



**Grange
Academy**

Belong · Believe · Achieve

Article 23: *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

Article 42: *You have the right to know your rights! Adults should know about these rights and help you learn about them, too.*

Admissions Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Rachel Timms - Headteacher

Date: January 2023

Approved by: Local Governing Body (LGB)

Date: January 2024

Review Date: January 2024

Introduction

Grange Academy is committed to providing outstanding educational opportunities for all our learners. Grange Academy places the progress and development of its learners at the heart of its vision and strategic direction. Improving opportunities and outcomes for our learners in our local community is at the core of all that we do. All young people deserve to leave education confident that they have developed the knowledge and skills they need to achieve their ambitions, with meaningful education, work, and life experiences to draw on.

Grange Academy is committed to equality of opportunity and to promoting diversity. We have a 'can do' approach to meeting the needs of all pupils.

Grange Academy Provision

All of our pupils have special needs and may have other barriers to learning, Grange Academy is committed to meeting the needs of a wide range of pupils who have a broad spectrum of additional learning needs, some of which will be complex. Some needs will relate to particular learning difficulties such as autism. All pupils will typically have a 'primary need related to learning'; however, many will have a range of special needs that can act as a barrier to their learning and development.

Our expertise provides pupils with the support and experiences which they require to succeed in following their life and career ambitions.

Admissions

Any placement within Grange Academy will be as a result of careful consideration of that young person's needs, how effectively those needs can be met and whether they can be met without detriment to other pupils already at the school. Decisions regarding the placement of children involve a number of stakeholders, such as the view of the child or young person, parent/carer preference, and the views of professionals within the Academy. We offer places to pupils aged 7 – 16.

The Local Authority is responsible for commissioning the place. Grange Academy require applicants to have an Education Health and Care Plan (EHCP) our pupils typically work on the 1st Percentile or below (see attached Admissions Procedure). However, it may be necessary in exceptional circumstances to make an emergency placement. Examples of exceptional cases when it may be necessary to make an emergency placement include where a child or young person arriving unexpectedly in the LA exhibits such significant learning or other difficulties as would normally warrant an EHCP. In circumstances like this, a support package and assessment route will need to be agreed before a pupil can start.

In deciding whether a child or young person currently being supported in a mainstream or other setting requires admission to Grange Academy, the key question is whether there is convincing evidence that the individual's profile of needs have not sufficiently responded to purposeful action taken by that setting, along with the help of external support and advice. Typically, the child or young person's needs will have been supported through a high level of additional resources and will be persistent or recurring, complex and long term. Assessments are thorough and it is likely that the child or young person will be observed as part of the overall assessment process.

When a referral is received from the placing Local Authority, Grange Academy will consider the request and respond in writing. If a decision is taken not to offer a place, clear reasons will be given for that recommendation. The reasons will be expressed in terms of the needs of the child or young person, whether a place is available at the school within the appropriate context (e.g. year

group or class) and/or the efficient education of other young people already in situ, so that it is clear why the recommendation is made that they do not meet the published admissions criteria. Once placement has been agreed, clear and planned transition arrangements are put in place to manage the move. These will be tailored for individual pupils.

Related Policies and Procedures

- Equality and Diversity Policy
- SEN Policy
- Admissions Procedures