



**Focus 1st Academy**

**Admissions Policy**

**Focus 1st Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment!**

Working in Partnership with North London Schools & Local Authorities; Est. 2000

Accredited Independent School Status 2014 (Registration N0. 308/6003)

**Content**

[Focus Inception 3](#_Toc108707861)

[Focus Ethos 3](#_Toc108707862)

[Admissions Policy: 4](#_Toc108707863)

[1. Introduction 4](#_Toc108707864)

[2. Aims and objectives 4](#_Toc108707865)

[3. How refers can apply for their student to be admitted to our school 4](#_Toc108707866)

[4. The standard number 5](#_Toc108707867)

[5. Class size 5](#_Toc108707868)

[6. English as an Additional Language (EAL) 5](#_Toc108707869)

[7. Gifted and Talented 6](#_Toc108707870)

[8. Special Educational Needs 6](#_Toc108707871)

[9. Access for the disabled 7](#_Toc108707872)

[10. Focus 1st Academy provides a referral form. 7](#_Toc108707873)

[11. School holds initial meeting with child and parent/guardian: 7](#_Toc108707874)

[12. Provision: 7](#_Toc108707875)

[13. Contracts: 7](#_Toc108707876)

[14. Crimes 8](#_Toc108707877)

[15. Review 8](#_Toc108707878)

[16. Lunchtime Supervision 8](#_Toc108707879)

Focus Inception

*Focus 1st Academy was set up in the year 2000 using European Social Fund to provide education and training and to-date has defied all the odds and was awarded the Independent School status in August 2014. This enables us to work in partnership with schools and local authorities to provide an alternative method of education for 14 to 16 year olds. Our student referrals are some of the most vulnerable young people and it is our duty to ensure that they are equipped with the appropriate skills and qualifications to ensure full participation within the modern workplace. Our team of professionals consisting of tutors, tutor assistance, pastoral support staff and mentors to nurture the students ensuring our work-based-learning approach alongside a variety of techniques are utilised and compatible to ensure the prevention of social and economic exclusion prior to adulthood which is underpinned through the subjects delivered whilst in classroom environment as well as on an individual basis.*

Focus Ethos

*Our programme fulfils the need of students who are disengaged from academic studies and may be exhibiting behavioural problems as a result. Our hands-on approach to learning creates an inspirational motivation for students wishing to pursue a career via the vocational route. The students are taught methods on how to improve their social skills in preparation for work/apprenticeship schemes and/or further education by learning in real-life situations and participating in sports, art and drama to express emotions. We believe that all individuals have a certain quality, which is sometimes concealed due to lack of confidence, mixed sentiments or disabilities. As such, recognising and coming to terms with barriers is a small part of the conflict, we are certain that all individuals are aware of their own weaknesses; the most vital part is engaging with professionals and adhere to individual training plans set which in turn prepares our students for economic and social integration into adulthood.*

Admissions Policy:

1. Introduction

The Focus 1st Academy applies the regulations on admissions equally to all those who wish to attend this Independent School - Focus 1st Academy.

1. Aims and objectives

2.1 We are an inclusive school that welcomes children from all backgrounds and cultures provided they accept our ethos of the school as stated in the mission statement. Students do not sit entrance exam.

2.2 All applications will be given an interview and will be judge on their own merit in a sensitive manner to as part a productive safeguarding measure.

2.3 The main restriction we place on entry is that of number/severity and criminal offenses. If the number of children applying for entry exceeds the places available; crimes committed will depend on each individual child who, in-tern will be dealt with and assessed individually. We enforce the procedure set out below in order to determine whether a child is accepted or not.

1. How refers can apply for their student to be admitted to our school

3.1 As our school is an independent school, the school determines the admission arrangements in agreement with Headteacher.

3.2 In Focus 1st Academy, children enter school in the academic year when they become five (5). Students are admitted mainly in the first week in September however; admissions may be made during the academic year provided there are places available i.e. on a roll-on roll-off basis. Therefore, refers who would like their students to be admitted to this school during the year should contact the school office for registration information and complete the necessary referral form as soon as possible.

* 1. Priority is given to students that would benefit from our provision the most. Information related to admissions can be obtained from school office.
1. The standard number

The standard number for our school is forty-nine, we keep this number under review and the Headteacher will apply to change the number as and when circumstances allow/apply. Currently, work-experience permits us to alternate classroom numbers.

For admission, enquiries and appointments with the Headteacher Marina Savva, please contact the school on the number 020 8361 5658 or via email to marina@focustraining.org.uk

1. Class size

5.1 We typically teach in class sizes, between 8 and 10 students depending on the subject, cohort numbers and ability.

5.2 Less able students are taught in smaller class sizes as well as 1-to-1 tuition, if

 Applicable

* 1. Students are taught in three sets in the core subjects.
1. English as an Additional Language (EAL)

6.1 The school is a multilingual school where at the time of writing 80 % of the students have English as an additional language and more than 10 languages are spoken. The term EAL means ‘English as an additional language’ and includes those children for whom English is not the first language spoken at home and children are bilingual. We are able to offer GCSEs in their language to our year 11 students.

6.2 Aims

* To create a welcoming and supportive environment which will encourage EAL students to participate fully in all areas of school life
* To value and respect the cultural and linguistic identities of EAL student, and use these to enrich the learning of students
* To develop the oral and literacy skills of these students so that they can understand and use English confidently and competently across the curriculum and maximise their potential in all areas of school life.

6.3 Equal opportunity

EAL students are entitled to the full curriculum. We value and respect the cultural identities and experiences of all students and theses are celebrated through both class based and school wide activities. We recognise that the use and development of each child’s home language is an essential part of the child’s linguistic development.

Focus 1st Academy is committed to providing additional support for students who are at the early stages of speaking English.

Training will be provided to staff to ensure that they are able to provide the appropriate support for students and where applicable tap into outside sources of support.

1. Gifted and Talented

7.1 Approach

Our school embraces the teachings of tutors allowing every individual the opportunity to excel academically, physically and socially within spiritually enhancing and caring surroundings. Therefore, it is the intention of this school to provide an adequate curriculum and support to enable each student who has been identified as gifted or talented to reach their full potential. This is seen as an opportunity, not a problem.

7.2 A gifted student is one who is in the top 5-10% of the student population of the school or class group (DfES definition) who ‘has the capacity for or demonstrates high levels of performance in an academic year’.

7.3 A talented student can also be one who is in the top 5-10% of the student population at the school or class group with a specific ability in a non- academic area.

7.4 Types of provision:

These include:

* Classroom differentiation using schemes of work that address the needs of gifted and talented students.
* Other school-based provisions like clubs and partnership with other schools and fast tracking of groups.
* Out of school provision such as national schemes, competitions and festivals.
1. Special Educational Needs

8.1 Admission Arrangements

 Focus 1st Academy is a Special Educational Needs AP Independent School which, the Ofsted has granted permission for us to work with Behavioural, Emotional and Social Difficulties (BESD) are **a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour**.  The school adheres to the policy of the DFE, LEA and therefore has no special provision under admission arrangements for limiting or promoting access for students with special educational needs who are without statements. It does, however, endeavour to provide appropriate support for students with a range of special educational needs.

8.2 SEN Specialism

 The school accommodates provision for students who experience difficulties in:

* Communication and interaction
* Cognition and learning
* Behaviour, emotional and social development
* Sensory and/ or physical
* Medical conditions
1. Access for the disabled

The school has provided some access for disabled students to the building. The needs of the student will be considered when we look at timetabling arrangements in order to ensure full access to the curriculum and facilities.

1. Focus 1st Academy provides a referral form.

Form to include relevant information that Focus will need to make informed decisions on appropriateness of candidate for placement.

* Medical information
* Outside agency involvement
* Parental contact / emergency contact
* Academic attainment
* Interests
* Type of placement wanted
* Criminal offenses
1. School holds initial meeting with child and parent/guardian:

The school must emphasise to the parent that this is a dual sign up and the school has a responsibility within the programme, to liaise with Focus 1st Academy (attend bi-monthly meeting) and to monitor the students progression in the interim.

At this stage if all parties are in agreement, then the parent signs the consent form at the interview process and given a start date and a copy of the offer letter is sent to parent and referrer.

1. Provision:

Fulltime provision is made available ASAP so that lessons commence, and placements are located, where applicable.

1. Contracts:

All to be signed prior to student commencing the programme.

1. Crimes

Crimes committed will depend on each individual child who, in-tern will be dealt with and assessed on its own merit.

1. Review

This policy is reviewed annually, in the light of any changed circumstances in our school or the local area this could be reviewed earlier in the academic year.

1. Lunchtime Supervision

Students collect their lunch-money and are free to buy their lunch in the local vicinity. Staff are on patrol inside and outside the school, continuously. Below is a form whereby we ask for parental permission at the initial interview stage.



Focus 1st Academy

339 Bowes Road, London N11 1BA

Tel: 020 8361 5658

Mobile: 07956 365300

Email: marina@focustraining.org.uk

Permission for your Child to leave the building at lunch time - Sample

I give permission for (Name of Child)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to leave the building during the lunch time break to get their lunch.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Parent/Guardian)

Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_

**Focus 1st Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment!**

|  |  |
| --- | --- |
| Last reviewed June 2015Last reviewed June 2016Last reviewed June 2017Last reviewed January 2018Last reviewed January 2019Last reviewed July 2020Last reviewed September 2021Last reviewed May 2022 | Last reviewed August 2023 |