



Inspire Academy Admissions Policy

LAST REVIEW NEXT	July 2023	REVIEW PERIOD	Annually
NEXT REVIEW DATE	July 2024	TYPE OF POLICY	Statutory

This policy was reviewed and ratified by the Academy Council

Date of ratification: 26th June 2023

Signature: 

Print name: Michael Gray – Chair of Academy Council

Admission to the Inspire Academy follows the guidelines laid out by the DFE. We are a secondary, special school, for students with Social Emotional and Mental Health (SEMH) Needs. In order to attend Inspire Academy students will have an EHCP with special educational needs that primarily relate to SEMH difficulties. and they could also have other medical or learning difficulties.

Admissions Criteria For Admission To A Special School For Students Who Require Support With Social, Emotional and Mental Health needs.

The parents decide they want non-mainstream education (i.e. a place in a special school).

The duty imposed on the LEA by section 316 of the Education Act 1996 to educate a child in Mainstream School is lifted.

Parents express a preference for a particular maintained or independent special school to be named in their child's Statement or Education and Health Care Plan.

Schedule 27 of the Education Act 1996 requires the LEA to comply with the parental preference unless:

- The school is unsuitable to the child's age, ability, aptitude or special educational needs
- The placement would be incompatible with the efficient education of other children with whom the child would be educated
- The placement would be incompatible with the efficient use of public resources

In considering the parental request for a placement within a maintained or independent special school for pupils with Social, Emotional and Mental Health support requirements the Local Authority have regard to the following admission Criteria:

The young person will benefit from the placement at a school committed to reversing patterns of difficulty associated with school and learning. These patterns of failure usually manifest themselves in social, emotional and mental health difficulties as described in their EHCP. They will include students whose presenting needs are the result of deep-seated and long term emotional or mental health issues whose attainment falls within the Normal (N) and Above Normal (AN) as defined by the QCA levels for their cohort.

The young person could present with the following behaviours:

- Distractibility that inhibits the progress of the young person even with significant adult support and an increasingly individualised curriculum
- Unpredictability and intensity of the pattern of behaviours which significantly disrupt the learning of peers
- Behaviour which is unusual/anti-social and/or self-injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the young person
- Significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence associated with an increasing awareness by the young person of their situation which has led to a negative attitude towards education

Our students will be assessed and tracked against social, emotional and behavioural competencies. Any additional need identified will be supported through our academic and therapeutic curriculum. This could be supplemented by individual interventions. Students could also require an intensive multi-agency approach and appropriate out-of-hours support, this will be assessed on an individual basis.