



Catch22 MAT Policy

Admissions and Referrals

The Fen Rivers Academy

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Amanda Fewkes
Queries to:	Amanda Fewkes
Date created:	April 2021
Date of last review:	June 2023
Date of next review:	Sept 2024
Catch22 group, entity, hub:	Catch22 Education and MAT
4Policies level (all staff or managers only)	Headteachers

Catch 22 MAT and Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

Evidenced in this policy?

<p>Brilliant basics, magic moments</p> <ul style="list-style-type: none"> • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development <p>Relationships beat structures</p> <ul style="list-style-type: none"> • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives 	<p>☐</p> <p>X</p> <p>☐</p>
<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. <p>Unleash Greatness</p> <ul style="list-style-type: none"> • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment <p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. <p>Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.</p>	<p>☐</p> <p>X</p> <p>X</p> <p>X</p> <p>☐</p> <p>X</p> <p>X</p> <p>☐</p> <p>☐</p>

1. What is the policy about?

This policy aims to:

- Explain how to apply for a place at the school
- Set out the school's arrangements for allocating places to the pupils who apply
- Explain how to appeal against a decision not to offer your child a place

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code](#)
- [School Admission Appeals Code](#)

As an academy, the school is required by its funding agreement to comply with these codes, and with the law relating to admissions as set out in the [School Standards and Framework Act 1998](#).

2. Who does this policy apply to?

This policy applies to Catch22 Education and MAT Headteachers and senior leadership; governing bodies; commissioners; referring schools; pupils; prospective pupils; parents; and carers.

3. Policy Requirements

Overview

The Academy is a specialist school for children and young people aged 4-16 who hold Educational Health Care plans (EHCP) for Social Emotional and Mental Health (SEMH) difficulties. Our success for our school is defined as the amount of progress each young person makes in terms of changes to their behaviour (their communication of their emotional wellbeing), their academic progress, their ability to engage in the community and eventually live independent lives through employment and further education.

We aim to have leavers who are confident, happy young people with high levels of self-esteem, a clear picture of their future and the wherewithal in terms of skills, abilities, and personal characteristics to achieve that future.

Admission to The Academy will be through the referral process outlined in this policy. Referrals can be made at any time throughout the year and will be processed at half termly Admissions meetings.

Number of places available

The Academy will provide education for 96 full time (25 hours of education per week per place) equivalent pupils aged 4-16 and offered to 48 primary learners and 48 secondary learners.

Admissions Criteria

The Academy will specialise in providing places for:

- Those holding an Education Health Care plan (EHCP) with a primary need of Social Emotional and Mental Health (SEMH)

Admissions processes will evaluate the appropriateness of the placement at Fen Rivers based on the following criteria:

1. Availability of space in the applicant's year group.
2. Availability of space within suitable groups/classes; based on the applicant's individual needs, and the collective needs of the group/class.
3. A detailed and up to date Risk Assessment will be imperative to inform integration and induction conversations with parent and pupil and should be provided for consideration at the admissions meeting.
4. An EHCP must be up to date and accurately describe the needs of the pupil being referred. This is required for the academy to ensure that the needs of the pupil can be met through the provision available. This will either be in the form of an EHCP that has recently been completed or with supporting evidence of annual reviews, prior to admission.
5. If a pupil is offered a place that is accepted based on incorrect information, an interim EHCP review will be undertaken to determine if the school can meet need.

Equal Opportunities

The Academy is committed to equality of opportunity. All pupils have equal access to the curriculum.

Based on admissions criteria The Fen Rivers Academy will deliver an education which:

- Meets individual requirements - therefore is based on assessed needs
- Prioritises academic attainment with a specific emphasis on therapeutic support

Referral/Admission Arrangements

To acquire a place at the Academy a young person must be referred through the SEND placements team at Norfolk, the local authority.

Point of Contact

The point of contact is: The Norfolk SEND Placements Team

Contact Address: Norfolk SEN Placements Team, senplacements@norfolk.gov.uk

The Admissions Process

Norfolk County Council has agreed to fund 96 places at the school. They work collaboratively with the school leadership team, holding half termly admissions meetings where they ask if school believe a child is suitable and if the school can meet need based on their review of all paperwork submitted and observations made of the young person in their current setting.

Funding

Each place will attract base funding of £10,000 per place, plus any top up funding required to meet a specific high level of need, as agreed. Any top-up funding is based upon the pupil's assessed needs and the cost of meeting those needs in the school and will come from the local authority that is funding the place, if not Norfolk.

Offers

Alls referrals will go through Admissions meetings with the Norfolk County Council SEND Placements Team, who will write to parent/carers to formally offer the place at Fen Rivers and agree a start date.

Induction Process

Pupils will undertake an initial visit with their parent/carers following acceptance of a place. During this visit the student and their family will be shown around the school and have the opportunity to meet their class team and ask any questions they may have. Pre admissions paperwork, under Keeping Children Safe in Education 2022, will be completed with/by parents before any student is admitted. This will be completed prior to the proposed start date.

Over the first few weeks of transition, the young person will be supported by the class team to ensure they settle into the environment and class group. During transition students will be helped to understand the timetable, rewards system and expectations and their rights and responsibilities whilst a Fen Rivers learner.

Refusal

The Academy will only refuse a place on the following grounds:

1. The Academy is full and therefore there are no available places.
2. There is insufficient funding available to fund a place for the young person's needs
3. The young person's needs are not provided for by the Academy
4. No availability of space in the applicant's year group.
5. No availability of space within suitable groups/classes; based on the applicant's individual needs, and the collective needs of the group/class.

Should the Academy be unable to accept a referral this will be discussed during the half termly admissions consultations with the SEND placement team.

Objections and Complaints Procedure

Appeals

If you wish to register an appeal with the First Tier Tribunal (SEN and disability) you first have to consider whether to take part in mediation. This is called Mediation, Information, Advice Session (MIAS). If you decide not to use mediation after discussing the options, tell the mediation adviser; they will send you a certificate within 3 working days and you can then register your appeal. You do not have to use mediation if you do not want to – you only have to consider whether to or not. The Local Authority must tell you about mediation and who to contact for the initial advice when they send you their decision. You must contact the mediation adviser at Kids within two months of getting the decision from the LA.

Should a commissioner or parent wish to appeal a decision not to accept a referral, appeals must be made in writing to:

First-tier Tribunal (Special Educational Needs and Disability)
1st Floor, Darlington Magistrates Court
Parkgate
Darlington
DL1 1RU
United Kingdom Email
send@justice.gov.uk
Telephone: 01325 289
350

Fax: 0870 739 4017

Complaints

Any objections to this policy or its application should be raised with The Fen Rivers Academy through its normal complaints process. See the Academy's Complaints, Compliments and Feedback Policy.

If the complainant is not satisfied with the resolution, you are able to complain to the Education Funding Agency (EFA) at: academy.questions@education.gsi.gov.uk

Review

This policy will be reviewed annually and any amended policy for the following September published on the school's website before the end of the preceding September. The policy will remain on the website throughout the school year.

Any change to the policy will be proposed in draft in the preceding July and circulated to commissioners and referring schools. Views will be sought and considered by the academy's Executive Principal over a 2-week consultation period before final publication and notification of the final revised policy.

4. Definitions

LAC – Looked After Child: A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

5. Related policies

- SEND policy
- Complaints, compliments, and feedback policy

6. Appendices

Not applicable.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Admissions and Referrals Policy
EIA completed by:	Headteacher
Date of assessment:	25/05/21
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts

<p>Age</p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>		X		The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<p>Disability</p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>		X		The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>		X		The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>		X		The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<p>Pregnancy and maternity (in work this is linked to maternity leave, nonwork this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period</p>		X		It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
<p>following the birth of their child?</p>				

<p>Race</p> <p>Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>		X		<p>The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.</p>
<p>Religion and belief</p> <p>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?</p>		X		<p>The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.</p>
<p>Sex</p> <p>Does this policy impact on people because they are male or female?</p>		X		<p>The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.</p>
<p>Sexual orientation</p> <p>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?</p>		X		<p>The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.</p>

3. More information/notes