



Title:	Admissions Policy
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Learning4Life-GY

Admissions Policy

Introduction

Learning4life-GY Independent School offer bespoke and individualised educational programmes alongside a competitive delivery model of ESOL qualifications. In particular Learning4life-GY focus on the following Curriculum offers:

- ESOL and Functional Skills qualification for 14–16-year-olds (Year 11 admissions referrals, unaccompanied asylum-seeking children – UASCs)
- ESOL Skills for Life Study Programme for 16–19-year-olds (UASCs)
- ESOL Skills for Life qualifications and targeted ESOL programmes for adults (Local authority funded programmes, Multiply project admissions and Full cost referrals)
- Full time school curriculum for 14–16-year-olds with an Education and Health care plan (EHCP)
- Career pathway, Health and Social Care, Creative Arts and Digital Technologies and GCSE Study Programmes for 16–19-year-olds with an EHCP
- Independent Living Study Programmes for 16–25-year-olds with complex Special educational needs and disabilities (with an EHCP)
- Bespoke support packages for dual registration with local mainstream schools to support school engagement.

Alignment with the Equality Act (2010) is an integral part of the ethos of Learning4life-GY; by nature of the programmes that we deliver, our learners are from varied faiths, backgrounds and religions. Our Equality and Diversity Policy (2022) is thoroughly embedded within practice; and spiritual, moral, social and cultural development an infused aspect of the Learner Journey. Learning4life-GY actively promote the fundamental british values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The process of Admission

Learning4life-GY support admissions from a range of different sources i.e. direct referrals from parents/ carers/ trusted adults; from the Local Authority; or directly from local mainstream schools. The information provided by each may differ in accordance with the referring partners process, for example:

- For learners aged 14-19 year old with Education and Health Care Plans (EHCPs), the referral is generally a direct result of the EHCP review process and Learning4life-GY being consulted with to assess the extent to which the school can meet the needs of each individual learner, or via parents/ carers who may be interested in finding out more about the school when making decisions about transition.
- For learners 14-19 year old who are unaccompanied asylum seeking children, the referral comes directly from the social care professionals working with each learner shortly after entry to the UK.
- For learners who are 14-16 year old without an EHCP, referrals are supplied by a range of professionals including the Local Authority's virtual head or as a direct result of collaborative working with local mainstream schools.

In all cases Learning4life-GY ensure that thorough steps are taken to gather as much information about the learner as possible, so as to enable a successful transition into our school. For example, Learning4life-GY may undertake visits to the learners home or current setting; will organise school visits and transition days; and collaboratively design My Plans through discussions with parents, carers and trusted adults. All staff at Learning4life-GY are dedicated to ensuring each learner is on the right course, at the right level, in the right group, with the right support and as such will support referrals to alternative providers if Learning4life-GY are unable to meet the individual needs of the learner. For every learner therefore, initial assessment meetings are undertaken, taking a multi-agency approach in nearly all cases, to agree the most suitable educational package that will lead to positive progress of learners. Following on from this, authorisation from the relevant Local Authority assessment panel (i.e. SENAG) is then sought prior to placement at Learning4life-GY.

The initial assessment process

Learning4life-GY are committed to delivering structured assessment processes that provides a thorough understanding of our learners starting points, both academically and psychologically in consideration of their journeys prior to engagement with Learning4life-GY. Once the starting point has been assessed, SMART targets for successful progression can be planned, monitored and executed. The views and wishes of learners and their parents / carers/ trusted adults are an integral part of the Learner Journey so to as to ensure that the learning provided by Learning4life-GY is individualised and personalised. In doing so, appropriate support is provided from the onset to ensure positive progress and learning of all learners.

Timeframe	Task
Within 1 week of contact from the referring organisation	SENCO nd Pastoral Team to undertake secondary research of the needs of the learners in review of their referral paperwork, EHCP and any other relevant reports.
Within 10 days	Meeting with parents/ carers to discuss the potential of the learner engaging with Learning4life-GY, the school expectations and introduction to key staff (including the SENCo). This may be undertaken at the learners home, with a stepped approach to support engagement with the school based on the learner needs Start of My Plan (draft 1) undertaken for those with an EHCP
Within 2 weeks	Contact referring organisation with proposal for admission (where appropriate) and Learning4life-GY induction paperwork completed. Formal plan for transition discussed and agreed by all Stakeholders in Multi-agency meeting. Completion of My Plan (draft 2 with transition details included) for those with an EHCP
Within 3 weeks	Upon successful authorisation with referring organisation the learner will start their first day with Learning4life-GY

	Learner Journey document commences (1 page profile complete; Curriculum set; transition timetable in place, My Plan finalised; 1:1 Tutorial undertaken to set SMART targets and ensure all support plans are in place)
Within 6 weeks	Initial assessment all complete (English, ESOL, Math, ICT) so that starting points assessed, SMART targets set and progress tracked; teacher and tutorial reviews undertaken (including review of My Plan where appropriate). EMotioanl Support Plans completed by allocated Learning Support Assistant.
From the first day of education	Pastoral/ Social and Behavioural progress tracked through Learning Support Logs
	Academic progress tracked through ILPs in each lesson
	Progress reviewed at termly intervals and feedback provided to learners and parents/ carers in learner reports.

Data Protection

Upon entry, all learner details are entered onto the Admissions database which is stored on the schools protected server. The people responsible for the Admissions database are the Directors. who ensure that this is maintained in accordance with the Education (Pupil registration, England, Amendments) Regulations (2016).

GDPR rules apply and correspondence via email is through a secure portal.