




Admissions Policy

Centre Academy London

Implementation date: October 2020
Next review date: October 2021

Signed: 
Miss Rachel Maddison
Head of School

Date: 05/10/2020

Signed: 
Ms Louis
Head of Admissions

Date: 05/10/2020



1. Introduction

Centre Academy London (CAL) is a small school and is committed to remaining small enough to provide the nurturing, familial environment that our students need.

We take considerable care with our admissions process. We must be sure that we will be able to meet the needs – academic, therapeutic and social – of the young people who join our community. We must be confident that they will be able to thrive in our environment and that they will not, in any way, compromise the ability of other students to learn and flourish.

We are a school for children with specific, diagnosed learning difficulties, including dyslexia, ADHD, autism and dyspraxia. We are not able to accept children for whom social, emotional and behavioural difficulties are the primary diagnosis, nor those who have an established pattern of aggressive or abusive behaviour. As SEND professionals, we understand that some children with diagnosed learning difficulties may demonstrate troubling behaviour in environments they find overwhelming, and we give careful consideration to applicants who have struggled to cope in other educational settings.

The School provides opportunities for students with SEND to access a mainstream curriculum and to achieve Functional Skills and other qualifications from Entry Level 1 to Level 2, GCSEs and the American High School Diploma. Some of our students have complex learning and communication profiles but all are able to self-manage around the building, getting from lesson to lesson without additional support or supervision. We are unique amongst SEN schools in not utilising teaching assistants or learning support assistants, and we cannot accommodate any child who requires sustained one-to-one support from a Learning Support Assistant.

We have welcomed international students from all over the world and provide individualised programmes for students with learning difficulties for whom English is an additional language (EAL). We cannot, however, consider applications from students whose sole barrier to learning is EAL. DfE guidance clearly states that "Difficulties related solely to limitations in English as an additional language are not SEN." (SEND Code of Practice, 2015).



2. The Admissions Process

CAL has a rolling admissions policy and we accept applications throughout the academic year.

Whether an application is independent, international or supported by a Local Authority, the initial step is an email or telephone exchange between the applicant's parent or carer and the Head of Admissions to establish if an application would be appropriate.

The next step is for the family to forward the appropriate documents, including a draft or final Education & Healthcare Plan and/or a current report by an Educational Psychologist, Speech and Language Therapist, CAMHS or other relevant professional, school reports and any other information that the parent/carer feels is significant.

The Head of Admissions will review the information provided and if the School seems an appropriate fit for the child's needs, the family will be invited to visit.

During the visit the Head of Admissions will conduct a short, informal interview with the child and have a detailed discussion about their needs with the parents or carers, exploring the family's long term goals for the child, and discussing whether the School's academic and therapeutic provision would be suitable for them. If that is the case, arrangements will be made for the child to spend a trial period at the School.

The trial period usually last three days and has four key objectives:

- to ensure that our programmes and approaches are appropriate for the child's needs;
- to ensure that the child will be able to interact successfully with the children who are already part of our community;
- to ensure that the child can work at a sufficiently independent level in order to access our programmes of study and therapy;
- to ensure that the child is comfortable at CAL and that they genuinely want to join us.

At the end of the trial period, each teacher who worked with the applicant submits a short review of the child's performance and potential to the Head of Admissions, who liaises closely with teachers, therapists and the Head of the School to establish if a place should be offered. The Head of Admissions will write to the family and, in the case of a child who has an EHCP, provide the Local Authority with a copy of the letter.