



Admissions Policy

Centre Academy London

Implementation date: September 2022
Next review date: September 2023

Signed:

Trish Raw
Admissions Manager

Date: 6.9.22

Signed:

Ms Kas Lee-Douglas
Head of School

Date: 6.9.22



1. Introduction

Centre Academy London (CAL) is a small school whose primary focus is to provide the small, nurturing, familial environment that our students need to reach their potential and become useful citizens.

Therefore, we take considerable care with our admissions process. We must be sure that we can meet the needs – academic, therapeutic and social – of the young people who join our small school 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 make progress.

We are a school for children with specific, diagnosed learning difficulties, including dyslexia, dyscalculia, 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 anxiety driven behaviours in certain environments that they find overwhelming, and we consider 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, AS and the 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 welcome 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 consider applications from students whose sole barrier to learning is EAL. DfE guidance clearly states "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.

Parent application

- 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 School and/or Admissions Manager 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 School and/or Head of Admissions will review the information provided and if the school seems an appropriate fit for the child's needs, the family are invited in to visit the Head of School.
- During the visit, the SENDCo and a senior teacher will conduct a short, informal interview with the child. The Head of School and SENDCo have a detailed discussion about the student's 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, the student is offered a trial period or transition at the School.

We may offer a trial or transition period usually last three days, depending on the needs of the student 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/transition period, each teacher who worked with the applicant submits a short review of the student's performance and potential to the Head of School and/or Head of Admissions, who in turn, liaises closely with teachers, therapists



and the Head of the School to establish if CAL could offer a place to the student. The Head of School 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.

Borough consultations

- CAL receives many consultation requests and associated documentation from the 7 local boroughs surrounding the school each year. The Admissions Manager and/or Head of School read these and if the needs of the student cannot be met, a letter outlining why is sent to the Borough concerned. If the student is considered suitable for placement, we invite the parents in for a meeting, copying in the Borough concerned.
- The process thereon is similar to parent applications in that following a successful meeting and trial period, a formal offer of placement is sent to the Borough and parents.

Centre Academy is a small school with a small Admissions team. Every effort is made to respond within the statutory timeline but during the summer term, there may be a delay as we process the hundreds of applications we receive.

The admissions email is: Admissions@centreacademy.co.uk