



MacIntyre Academies

Quest Academy

Admissions Policy

Version	Purpose/ Change	Responsibility	Date
V3	To review in line with aligned policy schedule To use the recommended DfE published template To link our Funding agreement to relevant areas of the policy Have removed appendices as these do not need to be part of the policy	Principal	July 2020
V4	Added info re consultation process between the LA and Academy	Principal	July 2021
V4.1	Policy reviewed and no changes required	Principal	Sep 2022

Person Responsible: Principal
Type of policy Statutory
Date of first draft: July 2017
Date of staff consultation:
Date approved by LAB: July 2020
Date of implementation:
Date reviewed: Sep 2022
Date of next aligned review: Sep 2023

Quest Academy Statement of Provision

Introductory statement

Quest Academy is a mixed special free school academy for children and young people who have social, emotional and mental health needs and/or an autistic spectrum disorder.

Quest Academy aims to support learners to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live and that through our inclusive, person centred approaches we support learners to become “successful learners, confident individuals and responsible citizens” so that they are prepared for their next steps “**Ready for Life**”.

Admissions to the School

Quest Academy is a special school which provides 100 places for children of both sexes in the age range 7-19 years with social, emotional and mental health needs and/or an autistic spectrum disorder. For a child to be admitted, the school must be named, by a local authority, in the child’s education health and care plan (‘EHCP’)¹.

Parents wishing their children to benefit from our provision should ask their local authority to name our school in their child’s EHCP.

A local authority can also refer a child to the school² to be assessed for an EHCP plan or following a change in the child’s circumstances for his or her needs to be assessed or reassessed. Any assessment should be completed within the 20 weeks set out in the SEND Code. Children being assessed for an EHCP will be dual registered and return, full time, to their mainstream school if the LA decides not to issue an EHCP.

As part of the admissions process the local authority will consult with us as a school. We will make our decision based on whether:

- The needs of the learner could be met within our schools’ resources without adversely affecting any other learner currently attending.
- There is a consensus among professionals that the learner would benefit from attending our Provision. This is discussed at the Warwickshire Admissions Panel
- The child does not have any significant cognitive learning difficulties
- We have a vacancy.

We do not have a waiting list as places rarely emerge throughout the year and all cases need to be considered at the Warwickshire SEN Panel.

For further information about admissions can be found in our DfE Funding Agreement at <https://www.thequestacademy.org/attachments/download.asp?file=1029>

For further information on our school, and the process for obtaining a place here contact our Admission Officer, Toni-Anne Eagles via the office 01788 593112 or by e-mail Toni-Anne.Eagles@macintyreacademies.org

¹ This will need to be amended if the Special Free School is one which the Secretary of State has approved, at assessment stage, as a school which can admit non statemented pupils with SEN (up to 50% of the intake), but in that case the published policy will need to be hybrid of this template and the [mainstream free school admissions template](#). We can provide a model, on request.

² To refer a child in this way requires the agreement of the school’s home local authority (if the school is in another local authority area), the school and the child’s parents, or the student when he or she is a post 16 student.

Other school policies and further information can be found on our website in the essential information section <https://www.thequestacademy.org/home>

These include

- Equal opportunities
- Information sharing (GPDR)
- The curriculum
- Complaints procedure
- Safeguarding policy