




Branas School

Admissions Policy

	Reviewed:
Role Executive: Head teacher	September 2023 
Review date:	September 2024

CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

1. Description and Ethos of Branas School

OUR CULTURE AND ETHOS

We are committed to providing a nurturing, safe and vibrant learning environment that fosters a love of learning and enables every student to become the best they can be. Respectful and supportive relationships are at the heart of all that we do: we value every member of the school community equally. We recognise that our pupils bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our Learners learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.

Branas Isaf operates an integrated model of care, education and therapy underpinned by the Good Lives Model. The school exists to improve the quality of life of our pupils both now and in their future. We specialise in supporting the Good Lives Model as a framework to offender rehabilitation, and as an underpinning therapeutic model across both care and education for the development of pupils.

The Good Lives Model (GLM) is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency. That is, the GLM is concerned with individuals' ability to formulate and select goals, construct plans, and to act freely in the implementation of these plans. A closely related assumption is the basic premise that offenders, like all humans, value certain states of mind, personal characteristics, and experiences, which are defined in the GLM as primary goods.

OUR SCHOOL

Branas School is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

The school provides specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children.

OUR PUPILS

All young people in Branas School have a history of harmful behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan or a Statement of SEN.

THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY

NURTURE OUR LEARNERS TO **ACHIEVE**

AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

"Community with learning, is a community with heart"

"Cymuned a'i chynefin, sy'n chymuned â chalon"

This vision drives everything we do and will be achieved through:

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;

- Recognising that time is precious; working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND AIMS

Our values are:

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others



Our Aims:

- All pupils will undergo a 2 week induction period where we look to initial assess and diagnose learners within core subjects areas and look to support a transition timetable to reintegrate learners successfully back into education
- Within the first 6-weeks all pupils will undergo in depth assessments in order for us to fully understand them and their needs for effective learning;
- Everyone in Branas Isaf supports and challenges pupils to invest in education as a priority for a successful placement;
- All pupils are supported and challenged to achieve at least 95% attendance in school;
- All pupils are supported and challenged to engage in creative learning experiences appropriate to their needs, and supported by an accurate individual learning plan;
- All pupils are supported and challenged to achieve nationally recognised academic awards in core subjects;
- All pupils are supported and challenged to achieve accreditation in a wide range of subject areas ;
- All pupils are supported and challenged to become independent learners;
- All pupils learn how to keep themselves safe, and build positive relationships with those around them;
- All pupils are enabled to take part in decisions that shape their lives, the school and the community in which they live;
- All pupils are supported to demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- All pupils are enabled to attend and participate in regular therapy sessions;
- All pupils learn strategies to manage their feelings and know where to go for help when things are difficult;
- All pupils will have the opportunity to participate in work experience and work-related learning opportunities;
- All our pupils learn the skills to interpret data and apply mathematical concepts;
- All our pupils learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- All pupils are supported and challenged to lead healthy, active lifestyles and be prepared to make a positive contribution to society as adults.

3. Referral

All referrals to the school will be discussed at the monthly Risk and Referral meeting. This meeting is attended by the Head of Service for Branas, the Clinical Operations Manager, and the Executive Headteacher for Branas School and the Registered Managers for the homes which feed the school. The meeting will discuss the suitability of the referral and will make a decision whether or not to offer a place at the residential setting within Branas Isaf and subsequently to the school. See *Branas Referral and Placement policy* for further detail.

Branas School will complete an initial education assessment based on the paperwork, which details whether the school feels a placement is suitable and also explains the transition planned for the learner.

Following the decision to offer a place, all paperwork will be circulated to the Registered Manager and made available to the Executive Headteacher who will be able to use this to draw up an individual Induction Plan.

4. Induction to the school

In order to draw up the most suitable plan, the Executive Headteacher will contact the previous educational setting and the placing Local Authority to request the following documents:

- Outcomes from end of Key Stage testing
- Statement of Educational Needs or Education, Health and Care plan – if one exists
- Individual Education Plan (IEP)
- Personal Education Plan (PEP)
- School reports
- Educational Psychology reports
- ALN information especially regarding JCQ applications for access arrangements
- Courses and qualification pathways that the young person has begun in their previous setting
- Qualifications and awards already completed
- Risk Assessment completed in discussion with previous educational setting (see Appendix 1)

The Executive Headteacher will use this information to draw up an Induction Plan which will be shared with the teaching staff and Registered Manager.

The Induction Plan will usually start with planned visits to the school to allow the young person to view the school and meet the staff team, the young person will receive a tour of the school, discuss their options (key stage 4/5) and receive all information and uniform to support their transition into Branas School.

Following the visit to the school a transition induction plan will then be put in place to support a successful transition into the school and to enable the school staff to begin the process of gathering baseline assessment information. This will include information about the young person's academic and cognitive functioning particularly in reading, spelling and maths; and about their social and emotional needs. This information will be gathered through formal assessment and informal teacher assessment.

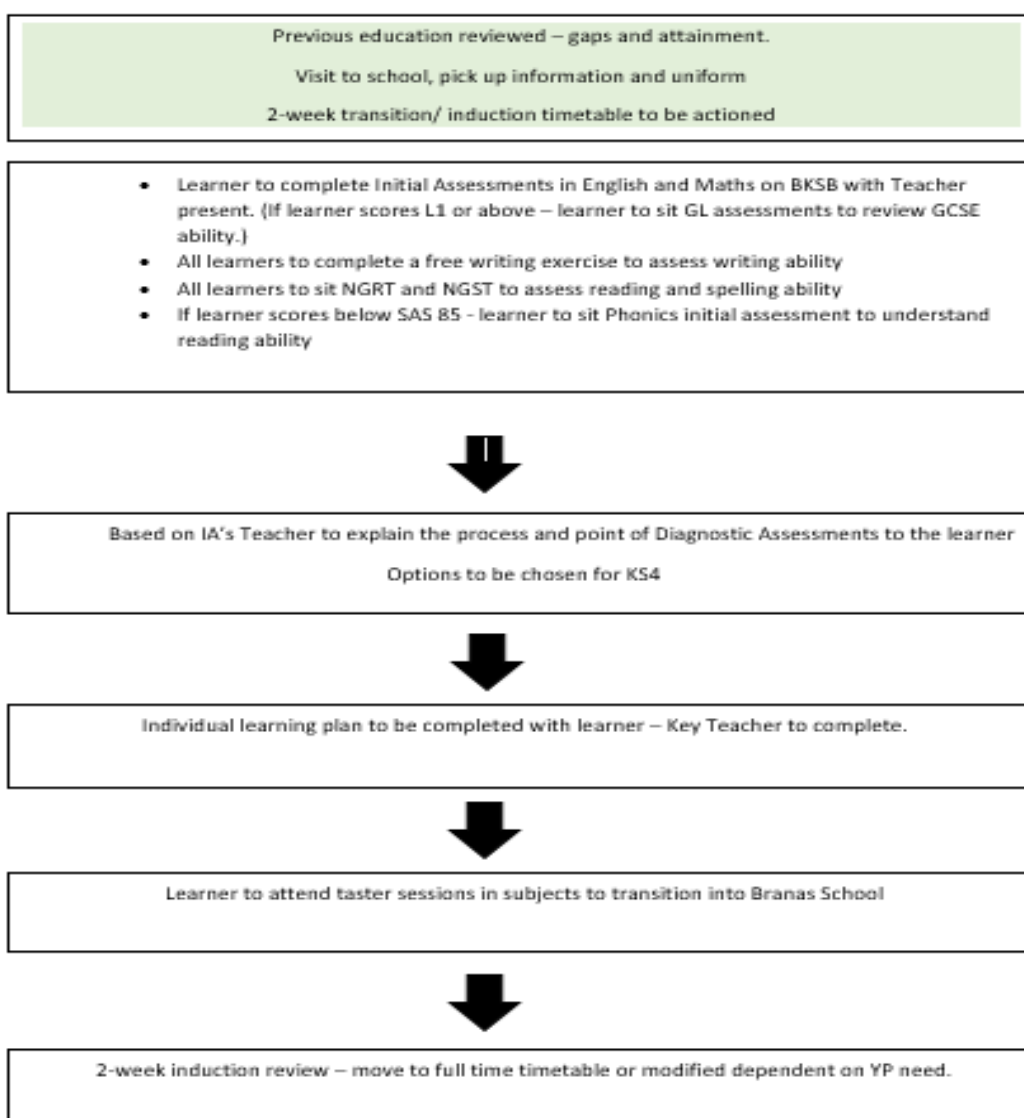
The baseline assessment data will be used to inform the targets for an Individual Learning Plan and programme of study for the remainder of the placement at Branas School.

Each pupil is allocated a key tutor who is responsible for the learner's individual learning plan, support the pastoral needs of the young person, and to report to and attend any planning or review meetings for that pupil. It is also the responsibility of the tutor to support the pupil to integrate with his peers within Branas School, and to ensure that in the first weeks the pupil is able to become a valued member of the school community.

The pupil will follow an individualised timetable, learning in a small group setting where differentiation and inclusive practices are the key to helping them to re-engage in their education. Additionally, some pupils receive 1:1 intervention sessions during the week, to address their particular learning needs or help them to catch up on gaps in their previous education.



Learner Induction



5. Admission onto the school roll

The Induction Plan will set out the timeframe by which the young person will be admitted into the school and formally enrolled on the Admissions Register. The Executive Headteacher will consider all the information detailed above when reaching her decision about how long this process will take. All young people will aim to be enrolled into full-time education within two weeks of their arrival at Branas Isaf.

The Executive Headteacher will seek to avoid any unnecessary delay and to limit disruption to the child's education. However, it may be necessary to arrange 1-1 sessions in school for some young people prior to their formal admission onto the school roll.

As soon as a young person has been registered on the school roll, the Executive Headteacher will write to the Social Worker, the previous educational setting and the Registered Manager to inform them.

6. Review

This policy will be reviewed on an annual basis by the Executive Head Teacher

It will be due for review in **September 2024**.

Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Branas Policy on Referral and Placement
- Safeguarding Policy
- ALN policy
- Pupil Handbook
- Pupil Assessment Policy
- Individual Subject Policies
- Branas School Statement of Independence
- School timetable and term dates
- Behaviour Policy
- Quality Framework

Appendix 1

Pupil Risk Assessment

RISK ASSESSMENT

The Risk Assessment **must** be completed for each young person in the placement and must take into account any risks a young person may pose to others plus risks to self &/or from others.

The assessment **must be updated or reviewed** if circumstances for the young person change &/or if a change of risk occurs. This document is to be formally reviewed by the in-house multi-disciplinary team at each PPM meeting.

SCORING LEGEND	
Likelihood of risk	Seriousness of risk
1 - risk rarely occurs	1 - minor harm may result
2 - risk sometimes occurs	2 - moderate harm may result
3 - risk regularly occurs	3 - serious harm may result

NAME OF YOUNG PERSON:				
DATE OF PREVIOUS REVIEW/UPDATE:				
DATE OF THIS CURRENT RISK ASSESSMENT:				
NAME OF STAFF MEMBER COMPLETING:	Print:		Sign:	
HOME MANAGER	Print:		Sign:	

Behaviour/ Risk	Who may be harmed	Likelihood	Seriousness	Date last risk occurred	Strategies/Plan/Action to control risk
					•

ANALYSIS OF OVERALL RISK

YOUNG PERSON'S VIEWS:						
YOUNG PERSON NAME:	Print		Sign		Date	

SIGNATURE SHEET:

All members of the multi-disciplinary team should sign and print their names and date this form to confirm that they have read, understood and agree with the risk assessment.

Print Name	Signature	Position/ Job Title	Date

EDUCATION FEEDBACK REGARDING REFERRAL TO BRANAS ISAF

This document is to be completed for all new placement requests- this is based on initial placement request/referral.

Name of School	Branas School	Name of person completing initial suitability Assessment:)
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Young Person		Date of Birth		Date of Initial suitability Assessment:	
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Do you consider the young person suitable to move into the placement & attend schooling within Branäs? <i>Please record Y/N and summarise.</i>	
Please summarise the proposed transition plan (<i>e.g. visits & phased introduction/ attend for initial assessment</i>)	