



FPT Admissions Policy for Post-16

Statement of intent

Fast Progress Tuition (FPT) is a S41 Specialist provision for ages 16-19. Some of our students have experienced trauma in their family and school life and we will ensure that the safety and emotional well-being of our students will always be the primary consideration and any long-term impact of any decisions will be carefully considered at all times.

FPT works in partnership with local authorities and parents/carers to assess the suitability of pupils for a place at FPT. All pupils must either have High Needs Funding, or have an Education, Health and Care plan (EHCP, formerly a Statement of Special Educational Needs) that refers to a diagnosis of Autism Spectrum Condition as a student's primary need which presents as anxiety and struggles to communicate. Autism is a spectrum condition which requires a continuum of provision. FPT caters for this continuum through four learning pathways. FPT provides an education for pupils who require autism specific provision which is tailored to meet their social, sensory and communication needs, as well as providing support to enable them to manage levels of anxiety. These pupils are those identified as requiring modified yet structured national curriculum content, with support from specialist staff within a specialist environment. This support includes a structured environment and high levels of targeted intervention and differentiation throughout the times spent at FPT.

FPT caters for students in Year 12 to Year 14 with autism and or SEMH as their primary need. The curriculum centres around Functional Skills level 1 and 2 courses. Please refer to the FPT website for information on other subjects areas.

2. Aims

To ensure there are robust and transparent systems in place to support a fair and consistent approach to admissions, whilst remaining committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the premises.

3. Scope

This policy is relevant to all staff, parents & carers, pupils and local authority representatives who are involved in the admission of a pupil.

4. Roles and responsibilities

The Directors and Placement Managers will:

- Monitor the implementation of the admissions policy at FPT

- Ensure local procedures are in place to effectively implement this policy within FPT



- Monitor the effectiveness of the policy for any necessary changes.
- Ensure all relevant staff are aware of this policy and that procedures are followed.
- Ensure appropriate information is available for parents throughout the process
- Allocate a member of the leadership team to process each referral and ensure both FPT and the family receive all relevant information prior to the pupil starting at FPT
- Ensure that the transitions team organise appointment times for prospective parents at and provide opportunities for parental/guardian visits for pupils referred by the local authority.

5. Typical Profile of Admissions (Admissions Criteria)

FPT is designated for pupils with a diagnosis of autism and FPT's provision is designed accordingly as follows:

5.1 FPT accepts pupils who have an autism spectrum diagnosis (or are awaiting diagnosis and are recognised by professionals as having social communication difficulties that cause a major barrier to learning) or an SEMH primary need in accordance with the admissions procedure set out below.

5.2 It is necessary for pupils to have an existing or proposed Education, Health and Care Plan (EHCP) or in receipt of High Needs Funding, which makes clear reference to a diagnosis of autism as their primary need (but not with a Severe Learning Difficulty specified). In addition to an autism spectrum diagnosis, the EHCP plan may include similar presenting features such as language, sensory, subject to clause 5.7, or communication difficulties.

5.3 Students may also have additional needs, for example: obsessive compulsive disorder (OCD) or attention deficit hyperactivity disorder (ADHD). Pupils may also have associated needs in the areas of emotional, social, communication and interaction development and/or psychological or mental health difficulties. In addition, pupils may have sensory, or physical/motor difficulties.

5.5 Where possible, an identified and agreed number of pupil placements will be available within each key stage. This is to facilitate age-appropriate peer groups.

5.6 FPT is unable to offer places to families who wish to privately fund the placement.

5.7 Due to FPT specifically catering for children who present with anxieties, we will carefully consider (through the admissions process) the vulnerability that is likely to be felt by any pupil within FPT. If a pupil's admission is deemed to have a potentially negative impact, for reasons of safety and wellbeing, a placement may not be suitable. Violent outbursts, verbal and physical, are known to have a detrimental impact on those who present with anxiety, so admission will be refused on this basis.



5.8. Parents are welcome to attend FPT for advice as to whether your child would be accepted under our Admissions Policy and can request information about FPT (including the admission process). Parents should inform their Local Authority of their preference for a place at FPT and may ask their Local Authority to name FPT in their pupil's EHCP. On some occasions, Local Authority professionals who are involved in a pupil's placement or who have a significant professional interest in their wellbeing, may recommend that FPT may meet their needs and inform parents. FPT can only proceed to the admissions stage with Local Authority support. We therefore encourage parents to engage in a dialogue with their Local Authority to express a preference for FPT.

6.Student with an EHC plan or in receipt of High Needs Funding where the local authority intends to name FPT

6.1 Where the local authority intends to name FPT in an EHC plan, FPT will consider the proposal and will consent to being named, except where admitting the pupil 'would be incompatible with the provision of efficient education for other pupils, and where no reasonable steps can be made to secure compatibility' OR 'the setting is unsuitable for the age, ability, aptitude or special educational need of the child and where no reasonable adjustment can be made.'

6.2. In deciding whether a pupil's inclusion would be incompatible with the efficient education of existing pupils, OR the setting is unsuitable, FPT will have regard to the Special Educational Needs Code of Practice 2015 and will also consider accepting and providing education off-site at a local library, on an interim basis, providing staff have the expertise to do so safely and effectively, with the objective to move to on-site learning.

6.3. If FPT determines that admitting the pupil would be incompatible with the provision of efficient education, OR the setting is unsuitable, it will, within 15 days of the local authority's notice, notify the Local Authority that it does not agree that FPT should be named in the EHC Plan. FPT will set out the facts and matters it relies upon in support of its contention that admitting that pupil would be incompatible with efficiently educating other pupils OR the setting is unsuitable; and that FPT cannot take reasonable steps to secure compatibility.

6.4 Where FPT considers that it should not have been named in the EHC Plan, FPT may ask the Secretary of State to determine that the Local Authority has acted unreasonably in naming it and to make an order directing the Local Authority to amend the pupil's EHCP by removing the name of FPT. FPT will always provide the Local Authority with views to help with the decision-making process. In order to do this, FPT will undertake further assessments of prospective pupils to establish whether FPT can meet their needs. In agreement with the Local Authority (having received appropriate paperwork), FPT Placement managers assessment team will observe/assess the pupil at their home or current school. Where possible, FPT will meet parents

and analyse reports from previous school placements in order to understand how best to meet the pupil's needs. FPT will actively involve the pupil in the admissions assessment and as such, pupils may be invited to visit FPT as part of the assessment. It is expected that recent (within 6



months prior to referral initiation) and relevant (based upon current pupil placement situation and individual and identified need) professional reports will be provided by those working directly with the pupil, or by the Local Authority lead. Where reports are not available and/or further information is required.

6.5 FPT will arrange a more detailed assessment route and report findings to confirm for admission. Oversubscription Criteria FPT will seek to work collaboratively with all neighbouring Local Authorities to manage referrals. Where there are more applicants than vacancies, places will be prioritised according to the Admissions Criteria, which also acts as the Oversubscription Criteria.

6.6 In-year admissions FPT will follow the same process for in-year admissions as for admissions at the start of the academic year. In cases where less than the PAN have applied, the FPT retains the right to refuse admission to applicants who do not satisfy the criteria listed above. Waiting list - In the event that FPT has a full complement of pupils as determined by the PAN, a waiting list will be maintained. A young person's name is entered onto the list upon receipt of a written request from the placing authority. The list is subdivided according to Key Stage. Within this framework, the young person's name appears on the list in order of date of application made by the local authority. However, students on the waiting list are also considered based on their needs rather than solely on their position on the waiting list.

6.7 Appeals Should a placement be considered unsuitable for a pupil (following the admissions procedure) feedback to parents/carers will be provided by the Local Authority as to the grounds for the decision. If the Local Authority decides not to name FPT in a pupil's EHC Plan the parents have the right to appeal to the First-Tier Tribunal (Special Educational Needs and Disability) and should refer directly to the Local Authority for contact details and their intention to appeal a decision. FPT are unable to hold placements whilst awaiting a tribunal. Communication and Confidentiality - All decisions relating to the proposed placement of any individual are confidential. There will be open and regular communication with parents/carers and advocates, which acknowledges and respects the needs of each young person.

FPT will liaise with the Local Authority to ensure they are kept up to date.

Success Criteria for Admitted Pupils

- All pupils are appropriately placed.
 - All pupils experience a smooth transition to our school.
 - Parents are clear and happy about the process and no decisions are regarded as unfair.
- Decisions on continued placement of pupils within the FPT

6.8 The suitability of a young person's long-term placement is considered at an Initial Placement Review, usually held towards the end of the first term of attendance at FPT and at subsequent Annual Reviews. In some instances, additional case conferences or Interim Reviews may also



consider this matter. Where it is felt that there are concerns about the child's placement it is discussed by the Placement Managers and members of the Senior Leadership Team and the Directors, prior to contact with the family and/or the local authority. Factors to be taken into consideration in transferring students to other educational provisions include not only the ability of FPT to continue to meet the student's needs but also the probability of another provision meeting the young person's needs more adequately. It should be clear to all concerned that responsibility for decisions regarding placement outside FPT ultimately rests with the local authority and the child's family.

References • Equality Act 2010 • Human Rights Act 1998 • School Standards and Framework Act 1998 • DfE (2014) 'School Admissions Code' • The Education (Independent School Standards) Regulations 2014 • DfE (2023) 'School Admission Appeals Code' This policy operates in conjunction with the following school policies: • Data Protection Policy • Special Educational Needs and Disabilities (SEND) Policy Monitoring and review This policy will be reviewed by the governing board on an annual basis.

Any changes to this policy will be communicated to all staff and other interested parties. The next scheduled review date for this policy is September 2026