



## Admissions Policy

### Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

To be reviewed annually

Next review date: September 2021

Signed:

A handwritten signature in black ink, appearing to read 'D. J. Rollo'.

Date: 01/09/20

Principal and CEO

Dr Rollo

Signed:

A handwritten signature in black ink, appearing to read 'K. Salthouse'.

Date: 01/09/20

Head of School

Mrs Salthouse

*Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

Centre Academy East Anglia (CAEA) must of necessity remain a small school and we therefore accept only a limited number of students for each academic year. Because of the nature of our mission as an SEN-exclusive school and, indeed, the nature of our students, we are exceptionally careful in offering places. We must be as sure as possible that we will be able to meet the needs—academic, interpersonal and social—of the applicant and that the applicant will benefit and thrive in our environment for learning. We are also mindful that no student should compromise the ability of other students to learn. Finally, we must note that the school cannot accommodate students for whom behavioural difficulties are a primary diagnosis.

CAEA draws students from the private and the state sector. Parents are initially advised to telephone the Principal, who will be pleased to discuss the applicant child's diagnosis, SEN needs, the challenges the child is facing and any other details that the parent wishes to note. The Principal will also provide an overview of the school and its programmes, and attempt to answer any questions that may arise. Although this preliminary discussion is not at all definitive, the Principal may or may not encourage the family to forward an application.

### The Application Process

*Please note: The advent of the corona virus has necessitated some major revisions in our application process. What follows is an explanation of our traditional process and then an explanation of the post-corona procedure.*

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Following the preliminary discussion with the Principal, families applying privately, that is, those families who will fund the placement from their own resources, are encouraged to submit the formal application as contained in the Prospectus, and accompany this document with a current assessment from an educational psychologist or an Education, Health and Care Plan (EHCP). This information may be augmented by reports from previous schools and any other information the family believes will help provide as full a picture as possible of the child.

Families who will require local authority funding must include with the application form the child's EHCP. If this has not yet been obtained, we will write back indicating that before we can go forward with the application, the family must secure an EHCP and we will explain how this may be obtained. For those families who have already secured the EHCP, a copy of that document itself must accompany the application. This may be augmented by any other additional information the family wishes to provide. In some instances, the local authority will initiate the application process and will follow that process as indicated above.

If the information supplied suggests that CAEA might be able to address the child's academic and SEN needs, the family is contacted and invited to visit the school. The visit will involve a discussion with the Principal and the Head of School focused on our programmes, academic, social and remedial. The visit concludes with a tour of the school grounds and facilities, and the family will have ample opportunity to ask questions about all aspects of school life.

If there is agreement that the school may be an appropriate place for the applicant, the family is subsequently contacted and the child is invited to spend a trial period—usually 3 or 4 days—with us. If the applicant has applied for a boarding place, he/she

will spend those days in one of our residential houses and will follow the academic regime as everyone else. It should be noted that the local authority is informed that an applicant who requires financial support is beginning his/her trial period.

The trial period has four objectives: (1) to ensure that our programmes and approaches to learning are germane to the child's needs; (2) to ensure that the child will be able to interact successfully with the children already enrolled at the school; (3) to ensure that the child can work at a sufficiently independent level in order to access fully all aspects of our learning programme; (4) to ensure that the child is sufficiently comfortable at CAEA to the extent that he/she really wishes to attend. For boarding applicants (usually ages 14-18), we also must ensure that the applicant possesses an appropriate degree of independence and age-appropriate maturity.

At the end of the trial period, each teacher who worked with the child submits a short review of the child's performance to the Principal and to the Head of School; discussions then take place and if an offer of a place is deemed appropriate, the Principal so indicates in a letter to the parents; in the case of a child who is to be funded by a local authority, the authority also receives a copy of the offer letter. If a trial has not been successful, the Principal will write to the family explaining why the trial was unsuccessful; again, a copy is sent to the local authority.

It is important to note that CAEA uses a rolling admissions policy, that is, we accept children at any time during the academic year.

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Since March 2020, the outbreak of the corona virus has required that we modify our admissions process, as follows.

The process remains the same as previously indicated through the preliminary discussion with the Principal and the tendering of all supporting materials by the family. Then, if the materials indicate that CAEA might be appropriate for the child, the child and the family are invited to meet with the Principal and the Head of School, during which all social distancing and related safety precautions are respected. The ensuing discussion provides everyone with the opportunity to ask questions and to profit from the answers.

The child then meets with our Senior Teacher, who will respond to any questions and concerns that the child may have, and who will also ask a number of her own. The meeting, which may take approximately 30-45 minutes, takes place nearby so that the child will have sight of the family. The child and the Senior Teacher then re-join the meeting, which has continued between the family and the Principal and the Head of School. We want to ensure that all questions and concerns voiced by the family have been fully explored and answered, and that the family has also provided their insights regarding the child and his/her SEN needs prior to their departure from the school.

Following the departure of the family, the Senior Teacher discusses her findings with the Principal and the Head Teacher, and these will form the basis of a detailed written assessment that will be submitted in the next day or two. The assessment will recommend provision of a place for the child or will explain specifically why CAEA would not be the appropriate school; barring the need for any further discussion, this will form the basis of a detailed letter from the Principal to the family explaining why

we believe CAEA is an appropriate school for the child and offering a place or why we do not believe it would be appropriate and therefore declining to make such an offer.