

Catch22 Independent Schools Policy

Admissions and Referrals

Catch22 Include London

Contents

Education intent statement	2
1. What is the policy about?	4
2. Who does this policy apply to	4
3. Policy requirements	4
4. Definitions	9
5. Related policies	10
6. Appendices	10
Annex 1 – Equality Impact Assessment	11

This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	September 2021
Date of last review:	September 2025
Date of next review:	September 2026
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	Headteachers

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	✓ X
Relationships beat structures Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	✓

Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	✓ X X
Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment	X ✓
Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline.	X X ✓
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	✓

1. What is the policy about?

This policy aims to:

- Explain how to apply for a place at the school
- Set out the school's arrangements for allocating places to the pupils who apply
- Explain how to appeal against a decision not to offer your child a place

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code](#)
- [School Admission Appeals Code](#)

2. Who does this policy apply to?

This policy applies to Catch22 Education Headteachers and senior leadership; governing bodies; commissioners; referring schools; pupils; prospective pupils; parents; and carers.

3. Policy requirements

Overview

Catch22 Include London will specialise in working with young people aged between 13 and 17 with social, emotional and mental health difficulties and associated risk factors that are unable to sustain a place in mainstream education.

Our success for every Catch22 school and education provision is simply defined as the level of progression each young person makes in terms of changes to their behaviour, their academic ability, their ability to engage in the community and eventually live independent lives through employment and further education.

We aim to have leavers who are confident, happy young people with high levels of self-esteem, a clear picture of their future and the wherewithal in terms of skills, abilities and personal characteristics to achieve that future.

Our aim is to transition to Education Employment or Training (EET) for Key Stage 4. We aim for all students to sustain their destination for a period of at least 6 months post transition.

Number of places available

The school will provide education for 25 hours of education per week per place (unless on an outreach package which is individualised to each student needs for students in KS3/KS4 (equivalent students aged 11-16)).

Places will be offered for a minimum of 2 terms and a maximum of 2 academic years (unless agreed otherwise with the commissioners).

Admissions criteria

The school will specialise in providing places for:

- Those excluded or at risk of exclusion
- Those with mild to moderate social emotional and mental health concerns
- Those requiring mild to moderate behaviour support
- Those with medical conditions preventing them from attending mainstream schools

Higher needs pupils will also be considered, subject to the appropriate levels of funding being in place to meet individual need. Evidence to support the referral will be sought via the referral application form.

Admissions processes will evaluate the appropriateness of the placement at a Catch-22 school or school based on the following criteria:

1. If there is a place available.
2. Availability of space in the applicant's year group.
3. Availability of space within suitable groups/classes; based on the applicant's individual needs, and the collective needs of the group/class.
4. A detailed and up to date RA will be imperative to inform integration and induction conversations with parent and pupil.
5. An EHCP must be up to date and accurately describe the needs of the pupil being referred. This is required for the school or school to ensure that the needs of the pupil can be met through the provision available. This will either be in the form of an EHCP that has recently been completed or with supporting evidence of annual reviews, prior to admission. Where it has not been possible to carry out the appropriate assessments, then a temporary arrangement may be made (for a maximum of 4 weeks) while the necessary reviews are undertaken.

If a pupil is offered a place that is accepted based on incorrect information, an urgent review will be carried out (annual review in the case of an EHCP). If it is determined that the school or school cannot meet need the offer of a place will be withdrawn.

Equal opportunities

The school is committed to equal opportunities and admits pupils/students across the full spectrum of academic abilities. All pupils/ students have equal access to the curriculum.

Referral/Admission arrangements

To acquire a place at the school a young person must be referred by the local authority or an educational establishment (commissioners). Commissioners will use the attached referral form to refer to the school.

Local authority commissioners

The local authority will purchase places at the school. The service level and contract agreement (including price per place) will be negotiated and drawn up to provide a number of places under an agreed Outline Service Specification.

The specification will set out the obligations of the school, the commissioning authority and the child's host school so that all parties are clear about: what will be delivered, how, when, at what price, the responsibilities of the parties to the agreement to maintain the highest level of support to the child, and what monitoring arrangements will be agreed to review the contract performance.

The contract monitoring review process will be on a regular basis in agreement with the commissioner. The school will collate demographic and outcome data gathered in relation to the pupils' needs, attendance, academic performance, and behavioural issues within the school. This will be reviewed jointly with the local authority commissioner on an agreed schedule.

School and school commissioners

The school will also provide similar contracting procedures for individual schools and academies that wish to commission places.

Funding

Each full time equivalent (FTE) place will attract base funding.

Commissioners (schools, academies, and local authorities) will provide top-up funding above this base level to cover the total cost of provision. This top-up funding is based upon the pupil's assessed needs and the cost of meeting those needs in the school and will come from the local authority or other school that commissions the place. Prior to agreeing a referral, the free school will agree the level of top-up funding with the commissioner on an individual needs basis, based on agreed criteria.

Offers

When accepting a referral, the school will write to the commissioner to formally accept the referral, including financial requirements, the support to be offered, a start date within 6 days of receiving a referral and a date by which the offer should be accepted and the address to which to respond.

Procedure following an offer

When offer letters are sent, if the commissioner fails to accept the place by the date set out in the letter, it will be assumed that the commissioner no longer requires the place and the offer will be withdrawn.

Children with a statement of special educational needs or an education health and care plan (EHCP) naming the School will always be admitted.

Oversubscription criteria

If the School has more referrals than places (oversubscribed) and after the admission of children with an EHCP naming the school priority will then be given to referrals in the following order:

- Referrals from a local authority;
- Looked after children and previously looked after children;
- Pupils who live closest to the School (as measured in a direct line from the front door of the pupil's home to the main gate of the school). Tie breaks will prioritise those pupils who live furthest from the nearest alternative AP or PRU school (in line with Local Authority policy).

Pupil registration and information sharing

Where pupils are on the roll of another school and attend for a short period of time (fixed period exclusions/a school educating a child off-site/reason of illness/any other reason) the pupil will be dual registered at their current school and this School.

Pupils should be dual registered from the beginning of the first day of which the school has commissioned the alternative provision. For the purpose of the school census a pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision.

Where pupils are not on the roll of another school (permanent exclusions/any other reason) they will be registered at the School. We will work with the commissioner, the pupil, their parent/carers, and others as appropriate to identify the best school for reintegration.

Referral

The Referral application form should be completed by the local authority or referring school. This can be accessed and submitted via the school web site. The School will acknowledge within 24 hours and subject to meeting the admissions criteria and having a successful enrolment, we will notify acceptance within 6 days.

Induction process

On day one, the young person will be shown around the school facilities by a senior member of staff. Over the first two weeks, the young person will also be supported through assessment and development of the Individual Education Plan IEP by their advocate to ensure they settle into the environment and timetabling. At the end of their first week, their advocate will review progress and unlock any ongoing issues that have surfaced in school during the week. We provide clear direction as to mealtimes, use of mobile phones, dress code and other day to day policies that will guide a young person through their time at the School.

Ongoing support will be provided at the appropriate level based on the social skills of the young person and their ability to integrate.

Transition and reintegration back into mainstream:

Each plan is differentiated to meet individual pupil need.

Regular and structured assessment involving the young person, parents/carers and other professionals is key to this process to ensure that the young person is ready to return to a mainstream setting. Key stages within this process are:

- Assessment school placement agreement and initial timelines.
- Pupil agreement;
- Parent/carer agreement;
- Weekly review;
- Phased transition timetable.

Planning for transition begins in the term before, with short visits to the new school with their advocate. This helps the young person to gain confidence, get to know the school environment and build resilience in lessons. Transition speed is led by the young person and the transfer school.

During the transition phase, consistent and effective monitoring from the designated advocate ensures appropriate support, which is gradually reduced based on engagement and the young person gaining confidence within the new setting. Follow up meetings with school, referrer, and parent/carer will take place at least once a month to feedback on progress.

Refusal

Catch22 Include London will only refuse a place on the following grounds

that: the school is full and, therefore, there are no available places;

there is insufficient funding available to fund a place or the young person's needs;

the young person's needs are not provided for by Catch22 include

Should Catch22 include be unable to accept a referral this will be communicated in writing to the commissioner in the first instance. This will be done within six days of receiving the referral. Catch22 include may also make recommendations as alternative schools or academies that could support.

Objections and complaints procedure

Appeals

Should a commissioner or parent wish to appeal a decision not to accept a referral- appeals must be made in writing to the Chair of Catch22 include local governing body (LGB). A review will be carried out by the chair and two members of the LGB and a response will be made within 30 school days of receipt.

Complaints

Any objections to this policy or its application should be raised with the School through its normal complaints process. See the School's Complaints, compliments and feedback policy.

If the complainant is not satisfied with the resolution, you are able to complain to the Education Funding Agency (EFA) at: school.questions@education.gsi.gov.uk

Review

This policy will be reviewed annually and any amended policy for the following September will be published on the school's website before the end of the preceding September. The policy will remain on the website throughout the school year.

Any change to the policy will be proposed in draft in the proceeding July and circulated to commissioners and referring schools. Views will be sought and considered by the school's Executive Principal over a 2-week consultation period before final publication and notification of the final revised policy.

4. Definitions

LAC – Looked After Child: A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

5. Related policies

- Home-school agreement
- SEND policy
- Complaints, compliments, and feedback policy

6. Appendices

N/A

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Admissions and Referrals Policy
EIA completed by:	Headteacher
Date of assessment:	August 2022
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☐	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☐	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☐	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes