



# Snowdon Village

## Admissions Policy

---

Snowdon Village  
Date Adopted: 26<sup>th</sup> August 2022 Cabot Learning  
Federation  
Implementation Date: 26<sup>th</sup> August 2022

## Snowdon Village Admissions Policy

### Snowdon Village Vision and Objectives

Snowdon Village (SV) is a 4-16 academy offering a specialist delivery model for young people who find mainstream provision challenging for a number of reasons. SV provides a personalised, flexible and innovative programme of student, centred on the needs of the individual, enabling them to overcome their barriers to learning, equipping them with the skills for future success and enabling re-integration into full-time mainstream provision or meaningful onward progression. SV delivers this provision in partnership with Cabot Learning Federation (CLF), Bristol City Council (BCC), Parents/Carers, existing schools and other alternative providers and local employers in order to:

- Provide an inspiring and engaging curriculum which motivates students to exceed beyond their expectations.
  - An academic, vocational and technical learning enabling each student to learn and achieve in a style best suited to them.
    - Be an inclusive centre of excellence.
- Enable students to aspire to and achieve meaningful and productive futures, in terms of careers, personal independence and the ability to make a positive contribution to society.

### Introduction

Snowdon Village is an all through multi-site alternative provision that sits within the Cabot Learning Federation. We currently have 5 sites (we refer to them as schools) namely, The Nest, Engage, Bristol Futures Academy, City School HQ and City School Kingswood (Complex Needs).

Our schools are alternative provisions and we provide education to students (ages 4 – 16) who have been excluded from mainstream schools or who have specific learning needs which mean they find it difficult to cope in a mainstream setting.

The Snowdon Village Values are:

- **Positivity**
- **Equity**
- **Resilience**
- **Love**

We are a trauma informed school and having an awareness and understanding of trauma sits at the heart of everything we do.

## **Mission Statement**

Snowdon Village empowers the next generation of young people by providing a platform which creates opportunities for their life long journey. We value and promote creativity and teach transferable life skills, which are bespoke to meet the needs of the young people we work with. The holistic education we provide helps our young people develop and transition through the Academy and beyond.

We have high expectations for all our students and seek to guide our individual young people on their chosen path towards their peak potential.

The aim of the school is to promote inclusion, raise standards of behaviour and achievement by proactive early intervention. This will support schools in reducing suspensions and permanent exclusions.

Pupils are likely, but not exclusively, to have experienced school attendance issues, social, emotional or behavioural difficulties. Pupils who will benefit from a placement at Snowdon Village are likely to fall into the following categories: -

- Pupils who have had, or are at risk of having a fixed term or permanent exclusion
- Pupils who are disaffected with mainstream education to such an extent that continuation of a full-time placement in their setting is no longer a positive option
- Pupils who have social and emotional issues which are impacting on their education. This may manifest itself through negative and challenging behaviours or withdrawal from education and school life.
- Pupils who have been bullied, or have bullied others
- Pupils who have had patterns of poor school attendance and cannot re-establish consistent attendance at their mainstream setting
- Pupils who are disadvantaged and vulnerable due to a range of social circumstances (e.g. families experiencing risks such as poverty, substance misuse, mental health issues)

The purpose of this document is to set out the school's admission policy and to demonstrate that pupil admissions will be fair, open and transparent. The admissions policy will:

- Offer schools and academies early intervention placements to meet the needs of disaffected and vulnerable pupils and those who are at risk of permanent exclusion, or who have been permanently excluded
- Enable Snowdon Village to provide a structured, stable environment which will ensure that we are able to meet the individual needs of each pupil
- Support the aims of Snowdon Village which is to re-engage pupils with learning and return them to a mainstream education where possible.

## **Admission Arrangements**

The primary aim of Snowdon Village is to provide early intervention for schools and pupils and help re-engage pupils with their learning in a mainstream setting. Some children will stay with us to complete their KS4 education whilst other placements at Snowdon Village will be short term,

dual registered which will be subject to regular review. Full time or long-term placements will be available where an early return to mainstream school would not be appropriate.

The Cabot Learning Federation will only admit pupils to Snowdon Village in line with this admissions policy and following referral from an academy, a maintained school or by the Local Authority.

Snowdon Village will be run in accordance with all equalities law. It will admit pupils aged between 4 and 16 years who have been referred to the schools admissions panel through one of the referral routes set out below:

### **Bristol Inclusion Panel (Primary/Secondary)**

#### **Consults (Local Authority)**

### **Pupil Admission Numbers**

Snowdon Village has a published pupil admission number of 175 full-time equivalent (FTE) places.

As the school will operate with predominantly short-term and part-time placements the admission numbers should allow for considerable flexibility in meeting commissioner's needs.

Pupils will not be admitted above the published admission number unless there are exceptional circumstances.

### **The Nest-**

#### **Admissions procedures**

**Places at the Nest are commissioned by Bristol City Council and Cabot Learning Federation. Local schools can contact The Nest directly and request to commission a spot purchased place.**

- All pupils must have a personalised Pathways plan drawn up within 2 weeks of their start date at the NEST. This is to be shared with all staff, parent and carers, home school and any other professionals working with the child/family.
- Pupils to be supported during transition by the school and or parents/carers. Details of this TBA at the initial transition planning meeting.
- All adults and professionals involved in working with the child need to be involved in all referral meetings, transition planning meetings, induction and reviews. Transport arrangements to be agreed and arranged by the school who will be responsible for keeping the NEST staff informed of any such arrangements including taxi and other travel company numbers and arrangements.
- Copies of weekly plans to be sent to schools and key adults each week for the period they are supporting the child at the Nest and during key transition times.
- Pupils to be supported by a familiar adult for a minimum of 8 sessions before a fixed fortnightly timetable is agreed.
- Reviews of a pupil's provision and progress to be held fortnightly involving all key adults from home and school and professionals involved.
- During transition into the NEST, the Nest reviews of the pupil's progress to decide on the incremental increases. This will be be-spoke to the pupil and agreed with all stakeholders.

Some pupils may need to have their time increased at a slower pace and in smaller steps than others.

- All contact details for parents /carers and school staff to be given to NEST staff before the pupil starts at the NEST, these need to be kept up to date by the school and home. Contact details will be reviewed by the NEST termly
- Medical forms and permissions letters to be completed by parents and carers before the child starts at the NEST.
- Parents/carers to be invited in for a minimum of 2 visits with their child during the initial induction period.
- No pupil to be accepted into the NEST without a Thrive baseline assessment. If coming from a non-Thrive school parents/carers and school staff to work with NEST staff to complete a baseline or observed behaviour profile assessment within the first 2 weeks.
- Thrive Action plans and the pathways plan to be reviewed each term and shared with Home, school and any other professional working with the child/family.
- Thrive targets to be shared with all staff and parents/carers/ school key workers and any FIT workers or mentors as appropriate.
- All pupils to be appointed a NEST key worker to do 1-1 sessions and to liaise with home/school.
- Pupil's daily logs to be kept on each pupil along with a record of progress. Key workers to take responsibility for ensuring these are up to date.
- Copies of pupil's referrals and meeting records etc. to be stored on One Drive V Drive and paper copies to be kept in locked filing cabinet in the office at the NEST.
- Child friendly Reports of progress to be sent home with pupil 2x per year.
- Termly opportunities will be provided for parents and carers and key adults to share in the learning and celebrate achievements to be held at the NEST.
- All home schools to provide copies of risk assessments for pupils transferring to the NEST to inform NEST based assessments and provision.
- Pupils to be involved in drawing up personal risk assessments, personal handling plans. These to be reviewed throughout their time at the NEST.
- Pupils to have personal handling plans rehearsed and reviewed with them by their key workers regularly.
- Rules of the NEST to be reviewed regularly with the pupils and discussed to ensure they are able to keep the pupils and staff safe at all times.
- All pupils to be involved in drawing up the pupil contract and signing it.
- Parents and carers to be involved in celebrating rewards and informed of any sanctions.
- Attendance to be logged each day with a daily register. Home schools to be informed if pupils are not present. Home schools to telephone the NEST daily to check on attendance.
- Weekly attendance logs are sent to BCC for the Bristol funded places.
- Agreements over attendance records to be made with each individual school as a part of the induction discussions.
- Attendance data, Thrive data and behaviour points to be kept on each pupils in order to measure progress each term.
- All pupil's places to subject to 12 weekly reviews where outcomes in relation to transition into mainstream or specialist provision will be discussed and agreed.

- Reviews to be informed by baseline assessment reviews for thrive, attendance figures, major incident numbers, numbers of gold awards gained, behaviour points and engagement scores.
- All places to be subject to a 12-month final outcome meeting involving all stakeholders. Places only to be maintained after this time where a pupil is making a successful well-planned transition into a mainstream primary school or where a specialist placement has been sought and a start date for transition has been set.

### **Engage-**

Engage is based adjacent to Ever Green Primary School. This is for KS3 /KS4 students. We work with students within the Cabot Learning Federation; however, we also support other schools within Bristol and the South Gloucestershire area if we have the capacity and feel we can meet needs. Schools' outside of the CLF can commission places by contacting us directly.

Students in KS3/KS4 are referred for a period of 12 weeks maximum and we offer placements for Year 11 on a long-term part-time placement. Students can attend Work Experience, College placements or continue to attend their home academy.

### **Bristol Futures Academy and City School's.**

Bristol Futures Academy (BFA) is a 14-16 academy offering a specialist delivery model for young people who find mainstream provision challenging for several reasons.

**As part of transitioning to Snowdon village we will welcome year 9 students in preparation for year 10 in our KS4 settings from term 6 as part of the BIP process.**

BFA provides personalised, flexible, and innovative programmes of study (KS4 Vocational Qualifications/Technical Awards), centred on the needs of the individual enabling them to overcome their barriers to learning, equipping them with the skills for future success and enabling their re-integration into meaningful onward progression in their learning journey.

### **Admission Procedures (See Appendix 1 for Induction Process)**

BFA has 50 places commissioned by Bristol Local Authority. Admission to BFA is through the Bristol Inclusion Panel (BIP). Schools and Academies in Bristol Local Authority meet on a fortnightly basis to discuss referrals to Alternative Learning Provisions (ALP) as well as through a Fair Access Panel (FAP).

The following process must be adhered to:

- A Change of Provision (COP) form must be **fully** completed and uploaded to the Local Authority system prior to the published deadlines. This is usually 6 days prior to the BIP meeting.
- Schools and Academies should also share where appropriate any additional information that may not be on the COP Form (Pupil Passport, Contextual Safety Plans, Safeguarding etc.).

- Student and Parental preferences must be included on the form and it must be signed by parents or guardians.
- Schools or Academies must arrange and visit BFA prior to the BIP panel meeting.

### City School

There are two provisions within the City School. They are:

<b>HQ</b>	HQ is a city centre-based provision for up to 25 students
<b>Kingswood</b>	Kingswood is a high needs centre, primarily for students with EHCPs based in the Kingswood area of the city. This provision can accommodate up to 25 students.

### Admission Procedures

HQ referral procedure are as follows:

City school (HQ) have 25 places commissioned by Bristol Local Authority. Admission to City School is solely based through the Bristol Inclusion Panel (BIP). Schools and academies in Bristol Local Authority meet on a fortnightly basis to discuss referrals to ALP (as well as FAP cases etc.).

In order that a student, be admitted to Snowdon Village City School, the following process must be adhered to:

- A Change of Provision (COP) form must be **fully** completed and uploaded to the Local Authority system prior to the published deadlines. This is usually 6 days prior to the BIP meeting.
- Student and Parental preferences must be included on the form and it must be signed by parents or guardians.
- Schools or academies must have visited the provision prior to the BIP panel meeting.
- A majority of BIP members vote for the student to be referred to the school.

Snowdon Village reserve the right to refuse a referral made at BIP based on these procedures not being followed.

### SPOT Purchase Places

#### **Pupil registration and information sharing**

The numbers on roll at Snowdon Village will fluctuate throughout the academic year. Snowdon Village will make sure that all pupils are registered accordingly in line with section 434 of the Education Act 1996. All part-time pupils or those attending on early intervention or on a fixed term exclusion will remain on the register at the commissioning school and with Snowdon Village (dual registration). A pupil attending who has been permanently excluded or referred through the BIP will be removed from the parent schools register and be single registered at Snowdon Village.

Appendix 1

## Induction Checklist (Core)

**Student Name:** \_\_\_\_\_

<b>Core Induction Pathway</b>		
1.	Prospective student to visit school	
2.	BIP Panel – completed COP form, Student Panel and Contextual Safety Plans will be shared with schools.	
3.	Student Profile started by feeder school	
4.	Admissions Meeting: <ul style="list-style-type: none"> <li>• to complete Data Collection Forms etc</li> <li>• Take student photo for SIMS</li> <li>• Additional information (Contextual Safeguarding, agency involvement etc.) to be added to Student Profile</li> </ul>	<b>FSW + CL</b>
5.	Discuss at next SLT meeting – Can we proceed?	<b>SLT</b>
6.	Share Student Profile with Pastoral team and staff. Also: <ul style="list-style-type: none"> <li>• Choose Key Adult and Tutor Group</li> <li>• Key Adult to share the information with the whole team</li> </ul>	<b>DSL + FSW</b>
7.	Home visit completed by pastoral team: <ul style="list-style-type: none"> <li>• discuss timetable and Student Profile. Amended with any additional information</li> <li>• Deliver uniform</li> <li>• Further Contextual Safeguarding</li> <li>• Share all information with SLT – Day 1 to be confirmed and based on the contextual safeguarding information gathered</li> </ul>	<b>FSW + Key Adult</b>
8.	Does this student require a Risk Assessment?	<b>DSL + Key Adult</b>
9.	Invite student for Day 1	<b>KA</b>
10.	Day 1: Meeting with key adults and first lunch with peers: <ul style="list-style-type: none"> <li>• 9:30 start – meet with KA, tour of the building and introduction to staff and students</li> <li>• 10:00 - Academic baselines completed and Student Profile amended</li> <li>• Assessments to take place between P1 – P4 + lunch</li> <li>• Finish at 1:30</li> </ul>	<b>KA</b>

	<p>All students will attend BFA/City School on a 6-week trial period that will be reviewed at 4 and 6 weeks.</p> <p><b>PLACEMENT REVIEW DATE MUST BE ARRANGED WITH FEEDER SCHOOL</b></p> <p>Inviting parents, FSW, feeder school + any other relevant professionals</p>	
11.	<p>Day 2: Lessons:</p> <ul style="list-style-type: none"> <li>• P1 – 4 &amp; Lunch with staff and peers:</li> <li>• Key Adult to meet student at reception every day this week</li> <li>• Normal lessons – initial assessments to be taken in vocational subjects</li> <li>• Finish at 1:30</li> </ul>	<b>Teachers</b>
12.	<p>Day 3: Normal day:</p> <ul style="list-style-type: none"> <li>• P1-P6 (unless PT Timetable agreed)</li> <li>• Finish at 15:00</li> </ul>	
13.	<p>Day 4 &amp; 5:</p> <ul style="list-style-type: none"> <li>• P1 – P6</li> <li>• KA to check in with student to assess how the week has been and report to home</li> <li>• Finish at 15:00</li> </ul>	

<b>Key for responsibility:</b>	Feeder School	Curriculum Lead/Teachers	Pastoral Team
--------------------------------	---------------	--------------------------	---------------

**PT Timetables only agreed by SLT at admissions and reviewed every 2 weeks.**

## Induction Checklist (SEN)

Student Name: \_\_\_\_\_

SEN Induction Pathway		
1.	SENCo to receive consult and begin information gathering to ascertain suitability of provision	
2.	Home-visit/visit to site (as appropriate) to discuss needs and timetabling	
3.	Official response to consult sent to SEN (within 14 days)	
4.	Student Profile started by SENCo	
5.	Home visit completed by pastoral team and Student Profile amended	
6.	Contracts signed and Student Profile amended	
7.	Academic baselines completed and Student Profile amended	
8.	SEN meeting and assessments completed and Student Profile amended	
9.	Meeting with key adults and first lunch with peers (if appropriate)	
10.	First half day in lessons (if appropriate) and Student Profile completed	

Key for responsibility:	Admin Team	Curriculum Lead/Teachers	Pastoral Lead	SEN Team
-------------------------	------------	--------------------------	---------------	----------