



Branas School

Admissions Policy

Article 8

You have the right to an identity.

Article 14

You have the right to have your own thoughts and beliefs and to choose your religion, with parents' guidance.

Article 23

If you have a disability, you have the right to special care and education.

Article 28

You have the right to an education.

Implemented	By Whom	Last Review	By Whom	Next Review
Sept 2023	T. Lewis	17/02/2026	G. Ashley	February 2027

Document History (last 3 versions)	
Person(s) responsible for change	Nature of Change
T. Lewis – September 2023	Review and amendment



Description and Ethos of Branas School

OUR CULTURE AND ETHOS

Branas school is an independent special school for boys aged 11 – 18 years who have a history of harmful behaviours. The school is registered for up to 25 young people and consists of KS3, KS4 and 5 classes. As a community we are able to support young people with early childhood trauma and additional learning needs. We offer a secondary education which includes English, Maths, Science, Humanities, Art, PE, Careers, Music, PSHE and Careers. Specialist teachers offer individualised sessions for young people who have gaps in their learning. We are a registered AALA centre which enables our young people to develop their self-esteem and confidence, learning skills outside of the traditional curriculum through climbing, hill walking and kayaking. All young people access a range of qualifications including GCSE's, Functional Skills and AQA Awards. Careers lessons prepare them for life beyond school and transition in to college.

Branas Isaf is an integrated model of care which incorporates Education, Therapy and Care as a support system for young people. Therapy includes the Good Lives Model (GLM) which is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency.

OUR SCHOOL

Branas School is committed to developing respectful and supportive relationships with all young people. We recognise that our young people 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 young people learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.



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”

OUR MISSION STATEMENT:

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

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 decide 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.

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.

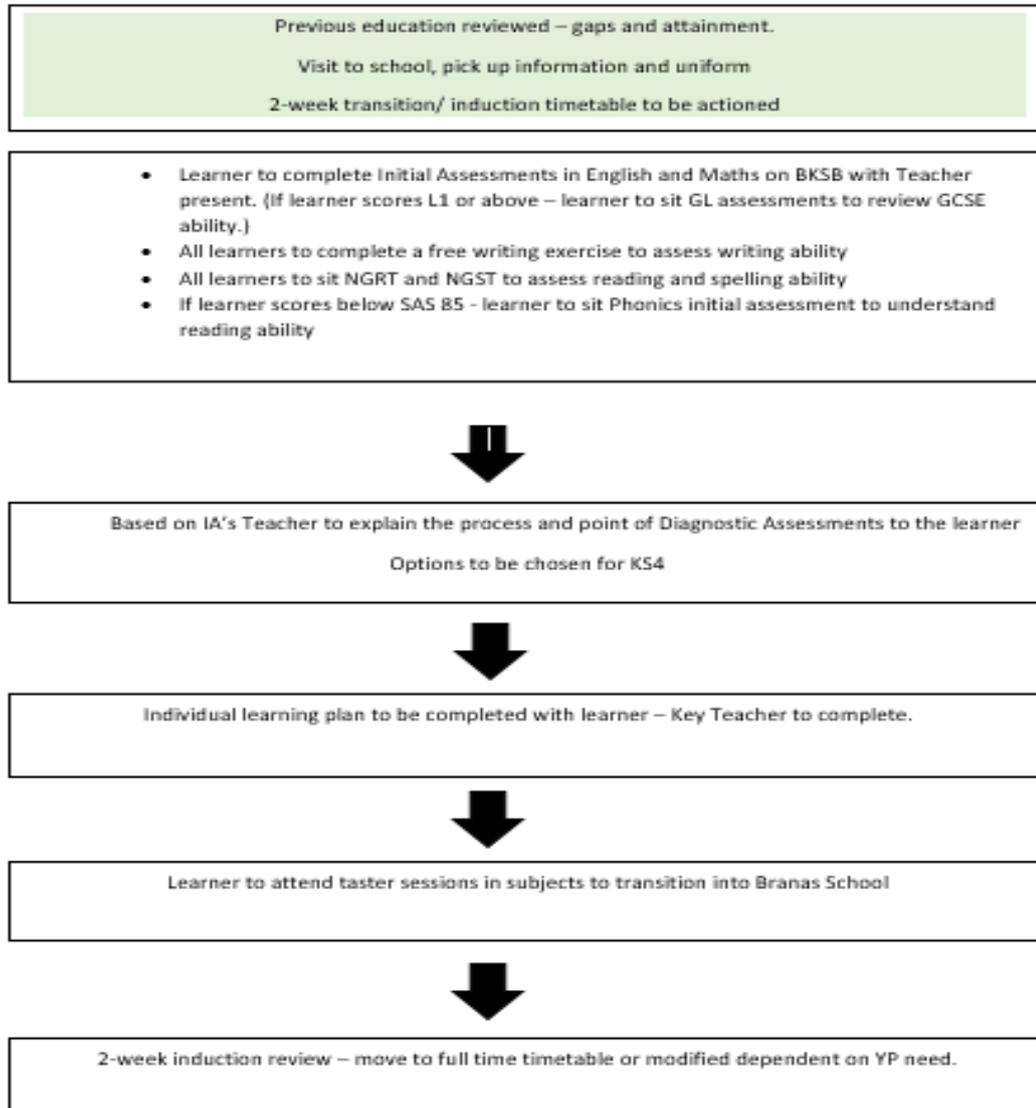


Each pupil is allocated a key tutor who is responsible for the learners individual learning plan, support the pastoral needs of the young person, and to report to and attend any planning or review meetings for that pupil. It is also the responsibility of the tutor to support the pupil to integrate with 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 **February 2027**

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



Pupil Risk Assessment

RISK ASSESSMENT

The Risk Assessment **must** be completed for each young person in the placement and must consider 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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<p>Do you consider the young person suitable to move into the placement & attend schooling within Branas? <i>Please record Y/N and summarise.</i></p>	
<p>Please summarise the proposed transition plan (<i>e.g. visits & phased introduction/ attend for initial assessment</i>)</p>	