



# Admissions Policy

## DETAILS OF POLICY

Original policy created by:	Andy Coates
Date of most recent review:	September 2020
Reason for review:	Update
Adopted by:	SLT
Parties communicated to:	All stakeholders
Methods of Communication:	School intranet, website
Next planned review date:	September 2023
Persons responsible for audit review of policy:	SLT

## 1. Introduction

SwitchED2 is an alternative educational provision providing a differentiated learning experience for pupils who may struggle with mainstream education.

SwitchED2 is a small learning environment with a maximum of 8 pupils attending in any one day. SwitchED2 is located Cumbria within the South Lakeland area we are close to the borders of North Yorkshire and Lancashire.

## 2. Statement and Vision

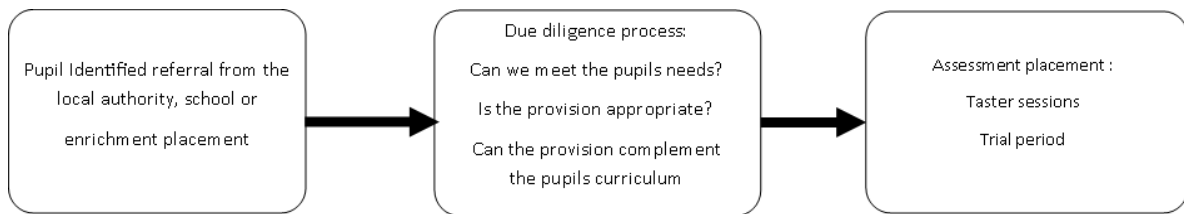
This policy is to ensure that all settings within SwitchED 2 are able to meet the particular needs of the children and young people who are admitted. To ensure key entry and exit details of each pupil are checked and documented at the start and end of placement.

This policy has been developed in response to:

- The Education Act 2002
- School Admissions Code (December 2014)
- The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012
- Prevent Duty Guidance – Published 2015, Updated April 2019
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, July 2015, last update September 2020
- The School Information (England) Regulation 2008
- The School Admissions (England) Regulations 2012
- Section 41 listing

## 3. Referral Procedure

### Referrals



Offers will be made once the due diligence process has been carried out and all parties involved agree a placement is appropriate. If we have not entered into a funding agreement with the referral party then there will be conditional offers which will be confirmed once we have a signed funding agreement.

SwitchED2 will...

Ensure that all individual settings within SwitchED2 can meet the special educational needs of referred children and young people at the point of admission.

Ensure that each individual referral is dealt with efficiently and within the required timescales.

Provide a transparent process for referral of prospective children and young people.

Ensure each setting has a structured and supportive admission and induction procedure for new children and young people.

To ensure the future destination of all pupils is verified as correct, and where not for pupils of school age, inform the local authority in a timely manner.

In this establishment we will:

Adhere to the SwitchE 2 referral and admissions protocols and where applicable the requirements of inclusion in Section 41 listing.

Have in place a written Admissions guidance document that clearly identifies the admission criteria for their individual setting Publish a Prospectus/Statement of Purpose that fulfills the requirements of specific regulations and includes:

- Name, address, and website address
- Named contact person;
- School roll, age range, primary or secondary, mixed or single sex, day or boarding;
- The classification of the school
- Any specialism catered for (e.g. SEMH/Complex Needs)
- Admissions procedure description for the setting

Have the Prospectus/Statement of Purpose available for distribution and on the website without charge to parents/carers on request and for reference by parents/carers and other stakeholders.

Ensure that the special educational needs outlined in the child/young person's Education, Health and Care Plan or other records can be met within the resources of the individual setting, or with the provision of additional resources.

Ensure that any additional required resources can reasonably be provided.

Ensure that post admission placement meetings are informed by up to date detailed assessment and information.

Ensure that post admission review takes place within twelve weeks. This meeting should endorse the placement and agree the details individual support plans. All stakeholders should be invited to participate in this meeting.

Ensure that an individual risk assessment is conducted before admission and is reviewed as part of the post admission and regularly thereafter.

Have in place a systematic approach for keeping admission records, in line with current legislation.

Ensure that all relevant documentation (contracts, permissions etc.) have been signed by the appropriate Local Authority personnel/parent/guardian prior to admission of the child or young person.

Ensure in admitting a child/young person that prior to the end of the post admission period (12 weeks) they have identified and completed:

- Contractual arrangements between the school and the placing Authority through completed National Schools Contracts and funding agreement letter
- The identification of those special educational needs this school is equipped to cater for
- Base line information and assessment details to be presented in advance of post admission review
- Information stating what needs to be in place before a new child/young person can be admitted
- An induction process for a new child/young person
- A system that identifies the resources and expertise required to meet the child/young person's individual needs (IEP's/PBS/YPRA)

#### **4. Admissions Register**

The school keeps an admission register which contains the following information about each pupil:

- Name in full
- Gender
- The name and address of every person known to the school to be a parent of the pupil and, against the entry on the register of the particulars of any parent with whom the pupil normally resides
- Day, month and year of birth
- Day, month and year of admission or re-admission to the school
- Name and address of the school last attended, if any
- Leave date when applicable
- Leaving destination - when a leaving pupil's destination is given as another school, the school will verify this new school as a legally registered provider

#### **5. Exclusions**

At SwitchED2 we have policies that underpin the ethos and culture. Within these we have set clear barriers which are deemed as appropriate and acceptable behaviour whilst attending our provision. On occasions Switched2 staff will encounter behaviour that is deemed unacceptable and all staff will be trained on how to support young people in self-discipline and creating a positive culture for young people to flourish and develop in to adulthood.

Behaviours that are deemed unacceptable and inappropriate and the subsequent consequences are set out within the behaviour, anti-bullying and code of conduct policies. If a young person continues to display behaviours that are unacceptable, and all avenues have been explored having followed each stage of the behaviour policy, then it may necessary to exclude a pupil from SwitchED2

alternative provision. This would result in the pupil being referred back to referring authority or school.

## 6. Leavers

We will inform the relevant local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- Have ceased to attend school;
- Have been certified by the school medical personnel as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- Have been permanently excluded.

The local authority will be notified when school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.