



Wyvern Academy

A company limited by guarantee, registered in England and Wales. No 8123602

Admissions

Review of Policy: November 2020

Members of staff responsible: Headteacher

Policy History: Ratified

Description of Policy Formation and Consultation Process

**People involved: Headteacher
Finance & Resources Committee**

Signed by Chair of Trustees: _____

Date:

Date for Review: DCC Policy

Admissions to Wyvern Academy

Introduction

Wyvern is a Specialist School for pupils & students with severe, profound and complex learning difficulties aged 2 to 19 years.

In addition to their delayed cognitive development most pupils and students also have additional needs related to:

- Language & communication
- Physical needs & mobility
- Sensory impairments
- Medical or nursing needs
- Social, emotional and personal care needs

All pupils & students follow a highly personalised curriculum based on the Statutory Framework for Early Years Foundation Stage (EYFS); the academy's own specialist curriculum and Post-16 programmes of Study. Learning experiences and objectives are differentiated to meet individual needs in age appropriate settings with a focus on the Teaching & Learning.

Admissions Process

The academy currently has 85 planned places in total across early years, KS1-4 and post-16 classes. Admission over this number is at the Head Teacher's discretion.

Dorset Council is the official admitting authority for academy places and works with the academy, the family and other specialist settings to achieve the best possible placement for individuals.

1. Criteria for Admission

Wyvern Academy provides education provision for pupils and students who have severely or profoundly delayed cognitive development and related skills and abilities. This delayed development manifests in their academic ability, maturity and social interaction and their ability to acquire new knowledge and skills.

Achievement in key subjects such as English and mathematics is *significantly* below that of mainstream peers and well below peers in moderate learning difficulty schools.

Students may also present with a wide range of additional needs in areas such as language, communication and associated behaviour, physical, mobility, medical or sensory or needs. These circumstances limit the understanding of pupils in social interaction and their understanding of the world around them.

These factors together commonly affect admission decisions since the availability of a suitable peer group is as important to wellbeing and development as a suitable curriculum in most cases.

In some urgent cases the Head Teacher *may* consider admission of students with cognitive ability at or slightly above the top of the typical range where other additional factors, as detailed above, can only be locally addressed by the specialist team in this setting.

All pupils or students will have an Educational Health and Care Plan (EHCP) which identifies their needs, desired outcomes, an appropriate school placement and related information.

2. Admissions Procedures

The assessment process will have resulted in the drafting of an Educational Health Care Plan.

Information from the assessment process will be presented to the SEN Panel within the [Chesil Locality Team](#). This panel will then name an appropriate school to meet the special educational and related needs.

Admission panels are held in the autumn, spring and summer terms. The academy is sent pupil details in advance and senior and middle leaders review these for suitable placement. An observation of the prospective pupils by specialist staff takes place prior to the final decision.

Admissions take place, typically, at the start of the school year (September) but pupils may occasionally also join the school roll at other times if a suitable place arises.

During the year, the academy cooperates with the local authority's admissions processes and can agree the suitability of an individual's placement at Wyvern Academy without committing to offering a place immediately. Decisions will fall broadly into one of the following categories once all relevant information, observations and conversations have been considered:

- Not appropriate for this setting. (Cognitive ability too high and/or no peer group.)
- Appropriate for this setting. Place available now. (Suitable age range and need-profile.)
- Appropriate for this setting. Place available next September. (Following strategic admissions decision with trustees.)
- Appropriate for this setting. Place not currently available. (Will be represented next panel unless alternative placement agreed before then.)

If Wyvern Academy is named as the appropriate school the [Chesil Locality Team](#), ([Adrian Matthews/ Emma Graham](#)), will request a place on behalf of the individual.

If Wyvern Academy is not able to offer a place to the pupil or student, the Special Educational Needs casework officer will respond on behalf of the SEN Panel.

3. Trustee Panel

A meeting of a panel of trustees with the Head Teacher takes place prior to each of the three annual local authority admissions panels. At this meeting the trustees receive an update on overall and departmental pupil numbers, the number of post-16 or other students leaving the academy that year and the next; the number of students moving from KS4 to post-16; the balance of primary and secondary pupil numbers and the number and size of each current class, including EYFS. The Head Teacher will give the financial impact of the pupils leaving the academy based on their current locator funding. (Pupil names and identifying details are not shared in this meeting.)

Should any mid-year (non-panel) admissions decisions have taken place the Head Teacher will update trustees on the circumstances for these decisions.

The Head Teacher will also present figures on the prospective pupils being considered for the upcoming local authority admissions panel, including age and probable locator. In the case of the spring and summer panels a summary of the previous panel outcomes will also be covered.

The final decision on admissions remains the Head Teacher's but trustees will have the opportunity to scrutinise, evaluate and discuss any strategic implications for class sizes and school organisation as well as the financial impact.

4. **Parent & Carer Preferences**

Parents & Carers play a crucial role in the process of assessing and defining the Educational Health Care Plan, working with a wide range of professionals from a variety of services.

Parents & Carers are also entitled to express a preference for a specific school or type of school and this will be considered by the Locality SEN Panel.

5. **Before Admission**

Prior to any pupil or student being admitted into the school, meetings will have taken place with the group of people associated with the child. This could include physiotherapists, speech and language therapists, medical staff and psychologists. Together they will share important information which will help to make sure that their placement is appropriate. Parents and children will visit the school and class teachers will visit parents and children at home or at their previous school to gain as much information as possible to enable a smooth transition into school which may involve a phased start, if agreed this is best for the child.

6. **After Admission**

After the pupil or student has started in the school regular reviews will take place. These reviews are statutory and they allow the staff working with the pupil or student to review the child's placement in the school. It also gives parents and carers the opportunity to request changes in their child's EHCP.

7. **Admission to 6th Form**

Provision is made for all year 11 students to move into the Wyvern Academy 6th Form unless a more suitable setting is identified during a preceding PCR meeting. This is confirmed at an admission panel in the Spring Term prior to transfer to 6th Form.

Updated: November 2020 by Bruce Douglas



[Appendix 1: Wyvern Academy Trustee Admissions Panel Meeting Information.]

Wyvern Academy Trustee Admissions Panel Meeting Information.

Autumn Panel	Spring Panel	Summer Panel
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Dorset Council admissions panel date: _____

Wyvern Academy trustee panel date: _____

1. Contextual information

Current overall number of students on roll	
EYFS (N1, N2, Yr R)	
Lower School class sizes	
Lower School total	
Upper School class sizes	
Upper School total	
Post-16 class sizes	
Post 16 total	

2. Movement at end of current academic year (July 20__)

Number of students leaving	NC Year Group	Locator	Value

Number of students moving from EYFS to KS1	
Number of students moving from KS2 to KS3	
Number of students moving from KS4 to Post-16	

3. Movement at end of following academic year (July 20__)

Number of students leaving	NC Year Group	Locator	Value

Number of students moving from EYFS to KS1	
Number of students moving from KS2 to KS3	
Number of students moving from KS4 to Post-16	

4. Details of any mid-year admission decisions since last panel

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5. Previous panel outcomes (spring and summer meetings only)

Number and ages of agreed placements	
Start dates	
Agreed starting locator	

6. Upcoming LA Panel: Cases being considered

Number and ages of prospective pupils	
Known implications for staffing/resourcing	
Probable starting locator	

7. Locator funding per student (current figures)

3	£2,805.58
4	£4,991.88
5	£7,804.66
6	£11,410.78
7	£16,098.73
7+	£22,253.16
7++	£30,481.64

Information prepared and checked by: _____

Date: _____