



Snowdon Village Academy

Admissions Procedures

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Person Responsible for Reviewing this Document: SENDCO

1. Introduction

Snowdon Village Academy, part of the Cabot Learning Federation, represents a group of schools committed to providing exceptional educational opportunities to students who face challenges within mainstream educational environments. Our family of schools; including The Nest, Engage, Bristol Futures Academy, and City School, offers tailored educational programs for students aged 4 to 16 who have been excluded from mainstream schools or have specific learning needs. This Admission Policy outlines the criteria and procedures for student enrolment across our schools.

2. Aim

This policy aims to ensure a fair, transparent, and inclusive admissions process that supports our mission to provide specialised education to students needing alternative provision due to exclusion or specific learning needs.

3. Scope

This policy applies to all admissions for the Snowdon Village Academy, including all schools under its umbrella.

Students enter Snowdon Village via three different pathways, depending on the school and their individual needs.

For places at Bristol Futures Academy and The City School

If the child has an EHCP – Their application for an education placement will come via the Local Authority in the form of a ‘Consult’. The SEND (Special Educational Needs and Disabilities) school consultation process is a critical pathway for ensuring that children with specific educational needs receive appropriate support. This process is part of the broader framework established under the Children and Families Act 2014, which emphasizes the rights of children with SEND to receive tailored educational support.

The consultation process begins when a child is identified by educators, parents, or healthcare professionals as potentially having SEND. Following this identification, a detailed assessment is conducted to establish the child's specific needs. This assessment may involve educational psychologists, therapists, and SEND specialists.

If the assessment concludes that the child requires more support than what can be provided by mainstream educational settings, the process for developing an Education, Health and Care Plan (EHCP) may be initiated. The EHCP is a legally binding document that outlines the child's educational, health, and social care needs and specifies the provision required to meet these needs.

Part of formulating an EHCP involves consulting with various stakeholders, including the child's parents or caregivers, teachers, and relevant professionals. The local authority is responsible for this process and must ensure that the family is involved at every step, allowing them to express their

preferences for the educational setting that best suits the child's needs. This can include special schools, mainstream schools with additional support, or specialist settings such as Snowdon Village.

Once the EHCP is drafted, it is shared with the proposed educational settings. These settings are consulted to ascertain whether they can meet the child's needs as outlined in the plan. The local authority makes the final placement decision, taking into consideration the consultation responses and the parents' preferences.

Throughout this process, parents and guardians have the right to appeal decisions about the EHCP contents or the school placement through the SEND Tribunal, ensuring that the child's best interests are always prioritised. This thorough consultation process ensures that each child with SEND receives the most beneficial and individualised educational experience possible.

If the child does not have an EHCP – Their referral must come via the Bristol Inclusion and Fair Access Panel; students can only be taken to the Panel by their current on-roll school. The Panel meets weekly and is chaired by Mark Kennedy and Natasha Spence from the Bristol City Council Inclusion Hub.

The Bristol Inclusion Surgery is a multi-agency body operating within the Bristol City Council framework, designed to ensure that children and young people facing significant barriers to learning in mainstream schools receive appropriate educational support. This includes those who are at risk of exclusion, have been permanently excluded, or are without a school place due to various complexities such as behavioural challenges, mental health issues, or other specific needs that affect their ability to thrive in a standard school setting.

The process of referring a child to Inclusion Surgery for consideration for a place in an alternative learning provision typically follows these steps:

Identification: A mainstream school identifies a student who is struggling significantly, whether due to behavioural issues, risk of exclusion, or other special educational needs that cannot be adequately addressed within the current school environment.

Initial Assessment and Documentation: The school gathers detailed documentation and evidence of the student's educational history, needs, and any interventions attempted. This includes input from teachers, SENCOs (Special Educational Needs Coordinators), and any other professionals involved with the student.

Referral Submission: The school submits a referral to the Inclusion Surgery, including all relevant documentation and a detailed case for why the student may benefit from an alternative learning environment. This submission must clearly outline the specific needs and challenges of the student and any previous strategies employed to support them.

Inclusion Surgery Review and Decision: The Inclusion Surgery, consisting of experts from various educational and social care backgrounds, reviews the referral. The Surgery will explore the barriers to success with the referring school and make an action plan based on the child's needs. This may include take away actions for the school signposting to sources of support, requests for more information, allocating appropriate resource, and in some cases, an allocation to a full-time DfE registered ALP

setting, such as Snowdon Village. The panel may request additional information or direct consultations with professionals who know the student.

Placement and Follow-up: If the panel decides that a move to a full-time DfE registered ALP setting is appropriate, they coordinate with available alternative learning environments to place the student. The Inclusion Hub has in place mechanisms for monitoring student progress and for reviewing additional support if needed.

This structured approach allows the Inclusion Surgery to match the unique needs of each student with the most appropriate educational setting, aiming to facilitate better educational outcomes and more positive overall development.

If a child is granted a place at Snowdon Village via the Fair Access Panel, they remain dual-registered with their mainstream setting for six weeks, after which time a review meeting will take place and progress against agreed success criteria is reviewed. If the child is working well toward these outcomes, they will then be taken on single registration at either Bristol Futures Academy or The City School.

If a child is not working well toward these targets, the child will remain on dual registration for a further six weeks, where a second review will be held. During this time additional support will be put in place by both Snowdon Village and the mainstream school.

*After twelve weeks, if the child is working well toward these outcomes, they will then be taken on single registration at either Bristol Futures Academy or The City School. If the child is still not making progress at Snowdon Village, **they may be returned to the Inclusion Surgery by both registered schools for an alternative school placement.***

For places at Engage and The NEST

The NEST and Engage operate as 'revolving door' alternative provisions within Snowdon Village Academy, providing targeted educational support through a structured referral and review process, with a view to students returning to mainstream education. These provisions are designed to accommodate students who may benefit from an alternative educational environment for a limited period, due to various challenges encountered in mainstream settings – with the aim of students returning to their mainstream settings. On occasions these settings may work with a child who has been PEXed and is due to return to mainstream school via the Bristol Fair Access Panel after completion of the 'revolving door' programme

Referral Process:

Identification: Mainstream schools identify students who are struggling due to behavioural issues, risk of exclusion, or specific educational needs that are not being met effectively in the current school environment.

Documentation: Schools compile comprehensive documentation detailing the student's educational history, needs, and prior interventions. This documentation should include assessments from educational professionals such as teachers and SENCOs.



Referral Submission: Schools submit these documents for a termly referral panel review, following the same detailed and rigorous documentation process used for the Inclusion Surgery.

Panel Review:

Termly Panels: A panel review is conducted termly via a Microsoft Teams meeting, where each referring school is allocated a 15-minute slot to present their case for student referral. Ad-hoc referrals may be considered throughout the school term where required.

Discussion and Decision: During these sessions, panel members review the documentation and discuss the suitability of the student for a placement at The NEST or Engage. Decisions to accept students into these provisions are based on a comprehensive assessment of each student's unique needs and the potential benefit of an early-intervention alternative learning environment.

Placement and Monitoring:

Inreach and Outreach Allocation: Depending on the specific needs and circumstances of the student, placements are allocated to either inreach or outreach programs.

Program Duration and Review: Students are placed in these alternative provisions for a 12-week program. During this period, student progress is reviewed fortnightly to ensure that they are receiving appropriate support and making satisfactory progress.

This process ensures that each student referred to The NEST or Engage receives personalized educational support in a setting that is best suited to their individual needs, with regular assessments to monitor effectiveness and adapt strategies as necessary.

For further information on admissions to Snowdon Village, please contact info@sv.clf.uk