



ALP Schools Admissions Policy

**Head Office
42-46 Harmer Street
Gravesend
Kent
DA12 2AX**

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1. Introduction

ALP Schools specialise in providing placements for children and young people who have an Educational, Health and Care Plan (EHCP).

ALP Schools admit learners who have been referred to us by local education authorities. The local authority funds the placement. These learners can be placed upon the school's roll. Alternatively, we also accept referrals from local schools, colleges and partnerships providing that they are willing and able to fund the placement. These may remain on roll at another establishment but spend an agreed time being educated within our school.

We are unable to accept self funded placements.

2. Criteria for admission

Places are usually offered for the start of September. However, ALP Schools appreciates that students may be out of education for a variety of reasons, when it is important for them to return to full time education. Therefore, ALP Schools do take admissions at other times of the year. All referrals are considered on an individual basis. Where students meet the eligibility criteria, a place will only not be offered if, after assessment, a) it is considered that ALP Schools would not have suitable provision to meet the student's needs b) a factor is identified that the school considers to be significant to not offer a placement (see 2.1 and 2.2).

ALP Schools do not admit learners who are privately funded.

Students who are admitted to the school are referred for the following reasons:

- They have one or more of the following learning difficulties: Autism, Asperger's Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), Tourette's Syndrome, Pathological Demand Avoidance, SEMH or another condition which may lead to behavioural, communication and/or cognitive functioning difficulties.
- They have been permanently excluded from a school or are in danger of being excluded from school.
- Poor or low school attendance for a variety of reasons, or missing in education.

2.1 Eligibility for admission

The eligibility criteria for students seeking a placement, before a referral will be considered, include:

- ALP Schools having space in an appropriate class/peer group.
- The student must have a final EHCP.

- Those with parental responsibility are in support of the placement and in agreement with the strategies and values of the school. Continued support of those with parental responsibility and partnership with ALP Schools is essential for the success and viability of any placement.
- The student is local authority funded.

2.2 Assessment of whether ALP Schools is a suitable provision for the student

All referrals are considered on an individual basis and ALP Schools will only decide **not** to offer a placement, to a student that meets the eligibility criteria, if:

1. It considers ALP Schools to be unsuitable for the age, ability, aptitude or special educational needs of the student
2. and/or that the placement would be incompatible with the provision of efficient education for others, and/or the efficient use of resources.

ALP Schools do not discriminate on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. ALP Schools will take reasonable steps to avoid the substantial disadvantage to a student with disability under the Equality Act 2010. It will use its best endeavours to make reasonable adjustments, where possible, to ensure equality of outcomes. ALP Schools provides a broad and balanced curriculum of education for all of its students.

3. Parental Enquiries

ALP Schools encourages those with parental responsibility to visit the school prior to requesting a consultation to be sent. However, parents should consider that the school cannot accept learner until an official consultation has been sent from the Local Authority.

To arrange a school visit those with parental responsibility or the local authority should contact the respective Headteacher:

Jennifer Thomason - jenny.thomason@alpschools.org - ALP Sittingbourne
 Debbie Pardey - debbie.pardey@alpschools.org - Pierview Academy
 Emma Chatzispnyridou - emma.chatzispnyridou@alpschools.org - Parkview Academy
 Bradley Rowley - bradley.rowley@alpschools.org - ALP Nuneaton
 Daniel Brown - daniel.brown@alpschools.org - ALP Leicester

Schools may also have open days / evening which are advertised on the website and social media.

The school is Ofsted registered and therefore admissions into the school are limited. If we are at capacity the referring body will be made aware of this and the learner can be added to a waiting list and / or seek a placement elsewhere.

The school operates with a Service Level Agreement which is provided to the referring Local Authority or Organisation upon request or when the first placement commences.

4. Admission Process

ALP Schools admission process has 4 stages

- Application / consultation (4.1)
- Assessment(4.2)
- If applicable (Offer of placement) (4.3)
- Transitional (3.4)

4.1 Application / Consultation

- Applications for student placement are made by local authorities who send ALP Schools the students' final or draft EHCP, in addition to the appendices (supporting documentation) referred to in Section K of the EHCP.
- Following a letter of consultation and receipt of paperwork from the local authority, the Senior Leadership Team (SLT) will review the documentation and, where possible, respond to the local authority within 15 working days to:
 1. Confirm receipt of documents;
 2. Request further information from the local authority, if required;
 3. If required, gain further and current information on the student's needs and to support their assessment;
 4. Confirm in principle that ALP Schools may be able to meet the need(s) of the student and to arrange further assessment; or
 5. Advise that ALP Schools are unable to meet the needs of the students at this time.

4.2 Assessment Stage

- Where ALP Schools are able to meet the needs of the student in principle, an assessment will be arranged. Assessments vary depending on timescales, availability and the students needs and may involve:
 1. Visiting the students' home; and/or visiting their current education provision.
 2. Parent/Carers and student school visit Attending School,
 3. Attending School, for up to 4 taster sessions.

- Following assessment ALP Schools will notify the local authority that the Schools is either:
 1. Offering a place, and will prepare a report outlining the offer;
 2. Unable to meet the student's needs at this current time, and will prepare a response outlining reasons why (i.e. recommending a further assessment visit, to explore other aspects of the placement (such as exploring social and educational compatibility with another class group); seeking further clarification from professionals as to suitability of placement (i.e. this might include an Educational Psychology assessment).

- An assessment report will be sent to the local authority within ten working days of the final assessment, outlining ALP Schools decision regarding placement. Any offer letter will include details of fees, support level and a start date.

Typical Assessment Visit

Where students are invited to ALP Schools for an assessment visit, this may include, but not be limited to, the student having:

- A tour of the school
- A meeting with a member of the senior leadership team
- A meeting with a class Teacher(s)
- Time within a classroom alongside peers of a similar age and stage of learning
- Purposeful learning tasks that help the school identify key information for consideration

Discussion will take place with those with parental responsibility prior to an assessment visit, to discuss how best to prepare the student for the assessment.

Where appropriate a schedule and social story will be sent to help in this preparation.

The school website has a 'Learner Lounge', which includes a 'Student Handbook'. This document includes key information to support learners and help them prepare.

4.3 Offer (if applicable)

Where an offer is made, it will be held open for a period of time from the date of the offer letter, in which time the local authority should notify ALP Schools of its acceptance or decline of the offer.

Where the local authority declines an offer, and those with parental responsibility choose to appeal the local authority decision not to support placement, where reasonable the offer may be held open until the outcome of the tribunal has been determined. ALP Schools will comply with assessments and visits as required by the Special Educational Needs and Disabilities Tribunal (SENDIST).

4.4 Transition (if applicable)

Where the local authority confirms acceptance of an offer, the school will contact those with parental responsibility and the current school (if applicable), to commence transition planning and an Individual Placement Agreement (IPA) will be issued. An IPA is the agreement between a school and local authority that sets out the terms and conditions of the students placement at an ALP Schools.

- A start date for the student will be agreed, and the IPA must be signed by the local authority and received by ALP School before placement starts. A pupil will only be able to commence their placement at an ALP School once the IPA is finalised.
- ALP Schools will liaise with those with parental responsibility, and the local authority to devise a transition plan for the student, which may include:
 - Visit days to school before the student is on roll;
 - A part-time timetable (in collaboration and as agreed by the Local Authority) and schedule for gradually increasing attendance;
 - Aims for the students' transition including individual strategies relating to each student and their needs.
 - A student passport of key information is started and develops over their first full term
- ALP Schools will send a welcome pack to those with parental responsibility, including information about the school, consent forms and student information forms.
- Previous school files and other relevant professional reports will be requested from the local authority, including safeguarding records.
- The Senior Leadership Team will plan provision of assessment and input as outlined in the EHCP.
- Gradual transition plans will be reviewed regularly with an aim to move towards full-time attendance as soon as is appropriate. We recognise that for some young people who have become anxious about attending school, the priority will need to be forming trusting relationships with the class team and student support team, helping the young person to feel safe and secure within the school setting.
- The school values are formed via the ARRRTT mnemonic standing for Attendance, Routine, Relationships, Respect, Trust and Teaching. We understand the importance of building the first five elements before meaningful teaching can begin.

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