

Catch22 Independent Schools Policy

Admissions and Referrals

Suffolk Include

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Head Teacher
Queries to:	Head Teacher
Date created:	21/09/2021
Date of last review:	August 2024
Date of next review:	August 2025
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	Headteachers

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities.

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young people positively with their purpose through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate people with high expectations in a place that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development Relationships beat structures. - Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	X

Things about you, built with you, are for you. • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve. Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	X X X X X
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1. What is the policy about?

This policy aims to:

- Explain how to apply for a place at the school
- Set out the school's arrangements for allocating places to the pupils who apply
- Explain how to appeal against a decision not to offer your child a place

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code](#)
- [School Admission Appeals Code](#)

2. Who does this policy apply to?

This policy applies to Catch22 Education Headteachers and senior leadership; governing bodies; commissioners; referring schools; pupils; prospective pupils; parents; and carers.

3. Policy requirements

Overview

Our school specialise in working with children aged 4-11 who have been or are at risk being permanently excluded from mainstream education. We accept, on admission, once assessed, pupils for 2-3 terms to support their return to main stream education or be placed in specialised provision.

Our success is simply defined as the level of progression each pupil makes in terms of changes to their behaviour, their academic ability, their ability to engage in the community and be placed in the most suitable education provision to restart their academic career.

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



Number of places available

Currently there are 22 places available in Ipswich, 22 in Lowestoft and 22 in Bury St Edmunds. The school will provide education for 25 hours of education per week per place (unless on an outreach package which is individualised to each student's needs for students in KS1/KS2 (equivalent students aged 5-11)).

Admissions criteria

The school specialise in providing places for:

- Pupils excluded or at risk of exclusion
- Pupils with social emotional and mental health concerns
- Pupils requiring significant behaviour support
- Pupils requiring support in order to be able to return to main stream education

Higher needs pupils will also be considered, subject to the appropriate levels of funding being in place to meet individual need. Evidence to support the referral will be sought via the referral application form.

Admissions processes will evaluate the suitability of the placement at a Catch-22 school or academy based on the following criteria:

1. If there is a place available.
2. Availability of space in the applicant's year group.
3. Availability of space within suitable groups/classes; based on the applicant's individual needs, and the collective needs of the group/class.
4. A detailed and up to date RA will be imperative to inform integration and induction conversations with parent and pupil.
5. An EHCP must be up to date and accurately describe the needs of the pupil being referred. This is required for the school or academy to ensure that the needs of the pupil can be met through the provision available. This will either be in the form of an EHCP that has recently been completed or with supporting evidence of annual reviews, prior to admission. Where it has not been possible to carry out the appropriate assessments, then a temporary arrangement may be made (for a maximum of 4 weeks) while the necessary reviews are undertaken.

If a pupil is offered a place that is accepted based on incorrect information, an urgent review will be carried out (annual review in the case of an EHCP). If it is determined that the academy or school cannot meet need the offer of a place will be withdrawn.



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

TABLE 1 CATCH22 EDUCATION: SUMMARY CRITERIA FOR ACCEPTANCE OF LEARNERS						
	School category:	C22 Core Education provision		C22 Specialist	Outside Scope	
Category	Indicator					
CORE CRITERIA						
Age	Age 5-11	Y (note1)	Y	Y		
Academic achievement	Academically underachieving below age related expectations (eg EYFS progress, KS 2 baseline tests. SAT, CAT scores, predicted GCSE grades by previous school assessment)	Y	Y	Y		-
Academic learning capacity (note2)	Mild learning difficulty in <u>one or some of</u> : learning new tasks, undertaking daily activities, engagement and social interaction	Y	Y	Y		-
	Moderate learning difficulty in <u>wide range of</u> : learning new tasks, undertaking daily activities, engagement and social interaction	N	Y	Y		-
	Severe learning difficulties across all areas of the curriculum OR requires a highly differentiated curriculum in the context of the school	N	N	Y		-
	<u>Severe/extreme</u> learning difficulty in <u>wide range of</u> : learning new tasks, undertaking daily activities, engagement and social interaction	N	N	N		Y
	Autistic Spectrum Disorder - (measured by ADOS2) Level 1 ("requiring support") (note3)	Y	Y	Y		-
	Autistic Spectrum Disorder - Level 2 ("requiring substantial support")	N	Y	Y		-
	Autistic Spectrum Disorder - Level 3 ("requiring very substantial support")	N	N	Y		-
	(above informed by ECHP, healthcare professional assessment, if any)					

TABLE 1 CATCH22 EDUCATION: SUMMARY CRITERIA FOR ACCEPTANCE OF LEARNERS						
	School category:	C22 Core Education provision		C22 Specialist		Outside Scope
Category	Indicator					
Behaviour, emotional, social difficulties (BESD); mental health	Mild withdrawn or challenging behaviour physical and verbal to self and others	Y	Y	Y		-
	Moderate withdrawn or challenging behaviour physical and verbal to self and others	N	Y	Y		-
	Very significantly withdrawn or challenging behaviour physical and verbal to self and others	N	N	Y		-
	Extreme withdrawn or challenging behaviour physical and verbal to self and others	N	N	N		Y
	Some substance misuse where not a barrier to learning or a risk to others (informed by letter from CAMHS, Drug and Alcohol service, self report, declaration in referral form)	Y	Y	Y		-
	Severe substance misuse where is a barrier to learning or a risk to others (informed as above) without significant adult intervention	N	N	Y		-
	History of extreme risk taking behaviours	N	N	Y		-
	(the moderate - extreme above likely to be evidenced by EHCP or healthcare professional assessment)					
	Significant serious absconding risk including climbing- fences and roofs and this is based on the location of each include sites.	N	N	N		Y
Engagement with learning	Already outside of mainstream education or NEET	Y	Y	Y		
	Moderate disengagement from learning	Y	Y	Y		-
	Significant disengagement from learning	N	Y	Y		-
	Chronic disengagement from learning	N	-	Y		-
	Mainstream school attendance above 40% now or recently	Y	-	-		-
	Mainstream school attendance below 40% now or recently	N	Y	Y		-

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	School category:	C22 Core Education provision			C22 Specialist	Outside Scope
Category	Indicator					
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	Y		Y	-
	Significant multi-sensory impairment where a barrier to learning and no funding for specialist support.	N	N		N	Y
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	Y		Y	-
	Severe/multiple physical needs where this is a barrier to learning and no funding for specialist support	N	N		N	Y
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 evidence by specialist SPLD assessment by speech therapies or iCAN practitioner	Y	Y		Y	-
	Severe difficulty in being understood as above	N	N		N	Y
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	Y		Y	-
	Discussed by Inter Agency Forum or similar	Y	Y		Y	-
	A number of changes in school placement	Y	Y		Y	-
	Fixed term exclusions - several days recently	Y	Y		-	-
	Fixed term exclusions - towards 40 days lost recently	Y	Y		Y	-
	At risk of/or subject to permanent exclusion	Y	Y		Y	-
	Attended Specialist Resource Base (SRB) provision in mainstream	Y	Y		Y	-
	Attended specialist provision in LA and/or returning from secure or residential placement	Y	Y		Y	-

TABLE 1 CATCH22 EDUCATION: SUMMARY CRITERIA FOR ACCEPTANCE OF LEARNERS						
	School category:	C22 Core Education provision			C22 Specialist	Outside Scope
Category	Indicator					
	Within legal system: mild/moderate- charged with offence awaiting trial/sentencing or unspent conviction on remand for less than 3 months, YOT assessment. Risk assessment required indicates no major risk	Y	Y		Y	-
	Within legal system - in custody/on remand for over 3 months	N	N		N	-
	Ex-offender: has spent conviction. Risk assessment required indicates no major risk	Y	Y		Y	-
	Ex-offender: has spent conviction. Risk assessment shows risk to self or others is severe and cannot be met through reasonable, funded adjustments	N	N		N	Y
Reintegration	Reintegration to mainstream still definitely an aspiration	Y	Y		Y	-
	Reintegration to mainstream unlikely	N	N		Y	-
Homelessness	No fixed abode but in temporary accommodation	Y	Y		Y	-
	Chaotic homelessness where lack of structured accommodation is a barrier to learning and the YP refuses support to resolve this	N	N		N	Y
NOTES:						
1. Y - Yes - supported by provision; N – not supported by provision						
2. Mild learning difficulties: are perhaps best defined by having an IQ between 50 and 70. Could also be describe where students' levels of attainment are significantly below expectations, and where they display similar problems to those of moderate LD students, but the difference in theory may be that 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. Pupils 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. (source: GPayne/TLaugharne)						

TABLE 1 CATCH22 EDUCATION: SUMMARY CRITERIA FOR ACCEPTANCE OF LEARNERS						
	School category:	C22 Core Education provision			C22 Specialist	Outside Scope
Category	Indicator					
	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 (learner who has one or more children or is pregnant or who has a pregnant partner)					



Equal opportunities

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

Based on admissions criteria the school will deliver an education which:

- Meets individual requirements - therefore is based on assessed needs;
- Prioritises academic attainment with a specific emphasis on behaviour interventions and therapeutic support;
- Focuses on multiple progression pathways – including reintegration back into mainstream as a priority up to key stage 3, employability, enterprise, and further education for key stage 4.

Referral/Admission arrangements

To acquire a place at the school a pupil must be referred by the local authority.

Point of contact

Local authority commissioners

The local authority will purchase places at the school. 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 Outline Service Specification.

The specification will set out the obligations of the school, the commissioning authority and the child's 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 child, and what monitoring arrangements will be agreed to review the contract performance.

The contract monitoring review process will be on a 2 years basis in agreement with the commissioner. The school will collate demographic and outcome data gathered in relation to the pupils' needs, attendance, academic performance, and behavioural issues within the school. This will be reviewed jointly with the local authority commissioner on an agreed schedule.

Funding

Each full time equivalent (FTE) place will attract fixed rate base funding from the local authority.

Commissioners will provide top-up funding above this base level to cover the total cost of provision in rare occasions where pupils needs are distinctly different then specified in the commissioning contract.

Offers

The school will formally accept referrals by writing to the referring Family service Coordinator

Oversubscription criteria

If the school has more referrals than places (oversubscribed) and after the admission of children with an EHCP naming the school priority will then be given to referrals in the following order:

- Referrals from a local authority;
- Looked after children and previously looked after children;
-

Pupil registration and information sharing

Where pupils are on the roll of another school and attend for a short period of time (fixed period exclusions/a school educating a child off-site/reason of illness/any other reason) the pupil will be dual registered at their current school and our school

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Pupils should be dual registered from the beginning of the first day of which the school has commissioned the alternative provision. For the purpose of the school census a pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Where pupils are not on the roll of another school (permanent exclusions/any other reason) they will be registered at the school. We will work with the commissioner, the pupil, their parent/carers, and others to identify the best school for reintegration.

Referral

The Referral application form should be completed by the local authority or referring school. This can be accessed and submitted via email to the school. The school will acknowledge within 24 hours and subject to meeting the admissions criteria and having a successful enrolment, we will notify acceptance within 15 days.

Induction process

On day one, the pupil will be shown around the school facilities by a senior member of staff. Over the first two weeks, the pupil will also be supported through assessment and development of the Behaviour Support Plan by their class team to ensure they settle into the environment and timetabling.

Ongoing support will be provided at the fitting level based on the social skills of the pupil and their ability to integrate.

Transition and reintegration back into mainstream:

Each plan is differentiated to meet individual pupil need.

Regular and structured assessment involving the pupil, parents/carers and other professionals is key to this process to ensure that the pupil receive a permanent placement that can meet their needs. Key stages within this process are:

- Assessment school placement agreement and initial timelines;
- Pupil voice;
- Parent/carer voice;
- Weekly review;
- Phased transition timetable.

Planning for transition begins in the term before, with short visits to the new school with their advocate. This helps the pupil to gain confidence, get to know the school environment and build resilience in lessons.

During the transition phase, consistent and effective monitoring from the designated advocate ensures support, which is gradually reduced based on engagement and the pupil gaining confidence within the new setting. Follow up meetings with school, referrer, and parent/carer will take place at least once a month to feedback on progress.

Refusal

The school will only refuse a place on the following grounds:

1. The Academy is full and therefore there are no available places;
2. There is insufficient funding available to fund a place for the young person's needs;
3. The young person's needs cannot be provided by the School

referral. The Academy may also make recommendations as alternative schools or academies that could support.

6. Appendices

N/A.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Admissions and Referrals Policy
EIA completed by:	Headteacher
Date of assessment:	23/09/2021
Assessment approved by:	Education SLT

Catch22 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.

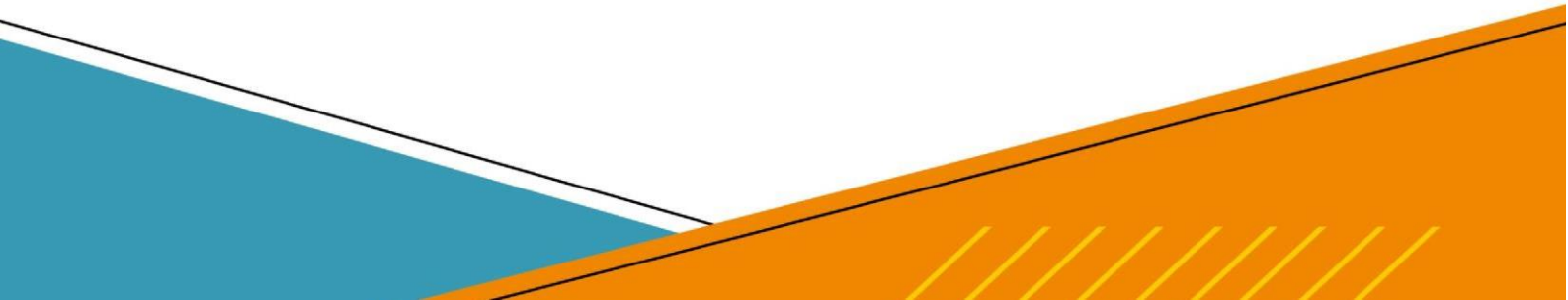
An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.



2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☐	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☐	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

