



Admissions and Arrangements Policy

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1 Introduction

The primary need for all students at Brook Academy is either their complex Social, Emotional and Mental Health, or their Speech, Language and Communication Needs, but can also be both. These complex needs are often expressed through the presentation of challenging behaviour. In addition, a significant number of our students have a range of additional educational needs, which fall under the areas of Learning and Cognition and / or Social Communication and Interaction.

2 Mission Statement

Brook Academy empowers our young people by providing a platform which creates opportunities for every student to be prepared for a successful adult life. We value and promote creativity and teach transferable life skills, which are bespoke to meet the needs of the young people we work with. The holistic education we provide helps our young people develop and transition through the Academy and into adulthood, equipping them with the skills they need to contribute positively to society. We have high expectations for all our students and seek to guide each individual on their chosen path.

Students are likely, but not exclusively, to have experienced barriers to school attendance, have social, emotional and mental health needs or speech, language and communication needs, as well as neurodiversity. Students who will benefit from a placement at Brook Academy are likely to fall into the following categories: -

- Students who are disaffected with mainstream education to such an extent that continuation of a full-time placement in their setting is no longer a positive option.
- Students who have social and emotional, communication and interaction needs which are impacting on their education. This may manifest itself through challenging behaviours or withdrawal from education and school life.
- Students who have experienced bullying.
- Students who have barriers to school attendance and cannot re-establish consistent attendance at their setting.
- Students who are disadvantaged and vulnerable due to a range of social circumstances (e.g. families experiencing risks such as poverty, substance misuse, mental health issues).

3 Purpose

The purpose of this document is to set out the school's admission policy and to demonstrate that student admissions will be fair, open and transparent.

The admissions policy will:

- Enable Brook Academy to provide a structured, stable environment which will ensure that we are able to meet the individual needs of each student with an EHCP.
- Support the aims of Brook Academy and re-engage students with learning prepare them for their next destination and adulthood.

4 Student Admission Numbers

Brook Academy has a published student admission number of up to 80 full-time equivalent (FTE) places.

Students will not be admitted above the published admission number unless there are exceptional circumstances.

5 Admission Arrangements

For a child to be admitted, the school must be named, by a local authority, in the child's Education Health Care Plan (EHCP). Brook Academy will work in partnership with local authorities and parents / carers to assess the suitability of a student's referral through a consultation process.

Brook Academy will organise students into year group classes according to need. We will specialise in providing high quality provision for students, primarily those with EHCPs for Social, Emotional Mental Health (SEMH) or those with some Speech, Language and Communication Needs (SLCN) from ages 11-16 years.

6 Admission Procedures

In the first instance a formal consultation is held between Brook Academy and the placing Local Authority to review the Education, Health and Care Plan (EHCP) and determine if our setting can meet the needs of the young person. We will invite parents/carers, the young person and a Local Authority representative for a discussion to further identify the suitability of our setting in meeting the young person's needs. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of need.
- Understanding the parent and child voice.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Once a conclusion is reached, a follow-up letter is sent to the local authority informing them of our decision, and reasons why we either can or cannot meet the needs of the young person. Once this has been determined, the Academy will liaise with schools and other professionals to build on their expertise and to transfer data and key information about new students to inform teaching and appropriately support the progress and wellbeing of each student.

7 Transition

Brook Academy understands that making transitions can be difficult for students with SEMH or SLCN needs or who have encountered a negative school experience. The priority will be placed upon getting these transitions right, therefore, all staff within Brook Academy are involved, from the Academy Leadership Team through to students. It requires building excellent links with external agencies and parents / carers.

Parents / carers and students will be invited to visit Brook Academy to begin the transition process. The transition into Brook Academy will be tailored to the unique circumstances and needs of each student, recognising they may have had a period of non-attendance, difficulties with engagement, or anxiety around school that could impact effective and successful transition. Transition programmes will be planned and shared with parents / carers and students once placement at Brook Academy has been confirmed.