



## **Admissions Policy**

<b>LAST REVIEW NEXT</b>	<b>October 2017</b>	<b>REVIEW PERIOD</b>	<b>Annually</b>
<b>NEXT REVIEW DATE</b>	<b>October 2018</b>	<b>TYPE OF POLICY</b>	<b>Non Statutory</b>

Admission to the Inspire Academy follows the guidelines laid out by the DFE. Our Admissions policy takes the following into account:

**Admissions Criteria For Admission To A Special School For Student Who Require Support With Social, Emotional and Mental Health needs.**

The parents decide they want non-mainstream education (i.e. a place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate a child in Mainstream School is lifted.

**Parents express a preference for a particular maintained or independent special school to be named in their child's Statement.**

Schedule 27 of the Education Act 1996 requires the LEA to comply with the parental preference unless:

- The school is unsuitable to the child's age, ability, aptitude or special educational needs
- The placement would be incompatible with the efficient education of other children with whom the child would be educated
- The placement would be incompatible with the efficient use of resources

**In considering the parental request for a placement within a maintained or independent special school for pupils with Social, Emotional and Mental Health support requirements the Local Authority have regard to the following admission Criteria:**

The young person will benefit from the placement at a school committed to reversing patterns of failure associated with school and learning. These patterns of failure usually manifest themselves in social, emotional and mental health difficulties as described in their SSEN using the QCA behaviour scales. They will include students whose presenting needs are the result of deep-seated and long term emotional or mental health issues whose attainment falls within the Normal (N) and Above Normal (AN) as defined by the QCA levels for their cohort.

The young person will present with most of the following behaviours:

- Distractibility that inhibits the progress of the young person even with significant adult support and increasingly individualised curriculum
- Unpredictability and intensity of the pattern of behaviours which significantly disrupt the learning of peers

- Behaviour which is bizarre and/or self injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the young person
- Significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence associated with an increasing awareness by the young person of their situation which has led to a negative attitude towards education
- The pupil may also be on the Autistic continuum.

Student will require an intensive multi-agency approach and appropriate out-of hours support.

Our students will be assessed and tracked against Social, emotional and behavioural competencies. The support and identified need in regards to Mental Health will be identified and also tracked across support, intervention and impact on learning.

The school will cater for Key Stage 3 and Key Stage 4 students September 2014 to July 2015.

The school will cater for Key Stage 5 from September 2015.

Informed by psychologist and school and/or pupil tracking projected attainment should be:

End of Key Stage 2: L3 – 5

End of Key Stage 3: 5 – 7 which should result in 5+ GCSE A – C

Students should achieve increased attainment throughout their academic school year – usually achieving 2 sub levels each at each assessment point.

Students who are admitted to the Inspire Academy may not always present with (N) or (AN) attainment but will be tracked and supported to achieve in line with their own ability with an aim to achieve within the (N) and (AN) ranges while in attendance.

- **Parents and Carers will be expected to work closely with the school**
- **To support the school policies on behaviour, uniform and learning**
- **To support and celebrate the young person's achievement**