



## ALTERNATIVE PROVISION

# Admissions and Referrals Policy

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Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP  
Directors*

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## Aims

This policy aims to:

1. Explain the process for referral, selection and admission to a place at our [RAISE-AP](#) provision
  2. Set out the arrangements for allocating places to the students referred to [RAISE-AP](#)
  3. Set out the provision's process for transition of new students starting at [RAISE-AP](#)
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## Legislations

This policy is based on the following advice from the Department for Education (DfE):

[School Admissions Code](#)

[School Admission Appeals Code](#)

[School Admission Arrangements](#)

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## Definitions

The normal admissions round is the period during which parents / carers can apply for state-funded school places at the school's normal point of entry, using the common application form provided by their home local authority.

Looked after children are children who, at the time of making an application to a school, are:

- In the care of a local authority
- Being provided with accommodation by a local authority in exercise of its social services functions

Previously looked after children are children who were looked after, but ceased to be so because they:

- Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002
- Became subject to a child arrangements order
- Became subject to a special guardianship order

A child reaches **compulsory school age** on the prescribed day following his or her fifth birthday (or on his or her fifth birthday if it falls on a prescribed day).

The prescribed days are 31 December, 31 March and 31 August.

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## Referrals

The referral of a student to [RAISE-AP](#) will normally be handled by the Local Authority responsible for the child. Professionals, schools, parents and carers are all welcome to make informal enquiries to the provision, however [RAISE-AP](#) works in partnership with the Local Authorities and it is they that will ultimately handle the referral.

Our provision aims to support students who have:

- Severe or complex Special Educational Needs
- Behavioural, Emotional and Social Difficulties
- Experienced Life Trauma
- Autism
- Learning disabilities
- Educational phobias
- Been excluded elsewhere

### Planned Admissions

A referral process is in place, enabling comprehensive relevant background information and identified needs, to be gained from the prospective placing authority. An initial judgment is made at this point, based on our ability to successfully support the educational needs of this student, and considering any potential conflicts that may arise with existing students.

We would hope that the placing authority representative either and parents (if applicable) would visit the provision following an initial referral. This allows them the opportunity to be fully conversant with the services available.

A visit is made to the prospective student, usually by Head of Provision to identify the suitability for the student and their likely motivators to engage with us. Following this point, a decision is made about whether to accept the placement and if agreed, a transition plan is formulated alongside the placing authority, student, family (if applicable) and current educational placement. The full investigatory and information gathering process commences.

## Emergency Admission

Emergency admissions follow a similar route with the referral information being gained and assessment undertaken of suitability. Due to the nature of emergency referrals, it is often not possible to visit the student, prior to admission. However, clear risk assessments will be made prior to acceptance.

Our [RAISE-AP](#) provision aims to ensure the safety and well-being of all students by providing a safe physical and nurturing environment, to allow the healing process to begin.

It is our strong belief that it is crucial that referrals are considered very carefully. Those outside of our remit will not be admitted.

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## Transitions

Each transition is planned specifically around the needs of the student. All staff working for [RAISE-AP](#) understand the practical difficulties and the various emotions faced by students when moving to a new provision.

To best support the student at this difficult time staff closely with all parents/carers/professionals will agree a plan to implement specific support measures in all cases. These may be added to where necessary and as agreed. The full background history of the student is carefully researched by the Head of Provision or the psychotherapist by reading the case files held by social services, any medical files held by CAMHS and the Local Education Authority and by undertaking meetings with the student, parents and significant people (past and present) in the student's life.

The Head of Provision is fully involved and informed throughout this process. The student will also have planned visits to the provision to look around.

### Requirements from placing authorities prior to admission

Prior to any student being placed, we request that as much information as possible is given in advance of the placement to enable staff to plan for the student's admission. Information provided to [RAISE-AP](#) for the residential placement will be shared, when appropriate, with staff in the provision.

For all young people who are subject to an educational statement/EHC Plan, the school will require a copy of their Statement of Special Educational Needs/EHC Plan and latest annual review minutes. It is found to be helpful to also have copies of previous professional assessments completed for the student.

In addition to all the above, the provision has its own internal referral and consent forms to be completed by the person with Parental Responsibility. These must be in place prior to the placement commencing.

### **The day of the admission**

Every effort will be made to make the student's first day as relaxed and un-pressured as possible as it is often scary and difficult for students to move to a new environment.

They will be involved in selecting favoured lessons to attend and will be given the opportunity to meet peers and staff. A programme of study will be agreed before the student arrives and a gradual integration into the provision will be planned to help alleviate anxieties.

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## **Allocation**

### **Criteria for Allocation of Places**

**RAISE-AP** considers the following criteria when deciding to allocate a place.

1. Does the provision have places available?
2. Is the provision able to meet the specific needs of the student being referred?
3. Does the provision have a space in a suitable group (matching needs)?

### **Refusal of Admission**

The Head of Provision and/or **RAISE-AP** education directors reserves the right to refuse admission in the following cases:

1. The provision is fully subscribed and admitting further students would be incompatible with the provision of efficient education or the efficient use of resources.
2. Where the admission of a student would compromise the Health and Safety of students and/or staff within the provision or would seriously compromise or disrupt the education of students already within the provision.
3. Having researched and taken into consideration the academic and emotional needs of the student together with their day-to-day presentation and behaviours, whether a space at the provision would be suitable for the student and the peer group they would be joining to thrive. In addition to all the above, the provision has its own internal referral and consent forms to be completed by the person with Parental Responsibility. These must be in place prior to the placement commencing.

## Monitoring

This policy will be reviewed annually.

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## Raise Values

Our **RAISE-AP values** (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations), invest (tailoring setup for our young people) social skills (becoming part of a community) which are linked to our Admissions and Referrals policy.

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# Appendix I

By the end of Key Stage 2, students should know:

Topic	Students Should Know
Families and people who care about me	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions of courtesy and manners</li> <li>The importance of self-respect and how this links to their own happiness</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>Where to get advice e.g. family, school and/or other sources</li> </ul>



## Appendix II

By the end of Key Stage 4, students should know:

Topic	Students Should Know
Families	<ul style="list-style-type: none"> <li>That there are different types of committed, stable relationships</li> <li>How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>The characteristics and legal status of other types of long-term relationships</li> <li>The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs</li> <li>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>
Online and media	<ul style="list-style-type: none"> <li>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>What to do and where to get support to report material or manage issues online</li> <li>The impact of viewing harmful content</li> <li>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>

Topic	Students Should Know
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>