



Admissions Statement of Provision

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| Author | Executive Leadership Team | Source | VWV |
| Approved By | Trust Board | Status | Statutory |
| Last Review | December 2024 (New) | Next Review | December 2025 |

Details of Policy Updates

| Date | Details |
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Introduction

North Star 82°, North Star 240° and North Star 180° (the schools) are co-educational special schools based in the Bristol and BANES region. North Star Academy Trust (the Trust) is the Multi-Academy Trust that is the proprietor, or legal entity, that has legal responsibility for all schools.

North Star 82° is a special school which provides 77 places for children of both sexes in the age range of 5-11 years with Social, Emotional and Mental Health needs.

North Star 240° is a special school which provides 80 places for children of both sexes in the age range of 11-16 years with Social, Emotional and Mental Health needs.

North Star 180° is a special school which provides 104 places for children of both sexes in the age range of 5-16 years with Social, Emotional and Mental Health needs.

The Trust has one other academy, North Star 265°, which is a designated Alternative Learning Provision and that has its own admissions statement.

The schools offer a modified national curriculum, along with specialist interventions that meet the special educational needs of the pupils. Staff ratios in both schools are 1:4 and smaller group sizes allow for a more personalised provision that allows pupils to engage with relevant areas of the national curriculum. Pupils live across the city of Bristol, as well as in neighbouring local authorities. The schools aim to meet pupils' Education, Health and Care Plan (EHCP) targets and to prepare pupils for their next stage of education and adult life.

Parents, carers, prospective pupils, their teachers and supporting professionals are advised to and are welcome to visit the school by prior appointment.

Admissions to the schools

Both schools provide places for children with special educational needs and for a child to be admitted to either school in the Trust, that school must be named, by a local authority, in the child's education health and care plan ('EHCP'). The relevant procedures and legal provisions are set out in and governed by the Children and Families Act 2014 and the SEND Code of Practice January 2015. The Trust will comply with its duties under the Equality Act 2010.

Parents wishing their children to benefit from the provision at either of the schools should ask their local authority to name that school in their child's EHCP.

Procedures and Protocol

- Parents wishing to benefit from our schools' provision should ensure their child's EHCP specifies SEMH as its **primary** need as this is the area of the schools' specialism.

- If a parent or a young person makes a request for our schools, the local authority must consult the Trust and must name that school in the child or young person's EHC plan unless:
 - the school is unsuitable to the child or young person's age, ability, aptitude or special educational needs or
 - the child or young person's attendance at that school would be incompatible with the efficient education of others or
 - the child or young person's attendance at that school would be incompatible with the efficient use of resources.
 - If any of these conditions apply, the local authority is not required to name the requested school or other establishment in the EHC plan.
- The Trust will respond to consultations by the relevant local authority in accordance with the requirements of the Children and Families Act 2014 and the SEND Code of Practice 2015.
- The Senior Leadership Team (SLT) for the relevant school, on behalf of the Trust, will consider each prospective pupil on their individual needs and with reference to relevant legislation. Through consultation with the local authority we will ensure we can meet their needs as defined by the EHCP and that the school has the space, staffing, capacity and resources to accommodate the pupil within its existing operational organisation. This may include discussion with current providers as well as visits to the pupil in their school setting or a visit to our school by the pupil.
- The Trust will carefully assess each consultation request on the individual facts and circumstances of each case and in some cases may determine that is unsuitable to the child or young person's age, ability, aptitude or special educational needs and/or the pupil's attendance would be incompatible with the efficient education of other or with the efficient use of resources.
- It is unlikely our schools will be able to meet need for pupils with the following needs; Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), some Specific Learning Difficulties (SpLD), Physical Disability (PD) and Autism (ASC/ASD).
- Consultation requests by a local authority will need to include the past 3 years attendance certificates and all relevant documentation, including any educational psychology report and any relevant safeguarding information so the Trust can make an evidence based response to the local authority. In cases of persistent absence, a transitional package and costings must be agreed before the consult is accepted.
- If the Trust considers that it requires additional information in any individual case, it will ask the local authority to provide this and will work on the basis that the 15 day timescale for responding to the local authority will not start to run until all reasonable requests have been answered.

- If the Trust decide the school cannot meet the child's needs, the authority will be advised with reasons for this decision and this response shared with parents/carers as appropriate, upon their request.
- The Trust will admit pupils in line with its legal responsibilities under the Children and Families Act 2015, the SEND Code of Practice 2015 and the Equality Act 2010.
- Where the pupil's needs can be met the school will negotiate with the relevant local authority to agree funding that will be required to support the outlined provision.
- Our schools will offer admission visits and an individually negotiated induction package relevant to the individual pupil needs.
- Where a pupil's needs change or are not as described in the EHCP the school will work with the local authority to re-assess their needs in accordance with the Children and Families Act 2014 and the SEND Code of Practice 2015.

All requests for a consultation will be treated on the individual facts and circumstances of each pupil and this will include consideration of the relevant documentation provided. Examples of where the Trust *may* respond to a Local Authority that it is inappropriate for a school to be named in a pupil's EHCP and therefore refused a school place include:

- The unsuitability of the pupil's age, ability or aptitude to placement at the school. For example, where the pupil is working at a level below curriculum age related expectations; where the journey to school negatively impacts on the child and their ability to learn when they arrive at school; where a pupil has missed periods of education and/or where a pupil's educational background demonstrates that their aptitude, including behaviours, means that placement at the school is not suitable.
- Inability of the school to meet the pupil's identified special educational needs. For example, where a student's primary special educational need is not SEMH.
- Being unable to be able to offer suitable educational provision in response to the commissioner's stated needs. For example, despite making all reasonable adjustments, where the school would not be able to provide the resources to meet the required provision for that pupil and/or does not have the specialist provision required for the pupil.
- The level of risk to health, safety and wellbeing of other pupils or adults and/or level of risk to the effective or safe operation of the school is too high. For example, based on a risk assessment the school has evidence that the student would pose a safeguarding risk to others and those risks could not be reasonably addressed.
- If the proposed funding by Local Authority to the school is not sufficient to meet the level of funding required for the provision stated in the EHCP. For example, where the school has considered all reasonable adjustments that it could put in

place, and the proposed level of funding is still insufficient to meet that pupil's needs.

Linked Policies

Other school policies and further information can be found in the following policies:

- Equal Opportunities Policy
- Curriculum Policies
- Information Sharing Policy
- Complaints Procedure
- Safeguarding Policy
- Behaviour and Relationship Policy
- Disciplinary Policy
- Attendance Policy

Monitoring and Reviewing

This policy will be regularly monitored by the Senior Leadership Team (SLT), the Special Educational Needs Co-ordinator (SENCO) and the Trust Board.

It will be formally reviewed annually by the ELT and the Trust Board.