

## Placement & Admissions Process

All referrals to the school will be discussed and agreed collectively with the Head of Service for Branás, the Clinical Operations Manager, the Executive Headteacher for Branás School and the Registered Managers for the home that the young person will attend. The suitability of the referral will be discussed and a decision will be made whether or not to offer a place at the residential setting within Branás Isaf and subsequently 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 or IDP – 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)

## Induction Process

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 Branás 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 Branás 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**

