

# Hope SENTAMU LEARNING TRUST

## ADMISSIONS POLICY, 2024 - 2025 ASPIRE ACADEMY

THIS POLICY APPLIES TO ASPIRE ACADEMY ONLY  
FOR REFERRAL AND ENTRY

**Please note:** This policy complies with the requirements of the School Admissions Code 2021

### **Statement of Policy Review**

The board of trustees has agreed that this policy will be reviewed every year. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review. The next 'Period of Review' will be **SEPTEMBER 2023**.

## **Our Ethos and Values**

At Aspire our ethos is to develop the individual moulding independent learners and confident young minds. We aspire to be a community founded upon mutual trust where everyone is loved and respected for who they are. We believe that in working together we can accomplish more than we could alone.

### ***Values:***

As an Alternative Provision Academy, our core values are empathy, courage and community:

- **Empathy** is essential to human life and lies at the heart of all successful relationships. Empathy is an unspoken language that we aim to teach and develop in others. In this way we develop self-awareness and depth of human engagement;
- **Courage** is a trait that needs to be developed in everyone. Life throws many challenges at us and we need to be prepared to face those challenges through developing deep personal reserves. We believe that developing individual strength and conviction enables students for the rest of their lives;
- We aim to be an **inclusive community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

### ***Aims***

As an Alternative Provision Academy, we aim to:

- Treat learners, staff and visitors with respect;
- Incorporate and promote the values behind the academy in all we do;
- Instill a sense of self-worth and value in every learner;
- Encourage learner participation in the planning and the running of our Academy wherever possible;
- Encourage emotional literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

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## 1. Introduction

- 1.1. This document sets out the admission arrangements for Aspire Academy. The Academy Trust, as the admission authority for the academy, must approve in advance any changes to the arrangements set out in this document. The Academy Trust will act in accordance with equalities law.
  
- 1.2. This policy has been framed with due regard to the amended Alternative Provision (AP) School Funding Agreement, in particular Annex B Admissions, as updated in May 2012. For more information please see –  
<https://www.gov.uk/government/publications/academy-and-free-school-multi-model-master-funding-agreement>  
Aspire Academy will also pay due regard and follow the advice set out in Annex C (Arrangements for learners with SEN and disabilities) of the same AP Funding Agreement document, as it applies to admissions.
  
- 1.3. We already work very closely with Hull City Council’s Fair Access Panel. We have a robust admissions process which referring organisations must follow before a young person starts their education with us. We are an equal opportunities non-discriminatory academy, and we therefore welcome applications for admission of young people from diverse backgrounds and with varying needs. Each admission is considered on a case-by-case basis to ensure that the learners we admit are ones which will benefit from the education provision we offer. The academy operates a fair, objective and transparent admissions system that includes a complaints procedure – Please *see item 5 below*.

## 2. Admission Arrangements

- 2.1. In accordance with DfE guidelines (Ref: Free Schools 2013 – DfE, 2011) “Children of compulsory school age can only be admitted to an alternative provision Free School by being referred from Local Authorities, Schools and Academies using their existing referral powers or duties”.
  
- 2.2. Alternative Provision Free Schools therefore, will have different arrangements for admissions from Mainstream Free Schools. The table below sets out the powers and duties, which Local Authorities, Schools and Academies have to refer to alternative provision (DfE 2011).

Circumstances	Commissioner (responsible for referring the student and paying the per student fee)	Type of referral
Child is permanently excluded or cannot attend mainstream education e.g. because of illness	Local Authority*	<ul style="list-style-type: none"> <li>● Full-time, unless there are medical reasons why this would not be appropriate (full-time provision can be made up of part-time provision from two or more providers).</li> <li>● Long term or short term – dependent on local authority view on whether reintegration is appropriate, and bearing in mind the child’s right to suitable and full-time education.</li> <li>● Education must start by the sixth day of permanent exclusion but can start earlier.</li> </ul>
Child has a fixed period exclusion	Academy** or School	<ul style="list-style-type: none"> <li>● Full-time.</li> <li>● Short term – child can only be excluded on a fixed period basis for a maximum of 45 (school) days in an academic year.</li> <li>● Education must start by the sixth day of a fixed period exclusion but can start earlier.</li> </ul>
Child’s behaviour needs improvement, for example to prevent permanent exclusion	Academy** or school	<ul style="list-style-type: none"> <li>● Full-time or part-time (but if part-time, child must still receive full-time education, which can be made up of part-time provision from two or more providers, one of which may be their Academy or school).</li> <li>● Short or midterm – referral cannot last beyond the end of the academic year in which it is made and must be reviewed at least every 30 days by the governing body of the referring school.</li> </ul>

\*Except in areas where an approach to exclusions is being trialled, under which schools take responsibility for permanently excluded learners. Your Local Authority will be able to confirm if it is taking part in this trial.

\*\*Academies have the power to refer learners to offsite provision. This power comes from their general powers to advance education (which comes from the object of the memorandum and articles of the Academy Trust). Though these placements are not covered by the same legislative safeguards that apply to learners referred by maintained schools, best practice would be to establish relationships with your referring academies so that they make applications on the same basis and have regard to the appropriate safeguards (which are set out in brief in the third column).

**In keeping with the above guidelines, all admissions to Aspire Academy are made via a referral process (using the attached referral form – See Appendix 1). Requests to admit students to Aspire Academy are restricted to identified commissioners that include, but are not limited to, Hull City Council, Hull City Schools and Academies, The East Riding County Council and Schools and Academies in East Riding.**

- 2.3. The total places available for Aspire Academy for the year 2024/2025 is 10 in KS2, 40 in KS3 and 100 in KS4, with a maximum of 50 in Y10.
- 2.4. Aspire Academy has an agreed total number of places available of 150 from 2024/2025 onwards and beyond and will accordingly admit that number of learners if sufficient suitable applications are received.
- 2.5. Aspire Academy may set a higher place number than is published for any specific year. Learners will not be admitted above the published place number unless exceptional circumstances apply. Before any changes to admission numbers are made, Aspire Academy will consult with the Education Funding Agency (EFA) re potential changes.

### **3. Referral Criteria**

- 3.1. Successful applications to Aspire Academy are most likely where the following conditions are met for a particular student:
  - Full time mainstream provision is not deemed appropriate;
  - That a personalised education and behaviour program will stabilise school circumstances and aid progress and achievement;
  - That there is a clear need for the structure, regime, routine and consistency of Aspire Academy;
  - That full background details are made available from the placing authority;
  - That the interest of the young person is protected;
  - That support available to the young person from other agencies prior to placement continues;
  - That the referral is not a direct substitute for provision already identified in a statement of special educational needs. If specific support is mentioned in a statement of SEN, then the school / LA referring the student to Aspire Academy needs to continue to fulfil specific tasks or by negotiation and agreement, devolve the task(s) the Aspire Academy. This may also involve discussion re: funding.
- 3.2. Aspire Academy presumes that all students with BESD will be educated full-time in local mainstream schools unless there is strong evidence to the contrary that a place at Aspire would be beneficial. Where evidence of need may exist, Aspire Academy expects that this evidence will be gathered as part of a rigorous process of assessment based on the application of relevant and purposeful action over time and in accordance with national guidance. Included within this process should be the consideration of advice from a range of professionals and close family members.
- 3.3. At any one time, there will be 2 spaces per secondary school or academy in Hull reserved at Aspire for 'get back on track' placements of one term. These programmes are designed to enable young people at risk of long-term failure and exclusion the opportunity to reflect on their choices, learn how to handle challenging situations more positively, and thereby improve significantly their chances of success in a mainstream setting. Applications for individual support are received from schools

using the official Aspire Academy referral form and must be with the full consent of parents or carers. For students not on the role of a school, applications are received directly from the Local Authority (LA) and should be sent to Aspire accordingly.

All School-based applications should include IEPs, PSPs or the equivalent, together with review documentation, an incident log and a covering statement. Individual plans should identify the areas that are causing concern, time-related targets and provide a clear programme of action showing how the learner is being supported, when and by whom. Aspire Academy also have detailed proformas set up to maximise information gathered on each incoming student and his/her needs, together with agreements which need to be signed before admission. Please see the following;

- Appendix 1 - Aspire Academy - Direct Referral Form
- Appendix 2- Student Pen Picture
- Appendix 3- Learner details form
- Appendix 4- Learning and additional support needs form
- Appendix 5- Induction details form
- Appendix 6- Student Risk Assessment form
- Appendix 7- Student Charter

3.4. For students unable to attend school for mental health reasons linked to depression, anxiety or phobia, applications should also include advice from the Education Welfare Service and CAMHS. Other medical advice may also be considered although Aspire Academy reserves the right to confirm this through CAMHS. All advice should focus on the extent of the learner's condition and their overall capabilities.

Having received a referral, Aspire Academy will acknowledge its receipt and based on the documentation will discuss the intended level of intervention required with the referring school. In cases where a higher level of difficulty leads to consideration for long term off-site support, schools will be asked to set up a planning meeting to explore in greater detail the needs and capabilities of the learner and the nature of the provision required.

3.5. All placements will be reviewed at termly intervals to determine their feasibility. The basis will be both formal and informal depending upon circumstances. The Principal will make decisions regarding the appropriateness of placement after consultation with all concerned parties. Whilst our aim is to enable students to return to the mainstream, we accept that this may only be a realistic option for KS4 learners in certain cases. Our primary concern is not to put the student's progress at risk; it is often the case that where our style of education is supporting that progress, a return to mainstream might be detrimental. In all cases, we work closely with the referring school or provider to ensure that the provision made for the young person is absolutely in his or her best interests, and offers the best opportunity for achieving solid outcomes. For Key Stage 3 learners, however, there will be a different emphasis, with explicit aim to enable students to be re-integrated into the mainstream for Key Stage 4 wherever possible.

3.6. Aspire Academy endeavours to offer successful personalised education packages to all children who are admitted. Sometimes, however valid the placement seems, it may become evident that a young person's stay at Aspire Academy will not work in their best interests. We aim to provide the most suitable education provision to best match the needs of each individual student. We endeavour to tailor each young person's provision to suit their individual requirements. However, if we are unable

to meet their needs we will review each case on its merits to agree (for the student's best needs) a more appropriate option for all concerned.

3.7. In addition, if the young person requires specialist provision then we will seek to offer psychiatric assessment and support.

#### **4. Oversubscription Criteria**

4.1. Where there are more applications for places at Aspire Academy than are available, a waiting list will be held and operated by Principal. When a place becomes available, and to ensure that vulnerable young people are offered a school place as soon as possible, these will be prioritised to students based on the following criteria:

- **Children who are either currently or have previously been 'looked after'**

A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. 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);

- Children who are homeless;
- Vulnerable children, i.e. Where child protection procedures are on-going;
- Children who have been out of education for two months;
- Children from the Criminal Justice System or PRU;
- Children from a PRU who are seeking to return to mainstream education;
- Children with unsupportive family backgrounds for whom a place has not been sought;
- Children with special educational needs, disabilities or medical conditions (but without a statement);
- Children who are young carers;
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- Distance from the academy as the crow flies will determine a tie-break.

#### **5. Complaints Process Criteria**

5.1. Admissions Appeals arrangements are not statutory regarding AP schools. However, at Aspire Academy we want to be as fair, objective and transparent as we can with all stakeholders regarding our admissions procedures.

5.2. Commissioners have the right of appeal against the refusal of a place at Aspire Academy for which they have applied. Commissioners wishing to appeal must contact the school to find out the procedure contained within our Complaints Policy.

5.3. The Commissioner of any child who is refused a place at Aspire Academy has a right of appeal the Education Funding Agency. The panel consists of three people who are independent of the academy body and the Local Authority. The panel will consider the circumstances of the case put before them. Both the Aspire Academy and the Commissioner must abide by the decision it makes.



## Appendix 1 – Aspire Academy - Direct Referral Form

Referrers Details			
Name		Organisation	
Contact Number		Address	
Fax No			
Email Address		Postcode	

Young Person's Details			
Name		Parent/Carer	
Address		DOB	
		Age	
		NC Year	
Male/Female		Ethnic Origin	
UPN Number		First Language	
Agency involvement? Please give details			

Young Person's Emergency Contact and Consent Form			
Name		Parent/Carer	
Telephone Number		Mobile	
Address			
<p><b>Course Consent</b> I give my permission for ..... to take part in this course, which may include taking part in activities off-site.</p>			
<p><b>Marketing and Research Consent</b> I give my consent for any photographs or video footage recorded during the course to be used in promotional material, by the organisation and funders. I agree to any findings from the project being shared publicly.</p>			
<p><b>Medical Consent</b> In the event of any accident or illness, I consent to any necessary medical treatment, by a recognised qualified person providing that every effort has been made to contact me and failed and if the delay in obtaining my own consent is considered inadvisable by the medical professionals concerned.</p>			
Signed		Date	

*All information recorded in this form will be treated in the strictest confidence*

**Young Person's Background: Please tell us as much useful information as possible that will help us when working with this young person.**

**Reason for referral?**

**School History – please provide details of the schools the young person has attended.**

**Primary School(s) attended:**

**SAT Results**

**Maths**

**English**

**Science**

**Secondary School(s) attended:**

**Current Levels**

**Maths**

**English**

**Science**

**Attendance  
(this academic year)**

**Attendance  
(previous  
academic year)**

**Has the young person ever received a fixed term or permanent exclusion? If so, please provide details below.**

**Does the young person have any special learning needs? E.g. Dyslexia, large print, basic skills needs**

**Does the young person have a criminal record or are they subject to any orders? If yes, please provide details below.**

**Does the young person have any involvement with any agencies? E.g. social services, Youth Offending Team, CAMHS etc. If so please provide details**

**Does the young person have any medical conditions?**

<b>Areas of Concern</b>	<b>Drug/Alcohol Abuse</b>		<b>Suicide/Self-Harming</b>	
	<b>Violence</b>		<b>Relationships</b>	<b>Arson</b>

**If you have ticked one of the above please use this space to provide further information. (Please attach a separate piece of paper if you need to).**

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**How matured is the young person in developing skills?**

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**Any other information you feel is important for us to consider. (Please attach any reports relevant to this application)**

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<b>Signed</b>		<b>Date</b>	
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**Appendix 2 – Aspire Academy – Student Pen Picture – Confidential**

<b>Student Name</b>	
<b>Year Group</b>	
<b>Date Completed</b>	

<b>Strengths</b>	<b>Areas For Development</b>
<b>Triggers</b>	<b>Learning Style</b>
<b>Behaviour</b>	<b>Strategies</b>

<b>Completed By</b>	
<b>Position</b>	

### Appendix 3 – Learner Details Form (Admission Form)

This must be completed and returned before provision start date.

<b>Referring School/Centre</b>	
<b>Telephone No</b>	
<b>Main Contact</b>	

<b>Provision Name</b>	<b>Aspire Academy</b>
<b>Provision Start Date</b>	

<b>Student Details</b>			
<b>Surname</b>		<b>Forename</b>	
<b>Address</b>			
<b>M/F</b>		<b>DOB</b>	
<b>Previous / Current School</b>			
<b>Single / Dual Role</b>		<b>Key Teacher</b>	
<b>Doctor</b>		<b>Contact Details (including Address)</b>	
<b>Special Medical Notes</b>			

<b>Parent / Carer Details</b>			
<b>Surname</b>		<b>Forename</b>	
<b>Address</b>			
<b>Telephone Number</b>		<b>Relationship to Student</b>	

**Appendix 4 – Learning and Additional Support Needs**

<b>Name</b>		<b>Date</b>	
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<b>Learning Style</b>					
I think I learn best by: <i>tick all the appropriate answer(s)</i>					
Reading		Writing		Talking	
Listening		Watching		Doing	

<b>I enjoy doing things like</b>

<b>I think I need help with</b>			
<b>Response</b>	<b>Often</b>	<b>Sometimes</b>	<b>Never</b>
Listening			
Speaking out			
Spelling			
Reading			
Writing			
Counting money			
Reading the time			
Concentrating			
Finishing work on time			
Organising myself			
Using a computer			

**Appendix 5 – Induction Checklist 2024 / 25**

<b>Student Name</b>		<b>DOB</b>	
<b>Referred From</b>		<b>Course</b>	CI/ Cons

<b>Checklist</b>	<b>Documents</b>	<b>Date Received</b>	<b>Signed</b>
	Direct Referral from (signed and correct)		
	<b>Review Date</b>		
	Pen Profile		
	Emergency Contact details for parents/guardians (inc in Direct referral form)		
	Letter sent to parents (inc parental consent Y/N)		
	Student Charter		
	Go through all points in Student Handbook (Housekeeping, Tour of Building and Fire escapes etc)		
	Learning and additional support needs		
	Parental Consent signed		

<b>Notes</b>

<b>Sign</b>		<b>Print</b>	
<b>Position</b>		<b>Date</b>	

**Appendix 6 – Student Risk Assessment**

**CONFIDENTIAL** - The following are guidelines which should be taken into consideration when dealing with the following student:

<b>Student Name</b>		<b>Date</b>	
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	<b>Situation/Comment</b>	<b>Risk Level L/M/H</b>
<b>Home</b>		
<b>Being transported</b>		
<b>Education venue</b>		
<b>Lunch/Breaks</b>		
<b>Relationship to adults</b>		
<b>Likelihood of illegal substances</b>		
<b>Likelihood of self-harm</b>		
<b>Likelihood of carrying weapon</b>		
<b>Likelihood of risk to others</b>		
<b>Self-control</b>		
<b>Relationship to peers</b>		
<b>Adaptability to new situations</b>		
<b>Handle stress</b>		
<b>Conflict resolution</b>		
<b>Following instructions</b>		
<b>Acceptance of correction</b>		
<b>Accepts responsibility for actions</b>		
<b>Outside influences</b>		
<b>Other important information</b>		
<b>Relationship to peer group and exposure to influence</b>		
<b>Agencies involved and named contacts</b>		
<b>General Comments</b>		

<b>Completed By</b>			
<b>Sign</b>		<b>Print</b>	
<b>Position</b>		<b>Date</b>	



## Appendix 7 – Student Charter

These ground rules are intended to help ensure that your time with us will be beneficial and enjoyable. Any difficulties which may arise will be handled with care and sensitivity. You should expect to be treated fairly and in an adult way. The environment you are entering is a place of work and professional practice and therefore your behaviour should reflect this.

1. Aspire students agree to wear the academy uniform properly at all times.
2. The use of violence, threatening, abusive or unreasonable behaviour is not acceptable and may result in exclusion from the course.
3. Attitudes and behaviour displaying discrimination on the grounds of race, sexuality, age, religion, disability, drug status, health status or offending status will not be tolerated and may result in exclusion from the course.
4. Students should treat each other as they themselves would like to be treated. This will involve respecting others' vulnerability, being non-judgemental, being supportive and showing patience towards each other.
5. Swearing and offensive language will not be acceptable.
6. No drugs or alcohol are to be brought in or used on Aspire Academy.
7. In order to meet the requirements of the programme, students will be expected to be punctual and regular attendance is required. If you are going to be late, please phone Aspire Academy before your class. The contact number is 01482 318789  
If no one answers, please leave a message and it will be picked up very quickly.
8. Students' rights to confidentiality will be respected at all times and it is expected that those enrolled on the course will respect each other's right to privacy and confidentiality.
9. All staff working at Aspire Academy expect to be treated with respect and remain safe. Any incident of assault will result in exclusion from Aspire and possible police involvement.
10. We do not expect any of our students to be involved in any theft or damage of Aspire property or that of staff members, volunteers or students. The consequences for this will result in exclusion and may involve calling the police.
11. You need to allow staff to deal with any confrontation between students, verbal or otherwise. Remember to walk away from any potentially aggressive situations and speak to a member of staff. You should at all times treat others as you wish to be treated.

12. Students are to act responsibly when using computers and accessing the internet. No student is to download or install ANY software onto Aspire Academy systems. Similarly, any abuse of the internet i.e. using instant messenger, surfing offensive sites (pornographic images, sectarianism, racist material etc) will result in a breach of this charter and may incur exclusion from the course.

13. No personal items are to be bought or sold on Aspire Academy property. In addition to this, Aspire Academy reserves the right to ask students to leave the programme should the staff feel the student's behaviour in general is incompatible with the project. The staff team as a whole will always take decisions on exclusions

14. You must complete all of the tasks set by your tutor and the work must be checked before moving onto project work.

<b>Tutor</b>		<b>Date</b>	
<b>Student Name</b>		<b>Signature</b>	
<b>Staff Name</b>		<b>Signature</b>	