

Admissions Policy v4.1

Strive for Education

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Statement of Intent:

At Strive, we welcome all students, and places at the school are offered in an open, fair, clear and objective manner. We work to the principle that any parent accessing our admissions arrangements will be able to understand easily how places will be allocated and will not be alienated or discouraged from applying based on admissions criteria.

This policy operates in conjunction with the following school policies:

- Student Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- SEN Information Report

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1. Aims

Strive for Education (Strive) is a Specialist Independent Day School. Strive supports young people who have SEMH/ASD/ADHD identified as a **primary** need on their EHCP. The admission procedure is controlled and administered by the admissions panel and Headteacher. The admissions panel consist of the following:

- Headteacher
- School SENCo
- Deputy Headteacher

Admission Numbers 2025/26: Strive has capacity for a maximum admission number of 54 students across 4 sites (19/21 North Park Road, Starbeck Learning Centre, Hookstone and our new Bishop Thornton Site).

19/21 North Park Road & Starbeck	24	4 classes of 6
Hookstone	12	1 class of 12/2 classes of 6
Bishop Thornton	18	3 classes of 6
	54	9 classes of 6

Each class will have 1 tutor with the support of 1 teaching assistant/support staff. Classes are formulated depending on student needs and abilities and not age.

Strive will also offer part-time Alternative Provision (AP) as part of our registered capacity. AP places are 2-days maximum and students will be dual registered but remain the responsibility of their home school. If admission information is required as part of our AP, go straight to section 3.

All information regarding the referral process is located on the Strive for Education website www.striveforeducation.co.uk. This policy aims to explain the enrolment process once you have applied for a place. If parents/carers/schools/Local Authority wish to potentially name Strive Independent School on a young person's EHCP, then a consult would be sent to Strive (andy@striveforeducation.co.uk)

Where a young person has an EHCP and a full-time placement is being sought, Casework Officers (CWOs) must be contacted by parents/carers and requested to send a Consultation to Strive.

2. Admission Procedures

Admission procedures for a full-time place with Strive named on an EHCP: (Stage 1-4 should take place within 15 days)

Stage 1 - On receipt of a consult, due diligence checks will be carried out to help confirm if Strive can meet the needs of the student.



Stage 2 - An EHCP consultation meeting will take place between the Head/Dept Headteacher and SENCo. This meeting will ascertain whether Strive can meet the EHCP outcomes through the Core Offer. If needs can't be met through the Core Offer, a discussion will take place around what additional services/provision is required, if possible, to enable needs to be met. A placement on the Outreach programme may be sought.



Stage 3 – If Strive believes that needs can be met, prior to acceptance of a consult, the student and family will be invited for a meeting and a tour of Strive for Education School. During the meeting the following induction agenda will be followed:

- What Strive will offer the student. Both personal, academic and EHCP outcomes will be discussed.
- Strive curriculum – outline of the core offer and a discussion around additional needs.
- How learning sessions are structured and the expectations of a student's engagement and punctuality.
- Structure of the day and week – how Strive will fit into the student's overall weekly timetable and how the day will be planned and delivered.
- Student opinion – how they feel, what they want and how they are going to achieve their objectives.
- Family views. Families to give their opinion, aims and objectives.
- Strive VALUES – all students must be able to align with our core values.

A member of the admissions panel may visit the student's current setting if appropriate and speak with staff.

Strive may offer a trial session/day for the young person to gain a greater understanding of whether needs can be met within Strive.



Stage 4 - Once the acceptance of a place has been agreed and the consult accepted, the student/family will be required to complete the following before beginning their course. *A student/parent can at this stage choose not to accept the place if they have multiple offers.*

- Online enrolment form
- A detailed induction process to discuss transition, curriculum and support processes



Stage 5 – On completion of all enrolment procedures:

- Plan and agree timetable and activities with the student to ensure full and productive days at Strive. There will be a phased transition to full time which is agreed by all. This is to allow a

increased chance of success of the placement as the young person adjusts to new routines, adults, setting, premises and curriculum. Too much too early can lead to a feeling of overwhelm and anxiety.

- Discuss access to enrichment and support where appropriate
- Students know how to report absences and understand the lines of communications for absences

Attendance Responsibilities - in line with the attendance policy

- Students must attend regularly and be punctual (before 9.30am/12.30pm)
- Parents/Carers (or anyone with parental responsibility) must ensure that students attend regularly and on time
- Parents/carers/ students must report absences before 9.30am
- Strive will take the register twice daily (am and pm). Morning register closes at 10am afternoon register closes at 12.30pm

Allocation of places

Admission numbers

- Strive has an agreed admission number of a maximum of 54 students on roll for entry in 2025-26. This includes part-time AP placements.
- Part-time places may be negotiated depending on the needs of the student and availability of a space.

5. Core Offer – This is an outstanding offer that is available to all students who attend Strive on a full-time basis. Students MUST be able to meet the criteria of working at a ratio of 3:1. Alternate funding arrangements would need to be in place if Outreach or 1:1.

Curriculum areas on offer through a full-time timetable:

- Functional Skills Maths and English Entry Level 1 through to Level 2. Level 2 is equivalent to a GCSE Level 4 Pass
- GCSE Maths, English and Science through an acceleration programme
- Sport and Leading an Active Lifestyle (BTEC Level 1)
- Hair, Beauty and Make-Up (ASDAN/BTEC Level 1)
- Digital Media (BTEC Level 1)
- Catering, Hospitality and Tourism (BTEC Level 1)
- IT and Computing (ASDAN)
- Science (ASDAN)

Asdan / AQA Unit Award Scheme:

- Personal, Social, Health Education (PSHE)
- Outdoor Adventures Education (OAA)
- Woodwork, homecraft and basic joinery skills

- Bike mechanics
- Creative Arts
- Music

In addition to specific subject areas:

- Opportunities for work experience
- Careers meetings and independent guidance
- Access to enrichment opportunities which include boxing, gardening, pallet craft, animal care, horticulture, golf, climbing, pool, darts, baking, help in the community and health & social care

Hookstone Centre:

- Maths, English, science, PSHE, PD, Life-skills and preparing for adulthood.
- Construction skills to include plumbing, joinery, bricklaying, plastering, woodwork, flooring, roofing and electrical.

Bishop Thornton Site:

- Maths, English, Science, PSHE, PD, Life-skills and preparing for adulthood.
- Horticulture, landscaping, gardening, animal care and bushcraft.
- Cookery, sports and physical well-being

Student ratios:

- Core class offer of 3 students to 1 adult
- Class group of 6 students maximum with 2 adults
- Students must be able to work effectively in a class with 2 additional students and 1 teacher. Where student numbers exceed 3 in a class, a second support teacher will be present.

Baseline assessments

- Curriculum assessments completed on arrival and during induction period
- BOXALL assessment completed in first half term (SEMH assessment)
- Learning Journals including individual education plan
- Risk Assessment produced where required
- Behaviour Plan produced where required

Interventions and Support:

- Weekly 1-1 meetings with intervention team/form tutor
- Access to Professional Therapeutic and Counselling Services. Services may be externally commissioned depending on needs and availability
- Access to a Special Education Needs Coordinator (SENCo)
- 1-1 support where required
- Access to Alternative Provision

* A young person requiring access to an Educational Psychologist would require additional funding above the core offer.

Reviews and Reporting

- Strive will attend all Child Protection, Child in Need, Youth Justice, Looked After Child and any other professional review meetings. This will include during any holiday periods
- Strive will attend all EHCP review meetings, interim and annual
- Strive will send a comprehensive report to home and professionals (where appropriate) every term. This will include a review against specific targets for each subject area and information on attendance, behaviour and progress

Facility Type

- Strive is not a 'secure unit' type facility and environment
- Students MUST have a low-level risk of absconding

School Lunches

- Strive will provide food for ALL students every day and will always include a hot option
- Those on an AP placement will be required to contribute to their lunches.
- Those on FSM on AP will claim money from home schools.

School Equipment

- Strive will provide all the equipment needed for school. This includes all books, stationary, files and paper
- Strive will provide all Personal Protective Equipment (PPE) needed to access the full curriculum. This includes any safety footwear and clothing

School Term Dates

- Not including training days, Strive will follow North Yorkshire school published holidays
- Training Days will be published separately and communicated to all stakeholders

Review of a Place

- Strive will do everything possible to ensure a student's educational, emotional, and social needs are met, however, where it is evident that Strive can't meet these needs, a place will be reviewed and possibly removed
- A student will be placed on personalised cycles of 'Assess-Do-Review' to help support needs
- Where a place needs reviewing, an interim EHCP review meeting will take place and a different specialist provision may need naming on the plan.

3. Alternative Provision Admissions

Strive provides AP for all local secondary schools. Schools can commission places for a variety of reasons but would normally include those who are at risk of exclusion, those with anxiety and non-attendance or those whose needs can't be met through a full-time timetable in mainstream. The admission procedure is controlled and administered by the Headteacher and the admissions panel.

Individual schools will refer and apply for places. Strive has a maximum admissions number of 6 AP places at Hookstone and 12 at Bishop Thornton, 6 x KS3 and 6 x KS4. All 2-day placements.

How to apply

Where schools feel that they are unable to meet the needs of a student and they are missing out on a quality of education, a referral to Strive should be explored. Students who are at risk of being excluded, have SEMH needs or other SEN, are a school refuser or suffer from any other condition that prevents them from attending can be referred. Where a school feels that a student meets this criteria and all other interventions have been tried and failed, then the following procedure should be followed:

Following acceptance of a referral, the student, family and commissioning school representative will be invited for a meeting and a tour of Strive for Education school. During the meeting the following agenda will be followed:

- What Strive will offer the student. Both personal and academic outcomes will be discussed.
- Strive curriculum – outline of the curriculum, core and vocational subjects on offer.
- Structure of the day and week – how Strive will fit into the commissioning school's overall weekly timetable and how the day will be planned and delivered.
- Student opinion – how they feel, what they want and how they are going to achieve their objectives. Any potential barriers to learning to be discussed.
- Family views. Families to give their opinion, aims and objectives.
- Strive VALUES.
- Rules and procedures that enable students to succeed and make progress in all areas. Behaviour & relationships policy (inc bullying), attendance, mobile phone & searching, screening & confiscation.
- Student and family to meet any key staff that the student may work with.
- If the referral is accepted and the induction meeting has been successful then the student, family and host school will be given a start date.
- Families and host school MUST complete an online enrolment form prior to starting.

Place Funding

Place funding arrangements will always be a preferred option for Strive and commissioning schools who offer place funding will always be given priority over other schools. Place funding allows Strive for Education to budget manage and plan provision and staffing effectively, allowing for a greater level of services provided. This model also allows the school security and flexibility to plan their own provision effectively, knowing they have a place(s) secured. Schools can commission any number of places and fill those places however they see fit with different students if necessary. All place funding agreements will be discussed with each individual school. All schools must agree to the Terms and Conditions of Business within the Strive Service Level Agreement.

4. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher and admission panel every year.