



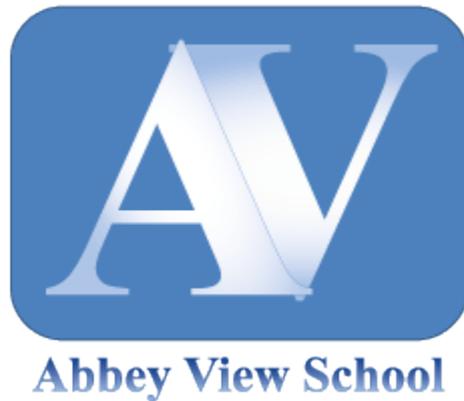
Abbey View School

Policy: Admission Policy

Date approved: 12TH March 2018

Approved by: Full Governing Body

Date to be reviewed by: 12th March 2020



Abbey View School Admissions Policy

Introduction

Abbey View School is an Alternative Provision Free School, which caters principally for students of compulsory school age who may not otherwise receive suitable education. The academy offers high quality alternative provision for students who are at risk of permanent exclusion, until they reach the end of compulsory school age, for a specific period of time (a turnaround placement) or until they are able to be re-integrated to mainstream education. As an Alternative Provision, the admissions arrangements differ from those of mainstream schools and are set within this policy.

Abbey View School has a published admissions number of 40 full time equivalent places. Students will be admitted into Year 7, 8, 9, 10 and 11 without reference to ability or aptitude, where places are available.

Application to Abbey View School

Applications for places at Abbey view school will only originate from mainstream schools or academies. They may refer students at risk of permanent exclusion or students who they feel would benefit from their education being directed to the School (section 29 of the Education Act 2002).

When a school wishes to refer a student to Abbey View School, the Referral Form must be completed in full and sent to the school secretary (See appendix A). The referral form covers;

- Prior academic attainment
- Grade/Level the student is currently working at
- Current subjects and course being studied, along with current performance and relevant accreditation details

- Special educational needs and relevant interventions accessed by the student
- Outside agencies that are involved with the family
- Attendance and punctuality data
- Reason for the referral
- Key risks and preventative measures
- Needs and desired outcomes for the student

Due to Abbey View School being an Alternative Provision Free School, parents/guardians are unable to refer directly to us. We can only accept students through referral as it is the referring school that picks up the cost of the placement. All students at Abbey View School are dual-registered which means that whilst at Abbey View School they remain also on the role of their mainstream school.

Referral forms are scrutinised by the Principal to ensure students being referred will have every possible chance to succeed.

The majority of places are allocated to schools that commission places based on the previous year's numbers. After the schools have confirmed their places any additional places are offered to any remaining school that has expressed an interest.

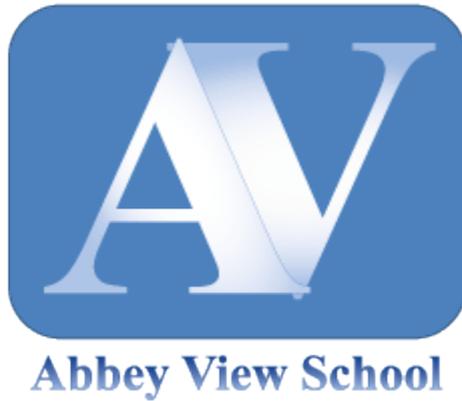
Any additional places left will be available to schools on an individual student basis if it is agreed that the needs of the student can be met effectively at Abbey View School. These places are reviewed fortnightly.

Any student that is referred to Abbey View School will have an admission meeting whereby a combination of the student, parent/carer, a representative from the commissioning school and any relevant outside agencies are invited to attend.

This meeting provides the opportunity for:

- The student and parent/carer to be familiarised with the organisation and physical structure of the school.
- Any questions that the student or parent/carer may have to be answered and any concerns raised with commissioning schools;
- The Home Academy Agreement and Behaviour Expectations to be discussed and signed by the student and parent/carer.
- Start dates to be discussed and agreed

Appendix A



Abbey View School Referral Form

Commissioning School Information

Commissioning School:			
Name of Referrer: Contact Details:			
Intended Start Date:		Proposed Duration:	

Young Person Details

Name:		Male/Female	DOB:	
Address:			Year Group:	
Student UPN:				
Student ULN:				
Home Language:				

Ethnic Origin:		Religious Affiliation:	
Is this a young person in care?			Yes/No
Is this young person eligible for FSM? (If yes, please state date)			Yes/No
Is the young person subject to an EHC plan?			Yes/No
Is the young person in receipt of Pupil Premium?			Yes/No

Parent/Carer Information

Name of Parent/Carer:		Home No: Mobile No: Work No: Email:	
Address 1:		Relationship:	
Address 2:		Relationship	

Is Parent/Carer in agreement for this referral?	Yes/No
How were Parent/Carer informed about this referral?	

Reason for the Referral

What are the reasons for referring this young person?
What action/support has been taken previously?

Do any of the below apply? (Please tick)

Reason:		Reason:	
Physical assault on Student(s)		Victim of Bullying	
Physical assault on Adult		Perpetrator of Bullying	
Damage to Property		Drug/Alcohol misuse	
Racial Abuse		Theft from school premises/Student(s)	
Homophobic Abuse		Bringing a weapon into school	
Sexually harmful behaviour		Verbal Abuse against Student(s)	

Persistent Disruptive Behaviour		Verbal abuse against Adult(s)	
Lack of engagement with learning			

Multi Agency Support currently involved

	Lead Professional	Tel. No	Date Started
SENCO			
CAMHS			
CAF			
YOT			
Social Care: CIC			
Social Care : other			
Education Psychologist			
Education Welfare Service			
Any other Provision			

Is there a report(s) from one of the above attached? Yes/No

Key Risks and Preventative Measures

Referrer should attach a copy of any relevant risk assessment or behavioural support plans already in place

To themselves	Suggested Preventative Measures
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To other young people/adults	Suggested Preventative Measures

Does the young person:	
Have any physical needs that require reasonable adjustment to be made to the learning environment?	Yes/No
Self-administer any prescribed medication that requires adult supervision during the school day?	Yes/No

Is there record of behaviour incidents attached? Yes/No

Is there any medical information attached? Yes/No

Is there an IEP/EHC plan attached? Yes/No

Current Provision Details

KS2 NC Level – English:	
KS2 NC Level – Mathematics:	
KS2 NC Level – Science:	

The English NC Level or GCSE grade the young person is currently working at:	
The Maths NC Level or GCSE grade the young person is currently working at:	
The Science NC Level or GCSE grade the young person is currently working at:	
The current reading age of the young person:	
The current spelling age of the young person:	

% Attendance Level over the last term:	
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Any barriers to learning and engagement?	
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Aspirations/areas of interest:	
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Is the young person's last academic report attached? Yes/No

Year 10/11 Subject Information (Where applicable)

GCSE/ Other Subjects	Exam Board/Syllabus	Teacher's name and email address	Yellis Grade

E

Examination Information (Where applicable)

UCI Number		Candidate Number	
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Reintegration Plan

Is the intention for the young person to return to the commissioning school?	Yes/No
If yes what is the estimated time frame for this to happen in?	

Needs and Desired Outcomes for the Young Person

In order for the placement to be successful, please tick which outcomes you wish to be achieved by the young person.

A positive attitude to school/learning and raised confidence in academic achievements	
Increased confidence and self-esteem	

Understanding of their rights, the choices available to them and to have opportunities to voice their views, perceptions, wishes and opinions.	
To reduce their intake of alcohol/drugs	
Reduced social isolation	
The motivation to acquire new skills and knowledge	
Increased aspirations	
Choose not to bully or discriminate and respect other cultures/differences	
Choose not to engage in risky, anti-social or criminal behaviour	
To improve their knowledge in relation to informed choices about education, employment , training and future progression	
To improve their communication skills	
The ability to identify and benefit from a network of positive support systems in the community	
An increased understanding of the impact of their behaviour on their own outcomes and that of others	
Improved attendance at school	
Safer use of the internet/social media	
Experience positive relationships with their peers, families and positive role models within the community	
Increased self-awareness and assertiveness	