

# Hartlepool Aspire Trust

## Catcote Aspire

### Placement Policy



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## 1 Introduction

Catcote Aspire is part of the Hartlepool Aspire Trust. The core purpose of Catcote Aspire is to enable adult learners to live their best adult life, by providing educational activities and personalised outcomes.

We aim to ensure that Catcote Aspire is a friendly and secure place, with a stimulating and rewarding environment. We want every learner to make as much progress as possible and aim to offer a tailored programme and opportunities for meaningful work experience based on the four outcomes of Preparing for Adulthood:

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

## 2 Responsibilities

The following people have responsibilities under this policy.

### 2.1 Chief Executive Officer (CEO)

The CEO is responsible for the strategic direction of the Policy.

### 2.2 Head of College

The Head of College is responsible for responding to requests from all Local Authorities or Continuing Healthcare Teams. They will ensure that the contents of the policy are applied fairly to all requests.

## 3 Policy

This policy applies only to learners accessing Catcote Aspire provision using a social care or health personal budget.

### 3.1 Areas of need and placement criteria

Catcote Aspire caters for learners with learning difficulties and associated needs over the age of 19, at its site on Warren Road. All learners will have severe or profound learning difficulties and are likely to have previously accessed specialist further education provision at Catcote Futures or elsewhere.

All placement requests will be considered on an individual basis. Prospective learners must be provided with meaningful and productive learning opportunities which enable them to achieve good life outcomes. The following criteria will be applied to all requests:

### **3.1.1 Severe learning difficulties**

- Learners' cognitive profile scores, in the majority of areas assessed, will be at or below the 1<sup>st</sup> percentile; **and**
- Learners' prior attainment will be within the earlier stages of the curriculum and their previous achievements recognised at Entry Level 1.

### **3.1.2 Profound and multiple learning difficulties**

Learners 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, learners 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.

### **3.1.3 Other needs, not covered elsewhere**

In addition, learners 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. Learners experiencing such difficulties may be diagnosed with an Autism Spectrum Disorder;
- Significant social or emotional difficulties characterised by issues in relationships with other learners and adults and/or significant delay in the development of life and social skills.
- Medical or physical difficulties.

### **3.1.4 Needs not catered for**

#### **We do not cater for**

- Specific learning difficulties;
- Moderate learning difficulties;
- Learners who have previously demonstrated the ability to make progress within a mainstream curriculum;
- Learners who do not have cognitive difficulties indicative of severe or profound and multiple learning difficulties.

## **3.2 Request to Consider Catcote Aspire Placement**

Placement requests are usually discussed during Annual Education Health and Care Plan Review meetings for learners following a Catcote Futures (ESFA funded) programme. Progression to Catcote Aspire is part of a planned process.

In the case of requests being made from learners not already attending Catcote Futures, a formal application form must be completed.

Catcote Aspire placements will be reviewed annually, taking into account the anticipated demands on the physical capacity of the building, learner needs and available resources. The availability of provision and/or specific days may vary year on year.

### **3.3 *Decision review***

A parent, young person or commissioner can ask for a decision made by the placements panel to be reviewed. This request should be made in writing and addressed to the Head of College.

### **3.4 *Placements Panel***

All Catcote Aspire placements will be considered by the Placements Panel, which comprises representatives of the Trust. The panel will meet on a termly basis to discuss potential placements and any associated issues. Agreement will be reached on the extent to which the learner meets the placement criteria and the type of place to be offered.

The placement authority for Catcote Aspire is the Hartlepool Aspire Trust. The ultimate decision to offer a place to a prospective learner lies with the Trust, who will endeavour to work closely with relevant professionals to meet individual needs.

All placements must be part of a planned process, as described in section 3.2.

### **3.5 *Priorities for placement/continued provision***

Provision is separated into phases according to students' age and for how long they have been accessing the service. In the case of over-subscription in Phase 3 in a particular area, we will take the learners' home local authority; the number of days they have requested and; the number of years they have been attending the provision into account.

## **4 Funding sources**

Funding for Catcote Aspire placements can comprise both social care and health funding from a learner's personal budget.

## **5 Review Period**

This policy will be reviewed every year and revised if necessary. The document will be approved by March 2022.

## 6 Definitions / Abbreviations

Term	Meaning
CEO	Chief Executive Officer
ESFA	Education and Skills Funding Agency
LA	Local Authority

## 7 Appendices

Appendix 1: Application Form