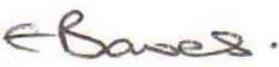




Admissions Policy

Version:	V6
Last reviewed:	December 2023
Effective until:	30 November 2024
Next review:	November 2024 or when there is a change in circumstances, in work practices or the introduction of new legislation.
Lead	Jason Steele
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Signed	

This policy meets all the requirements of SEN and Disability (SEND) Code of Practice. It will be reviewed annually or when there is a change in circumstances, in work practices or the introduction of new legislation.

Ethos

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotionally available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education'(Department for Education [DfE] 2021). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional and physical well-being of children, young people and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

Aims

Raise the Youth Education and Wellbeing School is a specialist school which provides full time education and wellbeing support to children and young people with social, emotional and mental health difficulties. We have a highly qualified, experienced multi-disciplinary team to create a supportive, truly therapeutic educational environment where our children and young people can thrive.

We work within all legislative frameworks including the Equalities Act (2010). We value diversity and do not discriminate on any grounds including gender, religious beliefs (non-beliefs), sexual orientation, race or ethnicity. We work in partnership with children, young people, parents, carers and local authorities to ensure that all our children and young people benefit from the range of educational, therapeutic and wellbeing options that we are able to offer.

We have high expectations of our children and young people both in terms of their behaviour (see our Positive Behaviour Policy and Positive Behaviour Strategy) and their educational outcomes and attainment. We expect co-operation from children, young people, parents, carers and local authorities to promote the success of the whole school.

We expect full and frank disclosure of any material facts that may affect a child or young person's learning, social interactions, behaviour or risk factors that may require specific support or interventions and to ensure that we are an appropriate school to meet the needs of the individual child or young person.

Our school has two offers. Our specialist Social Emotional Mental Health (SEMH) provision and our alternative education provision.

Admission Statement

We are a specialist independent SEMH school with Sixth Form College, catering for children and young people with SEMH needs who have Education, Health and Care plans (EHCP). We offer school placements for those that have been permanently excluded from school and need an education placement on day 6 to support their continued education and explore their current needs to promote their educational inclusion. We also consider admitting children and young people who are in the process of being assessed for an EHC plan, in appropriate circumstances.

Great care is taken to ensure the school can meet all of child/young person's needs.

The school has a capacity for 60 children and young people.

Admission Criteria- SEMH provision

- Most children and young people will have an EHC plan relating to emotional, social or mental health needs and the school is able to meet these needs.
- In exceptional circumstances children and young people who are going through the EHC plan process will be admitted.
- Children who have been permanently excluded and require an education placement on day 6 will be considered by school. The school will follow the agreed process between the school and the Local Authority inclusion team.
- The child or young person is committed to accepting the tailored education and wellbeing support provided by the school, to enable them to make excellent progress.
- The parents, carers & Local Authority agree to work in partnership to secure the best outcomes for the child or young person.

Admission Process

- Initial enquiry and consultation documents are sent from the local authority SEND assessment team or from the SEND North West Framework. This will include the EHC plan and supporting documentation regarding the young person's education, health, social care and wellbeing strengths and needs.
- The local authority will supply additional, essential referral information which captures baseline assessment information, attendance and punctuality at previous school (s), prior attainment levels, history of any previous exclusions (fixed term or permanent) and any other significant issues that may impact the child's placement.
- The principal will consider the documentation and whether the school can meet the needs.
- The Raise 'Partnership Pack' will be sent to commissioners. This consists of costing information, a sample Provision Map and timetable specific to the needs of the young person.
- Once the placement has been approved by the Local Authority Placement Panel. An appropriately qualified and experienced member of the school's Senior Leadership Team (SLT) will request any additional information required and discuss the placement with the Local Authority, following best practice.
- As per paragraph 9.80 of the Special Educational Needs and Disability (SEND) Code of Practice, subject to all parties agreeing, the EHC plan will be amended to name Raise Education and Wellbeing School as educational provider.
- The school will create a specific programme of education and wellbeing provisions. This will be based on the EHC plan, reflecting the strengths and needs of the child, young person, parents/carers and Local Authority.
- Discussions will take place detailing engagement and integration of the child or young person with the parents/carers and a personalised integration timetable will be put into place.

Admission Criteria- Alternative Education Provision

- Requests for places with the AEP and Day 6 provision will be made by a local authority, under framework agreements.
- All relevant documentation will be supplied by the local authority, to minimise disruption in learning
- Additional support needs will be identified
- The principal will confirm whether a place can be offered

Admission Process- Alternative Education Provision

- Following receipt of appropriate paperwork from the local authority contact will be made with the parent/carer
- Discussions will take place with the pupil, parents/carers detailing the integration plan for the pupil.