



Admissions Policy

Date of last review by Local Governing Body	February 2025
Review cycle	Annual
Policy due for review by Local Governing Body	February 2026

Alternative Provision

Estuary Academy Island is an intervention service belonging to Alternative Learning Trust. Its aim is to provide advice, assessment, therapeutic and education intervention to ameliorate the difficulties and behaviours of children identified with Social, Emotional and Mental Health needs.

Estuary Academy Island is a satellite provision to Estuary Academy North (formerly North West Kent Alternative Provision Service). Estuary Academy's governing body consists of a group of headteachers and other professional representing North Kent and the Isle of Sheppey.

Estuary Academy Island offers Outreach services including a bespoke SEMH training programme (see Outreach SLA), off-site 12-week intervention programmes and long stay Alternative Curriculum pathways. Estuary Academy also provides an assessment service.

Estuary Academy Island is currently commissioned to offer services to East Kent College Secondary School and Leigh Academy Minster. The service aim is to expand upon this offer broadening accessibility to schools beyond Sheppey.

Off-Site Intervention

12-week SEMH, strategy focused Intervention at Estuary Academy

Estuary Academy and the home school will work together to identify primary needs and remediate challenging secondary behaviours through targeted support and intervention, part-time and/or full attendance at Estuary Academy with supported reintegration back into school. Intervention places will be a maximum of 12 weeks. The aim to reintegrate continues in key stage 4, with the acknowledgement that full-time, permanent attendance at the alternative provision may be more suitable for some pupils who would otherwise have been permanently excluded.

Long-Stay Alternative Provision

Students referred to long-stay

The intention of the schools and Estuary Academy is that permanent exclusion will be reduced or no longer required. In Year 10, the prime aim is to identify primary needs and remediate challenging secondary behaviour by prior intervention with schools, part-time and/or full attendance at the intervention provision and supported re-integration into school. For other Year 10s and Year 11s this aim continues, although with the acceptance that continuing full-time attendance away from school at the alternative provision, will be most suitable for some pupils.

Provision – Estuary Academy will

- a. provide appropriate educational arrangement and a full curriculum offer that meets pupils' education needs, and their personal and social development needs where they have been unable to access a school place as a result of behavioural or mental health issues.
- b. provide full time education for pupils referred by East Kent College Secondary Sheppey or Leigh Academy Minster of compulsory school age who are at risk of permanent exclusion.
- c. provide short-term support and intervention programmes to enable pupils to successfully remain on the roll of their home school.
- d. facilitate a pathway to reintegration into mainstream school or appropriate transition, through tailored plans.
- f. ensure all young people within the long-stay Alternative Provision cohort are fully supported to make a positive transition to an appropriate post-16 placement.
- g. ensure effective administrative support is in place to deliver the objectives of Estuary Academy and to ensure records for admission, exclusion and reintegration are maintained and pupil progress is tracked and recorded with reports and monitoring data produced for the Trust Board, mainstream academies and where appropriate the LA.
- h. have in place written policies, strategies and practices to deliver positive behaviour management for which all staff are well trained and supported to ensure the consistent implementation.
- i. ensure their responsibilities under the Equality Act 2010 are fulfilled, and all reasonable adjustments are made to enable access to curriculum opportunities.
- j. address the needs of individual pupils to ensure the right level of support, set out ambitious learning outcomes and provide the re-integration support they need from education, health and care as appropriate.
- k. take all reasonable steps to integrate the educational plan with those of other relevant services such as Social Care, Youth Offending Service, Early Help etc.
- l. provide a tailored reintegration plan or transition plan, setting out the levels of support required between the service and the academy, which includes monitoring following the pupil's return to the academy to ensure the pupil is settled and fully accessing the curriculum through a reintegration/transition plan.
- m. adopt a pastoral approach in partnership with the pupils' original school, parents/carers and other relevant professional such as SEND teams, CAMHS, Admissions, Educational Psychologists, Inclusion Officers and Health professionals to promote an integrated approach to the child or young person's needs.

Quality Assurance & Safeguarding

Estuary Academy will:

- a. keep children and young people safe through the rigorous application of their Safeguarding Policy, protocols and practices overseen by the Estuary Academy DSL.
- b. ensure that staff delivering the provision are trained in safeguarding and safer recruitment, in line with requirements set out in the DfE statutory guidance and that the welfare and protection of children and young people are of paramount concern.

- c. ensure Estuary Academy Leaders apply clear referral procedures and criteria consistently and fairly, and ensure that all schools, other professionals, and parents/carers are aware.
- d. appoint and train appropriately qualified/experienced staff to support the safety, personal, academic and pastoral progress of each student.
- e. maintain clear health and safety policies and monitoring their implementation to ensure the health and wellbeing of students undertaking programmes of activity both on and off site.
- f. publish and manage a clear complaints procedure and draw it to the attention of the students and their parents/carers.

Monitoring & Evaluation

Estuary Academy is committed to ensuring that schools receive detailed information relating to students who are dual registered with both Estuary Academy and the mainstream school in a timely fashion. We will provide regular evidence of progress in relation to the following performance indicators:

- Improvement in pupils' behaviour and social emotional and mental health
- Improvement in children and young people's ability to access the curriculum
- Reduction in exclusions
- Improvement in attendance
- Positive feedback from parents and children and staff in schools
- Positive feedback from other agencies, including an account and evaluation of the effectiveness of any agency of multi-agency support provided to the students.
- Successful reintegration and admission processes where mainstream placements are sustained
- Progress of pupils is evidenced through effective pupil tracking, for example through Individual Support Plans or the Annual Review of Education Health and Care Plans (EHCP)
- At Key Stage 4, most pupils achieve a range of relevant qualifications and progress into post-16 education, training or employment
- AP academies Self Evaluation

1. Service Users

- a. Isle of Sheppey resident children and young people of compulsory school age who are:
 1. permanently excluded
 2. at risk of exclusion
 3. Would not receive suitable education without such provision due to illness or other reasons.

2. Admissions and Referrals

- a. Admission to Estuary Academy will be through direct referral from East Kent College Secondary Sheppey or Leigh Academy Minster. (LA preferred referral process – LA chosen route)
- b. It is anticipated that it would be very unusual for the Provider not to admit a referred child or young person and that this would only happen where the Provider could demonstrate highly exceptional circumstances arising from the child or young person's needs.
- c. The Provider will take every possible preventative response and action to avoid exclusions, however, their policy and procedures for a fixed period will be outlined within the Estuary Academy published behaviour management policy.
- d. Referrals can be made at any time and Estuary Academy will make suitable provision for an agreed new referral in keeping with agreed protocols and in the best interests of the pupil's placement, by the 6th day in line with DfE guidance, and make contact where the pupil has been permanently excluded within two working days to ensure the pupil is kept safe.

3. Funding

Determination of funding

The sum to be paid to the Service Provider will be determined by:

- a. Number of places commissioned ("Place Funding") and
- b. Top up funding ("Top up Funding").
- c. Transfer of AWPU & Pupil Premium monies by the referring school. *

Top-Up funding is subject to annual review, local or national funding changes. For the purpose of this agreement, an academic year consists of 6 terms.

