



MacIntyre Academies Endeavour Academy

Admissions Policy (School)

Version	Purpose/ Change	Responsibility	Date
V7	Changed terminology to 'learner' throughout. Removed reference to residential provision throughout. Updated that the SEND Tribunal may direct admission – pg. 3. Updated the referrals process – pg. 5.	Principal	Sept 2025

Person Responsible: Principal
Date of first draft: Jan 2019
Date of staff consultation:
Date adopted by Trust Board: Feb 2019
Date reviewed: Sep 2025
Date of next review: Nov 2026

Admissions Policy Introduction

Endeavour Academy is a School for learners, aged 8 – 19 years, who have an Autistic Spectrum Condition and Moderate or Severe Learning Disabilities. The school caters for up to 32 learners. The number is restricted to 32 due to environmental considerations, accessibility to resources, external opportunities, health and safety, therapy provision and sensory considerations (this is not an exhaustive list).

For a learner to be admitted to the school, his/her placement must be agreed by Oxfordshire Local Authority and named in the learner's Education Health and Care Plan (EHCP). A learner without an EHCP will require an assessment of their needs for an EHCP and the support of the Local Authority.

This guidance is in place to ensure that all involved in the admission procedure work in partnership, enabling informed decisions, and planning to be in the best interests of the learner. The guidance promotes the rights of all learners regardless of disability, ethnic background, language, culture, faith or gender.

Relevant policies and Documents

Endeavour Academy Curriculum

Endeavour Academy SEND policy

Endeavour Academy Designated Teacher of Children We Care For/ Cared For policy

SEND Code of Practice 2014, updated 2020

Why Endeavour Academy is named on an EHCP/Admission Criteria

Endeavour Academy is a Special School and all admissions are reviewed in line with the SEND Code of Practice to assess suitability. It is recognised by the Local Authority and Macintyre Academy Trust that:

- Our learners require an Education Health and Care plan that refers to a diagnosis of Autism/Autism Spectrum Condition (in the case of multiple diagnoses – a learner's Autism must be identified as the main barrier to learning)
- Our learners will be working at academic levels well below age related expectations and have a learning disability (Global Developmental Delay/Moderate or Severe Learning Disabilities) associated with their Autism.
- The Endeavour Academy cohort at the time of assessment must provide opportunities for socialising, an educational and vocational peer group, and the admission must be compatible with the current cohort (efficient education of others).
- Our learners will be of an appropriate age for the school.

Other factors that may also need to be taken into account may include:

- A child in the Child We Care For/Looked After system
- Significant input from Health and Social Care

- Significant illness or mental health issues in the family
- A history of bereavement, separation, loss, neglect or abuse
- Family breakdown or poor family support network

In addition, a young person may also experience:

- Communication difficulties
- Sensory integration difficulties
- Difficulties with social development and interaction
- Behaviours of concern
- High levels of anxiety and distress that may arise from difficulties in coping with social interactions and in identifying, interpreting, regulating or communicating emotional state.
- Additional Health Concerns
- Attachment difficulties and Trauma
- Mental Health Difficulties
- Speech and Language Difficulties
- Limited skills of daily living

We work closely with Local Authorities to ensure that Endeavour Academy is not named unless it is felt that we are able to meet all of the needs identified for a learner.

Where there are concerns relating to the impact a learner may have on the education/care of others within the school (efficient education of others), an impact assessment will need to be completed prior to admission.

An EHCP will name Endeavour Academy where the school is deemed as the most appropriate to meet the wider holistic and educational needs of the learner and the Academy agree that the admissions criteria, as defined by the SEND Code of Practice, have been met. If a learner is named when Endeavour Academy has concluded that the admissions criteria have not been met or a preference has been expressed by parents or carers prior to agreement with the Academy or local authority, the Academy will work with the Local Authority to ensure that 'all other reasonable steps' will have been exhausted in an effort to meet the needs of the learner. Endeavour Academy may be directed to admit a learner by the SEND Tribunal, irrespective of whether the admissions criteria have been met.

Many of our learners will have previously found going to school a challenge and may have had difficulties in coping within either mainstream or other specialist services. The learner may often have a history of persistent, complex and long-term learning needs and will be working at a level significantly below their chronological age.

Endeavour Academy aims to provide a safe, holistic and integrated environment where education, care and therapeutic intervention are consistently linked to ensure that learners are supported to develop the skills they need to communicate their needs, feelings and views as well as a range of strategies to regulate their emotional state. This core learning enables our learners to become more open to a broader range of learning experiences.

The provision of a holistic and person-centred curriculum supports our learners to continue to develop their functional skills and focuses heavily upon aspects of learning that will impact positively upon the quality of life for each learner – both now and after they leave school.

Central to all that we do is Positive Behaviour Support, an approach that ensures that we acknowledge that behaviour is communication. We maintain a holistic and non-judgemental approach to supporting behaviour that empowers the learner to develop new ways of communicating to meet their needs and enables positive engagement with those around them and with education.

Our aspiration for our learners is to support them on their journey to become increasingly independent and self-determined, take enjoyment from learning and develop the skills towards a positive transition into adult life which, wherever possible, should include meaningful activity within the community that may include ‘work’ in the broadest sense.

Underpinning the admissions process

1. Endeavour Academy accepts referrals from any Local Authority. Whilst we welcome approaches from parents, the school cannot proceed any assessment without an official LA consultation request. If suitability assessment proves that a learner would benefit from Endeavour Academy’s education offer an offer letter is send to the LA, the relevant SEN Officer, and the SEN Officer in the relevant Local Authority if outside Oxfordshire. Once the funding is agreed the local authority names the school in a learner’s Education Health and Care Plan.
2. For learners who are undergoing assessment for an EHCP, parents/carers may indicate to LA that they would like Endeavour Academy to be named as the school of preference within their child’s EHCP. The LA will consider parent/carers’ preferences but may not agree to the school of preference. In such circumstances parents have the right of appeal to the First-tier Tribunal (SENDIST). In this case, please refer to point 1.
3. Endeavour Academy will respond to /acknowledge the consultation request via email within the legal timescale and will aim to inform the SEN office of the predicted assessment timeframe.
4. Prior to the admissions process and the school being named on an EHCP, parents or carers are encouraged to make a visit to the school, preferably before the completion of a statutory assessment or Annual Review. The focus of any visit is upon the parent/carer viewing the school. The school will not comment on the appropriateness of the provision for the learner before the completion of the admissions process.

Admissions Process

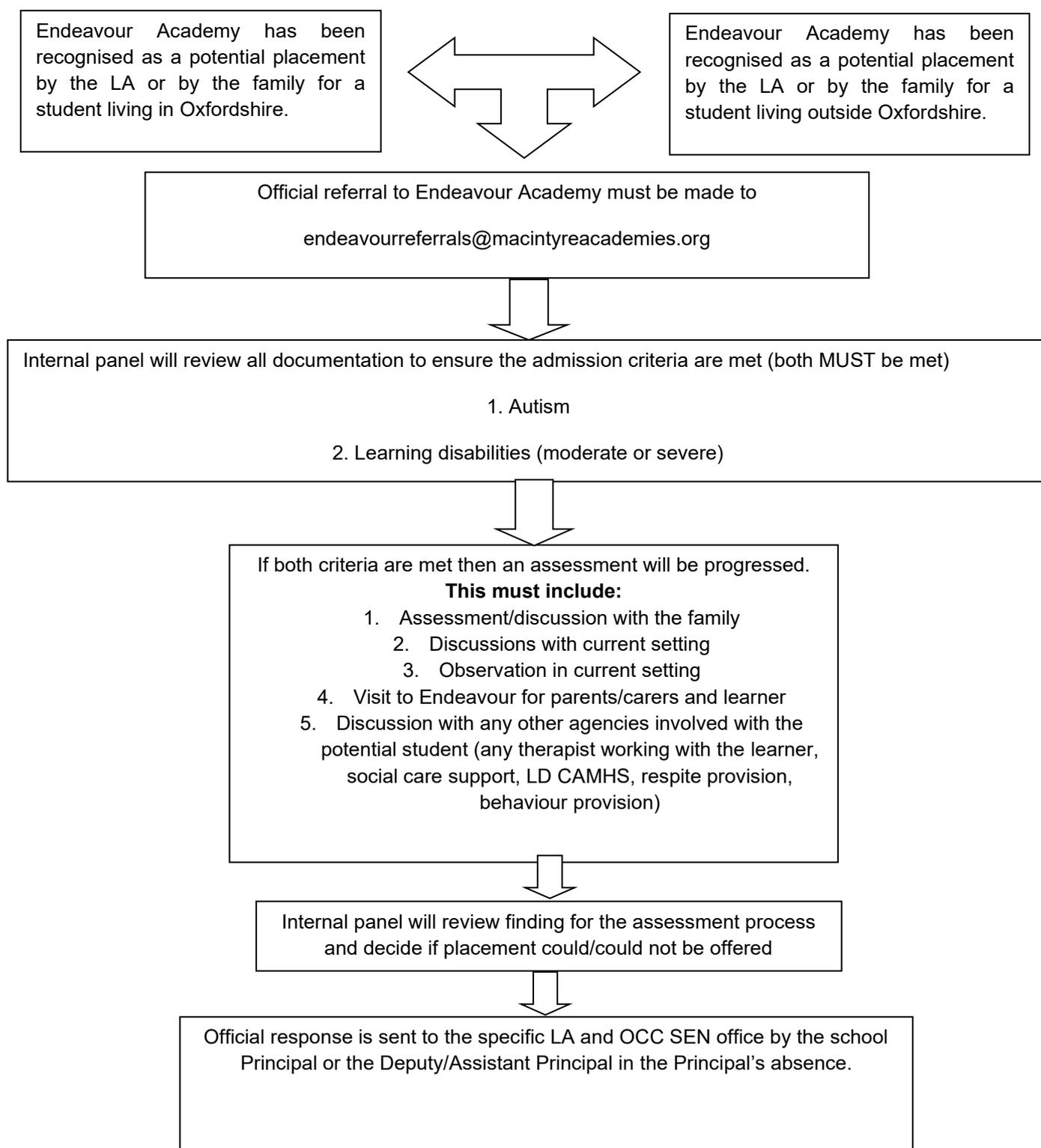
Assessment process will only be carried out if a placement is available for the period requested by SEN office. In this case the SEN office will be informed via email.

The process of admission to Endeavour Academy is as follows:

1. The Local Authority will send a copy of the learner's Education, Health or Care Plan, latest annual review and any other relevant documentation to the school for consideration as well as an official placement request letter.
2. Following an initial assessment of documentation, should the referral meet the admission criteria and the Senior Leadership Team feel we can meet the needs set out in the EHCP, we will arrange an initial informal assessment visit or visits.
3. All learners will be visited in their current school placement and home if possible. This visit forms part of the admissions process. During this visit – information will be gathered from families, teachers, carers and others to further inform the decision-making process regarding the appropriateness of a placement.
4. All learners will be invited into school for at least two visits to allow for further assessment of compatibility with our cohort and curriculum.
5. Further information will be gathered, including other relevant professionals e.g. Educational / Clinical Psychologist, Speech and Language Therapist, Teacher, Occupational Therapist, Behaviour Support Teams, Psychiatrist.
6. A Suitability Assessment will be put together and the Senior Leadership Team and other relevant internal professionals will meet to confirm if Endeavour Academy is able to meet the learner's needs and offer a place.
7. A response to the consultation will be sent. If offering a placement, this will identify how the needs of the learner will be met. Should the internal panel identify that the school is unable to meet the needs of the learner, the rationale will be provided within the consultation response in line with the SEND Code of Practice.
8. The Local Authority will confirm the placement funding.
9. The Local Authority may be consulted regarding additional support and/or expertise.
10. Following a formal offer of placement and local authority confirmation response – further visits will be arranged and a link worker will be identified within the school.
11. A transition timetable will be drawn up and communicated with all those involved with the learner. A welcome pack will be sent to the young person and family. This will include a start date.
12. Discussions will take place with the local authority and family to ensure that all other resources are in place prior to admission e.g. transport (signposting parents to Local Authority) etc.

13. The LA will arrange transport in accordance with their own Home to School Transport policy.
14. Baseline assessment findings will assist in a production of revised core documentation (e.g. Learning Journals, Learning Intentions, Positive Behaviour Support Plan, Therapy assessment, etc.) which will take place over the period of the first term where possible.
15. A Placement Review via regular contact with the family and key stakeholders will be held across the first term and will be organised by the school. Those could be: parents evening, Learning Intentions meetings, CIN, CWCF/CLA meetings etc.

Referral process



Pre-placement meeting/visits

The pre-placement meeting and visits to current school/home are designed to gather up to date information from learners, their parents/carers and professionals in support of the admissions process. The information sought will typically include feedback on:

- What motivates the learner and an understanding of what support works well
- Preferred communication styles
- Skills, strengths and needs – including social, emotional and mental health needs
- Family history and organisation
- Significant people in the learner's life. The learner's and their parent/carers' expectations of what the school can do
- Any additional medical information
- Any school information/assessments that may help in understanding the young person
- Any professional multi agency involvement, including information/assessments carried out that will support the new placement (e.g. Psychology/psychiatric reports, Speech and Language Reports, Behaviour Support Plans, Risk Assessments, Social Care reports, GP/other specialist reports, CAF if in place)
- Behaviour in different environments and behavioural strategies that have worked well
- Academic ability and skills that the learner has developed
- Whether the learner is cared for by the authority and if so the name of the contact person and key personnel in the placing authority
- The learner's and their parent/carers' aspirations for the future
- An understanding of religious and cultural needs
- Current EHC planning
- Any additional information regarding any particular vulnerabilities or difficulties
- The learner will, wherever possible, take a central role in the pre-placement visit. He/she have the chance to share anything they would like to about themselves and their experiences. The learner will also be invited to join a class or play in the playground, supported by an experienced member of the staff team. If it is not possible for the learner to attend (if, for example, it would cause severe anxiety) the student will be observed during the visit to their current setting and at home.
- We will support families whose children are referred to the Academy with access to a Family Footings Advisor who introduces families to the benefits of using person

centred thinking tools and other key skills to assist parents when they are interacting with professionals involved in their children's lives. This is especially useful during times of transition to help families to:

- Feel listened to
- Be more in control of their lives
- Work in partnership with services to find the best outcome for their child
- Feel more connected into their local community

Arrangements made to help the learner's transition into School

The school will liaise with the parents and carers and/or the current educational setting to see what transition arrangements will best suit the learner. Transitions are often difficult for children with Autism. A transition plan, appropriate to the individual learner, will be drawn up to support transfer to Endeavour Academy. It is essential to consider mechanisms/strategies that may make the process easier for each learner. This may include visits by key staff between schools.

The school is keen to work closely with families to ensure that the whole family's needs are taken into consideration when looking at suitable placements and transition arrangements. Social stories and photographs of the school and staff will be offered to the learners as well as visits to the school so that the learner and their family feel fully prepared for the move to Endeavour Academy. Any visits will be planned with parents/carers and will be bespoke to individual needs.

Changes at previous reviews:

Version	Purpose/ Change	Responsibility	Date
V3	<ul style="list-style-type: none"> - Learner changed into student throughout - Oxfordshire changed into Local Authorities (p.3, p.4) - Referral procedure map added (p.9) - Children Look after changed into Children we Care for - Admission process (p.7) and Flow chart – process change on out of county referral – those are now process by the school and OCC is informed by the school when responding to the consultation. 	Principal	June 2021
V4	<ul style="list-style-type: none"> - Policy added to relevant documents - 'Their' added to ensure gender sensitivity (pg. 2) - Step 2 added on the pg. 6 (admission process) 	Principal	June 2022
V5	<ul style="list-style-type: none"> - Removed reference to statement of educational needs - Clarified admissions criteria - Clarified point 2 of the admissions process 	Principal	June 2023