



**Green  
Meadows**  
Academy

# **Admissions Policy**

## **2024-25**

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## **Introduction**

The vast majority of children admitted to Green Meadows Academy will have undergone a statutory assessment and have an Education, Health and Care Plan (EHCP) (under the Children & Families Act 2014), which names the school after a period of formal consultation. The school may offer assessment places.

The Local Authority (LA) must consult with the school over the admission of the individual child. Once the LA has carefully considered the school's position on the placement, they must decide whether to name the school. The LA must consider parental and school comments and whether the school:

- is suitable for the child given their age, ability, aptitude and SEND
- whether the admission would be incompatible with the provisions of efficient education at the school or the efficient use of resources

Reasons for incompatibility are not limited to educational issues.

Once the school is named in the EHCP, the school is under a legal duty to admit the child, subject to any formal complaint which may be lodged with the Secretary of State for Education.

The aim of the policy is to provide further information about the position of the school on issues of suitability and/or incompatibility.

## **Funding**

Green Meadows Academy is a special academy which was established to support children and young people between the ages of 2 to 19. The school receives funding from two sources. Firstly, the Education Funding Agency provides place funding for every child at the school up to the planned capacity of 206. Secondly, the LA provides 'top-up' funding according to a needs based formula that reflects the cost of the provision put in place to meet each child's individual needs.

Where a LA wants to commission further places and the school can facilitate these without compromising the safe and efficient education of others, funding is agreed on a place by place basis.

## **Location**

In addition to the main Primary and Secondary sites, Green Meadows Academy accommodates a limited number of children within mainstream settings at partner schools. These are called "Partnership Provisions". Children at the Partnerships are funded in the same way as children who attend the main sites. The Academy reserves the right to determine which children are educated in which provision.

## **Admissions Criteria**

The school is commissioned to make provision for:

- children with severe learning difficulties;

A further description of needs is set out in Appendix One

## **Assessment Places**

The school may offer assessment places from time to time under the framework established by the Children & Families Act 2014. These will generally be offered where it is deemed to be in the child's best interests for a time limited placement at the school and where the parents, LA and school agree on the terms relating to the placement. The child will not be formally admitted to the school during an assessment placement and will be subject to the formal admission procedures detailed in this policy.

The school may offer assessment places subject to space in the appropriate class / cohort being available. These places are subject to the following:

- Places will be offered for a period of no more than twelve weeks and by the end of the placement a detailed support plan will be agreed by parents, the LA and the school.
- Appropriate "top-up" funding will be requested from the LA which should reflect the cost of making provision for that child's individual needs whilst being assessed by the school, other professionals and partner services and any other agencies whose input would have a positive impact on deciding the suitability of their subsequent long-term educational placement. This additional funding will also be used to support the transition of the child into an alternative setting (if after assessment this is deemed appropriate).
- An assessment place does not necessarily mean a child will be admitted to the school on a permanent basis.

## **Organisation**

The school has a capacity of 225 pupils. This is limited by the size and layout of the building(s), which means that it is the maximum number of pupils that can be accommodated safely under normal circumstances.

Children are organised into class groups according to age and

need. <https://greenmeadows.org.uk/>

## **Choosing Green Meadows Academy**

We welcome visits to the school from parents and carers who are considering a place at Green Meadows Academy for their child. In order to ensure that these requests can be accommodated and that appropriate staff are available to meet with parents and cares we ask that:

- All visits are booked in advance by contacting the school (The school determines the day and time that is appropriate for the visit.

- Visiting groups are no more than 10 people.
- Visits are limited to an hour

The school does not accept that parents/carers can express a preference for a school without attending the school or speaking to a member of the leadership team. Consultations received where there has been no communication between a family and the school will be queried.

### **Admissions**

When Green Meadows Academy is consulted by a Local Authority over a proposed placement and once ALL relevant and appropriate information related to the pupil has been received (including documents listed in Section K of the EHCP), it will generally take the following approach within the statutory 15-day consultation period. Failure of the commissioning organisation to provide all necessary information may result in a delay in the consultation process:

- a. A review will be undertaken of the child's EHCP to assess whether the school would be suitable for the child's needs and/or what impact the admission would have on the existing pupils at the school.
- b. A review of the proposed funding is undertaken to assess whether the level of funding is appropriate given the needs of the child and the cost of making the provision to meet the needs.
- c. If required, an observation of the child in the current setting to assess the reliability of the evidence presented by the LA and to make recommendations as to suitability or incompatibility
- d. This formal consultation observation will be shared with the child's current school's Senior Leadership Team (SLT)/Special Educational Needs Co-ordinator (SENCO), the parents/carers who gave permission for their child to be observed in the named setting and the Local Authority EHCP Team.
- e. In considering the school's position prior to responding to the Local Authority, the Academy will take account of the class size into which the child would be placed. The Academy's position is that the maximum class size will be defined by the needs of the existing cohort. The school will consider this in order to ensure that there are no grounds for incompatibility within the provision of efficient education.
- f. The consultation process applies to all pupils including those moving into Leeds from another Local Authority, including those that already attend specialist provision and looked after children (LAC). Green Meadows Academy does not consider any school to offer 'like for like' provision.
- g. Please note that if a place is offered, parents must agree a start date within four weeks. If after four weeks a start date has not been agreed, the place may be offered to another child.

## **Placement**

Where Green Meadows Academy is named on a child's EHCP the school has a duty to admit them. However, where this falls within a term, then Green Meadows Academy will decide the date of admission in line with the operational model of the school and in the best interests of all of its pupils.

Where a child's needs are particularly complex or where need cannot be met within the school's current organisational model, then it may be possible to secure sufficient, appropriate and personalised funding through discussion with the relevant Local Authority.

Where the school considers that it is no longer appropriately placed to meet the needs of a learner, then concerns will be raised with the Local Authority an early Annual Review will be called in order to ensure that concerns are being proactively addressed.

## **Partnership Provisions**

As part of the observation undertaken during the consultation process (described above), the Academy will assess the eligibility of the child to be educated within one of the Academy's Partnership provisions

These are located at four mainstream school sites across Leeds:

- Brudenell Primary School
- Rawdon St Peter's Primary School
- Benton Park High School
- Allerton High School

To be eligible, and subject to places being available, pupils will have an Education Health and Care Plan that identifies their needs including Severe Learning Difficulties

These pupils will have Green Meadows Academy named within their EHCP and will remain on the school roll for the duration of their placement in the partnership provision. The school will determine if a place is required at a partnership and this will be based on the needs of both the consulting child and the children on roll. Only the school (Greenmeadows) can determine placement within a partnership. For transition year groups, the annual review will be used to offer parents/carers the option to consult with other schools.

Where the Academy considers that it is no longer appropriately placed to meet the needs of a learner, either at the main sites or within one of the Partnership Provisions, then concerns will be raised with the Local Authority an early Annual Review will be called in order to ensure that concerns are being proactively addressed.

## **Equality Impact Statement**

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act ●
- Advance equality of opportunity between people who share a protected

characteristic and people who do not share it

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

In the development of this policy due regard has been given to achieving these objectives, further to which we will champion equality in all its forms, in keeping with our values.

## **Appendix**

### **a) Severe Learning Difficulties**

Children/young people will present with marked limitations in learning across all areas of development. Their general level of ability will be at or below the first centile. They may present with diagnosed medical conditions/syndromes associated with severe learning difficulties and may have additional physical and/or sensory impairments. Their levels of learning difficulty will be indicated by a number of the following:

- Performance on the National Curriculum outside the range which most children are expected to work – students working significantly below national expectations for their age.
  - Performance on measures of attainment and underlying cognitive skills which place the child in the lowest attaining one per cent of the national population. Attainments in underlying skills (especially in Speech and Language, Literacy and Numeracy) which significantly impede with their ability to learn effectively. Measurable Speech and Language difficulties which are significantly below those of the majority of peers (e.g. in the first or second centile on standardised language assessments).
    - Considerable difficulties in meeting the language demands of learning activities, such as following instructions or using abstract concepts.
    - Difficulties in communicating with others which lead to social isolation and challenging behaviours, frustration on the part of pupils at their inability to participate or interact with peers.
    - Difficulties in following instructions, classroom routines and in maintaining attention on task which make it impossible to participate in classroom learning activities without a high level of adult support and structure.
    - Highly typical behaviour such as obsessive, challenging and/or withdrawn behaviours, difficulties in motor imitation and control, abnormal responses to sensory experiences and signs of distress or emotional disturbance without obvious cause.
  - Inappropriate social behaviour leading to rejection by peers and social isolation.