



South Lakes Academy

Admission and Exclusion Policy

2021 /2022

Approved by	
Name:	Tunde Christie
Position:	Head teacher
Signed:	<i>Tunde Christie</i>
Date:	May 2021
Proposed review date:	Sept 2022

South Lakes Academy Admissions and Exclusion Policy

Legal Status

South Lakes Academy Admissions and Exclusion Policy Complies with Part 6, Paragraph 24(3)(a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

The policy applies to the whole school, inclusive of activities outside of the normal school hours. Whole school consists of all staff – teaching and non-teaching, the proprietor and volunteers working in and for the school.

This policy complies with and should be read in conjunction with the following South Lakes Academy policy documents:

- Equality Policy
- Attendance Policy
- Inclusion Policy

And the special Educational Needs and Disability Act (SENDA)

Availability

As with all South Lakes Academy Policies, this policy is available to parents, guardians, carers, staff and pupils from the school office and available on the school website at www.southlakesacademy.org

Monitoring and review

This Policy will be subject to continuous monitoring, refinement and audit by the head teacher, who will also undertake an annual review of the policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date of the policy. The policy may be edited or reviewed earlier than 12 months if changes in legislation, regulatory requirements or best practice guidelines require it to do so.

The proprietor of the school and address for correspondence during both term-times and school holidays is Mrs Tunde Christie, 16 Ullswater Road, Kendal Cumbria, LA9 6LQ. The telephone number on which the proprietor may be contacted at all times is 07879675530 and the email address is tchristie@southlakesacademy.org

Admission and Exclusion Policy

At South Lakes Academy, we are registered to care for and educate children aged between 11- and 24-years, covering Key-Stages 3-5. No Child would be or is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. As part of our registration Process with do require proof and confirmation of the young person's date of birth.

1) Pupil Profile

Our school is designed to educate young people aged between 11- and 24- years of age, have a diagnosis of mild to moderate learning difficulties or anxiety issues that affect their coping strategies in mainstream education. In addition, we offer after-school tutoring to those who access full time mainstream education and require additional support.

Some of our students may have dual registration, and as such, will offer full or part-time bespoke education, tailored to suit each student on an individual basis. Currently we are providing part-time and full-time educational provision to a number of students. The majority of which have and will continue to have an Educational Health Care Plan, or Statement of Educational Needs.

Pupils usually enter our school through external referrals which are from Local Authorities. The general profile of our students are as follows:

- Male or female
- Aged 11-24 years
- May have a diagnosis of AS/ASD and possible accompanying conditions, (ADHD, PDA etc). Possibly include mild to moderate learning difficulties or anxiety disorder
- The student needs to want to engage, this is to enable us to help them improve their life chances, including: academic; communication; social and independent life skills
- Pupils will have and develop individual interests at Post 16 and their curriculum will be tailored to incorporate this
- Students who can, or be seen to have the potential to, will work on a one-to-one or small group basis – depending on need
- May show challenging behaviour that are reactive and/or passive with possibly some mental health concerns
- South Lakes Academy needs to be aware of any violence that may have happened in previous placements/family settings, we are aware that much of this may have been due to the individuals stress levels in settings that were not suitable for their individual needs
- Pupils will often have been out of school for some time, may come from a family situation in crisis and/or may have been an inpatient in hospital
- Because of the small nature of our school, an individual students' needs would need to be compatible with the needs of other students already present in the school at that time – this will be discussed in the initial assessment period.

2) Assessment process

Once the referral is received from the Local Authority, parent or local school, we will make an initial assessment of the prospective pupil using all the information available at the time, usually a Statement of Special Educational Need/Educational Health Care Plan, and any accompanying reports, referral documentation, pen picture, previous school reports and the reason for referral to us. The basis for this assessment is to see if we feel we can meet the pupils' needs using the pupil profile (as seen above).

If we feel that we can or could possibly meet the needs of the student then we will arrange for a secondary assessment to take place, here we will meet with the student and parents or carers – We may also meet with other professionals who have been working with the student at this stage. On completion of the secondary assessment we will decide if we can or cannot meet the students' needs, and this will again be fed back to the Local Authority and offer a comprehensive plan of education.

For students wanting to access after school provision, the process is much quicker. We invite the potential student for an initial free assessment, determine the extent of their need and, if mutually agreeable, fit them into one of our after-school sessions.

3) Special Educational Needs

Where a child who has a Statement of Special Educational Needs joins our school, we will always consult with parents/guardians/carers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for, as set out in either the Statement or the Education, Health and Care Plan (EHCP) – including the full National Curriculum, if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with a statement of special educational needs. Any substantial additional services that are needed to meet the requirements of the Statement or additional services may be subject to charge and will be outlined in the educational proposal.

4) English as an Additional Language

Our school can and will make provision for children who have English as an additional language (EAL), in the assessment procedure as much as possible. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). However, pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet our School Academic criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at our school.

5) Admission

The young person's details need to be entered into the admissions register and accompanying information filled. The young person will be shown around the school and introduced to the staff and other young people. An individual timetable will be discussed, taking into account of the young person's age, aptitude and ability. Initial assessments will be carried out within the first week from admission and a copy of the results will be sent to the placing authority. First impressions count and the admission of the young person into our school is one of the key elements in determining the success of the school placement.

6) Reintegration to other educational establishments

Where possible we intend for our young people to be discharged in a planned and purposeful way. This may be to a mainstream school, college, or other educational establishment. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interest. A discharge/transfer form will be sent out to the Finance Department. Any relevant documentation will be forwarded to the new establishment.

7) Exclusions

At South Lakes Academy, our fundamental ethos and culture is clearly outlined in our mission statement, Behaviour Policy and Anti-bullying Policy. Within these, we have set clear boundaries which are deemed as appropriate and acceptable behaviour whilst attending our provision. Occasionally our staff will encounter behaviour that is deemed unacceptable. All our employees are trained on how to support young people in self-discipline and creating a positive culture for young people to flourish and develop into 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 be necessary to exclude a pupil from South Lakes Academy temporarily or in rare cases permanently. After exhausting all possible measures, if the student continues to engage in disruptive and inappropriate behaviour in the first instance will be excluded for a period of one week. Parents/guardians and Local Authorities, where appropriate, will be notified.

Prior to returning to education the student and his/her parents are invited to attend a meeting to discuss the terms of returning to school and discuss mutual strategies to prevent the behaviour repeating. The meetings minutes are copied and placed in the students file. If the actions, deemed inappropriate, continue and threaten the other students or staff, the individual will be permanently excluded.

8) 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 parents have indicated the intention to continue to attend the school after ceasing to be of compulsory 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.

Admissions Policy Appendix

it should be recognised that the young person may be ambivalent at best about the school and that because of this they may well not take in all the information given – to this end, further information will need to be offered at a later date. Young people may be referred to South Lakes Academy at any time during the academic year in one of two ways:

- Contacting the school direct during term time
- Contacting the proprietor (as outlined on the front page) outside of term time.

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the young person.

Information sought should include:

- Young person's name
- Age and date of birth
- Gender
- Ethnic background, cultural needs, religious needs/persuasion
- Health needs and history
- Educational history, needs, current provision, support received and required including whether there is a statement of special educational needs proposed educational plan
- Risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties
- Expectations and requirements sought by the placing authority to meet the young person's needs
- The name, address and telephone number of the young person's case accountable social worker (if applicable)
- The young person's legal status
- The young person's and their family's social history
- Any special issues. E.g. restriction of contact, child protection
- Criminal history (if any) and whether any existing criminal proceeding is outstanding.