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| <b>Local Procedure Title</b>              | <b>Admissions</b>                                  |
| <b>Home/ School/ College</b>              | <b>Bridge House</b>                                |
| <b>ACS Policy number and title</b>        | <b>ACS 11 Admissions</b>                           |
| <b>Local Procedure template reference</b> | <b>ACS LP 11</b>                                   |
| <b>Local Procedure date</b>               | 08.09.2026                                         |
| <b>Local Procedure review date</b>        | 08.09.2027                                         |
| <b>Local Procedure Author(s)</b>          | Jacky Gray (Deputy Head)                           |
| <b>Local Procedure Ratification</b>       | Checked and Approved by: Clare Hiom (Head Teacher) |

## 1. Aim

We focus on students with significant and complex additional needs who may be “lost to learning”, at significant risk of exclusion or out of school with a placement difficult to establish. This may include, but is not limited to, children in care, young people who have an Education Health Care (EHC) Plan and young people who do not have an EHC Plan but are undergoing an Education, Health and Care Needs Assessment.

Typically, they will be young people who have been isolated in their learning journey through a number of factors that have made them particularly difficult to place within local authorities and for whom existing arrangements within “Education Otherwise Than at Schools” (EOTAS) do not provide the firm base of a school attachment at a time of significant uncertainty within a family and young person’s educational journey. They are those who are at risk of becoming long term “Not in Education, Employment or Training” (NEET).

In addition, they may have a range of associated difficulties such as:

- social difficulties including difficulties forming relationships and interacting socially.
- Emotional vulnerability
- Mental Health difficulties, including depression, self-harm and anxiety.
- Anxiety-based school avoidance
- A history of school refusal or non-attendance
- Difficulties with communication and interaction, including Autistic Spectrum Disorders.
- Developmental disorders which impact upon concentration and attention.
- Conduct disorders.
- Trauma, including Adverse Childhood Experiences

It is the aim of Bridge House School to maintain learning within a young person’s community, whilst engaging partner services, to enable a holistic approach to meeting their additional needs within their locality. The focus is towards reintegration into an appropriate mainstream provision linked to both age and ability that will enable young people to lead useful and enjoyable lives within their community.

Bridge House School recognise our duty to embrace diversity and to work to overcome prejudice and we do not discriminate on grounds of ability, gender, ethnicity, race or religion.

Bridge House school provides education for both boys and girls in key stage 1 to key stage 4. Young people are referred to Bridge House via their home Local Authority although referrals will be considered from other LA's, parents, and external agencies subject to funding being met directly from the referring body. Placements are full time on a day provision basis and dual placements will be considered on an individual basis if felt to be appropriate.

Admissions to the school can be made at any point in the academic year.

## **2. Admission Procedure/Legal Arrangements**

Admission is reliant on adherence to the school's admissions procedures as set out below:

Following an initial inquiry, referral papers for consultation should be issued by the Local Authority.

These will be reviewed initially by the referrals co-ordinator to determine whether there is a vacancy in the appropriate year group.

- Where there is no vacancy, the referrals co-ordinator will respond to advise the Local Authority of this.
- Where there is a vacancy, the consultation will be considered by the SENDCo and headteacher, to determine whether the individual needs can be met within the school.
- In the case that needs cannot be met, the referrals coordinator will respond to advise the Local authority that this is the case.
- Where needs can be met, the SENDCo will respond to make an offer of placement

Upon completion by the school and approval of the placement by the Local Authority/referrer, dialogue and meetings may take place with parents/carers and relevant professionals involved with the child and family and further necessary information gathered.

The school may further assess its ability to cater to the applicant's needs, before making an offer of placement, by:

- inviting the student to visit the school, with their parents or carers, after the end of the school day
- visiting the student's home
- visiting the student's current education provision, or speaking to the school SENDCo
- Considering the potential impact that the admission of that student may have on the current cohort

When we are confident that we would be able to meet needs, our placement offer is returned to the referring authority, for them to consider.

If the decision is not to admit the pupil, we may discuss with the referrer other possible appropriate provision that could be made. If the decision is to admit a pupil, a placement agreement confirming the fee structure and terms and conditions of the placement is required from the Local Authority/referrer.

Should parents/carers wish to appeal a decision made regarding admissions, they should follow the procedure as set out in the schools Complaints Policy. This is available from the school's website ([www.aspris.com/bridge-house-school](http://www.aspris.com/bridge-house-school)) or a copy can be made available on request.

Bridge House school retains the right to refuse the admission of a pupil on the following grounds:

- The school feels that the learner's needs, as identified in their Education Health Care Plan and / or referral information, would not be met.
- The admission of the Young Person would be detrimental to the effective education of others.
- The school feels that the pupil's needs could be met by other LA services such as mainstream schooling or alternative provision and that a placement at Bridge House School would be inappropriate given the needs of the young person.
- The school has reached its capacity in terms of the number of placements.
- The referral is made from a LA which is not the young person's home LA, unless funding had been agreed and was in place accordingly.
- They are not in receipt of an Individual Placement Agreement, specifically naming the Young Person and outlining contractual arrangements.

### **3. Responsibilities**

The Headteacher is responsible for all admissions and the operation of this Local procedure

**Referrals co-ordinator:** [bridgehousereferrals@aspriscs.co.uk](mailto:bridgehousereferrals@aspriscs.co.uk)

The referrals co-ordinator will review all applications received against both the vacancies within the school and the needs of the student. Where we are either unable to meet the needs of the student, or if there is no space within the School a response is sent to the referring agency.

#### **Head teacher/ SENDCo**

All prospective students, as identified by the referrals co-ordinator, are forwarded to the Headteacher for further consideration. The headteacher will ultimately decide on whether to offer a placement at Bridge House.

#### **Pastoral Manager**

Prior to admission, an individual risk assessment will be undertaken for the student, by the Pastoral manager.

### **4. Risk assessment**

As part of the admissions and induction process, an Individual PSP will be drawn up. Pastoral Support Plans (PSP) are co-produced at an individual level with each Young Person. These plans capture the voice of the young person and take account of their wishes and feelings, whilst recognising the observations and recommendations of the broader team around the young person.

Each PSP also details a clear risk assessment, initially drawn from information provided within EHCP, previous school reports, parents and social workers and enables the school staff to

understand the best way of working with the student.

## **5. Documentation completion, access and storage**

### **Why the school needs to process personal data on prospective pupils**

The use of a student's personal data will be made in accordance with the school's legitimate interests for the purposes offering a placement.

In providing Bridge House with contact details, we will keep parents/carers updated via preferred communication channel about the next steps in the assessment and admission procedure.

To carry out its duties to communicate with parents of potential pupils and to assess potential pupils, the school needs to process a range of personal data. We need to do this in order:

- To confirm the identity of prospective pupils and their parents and the applicant's right to live and study in the UK
- To enable potential pupils to take part in assessments
- To safeguard potential pupils' welfare and provide appropriate pastoral (and where necessary, medical) care whilst they are in the process of assessment at

Following the assessment process and prior to an offer of a place at Bridge House, with the express permission of the parents, further personal data is generally sought from previous educational establishments that the potential pupil has attended (if any):

- Prospective pupils' academic, behaviour, admissions and attendance records (including information about any special needs) are usually required from any previous educational establishments
- Relevant information from other professionals or organisations working with the prospective pupil (if applicable) may be sought

### **Access to personal data relating to potential pupils:**

Personal data collected by the school in relation to a prospective pupil will remain within the school and will be processed by appropriate individuals only in accordance with access protocols (i.e. on a 'need to know' basis). Particularly strict rules of access apply in the context of any medical records or developmental assessments or safeguarding information provided. However, a certain amount of any prospective pupil's SEND information may need to be provided to teaching staff involved during the assessment process.

### **How long we keep personal data relating to potential parents or pupils**

The school will retain personal data securely and only for as long as necessary to fulfil a legitimate and lawful purpose, in accordance with the UK General Data Protection Regulation (UK GDPR):

- If offered a place at Bridge House, the school will retain ordinary pupil personnel files for 25 years from the Student's date of birth.

- If not offered a place at Bridge House, the applicant's personal data erased or destroyed.

Specific queries about how our retention policy is applied or wish to request that personal data that you no longer believe to be relevant is considered for erasure, please contact the school.

## **6. Health arrangements**

At Bridge House Independent School, we believe that all children have a right to access and enjoy the full curriculum, regardless of their gender, race, religion or abilities. We understand that for some children to do so, adaptations must be made to accommodate their medical needs; some children will need to receive on-going support, medicines or care in school to help them manage their condition and keep them well. We recognise that medical conditions may impact upon the social and emotional development of a child, as well as having educational implications. Wherever necessary, we will seek advice from and build relationships with healthcare professionals and other agencies and to effectively support both the pastoral and educational needs of these pupils.

Some children with medical conditions may be disabled under the definition set out in the Equality Act 2010. Whenever this is the case, the school will comply with their duties under that Act. In the case of a child having a need which requires an Education, Health, Care (EHC) plan, the school will comply with the SEND Code of Practice (2014).

Whilst we recognise that every child has the same rights of admission to Bridge House Independent School, regardless of any medical condition, we will ensure that no other person's health is put at risk from, for example, infectious diseases. If it would be detrimental to their own health, or that of others, we will not accept a child in school, in line with our safeguarding duties.

The SENDCo will liaise with all relevant individuals including parents/carers (wherever possible); the individual pupil; health professionals and other agencies, prior to admission, to decide on the support to be provided to the child. Where appropriate, an Individual Healthcare Plan (IHP) will be drawn up and shared with the members of staff who work with the child, whilst continuing to maintain confidentiality. Any member of staff who is providing support to a child with a medical condition will receive suitable training from the appropriate health-care provider before the student is admitted to the school.

## **7. Welcome and familiarisation processes**

Upon the placement offer being agreed by the referring authority, we will contact the parents/carers of the student to invite them to visit the school after the end of the school day. This gives the student the opportunity to meet key staff and explore the school, with the support of their parents or carers.

An admissions pack, which provides further detailed information about joining the school along with key paperwork is also shared at this important meeting.

We agree a start date with the referring authority following this visit and, where necessary, offer a transition plan.

Inclusion on the school roll is based on:

- Receipt of a placement agreement from the Local Authority
- An initial risk assessment being completed based on information provided by the referring school / agency, parent or carer and where necessary, other outside agencies.
- Completion and return of a completed admissions pack.
- Transport arrangements being in place (these must be agreed in advance).

No student is placed on roll, until these criteria are met.

#### **8. Welcome, Induction, and familiarisation processes**

Induction and integration are based on the individual needs of each student and are agreed, in advance of the start date, by all stakeholders, including the Local Authority SEND Caseworker.

Where it is deemed to be beneficial to the student, short-term, part-time integration timetables will be agreed to facilitate a successful integration into Bridge House School.

#### **9. Monitoring arrangements**

This local procedure is reviewed and monitored annually by the Headteacher.

#### **Contents Checklist** (Homes/ schools/ colleges may add additional items – this is a core list)

|                                              |   |                                       |   |
|----------------------------------------------|---|---------------------------------------|---|
| Responsibilities                             | ✓ | Health arrangements                   | ✓ |
| Admissions Impact Risk Assessment            | ✓ | Legal arrangements                    | ✓ |
| Risk Assessment                              | ✓ | Welcome and familiarisation processes | ✓ |
| Admissions information                       | ✓ | Induction and integration processes   | ✓ |
| Documentation completion, access and storage | ✓ | Monitoring arrangements               | ✓ |

#### **Local Procedure Review History:**

| <b>Date Reviewed</b> | <b>Reviewer</b> | <b>Summary of revisions</b> |
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**Admissions  
Local Procedure**