



GREATER MANCHESTER ALTERNATIVE PROVISION

Admissions Policy

Person/s Responsible	Shane Mahon
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Introduction

Manchester Vocational and Learning Academy is an independent school for boys/girls aged 11 to 16 years. The school has capacity for 45 pupils.

The aims of this policy are:

- to set selection criteria and procedures that are fair to all applicants. No applicant will be treated less favourably during the application process or during assessment on the grounds of their race, ethnic or national origin, gender, gender reassignment, religious faith or belief, sexual orientation, socio-economic group, pregnancy and maternity, disability or special educational needs.
- to identify applicants whose academic and other abilities appear to match the ethos and standards of the school and whose personal qualities suggest they have the potential to contribute sufficiently to the school community and benefit from the many opportunities that are offered to them.
- to comply with the school's obligations under the Equality Act 2010.

This policy can be made available in larger print or more accessible format if required.

Conditions of Admission

It is a condition for admission that:

- all applicants meet the selection criteria for admission
- any conditions of entry to the school are fulfilled
- the applicant is of appropriate age and maturity
- the school can adequately cater for and meet the needs of any disability and/or special educational needs.

Admission to the Schools is at the Head's discretion. We reserve the right to refuse admission to aggressive or violent pupils.

Selection

The selection criteria for entry to the school into any year is fair to all applicants and entails:

- satisfactory reference from the applicant's current School/Local Authority (if any)
- a pre-admission interview with the Head to ensure the applicant has the potential to contribute and benefit from school life and educational opportunities offered by the school

Admissions procedure

Pupils may enter the school at age 11 – 16.

The admissions procedure for CAPS is as follows:



1. After an initial enquiry is made, we request relevant information and Education and Health Care Plans if appropriate. We ask the referrer to complete a Referral Form.
2. We will then review the documents and information gathered from the initial enquiry to determine whether the school can meet the needs of the young person and whether a good fit is likely.
3. We will then invite the potential pupil, parents/carers, social/case/family workers to meet the Senior Staff and have a tour of the school. During this meeting both parties can get a feel for whether the placement is likely to work. The focus of the meeting will be the young person's needs, thoughts, ideas and aspirations. Once this meeting has been completed everyone can take a little time to determine whether they think the placement could work.
4. Please note, if the young person is unsuccessful at this stage an optional report can be written to aid the young person in finding the right place for them.
5. If parties all are in agreement, we will suggest a trial day or a series of trial days so the young person can experience school and we can get a better feel for their needs.
6. If this goes well, we go back to the referrer and agree to the placement and they will then (usually) put the proposal to their panel for a decision on the funding.
7. Following approval a place at CAPS will either be offered (or declined) based on the suitability of the young person.
8. We will then arrange a start date for the young person.
9. Please note, at this point that some young people need a step-by-step plan to help them assimilate to school life and we create this plan based on the pupils needs. It is adjusted as time goes on because some young people assimilate more quickly or more slowly than they originally thought.
10. It is also worth noting that some young people need to take a step back and restart their learning from an earlier year group to the one they would normally be placed in. We work collaboratively with everyone involved to find the right place for that young person. Examples of this are where a young person has missed so much school in year 10, they need to go back to the beginning of year 10 to ensure they cover the 2 year GCSE courses in order to give them a fair chance at their GCSEs. Another example might be where a pupil is so anxious that the goal is to get them into school regularly and then assess their learning gaps and find the best place in the school for them.
11. We will request a completed referral form from the referring school or LA and pupil files from the young person's previous school, and we will require parents/carers and young people to complete registration forms and provide consent for activities/trips/medication/etc.
12. Meanwhile we will be working on a bespoke personalised integration plan for the young person to ensure their start with CAPS is as successful as possible. This will include baseline academic testing.
13. On arrival for their first day, each new student will receive their necessary resources.

Special Educational Needs and Disabilities (SEND)

The school welcome all applicants irrespective of any learning needs and/or disabilities. However, its facilities (physical and otherwise) for pupils with significant learning difficulties and/or physical disabilities are currently limited.

The school will do all that is reasonable to comply with the Equality Act 2010 so that the school may accommodate the needs of disabled applicants for which, with reasonable adjustments, the school can cater adequately.

The school will do all that is reasonable to ensure the application procedure (and any information about the school) is accessible for disabled applicants and will make such reasonable adjustments as necessary. (See Accessibility Plan)

Parents must inform the school when submitting a Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and ability to fully participate in the education provided by the school.

Parents of SEND pupils may be invited to a preliminary meeting with the Head to discuss ways in which any disadvantages could be lessened or eliminated from the admissions process and to ensure that the applicant can be adequately catered for should an offer of a place be made.

The school may request further information, such as a medical certificate or educational psychologist's report, and any associated correspondence from the pupil's current school that the school considers necessary to make a fair assessment.

If, after reasonable adjustments have been considered, the school is unable to adequately cater for the needs of those children with disabilities, parents will be informed why an offer will not be made.

If an applicant's SEND becomes apparent after admission, the school will consult with parents about what reasonable adjustments, if any, can be made in order to allow the child to continue at the school. If, after reasonable adjustments have been considered, the school is unable to adequately cater for and meet the needs of the pupil, the Head may request that the referrer finds a more appropriate setting.



Complaints

In the event of any dispute regarding admissions, parents are referred to the Complaints Procedure, which is published on the school website and can be made available upon written request.