**Arrangements for admissions to the school**

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# 1. Aims

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

# 2. Legislation and statutory requirements

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

* [School Admissions Code 2021](https://www.gov.uk/government/publications/school-admissions-code--2)
* [School Admission Appeals Code](https://www.gov.uk/government/publications/school-admissions-appeals-code)

The school is required to comply with these codes, and with the law relating to admissions as set out in the [School Standards and Framework Act 1998](http://www.legislation.gov.uk/ukpga/1998/31/contents).

# 3. Definitions

**Looked after children** are children who, at the time of making an application to a school, are:

* In the care of a local authority, or
* Being provided with accommodation by a local authority in exercise of its social services functions

**Previously looked after children** are children who were looked after, but ceased to be so because they:

* Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002, or
* Became subject to a child arrangements order, or
* Became subject to a special guardianship order

This includes children who appear to have been in state care outside of England and have ceased to be in state care due to being adopted.

# 4. How to apply

For applications you should use the application form provided by The Tutorial Foundation (regardless of which local authority the schools are in).

You will receive an offer for a school place directly from your local authority.

The views and wishes of the student play a central role in the admissions process

* A thorough initial assessment is necessary for the school to be sure that it is able to meet the applicant’s individual needs and to prepare an individualised and well planned programme within the context of the school’s curriculum, including to promote context of the school’s curriculum including to promote pupils’ spiritual, moral, social and cultural development (including the fostering of British Values).
* The Tutorial Foundation requires a detailed assessment of the applicant’s learning and care needs because:
* It will only offer a place to a student where it believes it has the capability to meet that student’s needs. See admission criteria below.
* It needs to prepare an effective baseline from which to measure achievement, progress and development
* It needs to establish an appropriately tailored learning programme and an individual learning and care plan
* The Tutorial Foundation takes into consideration the Equality Duty of the Equality Act 2010 which requires it to:
* Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010. Against all the aspects of a person’s identity – known as ‘protected characteristics’ – that are protected under the Equality Act 2010. These are race, disability, sex, age,[[1]](#footnote-2) religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
* Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
* Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

# 5. Requests for admission outside the normal age group

Parents are entitled to request a place for their child outside of their normal age group.

Decisions on requests for admission outside the normal age group will be made on the basis of the circumstances of each case and in the best interests of the child concerned. In accordance with the School Admissions Code, this will include taking account of:

* Parents’ views
* Information about the child’s academic, social and emotional development
* Where relevant, their medical history and the views of a medical professional
* Whether they have previously been educated out of their normal age group
* Whether they may naturally have fallen into a lower age group if it were not for being born prematurely
* The headteacher’s views

Wherever possible, requests for admission outside a child’s normal age group will be processed as part of our usual process. They will be considered on the basis of the admission arrangements laid out in this policy, including the oversubscription criteria listed in section 6. Applications will not be treated as a lower priority if parents have made a request for a child to be admitted outside the normal age group.

# 6. Allocation of places

Admission number

The school has an agreed admission number of 34pupils for entry in total across an age range of 11 – 16.

Oversubscription criteria

All children whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated.

If the school is not oversubscribed, all applicants will be offered a place.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled.

Highest priority will be given to looked after children and all previously looked after children who apply for a place at the school.

Children with special educational needs (SEN) or a disability

1. Priority will next be given to children on the basis of social or medical need.

**6.6 Challenging behaviour**

We will not refuse to admit a child on behavioural grounds in the normal admissions round or at any point in the normal year of entry. We may refuse admission in certain cases where the specific criteria listed in the School Admissions Code (paragraph 3.8) apply, i.e. where section 87 of the School Standards and Framework Act 1998 is engaged.

We may refuse admission for an in-year applicant for a year group that isn’t the normal point of entry, only in such a case that we have good reason to believe that the child may display challenging behaviour that may adversely affect the provision we can offer. In this case, we will refer these pupils to the Fair Access Protocol. We will not refuse admission on these grounds to looked after children, previously looked after children and children with EHC plans listing the school.

6.7 Fair Access Protocol

We participate in all our Local Authorities Fair Access Protocols. This helps ensure that all children, including those who are unplaced and vulnerable, or having difficulty in securing a school place in-year, get access to a school place as quickly as possible.

# 7. In-year admissions

Parents can apply for a place for their child at any time outside the normal admissions round. As is the case in the normal admissions round, all children whose EHC plans name the school will be admitted.

Likewise, if there are spaces available in the year group you are applying for, your child will be offered a place.

If there are no spaces available at the time of your application, your child’s name will be added to a waiting list for the relevant year group. When a space becomes available, priority will not be given to children on the basis that they have been on the waiting list the longest.

Applications for in-year admissions should be sent to the following address:

[sen@thetutorialfoundation.co.uk](mailto:sen@thetutorialfoundation.co.uk)

Parents will be notified of the outcome of an in-year application within 15 school days.

# 8. Appeals

If your child’s application for a place at the school is unsuccessful, you will be informed why admission was refused and given information about the process for hearing appeals. If you wish to appeal, you must set out the grounds for your appeal in writing and send it to the following address:

sen@thetutorialfoundation.co.uk

# 9. Monitoring arrangements

This policy will be reviewed and approved by the The Advisory Board every year.

Whenever changes to admission arrangements are proposed (except where the change is an increase to the agreed admission number), the governing board will publicly consult on these changes. If nothing changes, it will publicly consult on the school’s admission arrangements at least once every 7 years.

**10. Admissions criteria**

The Tutorial Foundation provides staff expertise to meet the needs of students with a range of special educational needs and complex learning difficulties or disabilities, particularly those associated with developmental delay and difficulties in the areas of communication, behaviour and emotional stability. They may have an identified condition such as Asperger’s Syndrome, ASD, ADHD or Attachment Disorder or a complex profile with conditions that co-exist with one or more special educational need or mental health difficulties.

The Tutorial Foundation is unlikely to be able to offer a place to an applicant whose needs could not be catered for by the facilities available or whose condition or behaviour would pose an unacceptable threat to the welfare, health and safety of the school’s students or staff.

Examples would include those with serious eating disorders, those with a history of serious substance or drug misuse, seriously sexualized behaviours or those with a known history of serious violence towards others especially with the use of weapons

**11. Procedures**

* Following referral from parents or other stakeholders (for instance social services, LAC Team or SEN manager) the school will make contact for an initial telephone conversation
* An initial visit may be arranged for the applicant, parents or stakeholders as appropriate. This will be individually arranged.
* The school asks for the Education Health Care Planand any assessments that have already been conducted. The information required covers the following areas:
* Details of educational history and achievements
* Hobbies and interests
* Long term goals
* Medical and psychological background
* Previous therapy
* Social and interpersonal background
* Current difficulties
* Management strategies
* The Senior Leadership team will discuss and review the existing assessment & diagnostic documentation.
* A trial period of 2 weeks may be agreed upon. During this time baseline academic assessments and risk assessments will take place, considering the pre-entry risk assessment, reports relating to educational, social, medical, psychological and psychiatric history.
* If the Senior Leadership of the school feel they can meet the applicant’s needs, and if a place is available, a place will be offered.
* This policy takes reference to:
* The Education (Independent School Standards) (England) Regulations, 2010 (Amendments 2012, 2014)
* - Part 3 WH+S, paragraphs 7 & 8
* **-** 24(1)(b), Information to parents
* The Equality Act 2010
* Public Sector Equality Duty Guidance for Schools in England (2014)

Policy Sign off and review

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|  | **By whom** | **Date** |
| **Policy signed off by** | Julia Low | 14.11.22 |
| **Reviewed by** | Julia Low | 14.11.22 |
| **Next Review By** | Julia Low | 14.11.23 |

1. For schools, age is not a protected characteristic in the equality duty in relation to education or the provision of services, it is included however in relation to staff. [↑](#footnote-ref-2)