



RIPPLEVALE

SCHOOL

Admissions Policy

Date of issue: 13.02.2024

Review Cycle: Annual

Next Review Date: April 2026

Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, health and safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

Ripplevale School provides a caring learning environment where our students make meaningful progress, relative to their individual starting points. Our aim is to encourage them to develop appropriate personal, social and employable skills enabling them to become confident, independent and aspiring young people

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full- or part-time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (GDPR)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Ripplevale School is an independent day Special School. Ripplevale School will accept young people who have an EHCP and have a diagnosis of autism. They may have experienced a disruptive and disturbed educational life and may have very low self-esteem, social and emotional and sensory needs, including anxiety, coupled with difficulties relating to communication.

Initial enquiries may be by phone, letter or e-mail and visits arranged by the Admissions Manager.

Students are referred by their Local Educational Authority who will be responsible for the funding of any agreed placement. Privately funded student referrals are also accepted, with autism and associated needs.

Ripplevale School has an extensive and robust admissions process to ensure that the specific physical, emotional and educational needs of the students will be met and the placement is suitable for them.

Admissions criteria

- The age of the child on the date of admission must be between 6 and 18 years of age.
- Students will not have challenging behaviours that may cause distress to other students.
- The child or young person must be capable of working in a class of up to a maximum of eight students.
- All children and young people admitted must have clearly stated that they will aim to try to conform to the standards of behaviour.
- Parents and/or carers will be asked to agree to a working partnership that will be open and honest throughout their child's stay at Ripplevale School and sign a home school agreement.
- All students referred should have an EHCP or be in the process of obtaining this.
- Prior to the formal interview being arranged, Ripplevale School will require the EHCP and consultation from the Placements Officer, or relevant documentation from privately-funded students.

Student-Friendly Interview

A student-friendly interview will be held at Ripplevale School by appointment for parents/carers and their son. The family will have the opportunity to walk around the school and see parts of the school day, to get a feel of Ripplevale life and ask any questions pertinent to the individual student.

There is an expectation that a decision to attend Ripplevale School should not be arrived at without due consideration. Following a successful tour and interview, a 'taster day' will be offered, during which time the child or young person will be informally assessed in terms of whether the provision can meet the needs as outlined in the EHCP. This may include time with our Speech and Language Therapist, Occupational Therapist, potential class group and SENCo. After this process, the Placements Officer will be informed of the final decision by the Admissions Manager and the family will be informed thereafter, and, in the case of privately funded students, the family will be informed directly.

Six-week assessment period

During the initial six weeks, staff gather evidence relating to academic levels and social and emotional needs within our setting. During this time parents/carers receive phone calls to let them know how the student is settling in.

At the end of the six-week assessment the SENCo will liaise with the teaching staff team in the collation of findings.

A comprehensive report will be sent to the relevant Local Authority and parents/carers.

The report will provide information relating to the way that the school will interpret the Provision Plan and Outcomes initially, possibly with new short-term targets and any relevant interventions that will support the student holistically.

If necessary, parents/carers will be invited to attend a meeting at school to discuss the report and any in-school alterations to the Provision plans.

It is then hoped the parents/carers will participate in the day-to-day progress and needs of the student including the annual EHCP review and regular parents' evenings and will become as involved in their child's educational progress as is possible. They will be supported in this by the tutor, SENCo and Senior Leadership Team.