

# Bale's Farm Outdoor Learning Admissions Policy

## Bale's Farm Outdoor Learning referral arrangements for 2024/25

### Introductory statement

Bale's Farm is an Alternative Provision based on outdoor learning.

The aim of Bale's Farm is to re-engage its students into education and progression to employment, training or further education. Admission will be through the referral process outlined in this policy. Referrals may be made at any time throughout the year.

### Number of places available

Bale's Farm will provide education for 8-27 pupils aged 5-19.<sup>1</sup> These places will be part time places.

### Registration arrangements

Where students are on the roll of another school and attend for a short period of time (i.e. mostly fixed period exclusions or a school educating a child off-site) the student will be classed as Educating Offsite and at our provision.

Where students are not on the roll of another school they will be registered at Bale's Farm.

### Students supported by Bale's Farm

Bale's Farm will specialise in providing places for:

- Children who cannot find school placements
- School refusers
- SEN children Educated Other Than At School
- Children who require supporting for transitions into education

### Referral arrangements

To acquire a place at the school, children must be referred by an educational establishment or local authority (commissioners). Commissioners will contact Bale's Farm on [hay@balesfarm.org](mailto:hay@balesfarm.org) to make a referral.



**Bale's Farm**  
Outdoor Learning

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<sup>1</sup> The school can break its numbers of places down by year group if it wishes to be more specific and it can set out any year by year numbers as it builds up to full capacity.

## Commissioning process

### Point of contact

The point of contact for commissioners is Charlotte Haley – [hay@balesfarm.org](mailto:hay@balesfarm.org)

Once a commissioner makes contact with the school Bale's Farm will consult the EHCP, school and family to discuss in detail if a placement will be right for the child.

### Offers

If we can accept a referral<sup>2</sup> we will write to the commissioner accepting the referral, including financial requirements, the support to be offered, a start date<sup>3</sup>, the date by which the offer should be accepted and the address to which to respond.

### Procedure following an offer

When offer letters are sent, if the commissioner fails to accept the place by the date set out in the letter, it will be assumed that commissioner no longer wants the place and the offer will be withdrawn.

### Complaints

Any objections to this policy or its application should be raised with the school through its normal complaints process which is published here [URL].

If the complainant is not satisfied with the resolution, they are able to complain to the Education Funding Agency (EFA) at [Academy.QUESTIONS@education.gsi.gov.uk](mailto:Academy.QUESTIONS@education.gsi.gov.uk).

### Equal Opportunities

The academy is committed to equal opportunities and admits students across the full spectrum of academic abilities. All students have equal access to the curriculum and there is a learning support programme for students with special needs.

### Review

This policy will be reviewed annually and any amended policy for the following September will be published on the school's website before the end of the preceding September (i.e. the policy for 2023 referrals will be published in September 2022). The policy will remain on the website throughout the school year.

### Links to other policies

This policy should be read in conjunction with the school's other policies:

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<sup>2</sup> Referrals should be accepted without further pre-admission assessment from the AP academy. Referrals should be accepted unless the following apply, the commissioner fails to fund the place, the commissioner is seeking to refer the child because the child is not academically able or the school is full.

<sup>3</sup> A short deadline please.

- SEN policy,
- curriculum,
- induction process,
- reintegration policy,
- equal opps policy,
- complaints procedure,
- assessment policy,
- safeguarding policy;
- etc.

## Annex A - Commissioning process

### Point of contact

The point of contact for commissioners is Charlotte Haley - [Hay@balesfarm.org](mailto:Hay@balesfarm.org)

### Local Authority commissioners

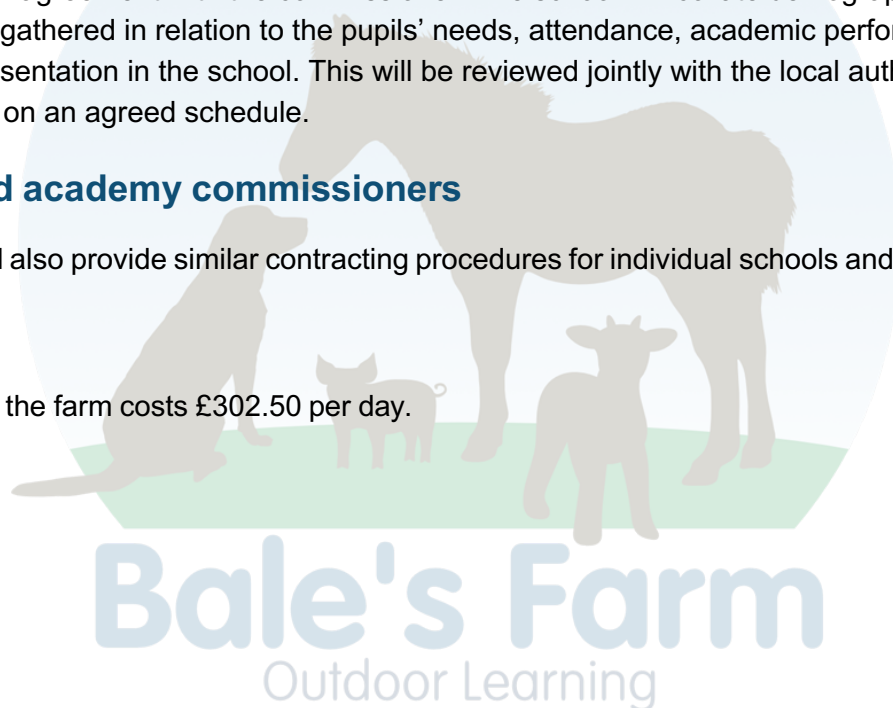
When the commissioner is a local authority, it will be purchasing places at the school. A contract agreement will be negotiated and drawn up to provide a number of places under an agreed Outline Service Specification. The Specification will set out the obligations of the school, the commissioning authority and the child's host school so that all parties are clear about: what will be delivered; how; when; at what price; the responsibilities of the parties to the agreement to maintain the highest level of support to the child; and what monitoring arrangements will be agreed to review the contract performance. The school will seek and welcome contractual arrangements with key local authorities proximal to the school. The contract monitoring review process will be on a six weekly basis in agreement with the commissioner. The school will collate demographic and outcome data gathered in relation to the pupils' needs, attendance, academic performance and behavioral presentation in the school. This will be reviewed jointly with the local authority commissioner on an agreed schedule.

### School and academy commissioners

The school will also provide similar contracting procedures for individual schools and academies.

### Funding

Each place on the farm costs £302.50 per day.



# Annex B Referral Form

## Young Persons details including;

- Names
- Gender
- Address
- Name of referring school/ most recent school attended;
- Previous schools
- Year group
- UPN
- Ethnicity
- FSM
- PP
- EAL, 1st language, home language
- CiN
- CP
- LAC
- CAF

## Parent. Carer details

- Names
- Relationship to young person
- Address/ contact details
- Parental responsibility contact details

## Ability and Potential

- % Attendance
- Exclusions – No. incidents and No. days
- KS1 outcomes
- KS2 Teacher Assessment/ SATS
- KS3 Progress/ Teacher Assessment
- KS4 Predicted Grades
- Examining body (if accredited rate stated)
- Other assessments including;
- Reading age
- Spelling age
- CATS/ other
- PASS/ other attitudinal assessments
- Assessment reports from external professionals
- Option choices/ subjects currently studying

## Agency Involvement

- Agency
- Lead Professional

- Intervention/support
- Date started and completed

## Reasons for Referral

- Current challenges for the learner
- Learner needs not being met in school
- Preferred programme of study/ intervention (linked to 'ability & potential section)
- Expected duration of placement
- Expectations of placement outcomes ( linked to 'ability & potential section)

## Safeguarding

- Assessment of potential risk factors including;
- Offending
- Bullying
- Arson
- Physical assault
- Young carer
- Self-harm
- Sexual exploitation

## Parental Consent

- Confirm parents are aware of the referral
- Confirm parents agree to the referral

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