

Admission Policy

Introduction

We work with young people who are disengaged from mainstream education, at significant risk of exclusion, or out of setting and have a placement that is difficult to establish. Typically, they will be young people who have been isolated in their learning journey through many factors that have made them particularly difficult to place within settings and local authorities and for whom existing arrangements within “Education Otherwise Than at Settings” (EOTAS) do not provide the firm base of a setting attachment at a time of significant uncertainty within a family and young person’s educational journey. They are those who are at risk of becoming long-term “Not in Education, Employment or Training” (NEET). In addition, they may have a range of associated difficulties, such as:

- Specific Learning Difficulties such as Dyslexia
- Autism Spectrum Disorder or Asperger Syndrome
- Moderate Learning Difficulties
- Severe Learning Difficulties
- SEMH

Vibrance aims to maintain learning within a young person's community whilst engaging partner services to enable a holistic approach to meeting their additional needs within their locality. The focus is on reintegration into an appropriate mainstream provision linked to age and ability that will enable young people to lead useful and enjoyable lives within their community.

Vibrance is a group work setting which provides opportunities for supporting a dynamic approach to re-engagement through a curriculum model geared to re-establishing social opportunity for young people and their families/carers. We recognise our duty to embrace diversity and to work to overcome prejudice. We do not discriminate based on ability, gender, ethnicity, race or religion. Admission is reliant on adherence to the setting's admissions procedures as set out below:

Referrals

Vibrance provides for boys and girls between the ages of 11 to 16 years (Year 7 to Year 11). Young people are referred to Vibrance by their home local authorities (LAs) and local settings. However, referrals from other LAs, parents, and external agencies will be considered subject to funding being met directly by the referring body. Alternative Provision places must be part-time, and students attend two weekly provisions. Admissions to the setting can be made at any point in the academic year.

Admission Procedures

Following an initial inquiry, referral papers for completion are issued. We must meet the

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student before offering a placement; a visit will be arranged between us, the setting/referrer, and the parent/carer. Upon receipt of completed referral papers, dialogue and meetings may occur with parents/carers and relevant professionals involved with the child and family, and further necessary information may be gathered. If the decision is not to admit the pupil, we will discuss with the referrer other possible appropriate provisions that could be made. If the decision is to admit a pupil, the set-up procedures occur, and the pupil induction process begins when all paperwork is in place.

Inability to offer a placement

Decisions around admission to the setting will be made following consultation with parents, the referring body and other relevant agencies. Should parents wish to appeal a decision regarding admissions, they should follow the procedure in the setting's Complaints Policy. This is available from our website or can be made available on request. Vibrance retains the right to refuse the admission of a pupil on the following grounds:

- The setting feels that the learner's needs, as identified in their Education Health Care Plan and referral information, would not be met.
- The setting feels that other LA services, such as mainstream schooling, could meet the pupil's needs and that a placement at Vibrance would be inappropriate.
- The setting has reached its capacity in terms of placements.
- The young person's attendance would be incompatible with the efficient use of resources or the efficient education of others.
- The referral is made from an LA that is not the young person's home LA unless funding has been agreed upon and is in place accordingly.
- Any placement competition would see a 'Child in Care' take precedence over other non-child-in-care placements