



Admissions Policy

1. Purpose

This policy sets out the principles, legal duties and procedures that guide the admission of learners to Bay Learning Academy CIC. It ensures transparency, fairness and compliance with all relevant legislation, including duties relating to equality, safeguarding and the commissioning requirements of Local Authorities (LAs) and schools.

2. Legal and Regulatory Framework

Bay Learning Academy CIC operates in accordance with:

- **Equality Act 2010**, including specific duties relating to *protected characteristics* (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- **SEND Code of Practice (2015)**.
- **Education Act 1996** and associated duties relating to alternative provision.
- Local Authority commissioning agreements and contract requirements.

Bay Learning Academy CIC does **not** discriminate against learners on the basis of any protected characteristic. All admission decisions are based on an assessment of whether the organisation can safely and effectively meet the learner's needs.

3. Commissioning

Bay Learning Academy CIC:

- Accepts referrals **only from Local Authorities and schools**.
- Does not accept direct referrals from parents, carers or self-referrals.
- Works collaboratively with commissioners to ensure suitability, risk, prior attainment and needs are accurately understood prior to admission.

Commissioners must provide full referral documentation, including EHCPs (where applicable), risk assessments, safeguarding history, attendance records and multi-agency information.

4. Admission Principles

Bay Learning Academy CIC is committed to:

- Providing a safe, inclusive environment for all learners.
- Ensuring every learner receives appropriate, personalised support.
- Maintaining high-quality standards of education, safeguarding and wellbeing.
- Working in partnership with families and commissioning organisations.



5. Suitability Assessment and Right to Decline / Review Placements

Bay Learning Academy CIC reserves the right to:

- Conduct a **pre-admission suitability assessment** to determine whether it can meet the learner's needs.
- Decline an admission where the Academy cannot safely or reasonably meet those needs.
- Place reasonable conditions on admission (e.g. support packages, reduced timetable, multi-agency involvement).
- **Continually review** a placement throughout the learner's time at Bay to ensure needs continue to be met.
- Request a commissioner-led review or alternative placement if a learner's needs change beyond what Bay can safely accommodate.

These decisions will always be discussed transparently with the commissioner and, where appropriate, the parent/carer.

6. Admissions Procedure

6.1 Referral Received

- Commissioner submits a formal referral package.
- Bay Learning Academy reviews all documentation and undertakes initial risk and needs assessments.
- Senior leadership decides whether to progress to the next stage.

6.2 Suitability Meeting (Multi-Agency or Commissioner Meeting)

- Discussion of learner needs, provision mapping and any risks.
- Agreement on support required, expected outcomes and any conditions of placement.

6.3 Parent/Carer and Learner Induction Process

If the referral progresses, a structured induction takes place:

1. **Parent/Carer and Learner Visit**
 - A look around the Academy.
 - Meet-and-greet with key staff.
 - Opportunity for parents, carers and learners to ask questions.
 - Explanation of expectations, timetable, safeguarding processes and support available.
2. **Learner Baseline Testing**
 - English baseline assessment.
 - Maths baseline assessment.
 - Additional assessments if required (e.g. reading age, wellbeing check, vocational suitability).
3. **Learner Handbook Issued**

The handbook includes:

 - Behaviour expectations and Positive Adaptions framework.
 - Attendance requirements.
 - Safeguarding information.



- Curriculum structure.
- Assessment schedule.
- Milestones and targets related to **Positive Adaptions**, including:
 - Emotional regulation
 - Social engagement
 - Attendance improvements
 - Academic progress
 - Wellbeing indicators
 - Progress towards independence and post-16 readiness (where applicable)

4. Individual Learning Plan Created

- Developed following baseline assessments.
- Includes initial milestones, support strategies and agreed Positive Adaptations targets.

6.4 Start Date Confirmed

- Commissioner is notified of acceptance.
- Parent/carer receives confirmation and handbook.
- Timetable, transport arrangements (where applicable) and support plans are finalised.

7. Ongoing Review and Monitoring

Throughout the placement:

- Progress is monitored through academic assessments, attendance tracking and Positive Adaptions milestones.
- Regular reports are shared with the commissioner.
- Termly review meetings take place, or more frequently if required.
- Placement remains contingent on Bay's ongoing ability to meet the learner's needs safely and effectively.
- If a placement becomes unsuitable, Bay will work with the commissioner to plan a managed transition.

8. Appeals

If a referral is declined:

- The commissioner may request further clarification or supply additional evidence.
- A senior review may be conducted internally.
- Final decisions rest with the Senior Leadership Team, based on safeguarding, capacity and learner need.

9. Policy Review

This policy will be reviewed annually or earlier if required due to legislative changes, updated commissioning frameworks or organisational development.