



Southend YMCA
Community School
building a future

Southend YMCA Community School
Admissions Policy
2013-2014

Admission to Southend YMCA Community School

1. Background

Southend YMCA Community School is a publicly funded Alternative Provision School.

- 1 Responsibility for the admission of pupils rests with the Governing Body.
- 2 All applications for places at Southend YMCA Community School will be considered in accordance with the referral arrangements set out below.

Southend YMCA Community School aims to widen the reach of Free Schools programme to some of the most vulnerable children within our community. Southend YMCA Community School is established to provide alternative education for children of compulsory school age (years 10, 11 and 12) who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless alternative education is made for them.

2. Admission Profile

Southend YMCA Community School has the following agreed admissions numbers;

	Current number of pupils (FTE)	2013	2014	2015	2016	2017	2018	2019
Key Stage 4 (14-16)		21	30	35	40	40	40	40
16-19: pupil application		10	10	10	10	10	10	10
Totals		31	40	45	50	50	50	50

Referrals to Southend YMCA Community School will be received on a first come first served basis until the admissions profile has been reached.

Looked after Children (including previously Looked After Children) and children with statements of Special Educational Needs in which the Southend YMCA Community School is named will be given priority.

3. Key Stage Four Eligibility Criteria

Referrals are received from commissioners where alternative provision is required to provide;

1. Education for pupils who are showing a level of disengagement from mainstream provision which is placing them at risk of permanent exclusion or;
2. Education for pupils who have been permanently excluded from mainstream provision or;
3. Education for pupils who have difficulty in securing a school place or;
4. Education for pupils who have a fixed period exclusion or their behaviour needs improving to prevent permanent exclusion.
5. Applications are not restricted by location.

Note: all pupils will be required to show proof of residence (i.e. parent's utility bill) and an original or certified copy of a birth certificate (a passport will not be accepted in place of a birth certificate). The Governing Body reserves the right to seek verification from the local authority in which the applicant resides.

4. Key Stage Four Referral Process

Children aged 14-16 can only be admitted to an Alternative Provision Free School through being referred by Local Authorities, Schools and Academies using their existing referral powers or duties. Parents cannot choose to send their child to Southend YMCA Community School.

Local authorities, schools and academies act as 'commissioners' - the Commissioner is responsible for referring the pupil where the following conditions apply:

- Local Authority - For a young person permanently excluded or who cannot attend mainstream education
- Academy or school – For a young person who has a fixed period exclusion or their behaviour needs improving to prevent permanent exclusion

Southend YMCA Community School receive referrals directly from the commissioner. Commissioners must adhere to the following referral process which comprises of seven stages.

Stage 1: Southend YMCA Community School receives a pen portrait detailing the pupil's characteristics, background, risk factors, prior achievement, attainment, barriers and capacity to learn and also includes any agency involvement. The Commissioner must demonstrate that the pupil meets the eligibility criteria. The commissioner must outline the intended purpose of the provision, the duration of the provision and must indicate the level of intervention required. The Commissioner holds the responsibility for ensuring appropriate information is conveyed to Southend YMCA Community School.

Stage 2: The referral information is analysed by the Principle Designate and where appropriate explored in more depth with other relevant agencies such as the Youth Offending Team (subject to data protection). At this stage a specialist risk assessment may be requested. Our school holds the responsibility for ensuring appropriate information is analysed appropriately to fully understand the needs and purposes.

Stage 3a: A collaborative interview is chaired by the Southend YMCA Community School with the Commissioner, prospective pupil, parent and other agencies (if required). The purpose of this meeting is to gather information and outline the scope of our provision to the young person and their parents/carer. If all parties are in agreement the process moves to stage 4. All parties are responsible for contributing information however the Southend YMCA Community School hold overall responsibility for extracting the relevant and appropriate information to inform the provision required. Where parties are not in agreement the stage 3b is activated.

Stage 3b: Where parties are not in agreement or do not contribute (where appropriate) a further exploratory meeting may be required to rescue the potential placement or if appropriate a notification of unsuccessful placement will be issued to the pupil, parent/carer and commissioner. **Note:** Where a referral is declined, clear reasons will be given in writing to the applicant, along with a copy of the appeals process: identifying the escalation procedures, support available and clear timescales. This is in-line with DfE regulations and recommendations.

Stage 4: Following the satisfactory completion of stage 3, a meeting is held between the pupil and the Southend YMCA Community School. This is delivered through an informal approach whereby the pupil meets the education staff team, is given detailed information setting out the programme of study, expectations and pupil responsibilities. The pupil will be given insight into the Pupil Agreement which they are expected to sign on the first day of study. The pupil is also given the opportunity to set out their hopes and aspirations. The school holds the obligation for conveying to the pupil their responsibilities in order to obtain

informed consent. The Pupil, parent/carer and commissioner are formally notified of the successful placement within the Southend YMCA Community School.

Stage 5: A detailed individual learning plan (ILP) is devised setting out clear pupil outcomes and targets and sent back to the commissioner along with a proposed start date and price as set out in the Service Level Agreement. The Commissioner is accountable for their pupil Southend YMCA Community School is responsible for ensuring the agreed service is delivered.

Stage 6: Once an Agreement has been formalised an individual risk Assessment informed by the previous stages will be activated focussing upon inclusion strategies to maximise learning. The school is responsible for ensuring the inclusion strategies are reflected within the teaching and learning activities. The Pupil, parent/carer and commissioner are formally notified of the successful placement within the Southend YMCA Community School.

Stage 7: On the first day at school the pupil will sign the learning agreement through an induction process which will not only orientate them to the building but will clearly identify the responsibility to undertake diagnostic tests and where appropriate an educational psychologist assessment. Southend YMCA Community School holds the obligation for conveying to the pupil their responsibilities in order to obtain informed consent.

5. Key Stage 4 Referral Frequency

The Southend YMCA Community School will offer short and long term placements delivered both through full and part time models.

Full Time Long Term Placements It is desirable that the pupil intake for this provision is planned with start dates that coincide with the start of the term. We recognise that pupils starting mid way through a term can be disruptive to the dynamics within a settled class of pupils. In addition the qualifications offered on the full time long term placements have been carefully selected utilising a credit based system with units delivered termly. Pupils can be accommodated at designated intervals without affecting the diploma qualification or functional skills accreditation. The later the pupil starts the reduced number of lessons and support they will receive for GCSE (note: the pupil can access additional support through the school outside the school day but this is non compulsory). It is also recognised that the commissioner may refer a pupil to this placement outside the desirable access points, Southend YMCA Community School will implement a support package for the pupil to maximise achievement opportunities.

Full time pupils will attend the transition programme (where appropriate). This is a three week programme at the end of the academic year prior to starting with Southend YMCA Community School in the following September.

Full Time Short Term Intensive and Part Time Placements It is desirable that pupils will access the programme in its entirety. However the nature of the provision often involves pupils requiring intervention on an ad hoc arrangement. This is reflected within the qualification and accreditation offered during the stage 3 of the referral process. On occasion a pupil may move from one placement to another; each time a pupil moves stage 3 of the referral process is activated.

6. Post 16 Referral Arrangements

Southend YMCA Community School offers post 16 provision for young people with special educational needs.

Self referrals are received directly from the young people or their carers and in some instances by the local authority, schools, academies and SENCo's.

As with pre 16 provision our post 16 provision follows a clear referral process and selection criteria which is based on an inclusive approach. It is evident that where a referral is made with the support of a professional the pre 16 model is applicable, but the Commissioner is understood as a referrer (as no payment is required and consequently no service level

agreement needs to be sought). However, where direct applications are made by young people themselves a modified process is implemented:

7. Post 16 Eligibility Criteria

Referrals for this provision include direct applications, via a school teacher or SENCo where post compulsory education is required to provide;

1. Education for young people with statements of Special Educational Needs;
2. Education for young people who have been unable to achieve level 2 qualification;
3. Education for young people who have difficulty in learning within large environments such as mainstream colleges;
4. Education for young people that who, by reason of illness, exclusion from school or otherwise, may not achieved any formal qualifications;

Note: all young people will be required to show proof of residence (i.e. parents' utility bill) and an original or certified copy of a birth certificate (a passport will not be accepted in place of a birth certificate). The Governing Body reserves the right to seek verification from the local authority in which the applicant resides.

8. Post 16 Referral Process

Stage 1: Southend YMCA Community School explores with the young person their suitability and eligibility through an initial screening exercise. Southend YMCA Community School informs the young person of the need to gather in depth information and seeks their informed consent to undertake this exercise (or from the parent, advocate where appropriate). Southend YMCA Community School and young person (their parent, carer, and or advocate) holds the responsibility to exchange information.

Stage 2: Southend YMCA Community School will gather in-depth information to support the referral i.e. the pupil's characteristics, background, risk factors, prior achievement, attainment, barriers and capacity to learn and also includes any agency involvement. Information is analysed by the Principal Designate and where appropriate explored in more depth with others such as the Youth Offending Team (subject to data protection). At this stage a specialist risk assessment may be requested. Southend YMCA Community School holds the responsibility for ensuring appropriate information is analysed appropriately to fully understand the young persons' needs.

Stage 3a: A collaborative interview is chaired by the Southend YMCA Community School with the prospective young person along with parent, advocate, and other agencies (as required). The purpose of this meeting is to outline the scope of our provision to the young person (and their parent, advocate etc.) and to ascertain their initial response to the offer. If all parties are in agreement the process moves to stage 4. All parties are responsible for contributing information however the school hold overall responsibility for extracting the relevant and appropriate information to inform the provision required. Where parties are not in agreement the stage 3b is activated.

Stage 3b: Where parties are not in agreement or do not contribute (where appropriate) a further exploratory meeting may be required to rescue the placement or if appropriate a notification of unsuccessful placement will be issued to the young person, parent/carers and referring agency. **Note:** Where a referral is declined, clear reasons will be given in writing to the applicant, along with a copy of the appeals process: identifying the escalation procedures, support available and clear timescales. This is in-line with DfE regulations and recommendations.

Stage 4: A detailed ILP is devised (particularly in regards to and with respect to the Statement of Needs and often in consultation with the SENCo) setting out clear pupil outcomes and targets along with a proposed start date. Once an Agreement has been

formalised an individual risk Assessment informed by the previous stages will be activated focussing upon inclusion strategies to maximise learning. The school is responsible for ensuring the inclusion strategies are reflected within the teaching and learning activities. Southend YMCA Community School is accountable for ensuring the agreed service is delivered. The young person, parent/carer and commissioner are formally notified of the successful placement.

Stage 5: On the first day at Southend YMCA Community School the young person will sign the learning agreement through an induction process which will not only orientate them to the building but will clearly identify the responsibility to undertake diagnostic tests and where appropriate an educational psychologist assessment. The school holds the obligation for conveying to the young person their responsibilities in order to obtain informed consent.

Appeal Procedure

Where a placement is declined the applicant will be given an opportunity to appeal against the decision to an Independent Appeal panel in accordance with the Complaints and Appeals process.

Policies linked to the Admissions Policy

- Equal Opportunities Policy
- Health and Safety Policy (re: medication)
- Appeals & Complaints Procedure
- Gifted and Talented Policy
- Induction Policy
- Progression Strategy
- Induction Policy
- Special Educational Needs Policy