




Admissions Policy

Signed	
Position	Head of School
Date Agreed	September 2024
Next Review	September 2025

Equality Statement

Centre Academy London is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

Centre Academy London is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.



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1. Process

Centre Academy London (CAL) is a small secondary school that supports learners with SEN, primarily SEMH and associated neuro-divergency. We can only accept a limited number of students for each academic year. Because of the nature of our mission as a SEN exclusive school and, indeed, the nature of our students, we are exceptionally careful with regard to offering places. In broad terms, we must be as sure as possible that we will be able to meet the needs—academic, interpersonal and social—of the applicant and that the applicant will benefit and thrive in our “enabling environment” for learning. We are also mindful that no student should compromise the ability of other students to learn.

Finally, the school cannot accommodate students for whom behavioural difficulties are a primary diagnosis.

Stage 1: Admissions Lead.

CAL draws students from the private and the state sector. Parents are initially advised to contact the Admissions Team, who will undertake a discussion designed to explore the applicant child’s diagnosis, SEN needs, the challenges the child is facing and any other details that the parent wishes to note. The Admissions Team will meanwhile present an overview of the school and its programmes, and attempt to answer any questions that may arise. Although this preliminary discussion is not at all definitive, the Admissions Team may or may not encourage the family to forward an application.

Stage 2: Consultation

Following the preliminary discussion with the Admissions Team, families applying privately, that is, those families who will fund the placement from their own resources, are encouraged to submit the formal application and accompany this document with a current assessment from an Educational Psychologist or an Education, Health and Care Plan (EHCP). This information may be augmented by reports from previous schools and any other information the parent believes will help provide as full a picture as possible of the child.

Families who will require local authority funding must include, with the application form, the child’s EHCP. If this has not yet been obtained, we will write back indicating that before we can go forward with the application, the family must secure an EHCP; if necessary, we will explain how this may be obtained. For those families who have already secured the EHCP, that document itself must accompany the application. This may be augmented by any other additional information the family wishes to provide. In some instances, the local authority will initiate the application process and will follow the process as indicated above.



Stage 3: School visit

If the information supplied suggests that CAL would be able to address the child's academic and SEN needs, the family is contacted and invited to visit the school. The visit will involve a discussion with the Head of School, the Admissions Lead and/or the SENDCo, focused on our programmes, academic, social and remedial. The visit concludes with a tour of the school grounds and facilities, and the family will have ample opportunity to ask questions about all aspects of school life.

Stage 4: Trial Period

If there is agreement that the school may be an appropriate place for the applicant, the family is subsequently contacted and the child is invited to spend a trial period—usually 2 or 3 days—with us. It should be noted that we will inform the local authority that an applicant who requires financial support is beginning his/her trial period.

The trial period has four objectives:

- 1) to ensure that our programmes and approaches to learning are appropriate for the child's needs
- 2) to ensure that the child will be able to interact successfully with the children already enrolled at the school
- 3) to ensure that the child can work at a sufficiently independent level, in order to access fully all aspects of our learning programme
- 4) to ensure that the child is sufficiently comfortable at CAL to the extent that he/she really wishes to attend.

At the end of the trial period, each teacher who worked with the applicant submits a short review of the child's performance to the Head of School; discussions then take place and if an offer of a place is deemed practical, the Head of School so indicates in writing to the parents; in the case of a child who is to be funded by a local authority, the authority also receives a copy of the letter of offer.

If a trial has not been successful, the Head of School will write to the family explaining why; again, a copy is sent to the local authority.

It is important to note that CAL uses a rolling admissions policy, that is, we accept children at any time during the academic year.