



**Education
Partnership
Trust**

**Creating outstanding schools
which transform learning, lives
and communities**

ADMISSIONS POLICY

Document Control

This document has been approved for operation within: The Heights, Burnley.

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Introduction

The Heights Burnley provides Alternative Provision accessible to all schools within Burnley offering bespoke opportunities across the Key Stages on both a part-time and full-time basis.

We work closely with key stakeholders to ensure we provide quality provision tailored to the needs of our students.

The Heights Burnley will provide education for:

- Students who are showing a level of disengagement from mainstream provision which is placing them at risk of exclusion
- Students causing significant concern in school which is affecting their progress and would benefit from alternative provision to re-engage them

The aim of The Heights is to:

- Re-engage students with learning
- Secure good progress for learners in line with National expectations
- Reintegrate learners into mainstream education and or positive destinations at 16 (EET)

Admission Arrangements

The Heights Burnley is an equal opportunities non-discriminatory school and therefore welcome applications for referrals of young people from diverse backgrounds and with varying needs. Each referral is considered on a case-by case basis to ensure that the pupils we admit are those who will benefit most from the education provision we offer. The school operates a fair, objective and transparent admissions system, which includes a complaints procedure (available on request).

The Heights Burnley currently offers 150 FTE places overall which are split over the Key Stages as follows:

- Key Stage 1 Provision - 6 FTE places.
- Key Stage 2 Provision - 8 FTE places.
- Key Stage 3 Provision - 24 FTE places.
- Key Stage 4 Provision - 112 FTE places.

Students will not be admitted above the published admission number unless exceptional circumstances apply.

The Heights cannot accept applications from parents.

The Academy Trust shall have admission arrangements agreed with the Department in accordance with Annex B of the funding agreement. Placements at The Heights will be considered in the following ways:

Admission applications made by maintained schools, special schools and Academies for short stay/part time access.

The student will be dual registered with their referring school being the home school. The length of these placements will depend on the pupil's needs and will be subject to review

Admission applications made by the Local Authority

The student will be dual registered with an identified home school. The length of these placements will depend on the pupil's needs and will be subject to review.

There may be instances where students will be single registered at The Heights. This placement will normally be for pupils that do not have a school place or if it is agreed that it is in the best interests of a pupil to complete their education at The Heights.

N.B. With all the above, parental agreement/preference will be addressed. The Heights recognises parental right to express an alternative preference at another school or Academy.

Application Process

Applications for places must be made by the referring school and on The Heights official application form which is available on the website. Completed application forms should be sent back to The Heights – enquiries@theheightsburnley.org.

If required, the following agencies may be invited to contribute about specific cases:

- Representative from Education Welfare Service
- Representative from Looked After Children Service
- Representative from Youth Offending Team
- Representative from Educational Psychology

Subject to its right of appeal to the Secretary of State in relation to a named student, the Academy Trust will admit all students with a statement of special educational needs naming the alternative provision Burnley.

Admission forms are available at www.theheightsburnley.com

Admissions' Criteria

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet any of the criteria set out below, in order until all places are filled

- Young people with a statement of SEN (EHCP).
- Looked after children including adopted children who were previously in care and children who leave care under a special guardianship or residence order.

In the unlikely instance a decision cannot be reached using these criteria, places will be offered to those whose needs would be best met by placement at The Heights Burnley.

Appeals

Admission Appeals arrangements are not statutory regarding AP schools. However, at The Heights Burnley we want to be as fair, objective and transparent as we can with all stakeholders regarding our admissions procedures.

Commissioners have the right of appeal against the refusal of a place at The Heights Burnley. Commissioners wishing to appeal must follow the procedure contained within The Heights' appeals procedure which is available on The Heights' website or by request.

The commissioner of any child who is refused a place at The Heights has a right of appeal to an Independent Appeals Panel. The panel consists of three members, one of whom will be fully independent of the management and running of The Heights Burnley. The panel will consider the circumstances of the case put before them. Both The Heights and the Commissioner must abide by the decision it makes.

Reintegration

In Key Stage 1 and 2, the emphasis is very much on a supported and successful reintegration. Pupils will attend a planned programme for 6 weeks initially which will be reviewed with the possibility of extension depending on individual needs. Phased reintegration will then be supported by KS1 & 2 staff.

In Key Stage 3, pupils will be referred for an initial 6-week full-time block with the possibility of extension depending on individual need. Phased reintegration will then be supported by KS3 staff.

At Key Stage 4, the focus is on providing the opportunity for students to gain qualifications on par with mainstream schools and with the skills needed to ensure a successful transition to college, training or employment. The placement will be reviewed termly in partnership with their home school.