

Hartlepool Aspire Trust

Catcote Futures

Admissions Policy



Hartlepool Aspire Trust (Catcote Futures) Admissions Policy

Originator: Emma Straker Date: 15.01.20

Reviewer: Lisa Greig Date: 21.01.20

Approver: Standards Committee Date: 31.01.20

Issue	AMENDMENT	IMPACT LEVEL	DATE
1	First issue	Moderate	24-Jan-2018
2	Update to include STEPS programme	Significant	15-Jan-2020

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1 Introduction

Catcote Futures is a trading arm of the Hartlepool Aspire Trust which also includes Catcote Academy.

Catcote Futures exists to provide education focused on developing independent living and employability skills to students aged 19-25. We aim to ensure that Catcote Futures is a friendly and secure place, with a stimulating and rewarding environment. We want every student to make as much progress as possible and aim to offer a tailored curriculum and opportunities for meaningful work experience.

Catcote Futures subscribes to the vision for high aspirations and expectations set out in the Special Educational Needs and Disability Code of Practice 2015, and works to realise it for all of our students. The Code of Practice states that Local Authorities, education providers and their partners should work together to help young people to realise their ambitions in relation to successful preparation for adulthood:

- Higher education and/or employment;
- Independent living;
- Participating in society;
- Being as healthy as possible in adult life.

As such, every student attending Catcote Futures is working towards employment and/or independent living.

2 Responsibilities

The following people have responsibilities under this policy.

2.1 *Chief Executive Officer*

The Head Teacher is responsible for the strategic direction of the Admissions Policy and ensuring that statutory requirements are met in relation to all admission requests.

2.2 *Learning and Skills Manager/SENCo*

The Learning and Skills Manager, in conjunction with the SENCo, is responsible for the day to day dealing with and responding to admission requests from all Local Authorities. They will ensure that the policy contents are applied fairly to all requests.

3 Policy

This policy applies only to students accessing funding from the Education Funding Agency (EFA)

3.1 Admission Guidelines

Young people attending Catcote Futures will be expected to have an Education, Health and Care Plan maintained by their Local Authority.

In addition:

- The student must have the ability to achieve within the curriculum offered by Catcote Futures;
- There must be a place available in the provision;
- In accordance with the SEN Code of Practice (2015), the admission must be compatible with the efficient education of other students;

*Catcote Futures offers a range of curriculum options up to Entry Level 2 within the provision available at the Learning and Skills Centre. The STEPS programme offers options to Level 1.

3.2 Areas of need and admission criteria

Catcote Futures caters for students with learning difficulties and associated needs between the ages of 19 and 25, at the Learning and Skills Centre. All students will have severe or profound learning difficulties.

The STEPS programme (a 16-24 study programme) caters for students with moderate or severe learning difficulties whose identified destination is employment, on completion of their education. Students embarking on the STEPS programme must demonstrate a degree of 'work readiness'.

Catcote Futures will consider all admissions requests on an individual basis. Prospective students must be provided with a suitably challenging curriculum which enables them to achieve good life outcomes. Catcote Futures will apply the following criteria to all requests:

3.2.1 Moderate learning difficulties

- Students' cognitive profile scores, in the majority of areas assessed, will be at or below the 2nd percentile; **and**
- Students' attainment will be significantly below the level expected for their age. Generally, this will mean attainment at Entry Level Functional Skills in KS5.

3.2.2 Severe learning difficulties

- Students' cognitive profile scores, in the majority of areas assessed, will be at or below the 1st percentile; **and**
- Students' attainment will be within the earlier stages of the curriculum. Generally this will mean attainment at Entry Level 1 or 2.

3.2.3 Profound and multiple learning difficulties

Students will present with severe developmental delay such that they will remain within the earliest stages of development (between 0-24 months) throughout their education. In addition to cognitive and communication difficulties, students will present with multiple needs that may include sensory and/or physical impairment. Their understanding of their interaction with their environment and of actions/events will be severely limited.

3.2.4 Other needs, not covered elsewhere

In addition, students may also have difficulties in one of the following areas:

- impaired social interaction, communication or a significantly restricted repertoire of activities, interests and imaginative development. Students experiencing such difficulties may be diagnosed with an Autism Spectrum Disorder;
- Significant social or emotional difficulties characterised by issues in relationships with other students and adults and/or significant delay in the development of life and social skills. Such students would be considered to be socially vulnerable and social, emotional and mental health difficulties are likely to be identified in their EHC plan;
- Medical or physical difficulties.

3.2.5 Needs not catered for

We do not cater for

- Specific learning difficulties;
- Students who demonstrate ability to make progress within a mainstream curriculum;
- Students who do not have cognitive difficulties indicative of moderate, severe or profound and multiple learning difficulties.

3.2.6 Order of preference

In the case of over-subscription in the number of prospective students, and where they meet the admission guidelines set out above, the following order of preference will be applied:

1. Students who have previously attended Catcote Academy;
2. Students who have not previously attended Catcote Academy, from the borough of Hartlepool;
3. Students from outside of Hartlepool.

3.3 Request to Consider Admission

Admissions to Catcote Futures are usually discussed during 16-19 Annual Review meetings. Admissions are part of a planned process and progression pathway i.e. accreditation routes must represent a progression from previous study.

In the case of requests being made from outside of Hartlepool Local Authority, a formal request to consider admissions should be made by the funding Local Authority.

3.4 Admissions Panel

All admissions to Catcote Futures will be considered by the Admissions Panel, which comprises representatives of the Trust and the LA SEND team. The panel will meet on a termly basis to discuss potential admissions and any associated placement issues. Agreement will be reached on the extent to which the student meets the admission guidelines and criteria detailed above, and the type of place to be offered.

The admissions authority for Catcote Futures is the Hartlepool Aspire Trust. The ultimate decision to offer a place to a prospective student lies with the Trust, who will endeavour to work closely with the LA to meet individual needs.

3.5 Admission Routes

There are several scenarios where admission to Catcote Futures may be sought:

1. End of phase transfer;
2. Change of placement recommended by an Annual Review of a student's EHC Plan;
3. Specialist provision recommended by Statutory Assessment;
4. Student moving into the LA area;
5. Request from another LA, where the student resides outside of Hartlepool.

All admissions must be part of a planned process, as described in section 4.

4 Funding sources

Funding for placements at Catcote Futures can comprise both education and social care/health funding.

The ESFA, through the responsible Local Authority, provides funding for a maximum of 2.5 days per week. Additional sessions can be funded by a social care and/or health personal budget, subject to eligibility and assessment.

5 Review Period

This policy will be reviewed every year and revised if necessary. The document will be approved by February 2020.

6 Definitions / Abbreviations

Term	Meaning
ASD	Autistic Spectrum Disorder
ESFA	Education and Skills Funding Agency
LA	Local Authority
MLD	Moderate Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SEND	Special Educational Needs and Disability
SLD	Severe Learning Difficulties

