications, plus feedback from commissioners and parents.

**This policy has been reviewed & authorised by:**

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| Review Name: |  | Enamul hoque |
| Position: |  | HEAD teacher |
| Date: |  | July 2024 |
| Next review date |  | Sept 2025 |
| Proprietor authorised by: |  | Rafitided by govornors july 2024 |