



## Admissions Policy

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# Admissions Policy

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## 1. Introduction

- 1.1 This document sets out the admission arrangements for Stone Soup Academy. The Academy Trust, as the admission authority for the academy, must approve in advance any changes to the arrangements set out in this document. The Academy Trust will act in accordance with equalities law.
- 1.2 This policy has been framed with due regard to the amended Alternative Provision (AP) School Funding Agreement, in particular Annex B Admissions, as updated in May 2012.

For more information please see –

<http://www.education.gov.uk/schools/leadership/typesofschools/freeschools/a0074737/free-schools-model-funding-agreement>.

Stone Soup Academy will also pay due regard and follow the advice set out in Annex C (Arrangements for pupils with SEN and disabilities) of the same AP Funding Agreement document, as it applies to admissions.

- 1.3 We already work very closely with a number of City schools and academies. We have a robust admissions process which referring organisations must follow before a young person starts their education with us. We are determined for the school to continue to be seen as a partner in fulfilling the educational needs of the local community. We have established excellent working relations with other schools locally. We are an equal opportunities, non-discriminatory school and we therefore welcome applications for admission of young people from diverse backgrounds and with varying needs. Each admission is considered on a case-by-case basis to ensure that the pupils we admit are ones who will benefit from the education provision we offer. The academy operates a fair, objective and transparent admissions system that includes a complaints procedure – ***Please see item 5 below.***

## 2. Admission Arrangements

- 2.1 In accordance with DfE guidelines (Ref: Free Schools in 2013 - DfE, 2011) “Children of compulsory school age can only be admitted to an alternative provision Free School by being referred from local authorities, schools and Academies using their existing referral powers or duties”.
- 2.2 Alternative Provision Free Schools therefore, will have different arrangements for admissions from Mainstream Free Schools. The table below sets out the powers and duties, which Local Authorities, schools and Academies have to refer to alternative provision (DfE 2011).

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Circumstances	Commissioner (responsible for referring the pupil and paying the per pupil fee)	Type of referral
Child is permanently excluded or cannot attend mainstream education e.g. because of illness	Local authority*	<ul style="list-style-type: none"> <li>• Full-time, unless there are medical reasons why this would not be appropriate (full-time provision can be made up of part-time provision from two or more providers).</li> <li>• Long term or short term - dependent on local authority view on whether reintegration is appropriate and bearing in mind the child's right to suitable and full-time education.</li> <li>• Education must start by the sixth day of permanent exclusion but can start earlier.</li> </ul>
Child has a fixed period exclusion	Academy or school	<ul style="list-style-type: none"> <li>• Full-time.</li> <li>• Short term – child can only be excluded on a fixed period basis for a maximum of 45 (school) days in an academic year.</li> <li>• Education must start by the sixth day of a fixed period exclusion but can start earlier.</li> </ul>
Child's behaviour needs improvement, for example to prevent permanent exclusion	Academy** or school	<ul style="list-style-type: none"> <li>• Full-time or part-time (but if part-time, child must still receive full-time education, which can be made up of part-time provision from two or more providers, one of which may be their Academy or school).</li> <li>• Short or mid term – referral cannot last beyond the end of the academic year in which it is made and must be reviewed at least every 30 days by the governing body of the referring school.</li> </ul>
*Except in areas where a new approach to exclusions is being trialled, under which schools take responsibility for permanently excluded pupils. Your local authority will be able to confirm if it is taking part in this trial.		

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**\*\*Academies have the power to refer pupils to off-site provision. This power comes from their general powers to advance education (which comes from the object of the memorandum and articles of the Academy Trust). Though these placements are not covered by the same legislative safeguards that apply to pupils referred by maintained schools, best practice would be to establish relationships with your referring Academies so that they make referrals on the same basis and have regard to the appropriate safeguards (which are set out in brief in the third column).**

**In keeping with the above guidelines, all admissions to the Stone Soup Academy Free School are made via a referral process (using the attached referral form – See Appendix 1). Requests to admit students to Stone Soup Academy are restricted to identified commissioners that include, but are not exclusively, Nottingham City Council, Nottinghamshire County Council, Nottingham City Schools and Academies as well as schools and academies in Nottinghamshire and Derbyshire.**

- 2.3 The places available for Stone Soup Academy for the year 2019/2020 is 80 in KS4 and KS3.
- 2.4 Stone Soup Academy may set a higher place number than is published for any specific year. Pupils will not be admitted above the published place number unless exceptional circumstances apply. Before any changes to admission numbers are made the school will consult with the Education Funding Agency (EFA) re potential changes. Only in the case of any agreement (concerning any 'exceptional circumstances') with the EFA will the school then report such matters to the Secretary of State.

### **3. Referral Criteria**

- 3.1 Successful referrals to Stone Soup Academy are most likely where the following conditions are met for a particular student:
1. That full time mainstream provision is not deemed appropriate
  2. That a personalised education and behaviour program will stabilise school circumstances and aid progress and achievement
  3. That there is a clear need for the structure, regime, routine and consistency of Stone Soup Academy
  4. That full background details are made available from the placing authority or school
  5. That the interest of the young person is protected
  6. That support available to the young person from other agencies prior to placement continues
  7. That the referral is not a direct substitute for provision already identified in a statement of special educational needs. If specific support is mentioned in an EHCP, then the school/LA referring the student to Stone Soup Academy needs to continue to fulfil specific tasks or by negotiation and agreement, devolve the task(s) the Stone Soup Academy. This may also involve discussion re funding.
- 3.2 Stone Soup Academy presumes that all students with BESD will be educated full-time in local mainstream schools unless there is strong evidence to the contrary. Where evidence does exist

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Stone Soup Academy expects that it will be gathered as part of a rigorous process of assessment based on the application of relevant and purposeful action over time and in accordance with national guidance. Included within this process should be the consideration of advice from a range of professionals and close family members.

3.3 Referrals for individual support are received from schools using the official Stone Soup Academy referral form and must be with the full consent of parents or carers. For students not on the roll of a school referrals are received directly from the Local Authority (LA) and should be sent to SSA accordingly.

All school-based referrals should include IEPs, PSPs or the equivalent, together with review documentation, an incident log and a covering statement. Individual plans should identify the areas that are causing concern, time-related targets and provide a clear programme of action showing how the learner is being supported, when and by whom.

At Stone Soup Academy we also have detailed pro formas set up to maximise information gathered on each incoming student and his/her needs, together with agreements which need to be signed before admission. Please see the following:

- Appendix 1 – Stone Soup Academy Referral form
- Appendix 2 – Off site consent form
- Appendix 3 - Service level agreement
- Appendix 4 - Single roll transfer form
- Appendix 5 - Termination of placement contract

3.4 For students unable to attend school for mental health reasons linked to depression, anxiety or phobia, referrals should also include advice from the Education Welfare Service and CAMHS. Other medical advice may also be considered although Stone Soup Academy reserves the right to confirm this through CAMHS. All advice should focus on the extent of the learner’s condition and their overall capabilities.

Having received a referral the Stone Soup Academy will acknowledge its receipt and based on the documentation will discuss the intended level of intervention required with the referring school.

In cases where a higher level of difficulty leads to consideration for long term off-site support, schools will be asked to set up a planning meeting to explore in greater detail the needs and capabilities of the learner and the nature of the provision required.

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- 3.5 All placements will be reviewed at termly intervals to determine their feasibility. The basis will be both formal and informal depending upon circumstances. The Principal will make decisions regarding appropriateness of placement after consultation with all concerned parties. Although our aim is to enable students to return to the mainstream if appropriate to the needs of a student we will support a return to mainstream education, this occurs rarely. Our primary concern is not to put the student's progress at risk; it is often the case that where our style of education is supporting that progress, a return to mainstream education might be detrimental. In all cases, we work closely with the referring school or provider to ensure that the provision made for the young person is absolutely in his or her best interests, and offers the best opportunity for achieving solid outcomes.
- 3.6 For Key Stage 3 pupils, however, there will be a different emphasis, again where appropriate to enable students to be re-integrated into the mainstream for Key Stage 4 wherever possible.
- 3.7 Stone Soup Academy endeavours to offer successful personalised education packages to all children who are admitted. Sometimes, however valid the placement seems, it may become evident that a young person's stay at Stone Soup Academy will not work in their best interests. We aim to provide the most suitable education provision to best match the needs of each individual student. We endeavour to tailor each young person's provision to suit their individual requirements. However, if the young person requires specialist provision more than we are able to offer (e.g. residential psychiatric assessment and support) or if we are otherwise unable to meet their needs, we will review each case on its merits to agree (in the student's best interests) a more appropriate option for all concerned.
- 3.8 In all circumstances, however, the Secretary of State may direct Stone Soup Academy to admit such a pupil and that direction shall be binding on Stone Soup Academy.
- 3.9 Regarding key Stage 5 (KS5) admissions, we follow the same rules that apply to post 16 mainstream schools. By this we act in a fair, clear and objective manner. We intend to use the same criteria as listed in 3.1 above, in this case using ONLY categories 3-7.

#### 4. Oversubscription Criteria

- 4.1 Where there are more applications for places at Stone Soup Academy than are available, a waiting list will be held and operated by the Principal. On a place becoming available, and to ensure that vulnerable young people are offered a school place as soon as possible, places will be prioritised to students based on the following criteria:
- Looked after Children, or formerly Looked after Children;
  - Children who are homeless;
  - Vulnerable children, i.e. where child protection procedures are on-going;
  - Children who have been out of education for two months or more (where more than one child meets this criterion the period of time beyond two months will be used to prioritise any application);

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- Children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
- Children with unsupportive family backgrounds for whom a place has not been sought;
- Children with special educational needs, disabilities or medical conditions (but without a statement);
- Children who are young carers;
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- Length of time out of education.

## 5. Complaints Process Criteria

- 5.1 Admissions Appeals arrangements are not statutory regarding AP schools. However, at Stone Soup Academy we want to be as fair, objective and transparent as we can with all stakeholders regarding our admissions procedures.
- 5.2 Commissioners have the right of appeal against the refusal of a place at the Stone Soup Academy for which they have applied. Commissioners wishing to appeal must contact the school to find out the procedure contained within our Complaints policy.
- 5.3 The Commissioner of any child who is refused a place at Stone Soup Academy has a right of appeal to an Independent Appeals Panel. The panel consists of three people who are independent of the school Body and the Local Authority. The panel will consider the circumstances of the case put before them. Both Stone Soup Academy and the Commissioner must abide by the decision it makes.

### 1. Learner details

<b>Student name</b>	
<b>Gender</b>	
<b>D.O.B</b>	
<b>Year group</b>	
<b>Ethnicity</b>	
<b>Religion</b>	
<b>First language</b>	

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<b>Home address</b> <b>(Please specify whom the learner lives with)</b>	
<b>Parent / carer contact name/number (first point of call)</b>	
<b>Parent / carer contact name/number (Second point of call)</b>	
<b>Emergency contact name / number</b>	
<b>Medical information (please provide details)</b> <b>Is there a requirement for medication to be administered during the day?</b>	

## 2. Referring organisation details

<b>Referring organisation</b>	
<b>Address</b>	
<b>Contact name / Position</b>	
<b>Contact number</b>	
<b>UPN number</b>	
<b>ULN number</b>	
<b>FSM</b>	Yes/N o

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<b>DSL contact name and email address</b>	
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### 3. SEN details

<b>SEN Status: EHCP School support none</b>	
<b>Does this student have a specific diagnosis?</b>	
<b>Cognition and learning difficulties</b>	
<b>Social, Emotional and mental health</b>	
<b>Communication and interaction</b>	
<b>Sensory and physical</b>	
<b>Exam Access arrangements</b>	
<b>Referring organisation SENCO</b>	
<b>Contact number</b>	

### 4. Outside Agency details

<b>Is the learner open to social care (please provide social worker details)</b>	
<b>Is the learner open to Targeted Family support? (Please provide details)</b>	
<b>Is the learner open to any form of universal services? (CGL, CAMHS etc)</b>	

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Is the learner open to the Youth Justice Service (please provide details)	
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**5. Reason for exclusion and why the learner would benefit at SSA**

**(Please give as much detail as possible)**

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## 6. Education profile

### Key stage 2

	Results
Reading	
Writing	
Maths	

### Key stage 3

	Working below	Working At	Working above
Reading			
Writing			
Maths			

### Key stage 4

	Current level	Target grade	Exam grade (If applicable)
English			
Maths			
Science			

### Additional subjects

	Current level	Target grade	Exam grade (If applicable)

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**Coursework**

<b>Course</b>	<b>Available</b>	<b>Complete</b>

**7. Attendance**

<b>Current attendance (%)</b>	<b>Authorised absence (%)</b>	<b>Unauthorised absence (%)</b>	<b>Date of last attendance</b>

<b>Family service involvement re: Attendance enforcement?</b>	
<b>If yes - please provide contact details</b>	

**8. Exclusion history over the last 12 months**

<b>Excluded from (date / number of days)</b>	<b>Excluded to (date / number of days)</b>	<b>Reason for exclusion</b>

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**9. Previous schools attended**

<b>School attended</b>	<b>Date from</b>	<b>Date to</b>

**10. Family overview / Vulnerable groups**

**Please provide details about the living situation - number of siblings, who lives in the household, does the learner live with parents / carers etc**

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**Does the learner fall into a vulnerable group?**

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<b>Permanent exclusion</b>	
<b>Gypsies, Roma and Travellers (GRT)</b>	
<b>Child missing education</b>	
<b>Child refugee or child of asylum seeker</b>	
<b>Young carer</b>	
<b>Unaccompanied asylum seeking child</b>	
<b>School refuser</b>	
<b>Eligible for Free school meals (FSM)</b>	
<b>LAC</b>	
<b>At risk of child sexual exploitation</b>	
<b>Young offender</b>	
<b>Pregnant student / school girl mother</b>	
<b>Anxious learner</b>	

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## 11. Learner profile

	<b>Needs attention</b>	<b>Acceptable</b>	<b>Very good</b>	<b>Excellent</b>
<b>Attendance</b>				
<b>Punctuality</b>				
<b>Confidence</b>				
<b>Interaction with other learners</b>				
<b>General behaviour</b>				
<b>Attitude to home life</b>				
<b>Parental attitude to school</b>				
<b>Emotional resilience</b>				

### Any other comments

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**12. Risk assessment**

	<b>Neve r</b>	<b>Sometime s</b>	<b>Ofte n</b>
<b>Gives in easily to pressure from others</b>			
<b>Risk of being transported</b>			
<b>Has poor control of temper</b>			
<b>Challenges authority</b>			
<b>Causes damage to property</b>			
<b>Verbally abuses peers</b>			
<b>Verbally abuses staff</b>			
<b>Displays aggressive behaviour</b>			
<b>Has caused deliberate injury to peers</b>			
<b>Has caused deliberate injury to staff</b>			
<b>Displays sexually inappropriate behaviour</b>			
<b>Risk of self harm</b>			
<b>Manipulative behaviour</b>			
<b>Truancy / leaving site without permission</b>			
<b>Drug / alcohol use</b>			
<b>Brought in or used an offensive weapon</b>			
<b>Racist tendencies</b>			
<b>Radicalisation risk</b>			

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<b>Gang association (Suspected)</b>			
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**Any other comments**

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**13. Pen profile**

<b>Strengths</b>	<b>Areas for development</b>

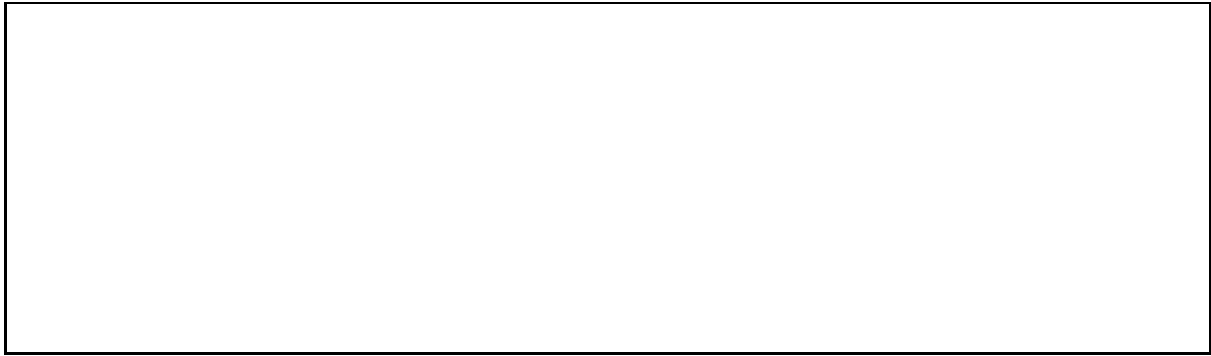
<b>Triggers</b>	<b>Learning style / favoured learning environment</b>

<b>Behaviours</b>	<b>Strategies</b>

**14. Learner views / comments**

<b>Why does the student want to attend SSA?</b>
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**Parent/carer consent for off site visits**

As part of the academy curriculum, we will arrange visits in the local community to support the students learning and experiences.

For your son/daughter to take part in such activities we require the written permission from their parent/carer.

Please note that separate letters and permission slips will be sent out for planned visits and trips further afield.

I

.....  
.....

Give consent for

.....

...

to participate in curriculum/sports activity/Impromptu visits to local museums and galleries.

I also give consent to the following

I have read the details about the activity at the top of this form and hereby give my consent to the following

- i. my son/daughter participating in the activity described
- ii. the School, in the event that it is necessary, obtaining or rendering properly qualified medical assistance to my son/daughter

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- iii. Self-administration of prescribed dosage of any required medication, e.g. paracetamol, travels sickness tablets, as advised by a pharmacist.

## Service Level Agreement

### Agreement between:

The Stone Soup Academy 14 High Pavement Nottingham NG1 1HN  Tel: 0115 8221834	
Stone Soup Contact Name: Kerrie Henton Position: Principal <a href="mailto:Khenton@stonesoupacademy.org.uk">Khenton@stonesoupacademy.org.uk</a>	Correspondence Address Stone Soup Academy 14 High Pavement Nottingham NG1 1HN

And

Referring Organisation:  Address:  Tel no:	Student Name: Address:  Tel No: DOB:
Contact: Position: Address if different from above:	Parent's Name:  Address if different from above:

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Tel No: Mobile: Email:	Tel No: Mobile: Email:
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The purpose of this agreement is to identify the respective roles and responsibilities of The Stone Soup Academy and organisations referring students to The Stone Soup Academy.

The agreement is subject to the student successfully completing a 6 week assessment period. The Academy will contact the referrer to advise if the placement will be continuing.

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**The aims of the provision:**

To provide provision for students to access Education via alternative learning methods and environment. It is intended that the student will be integrated into a mixed group of no more than 5 students with access to 1-on-1 support if needed.

**Responsibilities:**

The Stone Soup Academy aims to ensure a successful partnership with each referring organisation by setting out responsibilities as follows:

**The referrer will be required to:**

- Obtain parent/carer consent in the case of participants under 16 years of age to attend the programme.
- Provide appropriate information regarding the student, before placing him/her on the programme, detailing personal details including contact telephone numbers, relevant previous education history and copies of educational and/or risk assessments. A Pen profile is also required.
- Give details of a named person to act as the key contact and co-ordinator of placement and notify the Academy of any changes that occur.
- Attend review meetings with The Stone Soup Academy to discuss the student’s progress. The frequency of these meetings to be agreed as part of the students Individual Learning Plan.
- Work closely with The Academy to address any concerns that may arise regarding the education and wellbeing of the student
- Inform The Academy in good time of any relevant internal evaluation paperwork that will need to be completed.
- Hold responsibility for dealing with statutory obligations with regard to non-attendance of the student.
- Agree on a service line agreement and total cost of the placement, based on information supplied by The Stone Soup Academy and settle invoice within 30 days of receipt of invoice.

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**The Supplier will:**

- Provide a structured programme of learning, with clear aims and objectives leading to a nationally recognised accreditation, where stated.
- Give details of a named person to act as the key contact and co-ordinator of placement and notify the referrer of any changes that occur.
- Comply with all statutory requirements including health and safety and Safeguarding ensure that all staff, in contact with participants younger than 16 years of age are DBS checked.
- Keep records of the student’s attendance and inform the referrer on a daily basis.
- Maintain systems to monitor and report on the progress of students.
- Forward to the referrer, copies of certificates achieved by participants.
- Provide documentary evidence of expectations regarding the student’s behaviour and code of conduct.
- In the case of students under the age of 16, contact parents/carers/guardians if possible to notify of any absences/lateness or leaving early. The referrer’s named contact will also be informed for tracking and safety purposes.
- Report to the referrers named contact person immediately any concerns, emergencies, or disciplinary issues.
- Forward to referrer’s named contact person any reports detailing incidents resulting in disciplinary proceedings.
- Comply with trips and visits guidance and ensure that all necessary documentation is completed
- Make sure that confidential information is held securely at all times and only used in the provision of this agreement.
- Agree on a service level agreement and state total cost of the placement, which will include lunch, accreditation costs and some course materials. Some courses may require further payment for course materials and this will be stated at the time of referral.

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**Termination:**

This contract can be terminated with a 4 week notice period. This notice period can be waived if there are exceptional mitigating circumstances or safeguarding issues that have been discussed and agreed in writing with the Principal.

**Financial Arrangements:**

The referrer will pay for the agreed cost following invoice which will be issued monthly in arrears. The cost of the placement will reflect the individual needs of each student.

<b>Name of Customer</b>	
<b>Agreement start date</b>	
<b>Agreement End Date</b>	
<b>Number of Days per week</b> <b>Please identify which days</b> <b>Number of weeks</b>	
<b>Review Date</b>	
<b>Daily Rate</b>	£
<b>Total Cost</b>	£

**Signed on behalf of referring organisation:**

**Name and job title:**

**Date:**

**Signed on behalf of The Stone Soup Academy**

**Name and job title:**

**Date:**

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### 1. Learner details

<b>Student name</b>	
<b>Gender</b>	
<b>D.O.B</b>	
<b>Year group</b>	
<b>Ethnicity</b>	
<b>Religion</b>	
<b>First language</b>	
<b>Home address (Please specify whom the learner lives with)</b>	
<b>Parent / carer contact name/number (first point of call)</b>	
<b>Parent / carer contact name/number (Second point of call)</b>	
<b>Emergency contact name / number</b>	
<b>Medical information (please provide details) Is there a requirement for medication to be administered during the day?</b>	

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## 2. Referring organisation details

<b>Referring organisation</b>	
<b>Address</b>	
<b>Contact name / Position</b>	
<b>Contact number</b>	
<b>UPN number</b>	
<b>ULN number</b>	
<b>FSM</b>	Yes/No
<b>DSL contact name and email address</b>	

## 3. SEN details

<b>SEN Status:</b> EHCP School support none	
<b>Does this student have a specific diagnosis?</b>	
<b>Cognition and learning difficulties</b>	
<b>Social, Emotional and mental health</b>	
<b>Communication and interaction</b>	
<b>Sensory and physical</b>	
<b>Exam Access arrangements</b>	
<b>Referring organisation SENCO</b>	

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<b>Contact number</b>	
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**4. Outside Agency details**

<b>Is the learner open to social care (please provide social worker details)</b>	
<b>Is the learner open to Targeted Family support? (Please provide details)</b>	
<b>Is the learner open to any form of universal services? (CGL, CAMHS etc)</b>	
<b>Is the learner open to the Youth Justice Service (please provide details)</b>	

**5. Reason for exclusion and why the learner would benefit at SSA**

**(Please give as much detail as possible)**

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**6. Education profile**

**Key stage 2**

	<b>Results</b>
<b>Reading</b>	
<b>Writing</b>	
<b>Maths</b>	

**Key stage 3**

	<b>Working below</b>	<b>Working At</b>	<b>Working above</b>

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<b>Reading</b>			
<b>Writing</b>			
<b>Maths</b>			

#### Key stage 4

	<b>Current level</b>	<b>Target grade</b>	<b>Exam grade (If applicable)</b>
<b>English</b>			
<b>Maths</b>			
<b>Science</b>			

#### Additional subjects

	<b>Current level</b>	<b>Target grade</b>	<b>Exam grade (If applicable)</b>

#### Coursework

<b>Course</b>	<b>Available</b>	<b>Complete</b>

#### 7. Attendance

<b>Current attendance (%)</b>	<b>Authorised absence (%)</b>	<b>Unauthorised absence (%)</b>	<b>Date of last attendance</b>

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<b>Family service involvement re: Attendance enforcement?</b>	
<b>If yes - please provide contact details</b>	

**8. Exclusion history over the last 12 months**

Excluded from (date / number of days)	Excluded to (date / number of days)	Reason for exclusion

**9. Previous schools attended**

School attended	Date from	Date to

**10. Family overview / Vulnerable groups**

<b>Please provide details about the living situation - number of siblings, who lives in the household, does the learner live with parents / carers etc</b>

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**Does the learner fall into a vulnerable group?**

<b>Permanent exclusion</b>	
<b>Gypsies, Roma and Travellers (GRT)</b>	
<b>Child missing education</b>	
<b>Child refugee or child of asylum seeker</b>	
<b>Young carer</b>	
<b>Unaccompanied asylum seeking child</b>	
<b>School refuser</b>	
<b>Eligible for Free school meals (FSM)</b>	
<b>LAC</b>	
<b>At risk of child sexual exploitation</b>	
<b>Young offender</b>	
<b>Pregnant student / school girl mother</b>	
<b>Anxious learner</b>	

**11. Learner profile**

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	<b>Needs attention</b>	<b>Acceptable</b>	<b>Very good</b>	<b>Excellent</b>
<b>Attendance</b>				
<b>Punctuality</b>				
<b>Confidence</b>				
<b>Interaction with other learners</b>				
<b>General behaviour</b>				
<b>Attitude to home life</b>				
<b>Parental attitude to school</b>				
<b>Emotional resilience</b>				

**Any other comments**

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**12. Risk assessment**

	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>
<b>Gives in easily to pressure from others</b>			
<b>Risk of being transported</b>			

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<b>Has poor control of temper</b>			
<b>Challenges authority</b>			
<b>Causes damage to property</b>			
<b>Verbally abuses peers</b>			
<b>Verbally abuses staff</b>			
<b>Displays aggressive behaviour</b>			
<b>Has caused deliberate injury to peers</b>			
<b>Has caused deliberate injury to staff</b>			
<b>Displays sexually inappropriate behaviour</b>			
<b>Risk of self harm</b>			
<b>Manipulative behaviour</b>			
<b>Truancy / leaving site without permission</b>			
<b>Drug / alcohol use</b>			
<b>Brought in or used an offensive weapon</b>			
<b>Racist tendencies</b>			
<b>Radicalisation risk</b>			
<b>Gang association (Suspected)</b>			

**Any other comments**

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**13. Pen profile**

<b>Strengths</b>	<b>Areas for development</b>
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Triggers	Learning style / favoured learning environment

Behaviours	Strategies

**14. Learner views / comments**

<b>Why does the student want to attend SSA?</b>

## Single Roll Transfer Form

**Agreement between:**

The Stone Soup Academy 14 High Pavement Nottingham NG1 1HN  Tel: 0115 8221834	
Stone Soup Contact Name: Kerrie Henton Position: Principal khenton@stonesoupacademy.org.uk	Correspondence Address Stone Soup Academy 14 High Pavement Nottingham NG1 1HN

And

Organisation: Address:  Tel no:	Student Name: Address:  Tel No: DOB:
Contact Name: Address if different from above:  Tel No: Mobile: Email:	Parent/carer Name: Address if different from above:  Tel No: Mobile: Email:

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The purpose of this agreement is to transfer the named student from the main school roll onto the roll of Stone Soup Academy. By signing this agreement the referring school is agreeing to pay the full fee as detailed below to Stone Soup Academy.

The referring school must have gained the support and approval of the student’s parent or guardian before this transfer can happen. Stone Soup Academy are accepting this transfer on the basis that the school has consulted with the student’s parent of guardian and that this transfer has been agreed.

Stone Soup Academy accept no responsibility for transfers which have not been agreed by the student’s parents and guardians, and will still expect this full fee to be paid if the placement becomes invalid due to failure to consult with the parents.

**Financial Arrangements:**

The referrer will pay for the agreed cost following invoice which will be issued.

<b>Name of Customer</b>	
<b>Agreement start date</b>	
<b>Agreement End Date</b>	
<b>Number of Days per week</b> <b>Please identify which days</b> <b>Number of weeks</b>	
<b>Daily Rate</b> <b>Total Cost</b>	
<b>Please sign to verify parent/guardian and student have been informed of transfer:</b>	

Signed on behalf of referrer:

**Name and job title:**

**Date:**

**Signed on behalf of The Stone Soup Academy:**

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**Name and job title:**

**Date:**

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### Termination of Service Level Agreement

<b>Student Name:</b>
<b>Referring Organisation:</b>
<b>Address:</b>
<b>Notice of Termination of Agreement:</b>
<b>Final Date of Agreement:</b>
<b>Reason for Termination of Agreement</b>

Please sign and return

<b>Signed</b>	<b>Signed</b>
<b>Principal</b>	<b>Referring Organisation</b>

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