



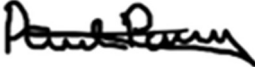
Admissions Policy

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Policy Owner:	Directors
Queries to be directed to:	Directors & Health & Safety Team
Signed:	
Dated:	26/10/2021

This policy will be reviewed on an annual basis. Sporting Chance Newport CIC reserves the right to amend this policy, following consultation, where appropriate.

Date created:	October 2020
Date of last review:	October 2023
Date of next review:	October 2024

Sporting Chance Newport CIC **Admissions Policy**

1. Overview

Sporting Chance Newport CIC will specialise in working with young learners aged between 11 and 16 with social, emotional and mental health difficulties and associated risk factors that are unable to sustain a place in mainstream education.

The success for Sporting Chance Newport CIC is simply defined as the level of progression each young learner makes in terms of changes to their behaviour, their academic ability, their ability to engage in the community and eventually live independent lives through employment and further education.

We aim to have young learners who are confident, happy young learners with high levels of self-esteem, a clear picture of their future and the wherewithal in terms of skills, abilities and personal characteristics to achieve that future.

Admission to Sporting Chance Newport CIC will be through the referral process outlined in this policy. Referrals can be made at any time throughout the year.

Number of places available

The school will provide education for 25 hours per week per place, up to 16 places at any one time.

For young learners supported by Sporting Chance Newport CIC the school will specialise in providing places for:

- Those excluded or at risk of exclusion
- Those young learners with social, emotional and mental health concerns
- Those requiring significant behaviour support
- Those with medical conditions preventing them from attending mainstream schools
- Those young learners with mild to moderate additional learning needs.

Equal opportunities

The school is committed to equal opportunities and admits young learners across the full spectrum of academic abilities. All young learners have equal access to the curriculum.

2. Criteria for Acceptance of Young Learners

To assist in understanding our referral criteria please review the table below for admissions criteria:

Location of the School

Category	Indicator	Supported by School
Age	Age 11 – 16 years old	Y (note 1)
Academic Achievement	Academically underachieving below age related expectations (e.g. EYFS progress, KS3 baseline tests, SAT, CAT scores, predicted GCSE grades by previous school assessment)	Y
Academic Learning Capacity (note 2)	• Mild learning difficulty in one or some of: learning new tasks, undertaking daily activities, engagement and social interaction	Y
	• Moderate learning difficulty in wide range of: learning new tasks, undertaking daily activities, engagement and social interaction	Y
	• Severe learning difficulties across all areas of the curriculum OR requires a highly differentiated curriculum in the context of the school	N
	• Severe/Extreme learning difficulty in wide range of: learning new tasks, undertaking daily activities, engagement and social interaction	N
	• Autistic Spectrum Disorder – (measured by ADOS2) Level 1 (requiring support) (note 3)	Y
	• Autistic Spectrum Disorder – Level 2 (requiring substantial support)	N
	• Autistic Spectrum Disorder – Level 3 (requiring very substantial support)	N
	• (above informed by EHCP, healthcare professional assessment, if any)	Y
Social, Emotional, Behavioural Difficulties (SEBD)	• Moderate withdrawn or challenging behaviour physical and verbal to self and others	Y
	• Very significantly withdrawn or challenging behaviour physical and verbal to self and others	N
	• Extreme withdrawn or challenging behaviour physical and verbal to self and others	N
	• Some substance misuse where not a barrier is to learning or a risk to others (informed by letter from CAMHS, Drug and Alcohol Service, self-report, declaration in referral form)	Y
	• Severe substance misuse where is a barrier to learning or a risk to others (informed as above) without significant adult intervention	N
	• History of extreme risk-taking behaviours (the moderate – extreme above likely to be evidenced by EHCP or healthcare professional assessment)	N

Category	Indicator	Supported by School
Engagement with learning	• Already outside of mainstream education	Y
	• Moderate disengagement from learning	Y
	• Significant disengagement from learning	Y
	• Chronic disengagement from learning	N
	• Mainstream school attendance above 40% now or recently	Y
	• Mainstream school attendance below 40% now or recently	Y
	• Periodic or long-term difficulty in coping with school from earliest years	Y
Sensory Impairment	• Mild/Moderate sensory assistance requirement that have been identified by a statutory agency where this is not a barrier to learning or specialist support is provided	Y
	• Significant multi-sensory impairment where a barrier to learning and no funding for specialist support	N
Physical needs	• Mild/Moderate physical assistance needs identified by a statutory agency where this is not a barrier to learning or specialist support is provided. (copy of EHCP or letter from HC consultant)	Y
	• Severe/Multiple physical needs where this is a barrier to learning and no funding for specialist support	N
Speech, language and communication needs	• Mild/Moderate difficulty in being understood; struggles with words and sentences; difficulty understanding words and sentences; difficulty in talking and listening in conversation. Likely evidenced by specialist SPLD assessment by speech therapies or iCAN practitioner	Y
	• Severe difficulty in being understood as above	N

Circumstantial / Context that may indicate for core criteria

Agency visibility/action	• Currently or in past on Child Protection Register or identified as a Child in Need	Y
	• Discussed by Inter Agency Forum or similar	Y
	• A number of changes in school placement	Y
	• Fixed term exclusions – several days recently	Y
	• Fixed term exclusions – towards 40 days lost recently	Y
	• At risk of/or subject to permanent exclusion	Y
	• Attended Specialist Resource Base (SRB) provision in mainstream	Y
	• Attended specialist provision in LA and/or returning from secure or residential placement	Y
	• Within legal system: mild/moderate – charged with offence awaiting trial/sentencing or unspent conviction on remand for less than 3 months, YOS assessment, risk assessment required indicates no major risk	Y

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Agency visibility/action	• Within legal system – in custody/ion remand for over 3 months	N
	• Ex-offender: has spent conviction. Risk assessment required indicates no major risk	Y
	• Ex-offender: has spent conviction. Risk assessment shows risk to self or others is severe and cannot be met through reasonable, funded adjustments	Y
Reintegration	• Reintegration to mainstream still definitely an aspiration	Y
	• Reintegration to mainstream unlikely	Y
Homelessness	• No fixed abode but in temporary accommodation	Y
	• Chaotic homelessness where lack of structured accommodation is a barrier to learning and the YP refuses support to resolve this	N

Notes:

1. Y – Yes – supported by school: N – No – not supported by school
2. Mild learning difficulties are perhaps best defined by having an IQ between 50 – 70. Could also be described where young learners' levels of attainment are significantly below expectations, and where they display similar problems to those of moderate LD young learners, but the difference in theory may be appropriate intervention is having an impact.

Moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum. IQ between 30 and 50

They should only be recorded as Moderate LD if additional educational provision is being made to help them to access the curriculum. Young learners with Moderate Learning Difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

3. ADOS2 = 'Autism Diagnostic Observation Schedule 2'. This is a commercially available instrument for diagnosing and assessing Autism.
4. Characteristics that do not impact on acceptance to any provision include: In Care (currently in care system); Care Leaver (previously in care system); Parent (Young learner who has one or more children or is pregnant or who has a pregnant partner)

Based on admissions criteria Sporting Chance Newport CIC will deliver an education that:

- Meets individual requirements – therefore is based on assessed needs;
- Prioritises academic attainment supported with vocational training with a specific emphasis on behaviour interventions and therapeutic support; and which focusses on multiple

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progression pathways – including reintegration back into mainstream as a priority, employability, enterprise and further education

Delivery of our curriculum and work in the school requires a blend of high-quality teaching and support.

3. Referral/Admission Arrangements

To acquire a place at Sporting Chance Newport CIC a young learner must be referred by the Local Authority or an educational establishment ('commissioners'). Commissioners will use the attached referral form to refer to Sporting Chance Newport CIC.

Local authority commissioners

The Local Authority will purchase places at Sporting Chance Newport CIC. The service level and contract agreement (including price per place) will be negotiated and drawn up to provide a number of places under an agreed Outlined Service Specification.

The Specification will set out the obligations Sporting Chance Newport CIC, the commissioning authority and the young learners' host school so that all parties are clear about: what will be delivered, how, when, at what price, the responsibilities of the parties to the agreement to maintain the highest level of support to the young learner, and what monitoring arrangements will be agreed to review the contract performance.

The contract monitoring review process will be made on the agreement with the commissioner. The school will collate demographic and outcome data gathered in relation to the young learners' needs, attendance, academic performance and behavioural presentation in Sporting Chance Newport CIC. This will be reviewed jointly with the local authority commissioner on an agreed schedule.

School and academy commissioners

Sporting Chance Newport CIC will also provide similar contracting procedures for individual schools and academies that wish to commission places.

Charging

Each full time equivalent (FTE) place in Sporting Chance Newport CIC will be charged as per the block contract in Newport for standard provision or a high cost package for specialist requirements.

Commissioners (schools, academies and local authorities) will, in addition, provide top-up funding above this base level to cover the total cost of provision. This top-up funding is based upon the young learners' assessed needs. Prior to agreeing a referral Sporting Chance Newport CIC will agree the level of top-up funding with the commissioner.

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Offers

When accepting a referral, Sporting Chance Newport CIC will write to the commissioner to formally accept the referral, including financial requirements, the support to be offered, a start date within 5 school days of receiving a referral and a date which the offer should be accepted and the address to which to respond.

Procedure following an offer

When the offer letters are sent, if the commissioner fails to accept the place by the date set out in the letter, it will be assumed that the commissioner no longer requires the place and the offer will be withdrawn.

4. Oversubscription Criteria

Young learners with a statement of special educational needs naming Sporting Chance Newport CIC will always be admitted (once registered).

If Sporting Chance Newport CIC has more referrals than places (oversubscribed) and after admission of young learners with a statement naming Sporting Chance Newport CIC priority will then be given to referrals in the following order:

- Referrals from a local authority
- Looked after young learners and previously looked after young learners
- Young learners who live closest to Sporting Chance Newport CIC (as measured in a direct line from the front door of the young learners' home to the main gate of the school).
- Tie breaks will prioritise those young learners who live furthest from the nearest alternative AP or PRU school.

5. Young learner registration and information sharing

Where young learners are on the roll of another school and attend for a short period of time (fixed period exclusions/a school educating a young learners off-site/reason of illness/any other reason) the young learners will be registered with the local authority.

Referral

Referral application forms should be completed by the local authority or referring school. This can be accessed and submitted via the school website. Sporting Chance Newport CIC will acknowledge within 24 hours and subject to meeting the admissions criteria we will notify acceptance within 6 days.

Induction Process

On day one, the young learners will be shown around the school facilities by the Directors or their appointed staff member. Over the first two weeks, the young learner will also be supported through their assessments and development of the Pupil Development Plan (PDP) by their advocate to

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ensure they settle into the environment and timetabling. At the end of their first week, their advocate will review progress and unlock any ongoing issues that have surfaced in school during the week.

6. Objections and Complaints Procedure

Appeals

Should a commissioner or parent/guardian wish to appeal a decision not to accept a referral, appeals must be made in writing to the Chair of the Sporting Chance Newport CIC School Leadership Team. A review will be carried out by the chair and two members of the School Leadership Team and a response will be made within 30 days of receipt.

Complaints

Any objections to this policy or its application should be raised with Sporting Chance Newport CIC through its complaints process, unlock any ongoing issues that have surfaced in school during the week.

Appendix 1: Equality Impact Assessment

Sporting Chance Newport CIC is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Sporting Chance Newport CIC has adopted the process in line with its commitment to continually improve equality performance.

1. Summary

This EIA is for:	Admissions Policy
This EIA is for:	Paul Parry - Director
Date of assessment:	October 2020
Assessment approved by:	

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Sporting Chance Newport CIC Complaints Policy for all staff have been fully considered and addressed, whether or not staff members share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Age		X		The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
Disability		X		The policy applies equally to all members of staff regardless of health/disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/Paternity		X		It is not considered that the policy positively or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race (incl. origin, colour and nationality)		X		The policy applies to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Gender and Gender Re-assignment		X		This policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation		X		This policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their sexual orientation.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner
None		

