



Admissions Policy

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Version Control

Version	Author	Date	Changes
V 1.0	Head of Centre	August 2024	First draft
V 1.1	Executive Administrator	January 2025	Changes to format, replaced 'provision' with 'provision', replaced 'child/children' with 'learners'

1. Introduction

Context

The Bridge is an alternative turnaround provision based over three sites: Severn, Clifton and Millennium Key Stage 1 through to Key Stage 5 with a range of Social, Emotional and Mental Health (SEMH) needs. In addition, learners may be on the autism spectrum (ASC) and/or have a range of Specific Learning Difficulties (SpLD) such as dyslexia, ADHD or speech, language and communication needs. This is a turnaround provision that helps ensure learners move on to their appropriate next destination and learners attend the centres for 15 to 17 hours a week with sessions running in the morning or in the afternoon.

Station Approach: provides part time education for Key Stage 1 learners who have been excluded or at risk of exclusion from school and may be awaiting a SEND provision placement or are looking for a respite programme and be returned to their home school or different maintained school. This is a turnaround provision that helps ensure learners move on to their appropriate next destination.

Millennium: provides part time education for Key Stage 2 learners who have been excluded or at risk of exclusion from school and may be awaiting a SEND provision placement or are looking for a respite programme and be returned to their home school or different maintained school. This is a turnaround provision that helps ensure learners move on to their appropriate next destination.

Clifton: provides part time education for Key stage 3/4/5, all learners have significant barriers to learning who have either been excluded, at risk of exclusion. Some may have an EHCP, some may come with SEMH and trauma based behaviours. There is a need for high levels of engagement and adult support.

The provisions are referred to by Wiltshire Council SEND, School and Alternative Provision Teams. Learners are also referred by local schools. All learners typically have a history of displaying behaviour that challenges and requires a high level of specialist, adult support alongside an appropriately differentiated and personalised curriculum.

In addition to these learners the provision runs a service for those children who have been permanently excluded and are commissioned to start work immediately with these learners and assess their need and appropriate destination.

Mainstream schools are able to purchase Alternative Provision from day 6 for learners 'fixed-term excluded' on direct application to the provision. Purchase places are subject to overall capacity, learner needs and reintegration planning in place.

2. Legislation and Statutory Guidance

This policy has due regard for all relevant legislation and statutory guidance including, but not limited to:

- Equality Act 2010
- Human Rights Act 1998

- Special Educational Needs and Disability Discrimination Act (2005)
- School Standards and Framework Act 1998
- DfE (2021) 'School Admissions Code'
- DfE (2012) 'School Admission Appeals Code'

This policy operates in conjunction with the following AAT Trust policies:

- Equal Opportunities Policy
- Data Protection Policy

3. Criteria for Admission

Admission to the provision starts with a referral from the Local Authority (LA) or Home school.

All referrals are considered by the Head of centre and leadership team in the chronological order they are received by the Head of Centre.

Decisions made as to whether the provision is able to offer a placement are determined by the provision's current capacity, ability to meet the learner's needs and offer the provision as outlined in their plan. The needs of the young person and those of who are on roll are placed at the heart of the process. The provision will respond within the statutory 15 day's timeframe informing the Local Authority of the decision but will aim for the process to be completed in 5 working days.

To be admitted to the provision a learner must fulfil any of the following criteria:

- Be permanently excluded or at risk of exclusion from mainstream provision
- Have an EHCP for SEMH and/or ASC (a draft EHCP in certain circumstances) and are waiting for placement to a specialist provision.

The provision may, in certain circumstances, admit learners beyond number if the provision is confident that in doing so the needs of other learners will not be compromised. The provision may use sites flexibly to meet needs and manage demand for placements as appropriate and in discussion and agreement with the LA.

4. Admission Process

The provision accepts children and young people from Wiltshire Council and local schools based in Wiltshire.

Parents/carers and their child have an opportunity to visit the provision and appropriate phase. Visits can be arranged by contacting the site manager. The provision actively welcomes parents/carers to visit the site in order to start building the necessary, positive working relationship.

Home visits will be arranged for all referrals where appropriate for staff to start gathering appropriate information and building relationships with Carers/parents and learners.

Parents/carers will have an opportunity to meet with the SENCO, Executive Headteacher or other members of the staff team on request.

When parents/carers formally request a place for their child and this is agreed, a letter of confirmation is sent to the parents by the Local Authority.

Once a start date has been agreed, the Induction Process will begin. This involves the signing of the Home/Provision Agreement.

Learners can begin at the provision at the start of a new academic year or at any time throughout the year. On-entry baseline assessment processes, arranged in line with individual learner needs and cooperation, will support personalised planning and curriculum differentiation.

The Local Authority will inform parents regarding transport arrangements.

In addition, to make the right placement decision, provision representatives may visit the learner in their current setting, observe their functioning and assess the suitability to meet the young person's needs.

Issues relating to offers of a place made by the Local Authority which conflict with parental preference will be dealt with by the appropriate Local Authority.

5. Transition from the Provision

For learners transition from the provision will be considered, in partnership, at an annual review or interim review if the learner or young person is able to demonstrate that they can be successful or are likely to require a different setting.

Learners who have been permanently excluded from mainstream school will be considered for reintegration, when ready. Learners will be supported to reintegrate throughout their managed-move by the provision working alongside the receiving school and other agencies as appropriate.

6. On Entry

Senior leadership team, administrative support, pastoral staff and allocated teachers will ensure that:

- learner information is entered into TBAPs management information system
- education files are set up
- teaching staff and colleagues are fully prepared
- medical conditions are known and communicated
- kitchen staff are made aware of any dietary considerations

- the annual EHCP review date is known or if not scheduled, set a date
- information from the previous school is received
- a full risk assessment is in place