



LWS Academy Trust

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL. Tel: 01489 582684

www.lordwilson.hants.sch.uk

LWS Admissions Policy 2018-19

LWS is a special Academy which provides 55 day places for 11-16 year olds in an environment where pupils are identified and/or have a Education, Health and Care plan (EHCP) for Social, Emotional, Behavioural and Mental health needs. Students are expected to be admitted from year 7 to 9. LWS aims to provide all its students with a clear personalised education 'Pathway'. We accomplish this through the use of quality assured external and internal provisions, matched to each student's specific needs. LWS provides clear expectations, choices and options to enable students to achieve and progress personally and academically. Details of our curriculum and core offer are available on our website or at request.

This policy is relevant to all directors, staff, parents/carers, pupils and local authority representatives who are involved in the admission of a pupil to LWS.

The Academy will work in partnership with local authorities, local mainstream Academy/School's and parents / carers to assess the suitability of pupils for a place at the Academy.

The admissions policy will promote equally the rights of all pupils regardless of disability, ethnic background, language, culture, faith and gender.

We accept referrals from the Local Authorities (LA). Whilst parents are welcome to visit the Academy and can be provided with information about the Academy, the Academy cannot proceed to full admissions stage without relevant local authority support. The process for referrals and admission is included in this policy.

All pupils must have an EHCP or undergoing an assessment of their needs with a statutory request submitted to the LA..

The Academy strongly believes in finding the right Academy/School for the individual and all communications will be honest with parents, current School/Academy and the local authority in relation to this.

The Academy will have two types of provision:

- **Provision for pupils with a statement of SEN/EHCP:** for pupils who have identified social, emotional, behavioural and mental health needs and which details LWS in their final statement of SEN/EHCP
- **Provision for pupils who require an assessment of their difficulties:** for pupils referred by a local authority and/or through identification from the LWS outreach service, with agreement from the Trust, pupil's parents/carer and any person whose advice is to be sought in accordance with regulation 7 SEN education act.

We are able to give parents/carers information regarding our assessment and admission process on enquiry. **An overview of LWS's Core Provision (appendix 1), linked to the Local Authority Local Offer can be found on the website or available at request.** Policies and protocols can also be requested. We encourage parents to engage in a dialogue with their local authority, current School/Academy provider and to make a joint application.



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Note: the Academy will take referrals and organise admission assessments at any point in an academic year, until our APN has reached 55. Intake is not restricted to September only. It is possible for an emergency placement (an emergency placement will be judged on a case by case basis), but these should be the exception. One emergency placement a term should be the maximum, unless circumstances require different.

Once a referral has been received from an LA, the paperwork will be read and examined by the Leadership Team. All referrals are discussed at the LA SEMH panel meeting which is attended by all LA SEMH Headteachers/Representatives; Resourced Provision Headteachers; Education Inclusion Services and SEN Education Officers. Discussion regarding appropriateness of placement, locality, and availability of space take place in order to identify the most appropriate LA SEMH placement. The panel meet once per half term.

If from the paperwork it is clear that the Academy would be able to meet the needs of the student's then the Academy will invite parents in for an admissions meeting with a member of the Leadership Team. If it is not clear from the paperwork whether the Academy would be able to meet the student's need, then a designated member of staff will arrange to observe the pupil in either their current education setting or in the home setting wherever possible. The parents / carers and the student will then be invited in for a tour of the Academy and discussion about how LWS can/plan to meet the students needs.

Following this meeting in most cases the Leadership Team will be able to make a decision over the following few days. The Academy acknowledges that parents have often been through lengthy processes in the past and in recognition of this, the Academy will aim to advise parents of the outcome as quickly as possible. However, in a small number of cases, if the decision is uncertain then rather than make the wrong decision it may be more appropriate to delay a decision whilst more information can be obtained and Academy / home visits are carried out.

If LWS is able to meet the student's special educational needs and/or is able assess student's current need, an offer of a place and a start date will be sent to the LA, current education provider and parent/carer.

The pre-placement process will typically consist of:

A member of the transition team will make a home visit to meet with parents / carers to obtain up to date information, including but not exclusive to the following areas:

- Previous placement;
- Identified SEN needs;
- Behaviour;
- Academic ability;
- Religious and cultural needs;
- Parents' aspirations for the future / what they want the Academy to do;
- Current multi agency involvement; and



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- Family organisation.

Whilst this is a recommended format it may be adjusted according to individuals. So, for example, if a parent advocates that it would be too stressful for the student to visit the Academy then the student could be observed in their own current setting on another occasion. It is essential for parents and pupils that this first point of contact with the Academy is positive and successful and therefore LWS will be flexible and respond to differing needs where required.

LWS must also be satisfied that the parents / carers of the student are supportive of the placement and have signed and are committed to the LWS home Academy agreement.

A member of the transition team will make contact with the student's previous education setting to gather information to include-

- Whether the student is looked after and if so the name of the contact person and key personnel in the placing authority;
- EHCP of Educational Needs/Record of Need;
- Current care, health, educational plans or relevant personal needs if available;
- Details of any matter which makes the student particularly vulnerable or a danger to others;
- Attendance certificates;
- Details of any fixed term exclusions;
- Lead person/s details of any other involved agencies/organisations;
- NC levels - End of Key Stage Teacher Assessments; and
- Evidence of all NC levels.

LWS must agree to being named in a pupil's final EHCP, except where they feel the following conditions may apply:

- The Academy cannot meet the student's SEN;
- The placement would be an inefficient use of resources;
- The placement would be incompatible with the efficient education of the other students with whom the student will be educated.
- The Head teacher will reserve the right to decide that a placement at LWS is inappropriate, if there is a considered threat to the safety or well being of the individual pupil, other pupils or members of staff.
- Placement is being changed due to non-attendance.
- No sibling/first cousin placements.
- Where an application is made for a place and there is a place available within the Academy as a whole, the following criteria will be applied in order of priority in deciding whether a place is able to be offered:



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- There is room within the year group that the student is in and adding another pupil to this year group will not adversely affect the provision of efficient education for the students with whom they will be placed with or the efficient use of resources.
- Offering this student a place will maintain a positive balance within the year group and Academy.
- The parents/carers commit themselves to the home/Academy agreement and to working in partnership with the Academy for the student's overall independence and development.

The parent or LA is responsible for making transport arrangements and will inform the Academy accordingly.

Transition plans will be made with the LA, the current School/Academy placement and the parent/carer. Transitions are often difficult for students who have SEMH. It will be essential to consider mechanisms/strategies that may make the process easier for the student. Pupils may be invited in for multiple transition visits over a period of time. These should be planned with parents / carers and should be bespoke to individual needs.

Prior to admission the Leadership team will ensure that all relevant information has been collected.

A baseline assessment will commence as soon as a pupil starts at the Academy. The length of time required to complete this assessment will vary, but it is usually completed within 3 months. Parental information, teacher observation and assessments carried out by appropriate professionals will contribute to this process. Individual Educational Plans will then be drawn up and discussed with parents prior to implementation.

All students undergo annual reviews as laid down by the SEN Code of Practice

Once LWS has been named in the EHCP LWS has a statutory duty to admit the student. If the Academy and the LA do not agree, then each party can complain to the Secretary of State for Education. Consideration would be given to the LWS's terms of approval prior to placement and the exemption criteria.

Although parents can indicate to their local authority the Academy of preference to be named at part 4 of their student's EHCP or SEN, the authority may not agree with the placement identified. In such circumstances parents have the right of appeal via a tribunal hearing (SEN & Disability).

All decisions relating to the proposed placement of any individual are confidential. There will be open and regular communication with relatives, carers, advocates and relevant and/or involved agencies.

The Academy reserves the right to review a student's placement at LWS (which may result in them being removed from roll) should any of the following core indicators identify a significant safeguarding concern.

- **Unauthorised absence is greater than 10%.**
- **LWS intervention, therapeutic and educational strategies are no longer meeting needs.**
- **Circumstantial factors which limit the effectiveness of LWS strategies.**



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- **High frequency and/or numbers of exclusions relating to student/staff safety and well-being.**
- **Where additional needs are identified, not originally in the EHCP, which the academy is unable to meet.**

The Academy will liaise with the local authority to ensure they are kept up to date.



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SEN Core information / Local Offer link

(to be read in conjunction with the LWS Admission Policy, available on request or follow the web link to the left)

Web link

LWS Academy Admissions Policy	 <h2>SEN Core information / Local Offer link</h2> <p>(to be read in conjunction with the LWS Admission Policy, available on request or follow the web link to the left)</p>			Web link
Routes of Admission to LWS	<p>Exceptional Circumstances identified by Academy, Local Authority and/or Current education placement, Parents/carers.</p>	<p>Statement of Special Educational Needs or Education Health and Care Plan.</p> <p>Primary need identified as Behavioral in nature due to Social, Mental and Emotional Health needs.</p>	<p>Assessment of Special Educational Need required – LWS Academy Outreach Team may support initial assessment.</p>	Web link
Primary SEN identified or Assessment of Primary SEN need	<p>Primary need of SEN must be identified as Social, Mental or Emotional Health. LWS Academy recognises that other SEN needs may also be present, which affect behaviour and/or primary need, such as; Communication and interaction difficulties and Cognition and Learning need.</p>			Web link
Transition plan to LWS Academy	<p>If a place is offered at LWS Academy then a transition plan will be initiated (as per admissions policy)</p>			Web link



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LWS Academy provision	<p>LWS Pathways provision</p> <p>Getting students ready for the 'real' world</p> <p>(see website and prospectus for full details)</p> <p>Our 11-14 curriculum provides a specific curriculum to develop the necessary key skills to access education and future opportunities.</p> <p>Our 14-16 curriculum delivers clear expectations, choices and options. All students will be offered a college placement, work experience placement in Year 10 and 11 and a variety of GCSE subjects and for some students an opportunity to access bespoke curriculum provision.</p>	Web link
Specific examples of LWS	<p>The following list highlights our available resources and strategies to support student need.</p> <p>(Further details can be found on the website and at request)</p>	Web link



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	<ul style="list-style-type: none"> • Targeted approach • Extensive communication with parents/carers – Annual, termly, half-termly, weekly and daily, email, arranged visits, meetings messaging, specific tutor link etc. • Use of alternative education providers • Extensive multiagency support and contacts • Creative and effective use of Pupil Premium funding • Policies and systems which aim to support all associated with LWS Academy (link to policies) 	<ul style="list-style-type: none"> • LWS behaviour strategy • Personalised Curriculum • Class ratio of fewer than 5:1 • Supportive and effective Academy Governance • Regular assessment and student progress checks • School Council • Clear ‘Home Academy’ agreement • Student progress assessed in real-time • Unique student timetable 	<ul style="list-style-type: none"> • Specialised Staff • fully qualified teachers in all subjects • Specialized Student Support Assistants • Social Skills teaching • Therapeutic story writing • Speech and Language therapist • Direct Educational Psychologist support • Mental Health support • Focus on developing the ‘whole’ student 	Web links
Supported transition into further education	Planned transition meetings and discussion forums for the ‘next steps’ beyond 16. For example our Careers evenings, annual reviews, college visits, work placement interviews and visits.			Web link
	Post-16 guidance and support from our student support team.			Web link



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Student must have EHCP with SEMH identified as primary need.

- If already has EHCP, recommendation made for a change of placement/provision made through EHCP Review report.
- EHCP report and evidence for change of placement/provision submitted to LA responsible for EHCP.

Hampshire Children's Services send a consultation of all the evidence to appropriate provisions to ascertain if they can meet needs and have availability

- Cases are then discussed at half termly panel meetings comprising all state secondary SEMH head teachers/representatives; SEN officers: EIS managers/SEMH RP; and where appropriate Inclusion officer.
- When agreement is reached, the school is named on the EHCP and parents informed of the confirmation of place.

Visit to school offered, home visit, liaison with current provision, admission date set.

- If over 3 miles from school, transport request submitted (takes 10 working days)