



# Horizons Specialist Academy Trust

## Admissions Policy

**Reviewed and Adopted by Board of Directors: 17 July 2019**

**Date of Next Review: Spring 2021**

**Responsible Officer: Principal, Hollis Academy**

## **Introduction**

Horizons Specialist Academy Trust is a specialist multi-academy trust with five academies and a sixth form attached to one of the academies. These academies support around 600 children and young people with a range of special needs. The four academies are;

- Abbey Hill Academy and Sixth Form, a special school for young people with a range of learning needs, autism and complex needs.
- Green Gates Academy, a primary school for children with Social, Emotional and Mental Health difficulties (SEMHD), including some diagnosed conditions such as ASD and ADHA.
- Westlands Academy, a secondary school for young people with Social, Emotional and Mental Health difficulties (SEMHD) , including some diagnosed conditions such as ASD and ADHA.
- Hollis Academy, a secondary school for young people with Social, Emotional and Mental Health difficulties (SEMHD) , including some diagnosed conditions such as ASD and ADHA.
- Mo Mowlam Academy, an all-through school for young people with Social, Emotional and Mental Health difficulties (SEMHD) , including some diagnosed conditions such as ASD and ADHA.

This policy is relevant to all Directors, staff, parents, carers, pupils, students and Local Authority representatives who are involved in the admission of a pupil or student to one of the above academies.

The Trust aims to ensure that pupils and students are admitted to each academy on the basis that the provision will be suitable to the age, aptitude, ability and needs of the individual pupil or student.

The procedures outlined in this policy are intended to allow the Trust the fullest discussion and assessment of individual pupils and students where a request for a place has been received.

The Trust will work in partnership with local authorities, parents and carers to assess the suitability of pupils and students for a place within one of the academies.

## **Equal Opportunities**

The admissions policy will promote equally the rights of all pupils and students regardless of disability, ethnic background, language, culture, faith and gender.

## **Admission Criteria**

All admissions of pupils and students admitted to one of our academies will have been at the request of a Local Authority to ensure that admission is appropriate to age, aptitude and ability and is seen as efficient and effective use of resources. Parents and carers are welcome to visit any of the academies and can be provided with information about the academy but we cannot proceed with an admission without Local Authority support.

## **Admissions Process**

We encourage all parents and carers to seek information on the academy that they feel would meet the needs of their child or young person prior to admission.

Once request documentation for a place has been received from a Local Authority, it will be considered by the Principal of the Academy. If required, further discussion takes place every two weeks at the Principals' meeting.

The following people constitute the panel; The Principal of the Academy or Senior Leader in the Academy, LA representative, Head of Strategy & SEN.

Prior to the request being considered by the Panel, the parent and carers and the pupil or student may be invited to the academy for a pre admission interview and a tour of the academy. It may also be appropriate for the Principal or a member of the Senior Leadership Team to visit the pupil or student in their current school or academy to gain further insight into their special educational needs and to talk to staff. Information from such contact which is relevant to the decision making process may be considered by the Panel.

## **Acceptance**

If after consideration of the request documentation including levels of funding from the Local Authority and any additional relevant information the Panel concludes that the student would be suitable for admission to a Trust academy, an offer of a place, confirmation as to the level of funding and start date will be sent to the Local Authority seeking a place and to the parent and carer.

Prior to admission the parent and carer will be asked to complete an admission pack, it is important that this is completed prior to admission.

The Local Authority will be informed by the Panel if it considers that a placement would not be appropriate.

## **Two Week Assessment Placement**

In exceptional cases where the Panel has concerns about the suitability of a placement, it may at its discretion and in agreement with parents and carers, agree for the pupil or student to have a two-week assessment placement at the academy as an alternative to rejecting the request, after which the request will be reconsidered at the next Panel meeting and a final decision on admission reached.

Students transferring from other schools and academies to the Abbey Hill Sixth Form rather than progressing from year 11 at Abbey Hill Academy will complete a similar two- week assessment placement during which time information will be gathered and assessments undertaken, after which the request for placement will be considered at the next Panel meeting and a decision on admission reached.

### **Six-Week Interim Review**

If the Academy or Sixth Form has concerns during the first 6 weeks of a pupil's or student's attendance that the placement may not be appropriate an interim review will be held and an alternative provision considered.

### **Department for Education Statutory Guidance 'Children Missing Education' September 2016 (the Guidance)**

The Trust wishes to highlight that its academies will take steps to ensure that they adhere to responsibilities placed on schools under the Guidance. One particular duty (point 16) is that schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.