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### **1. Statement of intent**

Wider Ambition is an independent education provider for academically able students with autism, anxiety, and related needs.

Our Admissions Policy has been developed to ensure that all applications are carefully considered and that places at Wider Ambition settings are offered in a fair and transparent manner to young people who meet our admissions criteria.

The process of considering each application to assess whether the young person meets our admissions criteria and whether Wider Ambition can help them to reach their potential is referred to as the Admissions Assessment Process.

Most students at Wider Ambition settings receive Local Authority funding in accordance with an Education, Health, and Care Plan. We work in partnership with families, Local Authorities, and clinical professionals, encouraging open and efficient decision-making in the best interests of each young person.

### **2. About our policies**

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.
- 2.2. Our policies are inter-related and are intended to be read, understood and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.

- 2.4. The School Administrator is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently in each setting.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.
- 2.11. The Senior Leadership Team (SLT) includes the Proprietor, Pastoral Lead, Headteacher(s), Deputy Head(s), Quality of Education and Professional Development Lead, Leadership Assistants and any member of staff to whom responsibility is temporarily delegated by the Proprietor or Head(s).
- 2.12. All references to parents within our policies should be interpreted to include parent carers.

### **3. Personnel involved in the Admissions Assessment Process**

- 3.1. The Admissions Assessment Process is the route through which all applications for places at Wider Ambition settings are carefully and fairly considered.
- 3.2. The Admissions Team has responsibility for gathering all relevant information, liaising with the family and, where appropriate, the Local Authority, and making recommendations to the Admissions Panel during the Admissions Assessment Process.
- 3.3. The Admissions Panel, typically comprised of a Director and members of the Governing Body, has responsibility for reviewing the recommendations of the Admissions Team, making recommendations for further assessment or information gathering and deciding whether to offer a place at the setting, subject to availability of a place and funding.
- 3.4. Wider Ambition settings offer integrated on-site therapy in liaison with a team of independent professionals, for example an Educational Psychologist, Occupational Therapist and Speech and Language Therapist. The Admissions Team or Admissions Panel may consider it appropriate to seek professional input from our therapists and other trusted partners during the Admissions

Assessment Process. This may include a review of the paperwork or a further assessment of the potential student. Families are asked to support any requests made by Wider Ambition settings for an associated professional to meet with the potential student. We will always prioritise the young person's best interests when making any such requests and we will work with families to agree an alternative approach where necessary.

## **4. Admissions criteria**

- 4.1. Potential students will only be offered a place at a Wider Ambition setting if they meet the following criteria:
  - 4.1.1. Have a diagnosis of autism or present with characteristics consistent with autism, or present with Social, Emotional or Mental Health (SEMH) needs such as anxiety, sensory needs or low mood which may be co-morbid with autism.
  - 4.1.2. Have the academic ability to follow an age-appropriate curriculum in the format offered at the setting and achieve at average or above-average levels.
  - 4.1.3. Are unlikely to display behaviour at the setting which would have a detrimental impact on other students or themselves, including any behaviour or presentation of needs which would make the environment or social context unpredictable for other students.
  - 4.1.4. Are considered, at our sole discretion, to be someone who would benefit from attending the setting and for whose profile of needs the physical environment, social context, and embedded therapeutic offer are appropriate.
  - 4.1.5. Are considered, at our sole discretion, to be someone whose attendance would not cause unreasonable detriment to existing students.
  - 4.1.6. Are, or are expected to be, eligible for Local Authority funding via an Education, Health and Care Plan or can provide evidence of other means of funding a placement.
- 4.2. Where a potential student has previously displayed, or is currently displaying, challenging behaviour, the Admissions Panel will consider the following: the extent to which this behaviour is likely to be due to unmet needs; the extent to which the Panel is satisfied that similar behaviour would not occur during a placement at the setting; and the risks associated with the possibility of such behaviour arising at the setting, giving weight to the needs of existing students.
- 4.3. We acknowledge that some potential students may be disengaged from education, have difficulty leaving the home environment, or otherwise be unable to fully participate in the Admissions Assessment Process. If the Admissions Panel has a reasonable expectation that a potential student will become able to engage and attend the setting at an agreed frequency within a trial period, non-engagement during the Admissions Assessment Process will not necessarily prevent the offer of a place.
- 4.4. Where a potential student has weaknesses in some areas of the curriculum, or has gaps in their educational history, this will not prevent the offer of a place, provided the Admissions Panel has a reasonable expectation that the potential student will become able to access the Wider Ambition

curriculum and generally achieve at or above age-related expectations for the year group in which they are placed, without requiring an unfeasible level of additional support.

## 5. Applications for a post-16 placement for existing Wider Ambition students

- 5.1. There is no automatic progression from Lokrum Fields, Sunbrae, or our alternative provision, to a full-time post-16 placement at Chestnut Place.
- 5.2. Options for post-16 arrangements will be discussed with parents and students at each annual review from year 9 onwards.
- 5.3. Where the parents and/or student wish to apply to Chestnut Place, we encourage them to complete an Initial Enquiry Form in year 10. The Admissions Assessment Process will then take place before the year 11 annual review.
- 5.4. The above admissions criteria will apply to students who are transferring from another Wider Ambition setting in substantially the same way that the criteria apply to new applications.
- 5.5. The Admissions Panel has discretion to apply leniency for existing students in relation to their academic profile but not in relation to their behavioural profile. Leniency will only be provided in relation to a student's academic profile if there are sufficient places at Chestnut Place that such a decision would not unduly disadvantage another applicant or if a transfer of the student to Chestnut Place is considered by the Admissions Panel to be significantly advantageous to other existing students.

## 6. How the Admissions Assessment Process works

- 6.1. The Admissions Assessment Process commences on receipt of a completed Initial Enquiry Form. This will be available to download from the website or emailed to parents on request.
- 6.2. Where an initial enquiry arises via a Local Authority, we will contact the parents and ask them to complete a Parental Initial Enquiry Form prior to the Admissions Assessment Process commencing. This form includes consent for processing personal information.
- 6.3. Applications are welcome at any time throughout the year for young people between 8 and 20 years old.
- 6.4. The Admissions Assessment Process ordinarily follows a staged approach as set out below. A degree of flexibility is maintained in recognition of the individual needs and circumstances of each potential student. Any significant deviation from the standard approach will be carefully considered by the Admissions Panel in advance to ensure the process remains fair.

	<b>Applications up to year 11</b>	<b>Post-16 applications</b>
Stage 1 – site visit for parents and post-16 students	<p>We aim to contact parents within one week of receiving an initial enquiry form, to invite them to visit the setting outside school hours during our next planned open event.</p> <p>Staff may take notes of any pertinent information arising from conversations which take place during the tour and any notes will be saved to the young</p>	

	<p>person's admissions file.</p> <p>If there is any unavoidable delay in making arrangements for a parental visit, then the process may proceed to Stage 2 in the interim.</p>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="435 439 930 1016"> <p>Parents are informed that potential students cannot accompany them on a site visit at this stage. Potential students for pre-16 settings are encouraged to become directly involved with the Admissions Assessment Process from Stage 4 onwards. We take this approach because it can be detrimental to show potential students what Wider Ambition has to offer and then, having raised their hopes, to decline to provide a place. Where a parent believes that there is an overriding reason why the potential student should be allowed to visit at this stage, their request will be referred to the Admissions Panel for a decision.</p> </td> <td data-bbox="930 439 1423 1016"> <p>Students are permitted to accompany parents to open events. However, parents are advised to carefully consider whether the student is likely to meet our admissions criteria before bringing them to an open event, to avoid disappointment.</p> </td> </tr> </table>	<p>Parents are informed that potential students cannot accompany them on a site visit at this stage. Potential students for pre-16 settings are encouraged to become directly involved with the Admissions Assessment Process from Stage 4 onwards. We take this approach because it can be detrimental to show potential students what Wider Ambition has to offer and then, having raised their hopes, to decline to provide a place. Where a parent believes that there is an overriding reason why the potential student should be allowed to visit at this stage, their request will be referred to the Admissions Panel for a decision.</p>	<p>Students are permitted to accompany parents to open events. However, parents are advised to carefully consider whether the student is likely to meet our admissions criteria before bringing them to an open event, to avoid disappointment.</p>
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<p>Stage 2 – initial paperwork review</p>	<p>If parents wish to continue with the Admissions Assessment Process, we ask them to provide us with copies of all relevant paperwork about the potential student. We review the paperwork and request clarification and further information, as necessary.</p> <p>If the Admissions Team identifies from a review of the paperwork that a placement at a Wider Ambition setting is highly unlikely to be suitable, and this view is shared by at least one member of the Admissions Panel, the Admissions Assessment Process will be ended at this stage. Otherwise, the Admissions Panel will review the paperwork and will determine whether it is appropriate to continue or to end the Admissions Assessment Process at this stage. We believe it is helpful for parents and students for any decision to end the Admissions Assessment Process to be made as soon as possible.</p> <p>Where a potential student requires funding via an EHCP but an EHC Needs Assessment has not yet been completed, the Admissions Assessment Process will be paused at Stage 2 unless the Admissions Team has sufficient information to recommend that the Admissions Assessment Process be terminated.</p> <p>The Admissions Panel will not be able to recommend progression until any reports resulting from the EHC needs assessment have been made available and reviewed.</p>		
<p>Stage 3 – involving other professionals</p>	<p>If we feel it is necessary to seek additional information, we will request parental consent and then contact relevant professionals and/or previous educational establishments which the potential student has attended.</p> <p>If the potential student is currently attending an educational setting, we will often ask to observe them at their current setting, with the full knowledge and involvement of parents, provided this is not expected to cause distress. In this event, we may arrange an informal online ice-breaker activity in advance of the school observation, where this is considered by parents to be beneficial for the student.</p>		

	<p>We review all paperwork and records of conversations, seeking clarification and further information from parents and professionals as necessary. All information is made available to the Admissions Panel.</p>	
<p>Stage 4 – involving the student</p>	<p>A member of staff from the setting arranges to meet the potential student and parent(s) informally online. This provides an opportunity for the student to ask questions from the safety of their own home.</p> <p>If the student is unable to engage online, the member of staff may arrange instead to visit the student's home, or at another mutually agreed off-site location.</p> <p>The student will be invited to engage in a low demand activity, such as a guided drawing session or board game.</p>	<p>A member of staff from the setting arranges to meet the potential student and parents informally on-site, to provide a tour (if not previously completed) and a demonstration of our online learning platform.</p> <p>Further information about the potential student's interests, strengths, challenges and views, along with any further information requested by the Admissions Panel, may be sought before or during the visit.</p>
<p>Stage 5 – taster sessions</p>	<p>If the Admissions Panel considers that there is a high probability that a place will be offered, the potential student will be invited to visit the setting with their parents outside school hours.</p> <p>If the student and parents wish to proceed following the site visit, the student will then be invited to attend taster sessions.</p> <p>The taster sessions will involve other students and will cover a range of activities which would ordinarily be included in the timetable for the relevant age group.</p>	<p>If the Admissions Panel considers that there is a high probability that a place will be offered, the potential student will be invited to attend taster sessions.</p>
<p>Stage 6 – placement decision</p>	<p>Following the taster sessions, the lead member of supporting staff will provide feedback to the Admissions Team. Provided that no significant new information has come to light and at least one member of the Admissions Panel has reviewed the feedback and considers that it has not raised any concern, a letter will be sent to the parents offering a place at the setting, subject to funding arrangements being in place.</p> <p>Where new information about the student comes to light after a taster session has been offered, or if supporting staff mention any concerns, the case will be referred back to the Admissions Panel for further consideration.</p>	

- 6.5. At any stage, the Admissions Assessment Process may be suspended while we await further information. If, after three months of suspension, we remain unable to gather sufficient information to justify proceeding to the next stage and there is no immediate likelihood of the situation changing, the Admissions Team will make a recommendation for the Admissions Assessment Process to be

terminated. We will work with families to find solutions to any periods of suspension wherever possible.

- 6.6. Where all information is provided promptly in a complete and accurate form, and where families and the potential student are able to fully engage with the Admissions Assessment Process, we aim to make a decision within ten weeks. Timescales will vary depending on factors including: the nature and quantity of referral information; the need to seek additional clarification and advice; the number of applications being processed; the availability of places; and the time of year.
- 6.7. We recognise that the circumstances and needs of young people can change and we welcome re-applications following any significant change.

## **7. Involving the young person**

- 7.1. Wider Ambition is committed to a person-centred approach. Any stage of the Admissions Assessment Process may be reasonably modified to accommodate specific needs of the potential student.
- 7.2. Requests for modifications to the Admissions Assessment Process, unless otherwise detailed in this policy, will be considered in the first instance by the Admissions Team, who will involve the Admissions Panel if the requested modifications are significant or if the modifications relate to the Admissions Panel.
- 7.3. We recognise that some potential students will want to be fully involved in the Admissions Assessment Process while others may prefer to have little direct involvement. We will work closely with families and have appropriate regard for the wishes of the potential student. We encourage the direct involvement of potential students wherever feasible (from Stage 4 onwards for pre-16 applications) and we demonstrably value their input.

## **8. Communicating with parents**

- 8.1. Regardless of whether the initial enquiry has originated from a parent or via a Local Authority, we communicate openly with parents, keep them fully informed and value their views throughout the Admissions Assessment Process. Parents will automatically be copied into any post or email communications and given details of any verbal conversations with Local Authorities about their child and the potential placement.
- 8.2. Any decision of the Admissions Panel will be communicated to parents at the earliest practical opportunity and no later than it is communicated to the Local Authority.
- 8.3. Parents are expected to provide us with complete and accurate information about the potential student and to respond to requests throughout the Admissions Assessment Process in a timely manner. Where information has been provided by a Local Authority, we will discuss it with parents and welcome any additional relevant information which they can provide.

## **9. Liaising with Local Authorities**

- 9.1. We use a partnership approach with Local Authorities and encourage prompt and transparent decisions in the best interests of the potential student.
- 9.2. We expect Local Authorities to provide us with complete and accurate information about the potential student and to respond to requests throughout the Admissions Assessment Process in a timely manner.
- 9.3. There is no statutory requirement for Wider Ambition settings to engage in any consultation at the request of a Local Authority. In accordance with Data Protection legislation, we will only engage in consultations with the consent of the parents and the potential student (where competent) or where we consider that it is in the overriding legitimate interest of the potential student to do so.
- 9.4. We will complete our Admissions Assessment Process before responding to a Local Authority consultation. Therefore, unless parents have been in contact with us well before a Local Authority consultation is received, responding to the consultation is likely to take several weeks.
- 9.5. If we have decided not to process a Local Authority consultation due to not having received parental consent, we will notify the Local Authority of this reason in the event of the Local Authority chasing the consultation response.

## **10. Taster sessions**

- 10.1. Where there is a high probability that a place will be offered, the potential student will be invited to attend taster visits to experience a range of activities which occur on a normal day at the setting.
- 10.2. We recognise that potential and existing students are likely to find taster sessions challenging and so we do not require potential students to spend a complete day on-site for taster sessions. We may arrange visits of varying durations or find alternative ways of enabling potential students to engage with the setting. Students will ordinarily be asked to attend at least two part-days on-site before a placement is offered.
- 10.3. All taster sessions will be carefully planned in liaison with the potential student and their parents, with the aim of ensuring every potential student views their time at the setting as a positive experience. Plans will include, for example: providing the parents and student with information about the structure of the day; providing the names of the members of staff who will be supporting them; providing an overview of the planned activities; discussing any strategies or aids which would help the student; and making arrangements for parents to stay on-site or nearby. Plans will be individualised to meet the needs and preferences of the potential student, to the extent that this can be achieved without deviating from the taster being representative of a normal day at the setting.
- 10.4. A profile of the potential student will be created and distributed to all staff and on-site professionals in advance of the taster sessions, including information from the parents and/or student about their preferences and needs as applicable to the taster sessions.
- 10.5. Members of our therapeutic team may be on-site during the taster days. Their role during taster days is not to conduct further assessments or commence any therapy; instead, their observations will help inform initial views about any adaptations which may be required at the setting to meet the student's needs, how the provision in the EHCP or other clinical reports could be implemented, and how the student's needs appear to present in the context of the setting.

- 10.6. If a potential student displays behaviour or a presentation of needs which is likely to cause distress to other students at the setting whilst attending a taster session, the Headteacher may terminate the taster session.
- 10.7. The primary purpose of taster sessions is for all parties to have an opportunity to confirm the Admissions Panel's preliminary view that a place at the setting may be suitable for the student. Any concerns which are referred to the Admissions Panel following a taster day will be considered in light of the relevant paperwork and feedback from all parties.
- 10.8. We will seek and record the views of the potential student, their parents, staff, and associated professionals following the taster sessions. These views will be used to inform our final decision and, in the event of a place being offered, to inform ongoing support.

## **11. Offering a place at a Wider Ambition setting**

- 11.1. We will only offer a place at a Wider Ambition setting if a place is currently available, or if we have a reasonable expectation that a place will be available within a year, or at the point at which the potential student will be within the setting age range.
- 11.2. If we consider that a Wider Ambition setting may be suitable for a potential student, but there is a very low expectation of a place becoming available within a year or at the point at which the potential student will be within the setting age range, the Admissions Assessment Process will be paused after stage 2..
- 11.3. The availability of places is subject to change at short notice. We recognise that it is very disappointing for parents and potential students if a place ceases to be available, particularly if this occurs after a student has completed taster sessions. Where feasible and appropriate, we will endeavour to offer an interim place at our alternative provision, if there is a likelihood of a full-time place becoming available in due course at the preferred setting.
- 11.4. Any offer of a place at a Wider Ambition setting is subject to funding being agreed by a Local Authority or being provided through alternative means.
- 11.5. Where Local Authority funding is arranged via the SEND Tribunal process, there is likely to be a delay between a place being offered and the Tribunal decision. The availability of places may change during this period. We will keep parents informed of any significant changes to the likelihood of a place being available.
- 11.6. Where a place has been offered at a Wider Ambition setting and a parent or a competent potential student wishes to accept the offer, we will endeavour to attend or provide information for the SEND Tribunal process at their request. We cannot guarantee that any member of staff or contracted professional will be available to attend the SEND Tribunal.
- 11.7. We are committed to working closely with parents and prospective students to help them form an informed view about whether to pursue the possibility of a place at a Wider Ambition setting. Where families consider that an alternative setting would be more appropriate to their circumstances, it is our policy to respect their views.

- 11.8. Where families are in receipt of an offer of a place from such an alternative setting, or expect to receive an offer subject to formalities, we will not proceed with our Admissions Process, including Local Authority consultations.
- 11.9. Where a Wider Ambition setting has offered a place or otherwise confirmed that it can meet needs, if parents subsequently advise that they are in receipt of an offer from an alternative setting which they consider to be more appropriate, our offer will automatically become void. We will be willing to recommence the Admissions Process in these cases if circumstances change.
- 11.10. Where parents and/or the prospective student hold conflicting views about which setting is most appropriate for their circumstances, we always endeavour to act in the student's best interests. We will not ordinarily decline to consider a placement if at least one parent and, as appropriate, the young person, considers that a Wider Ambition setting may be suitable for their needs.
- 11.11. If information which could reasonably be considered relevant to the Admissions Assessment Process is subsequently found to have been withheld, we reserve the right to withdraw the offer of a place pending re-assessment.
- 11.12. Parents are expected to disclose any new relevant information which becomes available between a place being offered and the student starting to attend a Wider Ambition setting. We reserve the right to re-assess offers in light of new information.
- 11.13. It is our standard practice for places to be subject to a three-month trial period. We work closely with families throughout any trial period and on an ongoing basis with the aim of ensuring placements are successful. The purpose of the trial period is:
  - 11.13.1. To give all students the opportunity to settle into the setting and for their support needs to stabilise.
  - 11.13.2. To give therapists an opportunity to identify any needs which had not previously been documented and make recommendations as to how these should be met.
  - 11.13.3. To implement agreed strategies to address any emerging difficulties.
  - 11.13.4. To agree with the student and their family the need for any ongoing additional support, outside our standard offer and to determine whether the Local Authority is in agreement with such additional support or whether the family will need to appeal to the SEND Tribunal.
- 11.14. The placement may be terminated if the student is having a detrimental impact on other students, for example through their behaviour or presentation of needs, including if they are making the environment unpredictable for other students.
- 11.15. The placement may be terminated if the student is using significantly more than their share of academic or financial resource.
- 11.16. The placement may be terminated if it becomes apparent from the student or parental feedback that the needs or priorities of the student are not compatible with the Wider Ambition approach, including our approach to curriculum delivery and self-directed learning.
- 11.17. We allow for an extended transition period and we are committed to enabling students to increase their attendance at a pace which is sustainable. However, if it becomes apparent during the trial period that a student is not able to sustain at least the level of attendance, engagement and peer interaction which was observed during their taster sessions, the placement may be terminated.

## **12. Availability of additional provision outside our core offer**

- 12.1. During the Admissions Assessment Process, we will identify any provision which a potential student requires which is not included in our standard offer.
- 12.2. We will carefully consider any requirements for additional provision, including whether the provision can be implemented and managed safely and effectively at the setting and any potential impact on existing students. We will not always be able to meet requirements for additional provision.
- 12.3. Any agreed additional provision will be offered at an additional cost.

## **13. Prioritising applications**

- 13.1. As a general principle, applications are processed in the order in which the application and any follow-up information is received.
- 13.2. There is no automatic transfer from Lokrum Fields, Sunbrae, or our alternative provision, to a post-16 placement at Chestnut Place. However, applications from our existing students will be prioritised.
- 13.3. Where our staff have limited time available, an application which is at a later stage in the Admissions Assessment Process will be prioritised over an application which is at an earlier stage in the Admissions Assessment Process.
- 13.4. Applications for a year group in which a place is available will be prioritised over an application for a year group in which there are no current places. Where a year group has limited places but a number of applications have been received, an application may be paused so that it can be considered at stage 2 alongside other applications for the same place. The applications may then be prioritised in accordance with the Admission Panel's views as to the likely relative suitability of the potential students.
- 13.5. If there is no reasonable expectation that a place will become available in the potential student's year group before they cease to be of an eligible age for the setting, we will decline the application.
- 13.6. We reserve the right to refuse to process applications where we have reasonable grounds to believe that the application has not been made in good faith.

## **14. Admissions for part-time or temporary places**

- 14.1. Wider Ambition settings provide students with a broad and balanced curriculum which is normally delivered Monday to Friday during term-time.
- 14.2. Our students will ordinarily be registered to attend five days a week. We work closely with students who are in a transition period or whose needs sometimes make it difficult for them to attend, with the aim of overcoming any barriers to learning and increasing the number of days on which they are able to attend.

- 14.3. Depending on the year group and individual learning path, it is sometimes possible for students to access aspects of the curriculum remotely. There may therefore be occasions where a student is registered full-time at a Wider Ambition setting but is not expected to attend on-site every day. Any such decisions are made in co-production with students and parents, on a case-by-case basis and will remain under review.
- 14.4. We will consider applications for part-time places, but we ordinarily prioritise applications for full-time places. A part-time place will only be offered if we are satisfied that part-time attendance will not cause unreasonable disruption to other students or require an excessive allocation of our resources.
- 14.5. We will consider applications for short-term places but we ordinarily prioritise applications for ongoing places. A short-term place will only be offered if we are satisfied that it will not cause unreasonable disruption to other students or require an excessive allocation of our resources.
- 14.6. If the timing of applications is such that a short-term or part-time place can be offered without being disadvantageous to anyone who is on our waiting list for a full-time place, an offer of a short-term or part-time place may be prioritised.
- 14.7. Any applications for part-time or short-term places, or Alternative Provision, will follow the same stages as our standard Admissions Assessment Process.

## **15. Private exam candidates**

- 15.1. We have very limited capacity to act as an examination centre for private candidates. Private candidates will not ordinarily be accepted at Lokrum Fields.
- 15.2. Where private candidates wish to use a Wider Ambition setting as a private examination centre, we will consider their profile of behaviour and needs in substantially the same way as we would consider the behaviour and needs of a student seeking a full-time place.
- 15.3. Private candidates (or their parents, as applicable) should therefore submit an initial enquiry form in accordance with our Admissions Assessment Process, allowing ample time for the Admissions Team to process the enquiry and for the Admissions Panel to consider whether to accept the application.
- 15.4. There is an expectation on private examination centres to liaise with candidates and their current educational provider well in advance of the examination, in order to meet the deadlines for applying for access arrangements. Private candidates are advised to take this into consideration when submitting their initial enquiry form.
- 15.5. Applications will be prioritised for private exam candidates who have been offered a post-16 place at Chestnut Place.

## **16. Our waiting list**

- 16.1. We are committed to allocating places fairly. Decisions are documented and available to Governors to review. As a general principle, places are allocated in the order in which students join our waiting list and no particular cohort will be prioritised.

- 16.2. A student who has joined our waiting list more recently may be allocated a place before a student who has been waiting for longer, depending on factors including:
- 16.2.1. Which year group has a place available.
  - 16.2.2. Compatibility with our resourcing and the needs of the existing cohort.
  - 16.2.3. Availability of funding.
- 16.3. We reserve the right to vary the number of places offered in each year group. If a student leaves from one year group, this does not necessarily mean that a place will be offered to another student in the same year group.
- 16.4. Our waiting list is managed in good faith. A student will not be kept on our waiting list if there is no realistic prospect of them being admitted. Wider Ambition recognises that the availability of funding will have an impact on the allocation of places, and that this is beyond parental control. Where there are multiple families in the appeal process for the same place, Wider Ambition will be transparent about this.
- 16.5. We expect parents and, as applicable, Local Authorities to respond promptly in the event of a place becoming available and to notify us promptly if a student no longer needs to be on our waiting list. If an offer of a place is not accepted promptly, the place may be offered to another student.

## **17. Transition**

- 17.1. The aims of the transition process are:
- 17.1.1. The student starts their placement feeling listened to, safe and confident that their needs will be met.
  - 17.1.2. The student feels confident that we will strive to: ensure their engagement and developing attendance feels manageable to them; avoid situations arising where they feel overwhelmed, trapped or under pressure; resolve any emerging issues swiftly; support and enable them to make progress at their own pace.
  - 17.1.3. The student will become familiar with the layout of the building, the daily routine, and the staff and therapists at Wider Ambition.
  - 17.1.4. The student will become able to travel to and from the setting each day, manage transitions at the beginning and end of the school day, engage in activities at the setting, and follow the daily routine.
  - 17.1.5. The student will have an established method of communicating their needs, feelings and wishes to the setting staff, either directly or through their chosen advocate.
  - 17.1.6. The staff and therapeutic team will develop a fuller understanding of the student's needs in the context of the setting and how they can be most effectively supported.
- 17.2. Transition planning will be carried out in co-production with students and their parents. Following the offer of a place at a Wider Ambition setting and the allocation of funding, a member of the

Admissions Team will contact the student's parents to arrange a meeting to plan the transition process. This will include:

- 17.2.1. Compiling and/or reviewing a preliminary student profile.
  - 17.2.2. Identifying any strategies or aids which may make the transition process easier for the student.
  - 17.2.3. Identifying any information which the student would find beneficial to have before their first day at the setting and agreeing how best to present this for them.
- 17.3. The initial transition plans are typically based on a six-week period. We recognise that some students may feel settled at the setting more quickly than this and others may need extended transition support.
- 17.4. Transition plans will be flexible to the changing needs of the student and reviewed at least weekly with students, parents, and staff.

## **18. Data protection**

- 18.1. Personal information arising during the Admissions Assessment Process will be handled in accordance with our Data Protection Policy, extended as follows.
- 18.2. Consultation documents received from a Local Authority will often contain sensitive personal information about the potential student and other members of the family. We will only process this information in the following circumstances:
- 18.2.1. For the purpose of finding contact details for the parents in order to obtain consent for processing.
  - 18.2.2. On receipt of consent from the parents and, where the potential student is competent, consent from the potential student.
  - 18.2.3. In the absence of consent, for the purpose of determining whether it is in the legitimate interest of the potential student for processing to continue.
  - 18.2.4. Following a documented decision by the Admissions Team that processing is in the legitimate interest of the potential student.
- 18.3. If we do not consider that we have a lawful basis for processing consultation documents which have been received from a Local Authority, we will notify the Local Authority and the parents and we will then destroy any associated personal information.
- 18.4. Personal information received for the Admissions Assessment Process will be used only as follows:
- 18.4.1. With consent or, in the absence of consent, in the legitimate interest of the potential student or their parents, for the purpose of determining whether the potential student is eligible for a place at a Wider Ambition setting.
  - 18.4.2. With consent or, in the absence of consent, in the legitimate interest of the potential student or their parents, for the purpose of reviewing or updating a decision as to whether the potential student is eligible for a place at a Wider Ambition setting.

- 18.4.3. With consent or, in the absence of consent, in the legitimate interest of the potential student or their parents, for the purpose of remaining in touch while the potential student is on our waiting list or for offering ongoing signposting and support to the family following a decision not to offer a place.
- 18.4.4. For safeguarding purposes in the legitimate interest of the potential student or any other individual or to satisfy legal obligations.
- 18.4.5. For the purpose of meeting legal obligations or the requirements of Ofsted or any similar regulatory authority.
- 18.4.6. For statistical and review purposes, including to ensure accountability and compliance with our policies, in the legitimate interest of Wider Ambition.
- 18.5. Where a competent potential student has conflicting interests with one or more of their parents, we will take a considered approach in compliance with the General Data Protection Regulations (GDPR). Personal information may be processed and shared against the wishes of an individual in circumstances where doing so is in the overriding legitimate interests of another. Safeguarding will always be prioritised.
- 18.6. We may share any personal information arising during the Admissions Assessment Process with any person with parental responsibility. If the potential student (where competent) or either parent objects to personal information being shared, we will aim to identify any overriding legitimate interest and act accordingly.
- 18.7. We may share any personal information arising during the Admissions Assessment Process with the relevant Local Authority and clinical professionals acting on the instruction of the Local Authority. However, if the potential student (where competent) or either parent asks for any specific information to be kept confidential, we will honour this request unless required to share the information by law or unless we assess that sharing the information would be in the overriding legitimate interests of any individual.
- 18.8. We may share any personal information arising during the Admissions Assessment Process with Wider Ambition staff, Governors, therapists and other contracted or regulatory professionals who have an appropriate Data Protection Policy in place.
- 18.9. If we consider that the objection of a potential student or a parent to the sharing or processing of personal information will prevent us from making a sufficiently informed decision in the Admissions Assessment Process, then the Process will be terminated, and a place will not be offered.
- 18.10. Personal information will be destroyed or deleted within six months of a decision by the Admissions Panel not to offer a place, except to the extent necessary where parents have asked us to keep them informed of events or ongoing support. Summary information may be retained on an anonymised basis.
- 18.11. We request that electronic correspondence in relation to admissions is sent to [admissions@widerambition.org](mailto:admissions@widerambition.org) to assist with the deletion of personal information following an unsuccessful outcome.