



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 2022

Signed:

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

Date: 01/09/21

Principal and CEO

Dr Rollo

Signed:

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

Date: 01/09/21

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 with regard to offering places. In broad terms, 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, 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 undertake a discussion designed to explore 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 meanwhile present 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.

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 parent 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; if necessary, we will explain how this may be obtained. For those families who have already secured the EHCP, 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 the process as indicated above.

If the information supplied suggests that CAEA would 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 we will inform the local authority 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, 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 applicant 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 practical, the Principal so indicates in writing 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 letter of offer. 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.

Addendum

At this time of writing, the Corona-19 virus has made it impossible for CAEA to carry out our traditional three-day trial period; however, we believe that our current modified process works very well and enables us to make an appropriate decision regarding suitability, while also enabling us to help ensure the safety of our current children, our staff and, indeed, visiting parents and children.

Our process involves an initial review of the applicant's paperwork, as detailed in our regular process; if this is satisfactory, a subsequent discussion with the parents and the applicant, hosted by the Head of School and the Principal; and an assessment of the applicant by our Senior Teacher (essentially a discussion that does not involve testing of any kind). A subsequent discussion between the Senior Teacher, the Head of School and the Principal will then determine if a place may be offered.