



The
Sovereign
Trust

Admissions Policy

Admissions Policy

FIRST CREATED: January 2016 – EDITION 1

EDITION NO.	REVIEW DATE:	CHANGES:
		17/06/2016
2	June 2018	16/07/2018
3	June 2019	16/7/2019
4	June 2020	19/06/2020 (no changes made)
5	September 2020	Changes include the addition of Seymour Academy
6	April 2021	2.11: changes to pupil numbers 2.15: Inserted: will, in most cases, be required to provide base funding of...
7	November 2022	2.2 Changed age range for Seymour to year 11 2.11 change to pupil numbers
Policy Agreed	January 2016	
To be reviewed	Annually	
Owner	Paul Eckley	
Designation	Chief Executive Officer	

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1. Approval

- 1.1 This policy was first approved by Board Members at a meeting held on 17th June 2016 and subsequently reviewed and approved as per dates on page 2.

2. Admissions Policy

- 2.1 The Sovereign Trust caters for pupils and students between the ages of 2 and 19 with additional needs. Each one of the academies within the Trust admits pupils with specific principal needs but may also have associated specific learning or medical needs.
- 2.2 Longford Park School admits pupils from Reception age to Year 6; Manor Academy Sale admits pupils from Year 7 up to Manor College age 19; New Park admits pupils between Year 3 and Year 10 (Year 11 in exceptional circumstances); Pictor Academy admits pupils from Nursery age 2 to Year 6; Seymour Academy admits pupils from Year 3 up to and including Year 11.
- 2.3 Each Local Authority is an admitting body and will take the decision to place young people only after a full consultation with, and agreement of, the Trust.
- 2.4 All requests for places MUST be emailed or posted to the relevant academy as well as the appropriate LA.
- 2.5 Within the Sovereign Trust, each Academy will adopt this centralised policy where appropriate but will have specific criteria which applies to their academy e.g. age range, principal needs.
- 2.6 Admission to any special school in The Sovereign Trust will normally be by way of an Education, Health and Care Plan (EHCP) though we may admit a young person without this if:
 - a. The young person is admitted for the purposes of an assessment of educational needs under Section 323 of the Education act 1996 and admission to the school is with the agreement of the local authority, the MAT, the young person's parents/carers and any person whose advice is to be sought in accordance with Regulation 7 of the Education (Special Educational Needs (England) Consolidation) Regulations 2001;
 - b. The young person remains admitted following an assessment under section 323 of the Education act 1996; or
 - c. The young person is admitted following a change in his/her circumstances, with the agreement of the local authority, the MAT and the child's parents/carers.
- 2.7 All admissions must satisfy the criteria as follows:

- a. That the child's principal need fits the designation of the academy.
- b. That there is significant multi-professional evidence to that effect
- c. That the school can meet the requirements as set out in the EHCP (as appropriate).
- d. Teaching and learning strategies for pupils will be decided by the academy, in consultation with parents and other professionals.

- 2.8 Parents/carers may make representations for a placement at an academy within the Trust. The Local Authority responsible for making the EHCP retains responsibility for deciding whether to name the academy in the EHCP, based on the individual needs of the child and any representations made by parents.

The Local Authority is also required to consult with the Academy before naming it in a child's EHCP and any proposed EHCP should be sent to the academy for consideration. The academy will notify the Local Authority in writing if they do not agree to be named in the EHCP within 15 working days of the receipt of a proposed EHCP.

- 2.9 Once the academy is named in a young person's EHCP, the academy is under a statutory duty to admit the child, unless admitting the child would be incompatible with the efficient education of other children and where no reasonable steps may be made to secure compatibility. The Trust will have regard to the relevant guidance issued by the Secretary of State.

- 2.10 The Trust will not agree an admission to any of its academies where admitting the child would be incompatible with the provision of efficient education for other children. This will apply in individual circumstances, following an assessment by the academy of potential impact of admission and it will apply where our agreed and preferred maximum number of pupils in any one class or year group is exceeded.

- 2.11 This may mean that children of certain age groups cannot be admitted, even when there are vacancies in other parts of the school. Our maximum admission numbers will be reviewed annually and at present are:

- a. Longford Park School – 75 (67 plus 2 step-out provision and 6 PRU places)
- b. Manor Academy Sale – 205 (163 pre-16; 42 post-16)
- c. New Park Academy – 100
- d. Pictor Academy -120
- e. Seymour Academy - 56

- 2.12 Only in exceptional circumstances will we admit pupils over and above these numbers, as follows:

- a. Where an assessment is made that the nature of the child's condition and the circumstances in which the family find themselves, are so overwhelming that admission must take place (eg. Safeguarding, victims of severe traumas etc.)

b. Where the school is directed by a tribunal or by the Secretary of State.

- 2.13 High Needs Funding Payments are payable monthly to the separate academies.
- 2.14 Trafford :Invoices will be issued 30 days in advance and will be due monthly. Salford: pay 3 months in advance with adjustments made if necessary. Warrington : (to be arranged)
- 2.15 The responsible Local Authority of any young person ranked over and above the academy's PAN (Pupil Admission Number) will, in most cases, be required to provide base funding of £10,000 in addition to appropriate High Needs (Top Up) funding which is determined according to the pupils' needs within the academy and what the academy has to provide in order to meet the needs of the pupil.
- 2.16 If a child without an EHCP has been admitted to an academy for the purpose of assessment the Trust may allow the child to remain at that school:
- a. Until the expiry of ten school days after the local authority serve a notice under Section 325 of the Education Act 1996 that they do not propose to make a /EHCP , or
 - b. Until an EHCP is made.
 - c. Will not automatically be offered a placement at the academy
 - d. Pupils on assessment placements at New Park are dual registered with the referring high school
- 2.17 Where the local authority intends to name a school in an EHCP, and have served a copy of the proposed EHCP (or amended EHCP) on the academy, the academy will respond to the local authority's proposal within 15 working days.
- 2.18 The admitting Academy in the MAT must consent to the academy being named. If the MAT determines that admitting the child would be incompatible with the provision of efficient education it must, within 15 days of receipt of the local authority's notice, notify the local authority in writing that it does not agree that the academy should be named in the pupil's EHCP. Such notice must set out all the facts and matters the academy relies upon in support of its contention that:
- a. Admitting the child would be incompatible with efficiently educating other children until an EHCP is made.
 - b. The MAT cannot take reasonable steps to secure this compatibility.

Where the MAT considers that the school should not have been named in a child's EHCP, they may ask the Secretary of State to determine that the local authority has acted unreasonably in naming the academy and to make an order directing the authority to amend the child's EHCP by removing the name of the academy. Where the Secretary of State makes an order to this effect, the MAT will cease to be under an obligation to admit the child from the date of the Secretary of State's Order, or from such date as must consider both the welfare of the child in question and the degree of difficulty caused to the academy by the child's continued admission.

- 2.19 Where the Secretary of State determines that a local authority has acted reasonably in naming a school in a child's EHCP, the MAT must continue to admit the child until the school ceases to be named in the EHCP.
- 2.20 Where the MAT considers that there is a need to increase the planned capacity of a school the MAT must seek the approval of the Secretary of State.
- 2.21 If a parent or guardian of a child in respect of whom an EHCP is maintained by a local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of the academy in the child's EHCP or asking the Tribunal to name the academy, the MAT agrees to be bound by the decision of the Tribunal on any such appeal even if the decision is different to that of the Secretary of State.

New Park Academy specific:

ADMISSIONS PROCEDURES

1. LA panel to suggest possible placements.
2. Referral paperwork to be considered by school. If this is not recent, have further dialogue with any other professional involved.
3. Decision about school's ability to meet need given in writing (usually by e-mail) within given deadlines.
4. If the answer is positive, interview to be arranged with pupil, parent/ carer and other relevant professionals.
5. If pupil is subject to care order, the key worker / foster parent should attend interview with the social worker.
6. Admission meeting will result in offering of placement or refusal if it is assessed that needs of pupils cannot be met at New Park at this point of time.
7. Write to LA – notification of offer with proposed start date (usually by email).
8. If school offers an initial placement pending suitability, an early review will be held.
9. Week before arrival, check all paperwork. Contact parents and ensure LA have organised transport.
10. Initial assessments will take place within first half term, leading to possible request for additional support (see flow chart).

EOTAS

1-10: See above

- If Educated Other Than at School (EOTAS) Programme is agreed on, the initial risk assessment will be undertaken at home.
- A contract will be drawn up between school, student and parent/carer to ensure suitable work is set and supported, leading to enhanced learning.
- The pupil's work is closely monitored and attendance is sanctioned only if agreement is kept.
- Vocational placements will also be closely monitored.
- Any decisions to offer a part time placement based on specific identified needs will be made in agreement with the SEN department and/or, if this is an interim approach to re-engage a young person in their learning, will be registered with the LA in accordance to Salford's Policy

New Park Flow chart after arrival of referral papers:

Referral received:

NONE ACCEPTANCE: either because of lack of vacancy or needs cannot be met)

- LA make alternative arrangement

ACCEPTANCE: needs can be met and there is a vacancy for school or EOTAS package)

- Meeting arranged with pupil and parent/carer and other professionals
- Place accepted, starting date arranged, transport set up, guidance document signed, class group agreed on
- Information shared on intranet; staff informed of main pupil needs in debrief

SCHOOL:

- Literacy/Numeracy/Speech and Language Therapy (SaLT) assessments undertaken within first half term; informal behaviour observations in class environment
- Individual curriculum targets set
- Individual risk assessments and behaviour management plans completed
- Packages for pupil support include: individual English and Maths support; SaLT; Alternative Curriculum options; counselling, Peer mentoring, Anger management, Therapeutic art; support from other agencies such as Health, Youth work, Children's services etc.

EOTAS:

- English and Maths assessment undertaken at home before programme is set up (where agreed)

- Individual curriculum targets set
- Individual risk assessments and behaviour management plans completed
- Packages for pupil support include: individual English and Maths support; SaLT; Alternative Curriculum options; counselling, Peer mentoring, Anger management, Therapeutic art; support from other agencies such as Health, Youth work, Children's services etc.