



ADMISSIONS POLICY

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Aspire Admissions and Referral Arrangements for the Academic Year 2026-27

Introductory Statement

Rotherham Aspire Pupil Referral Unit is a caring, nurturing and developmental environment for young people who have been excluded from or are at risk of exclusion from mainstream education. After receiving our support over a period of time we recommend individuals move on to their next destination with the skills needed to make this succeed.

Our aim is to re-engage its pupils into education and progression to employment, training or further education. Admission will be through the referral process outlined in this policy. Referrals may be made at any time throughout the year.

Pupils Supported by the School

Aspire works alongside the local authority to ensure our vulnerable children and young people have access to quality education; we work predominantly with Pupils who have been permanently excluded from school

Children and young people who are at risk of permanent exclusion from school.

These placements are intended to be short interventions based on children's needs at KS1,2,3, generally children at KS4 follow a Vocational Pathway, placements can be part-time or full-time. Mainstream schools can refer for a placement through Primary and Secondary Inclusion Panels as facilitated by the Local Authority; this is after other avenues have been explored including, a robust graduated response and a period of time with Aspire Outreach Support. Schools submit referrals to the panels and each case is discussed at a fortnightly meeting attended by Rotherham LA, Rotherham Aspire, EPS, Specialist Inclusion Team, CAMHs and guest Head teachers.

Referral is included as appendix 1.

Number of Places Available

Rotherham Aspire works in close proximity with the LA who commission places and currently we offer placements broken down as follows:

- Primary (age 4-11): 18 – average for the year.
- Secondary Placements (age 11-16); 120 – average for the year.

The school seeks to operate a maximum class size of eight pupils in order that the educational provision is effective and safe.

Rotherham Aspire endeavours to meet the needs of the Local Authority and the mainstream schools, we are average place funded throughout the year, this means that at times we have more than the average placements and in September maybe below capacity

**Demand for places increases during the year and is at a peak between Easter and June before year 11 leavers release places again.*

Additional commissioned places may be available through negotiation with the LA dependant on the circumstances.

In considering the school's position prior to responding to the local authority, the school will take account of the child's specific needs, staffing capacity, Key stage, curriculum offers and opportunity, planned class size, year group numbers and learning area into which the child would be placed

Registration Arrangements

Where pupils are on the roll of another school and attend for a short period of time (i.e. intervention placements through agreement with the host school) the pupil will be dual registered (main) at his/her mainstream school and dual registration (sub) at Rotherham Aspire. Where pupils are not on the roll of another school (i.e. mainly where they have been permanently excluded) they will be single registered at Rotherham Aspire.

Referral Arrangements

To acquire a place at the school, pupils must be referred by primary and secondary inclusion panel and this referral is supported by the associate professionals.

Who can refer:

Schools/Academies: Referrals via permanent exclusion - comprehensively completed EP1 or equivalent and all supporting documents must be included. Referrals for intervention places in line with graduated response and referral documentation from panels.

For exceptional cases, the local authority will agree an admission with Rotherham Aspire.

How to refer:

Permanent Exclusion: Complete the EP1 form – fully completed forms with supporting evidence must be in place. Incomplete forms or lack of supporting documentation will trigger the forms and referral being returned. There is an expectation that the Headteacher or representative of the excluding school makes contact immediately with the Local Authority Pupil Reintegration Team so that this can be sent to Rotherham Aspire as quickly as possible. The EP1 or equivalent must be with Rotherham Aspire by the date of the Permanent Exclusion in order for Rotherham Aspire to be able to make 6th day provision.

1. **Partnership Placement:** For children and young people at risk of permanent exclusion. Schools follow referral protocol agreed through the RMBC and Rotherham Aspire. Referral forms should be submitted to RMBC Primary and Secondary Inclusion panels. A discussion is held and decision made about each case to ensure transparency and openness.
2. **LAC Placements:** Where crisis situations have arisen and children need access to education who are of LAC status, then Aspire will work closely with the Virtual School or the equivalent out of authority provision to facilitate a placement in the best interests of the child.
3. **Exceptional cases.** Where pupils who are not attending mainstream school and for whom a mainstream place is not appropriate the local authority can refer for an exceptional placement using Strategic Fair Access Panel. These referrals will be agreed through Head of Access to Inclusion (RMBC).

Examples of these exceptional cases could be:

- A pupil who is without a school place (detached) and has a complex educational history* which supports the need for an alternative setting.
- A pupil who has been registered as Child Missing Education and for whom, when located, an alternative setting is considered appropriate provision due to their complex history (The pupil must have moved out of their school's area of coverage e.g. Catchment Area).
- A pupil who has been registered as Child Missing Education and for whom when located has a complex educational history which supports the need for an interim placement pending a long term setting being identified.
- * Complex history – Pupils with a complex education history will have one or more of the following:
 - A pupil who has previously been attending an alternative provision out of county and is not deemed school ready by professionals via a multi-agency meeting.
 - A pupil who has two or more Permanent Exclusions with the most recent exclusion being within 2 years of the request for a place.

Other services and agencies (e.g. Education Support Services, Educational Psychology, Youth Justice Service, Social Care) and parents and carers may be asked to supply additional information to support the referral process. Partnership places are offered only when agreement has been reached with the mainstream school and parents or carers.

The Role of the Local Authority in Permanently Excluded Placements

RMBC is responsible for arranging full-time education for permanently excluded pupils. RMBC commissions Rotherham Aspire to enable it to fulfil this legal duty to provide a number of places through an agreed Funding Agreement.

The school will collate demographic and outcome data gathered in relation to the pupils' needs, attendance, academic performance and SEMH progress. This should be reviewed jointly with the local authority commissioner on an agreed schedule.

School and Academy Commissioners

When capacity allows the school will also provide similar contracting procedures for individual schools and academies. This will be a local service level agreement arranged with the school or academy to provide alternative provision according to need. This will be bespoke in order to provide personalised programmes of alternative provision as set out in the Operational Guidance- Head of Inclusion RMBC. The Specification will set out the obligations Rotherham Aspire and the commissioning school or academy so that all parties are clear about: what will be delivered; how; when; at what price; the responsibilities of the parties to the agreement to maintain the highest level of support to the child; and what monitoring arrangements will be agreed inline with the Operational Guidance.

Induction

Once a placement is agreed all pupils will attend a planned induction programme.

Once a pupil has undertaken the initial meeting with parents/carers and Rotherham Aspire staff, they undertake a baseline assessment and they also complete a pupil profile with staff. Pupils are placed in the centre/ class, which is most appropriate to their needs, based on their developmental stage, academic ability and age.

Pupils are continually monitored and assessed through group activities, one to one sessions with staff, and feedback by staff through line management with the Senior Leadership Team.

The Admission of Pupils with Special Educational Needs.

Pupils with an Education Health and Care Plan, naming mainstream, who have been permanently excluded will be admitted through the same process as documented above provided parents are in agreement and we feel needs can be specifically met. Our SENDCo will work with the EHCP team to ensure the best course of action is followed for the young person.

Criteria to be Applied in Respect of Other Pupils when Oversubscribed.

The following oversubscription criteria will apply when there are more referrals than places available in order of priority:

1. Children who are permanently excluded prioritised in the following order:
2. Children who are looked after by a local authority
 1. Other permanently excluded children.
3. Children referred under the exceptional cases procedure prioritised in the following order:
 1. Children who are looked after by a local authority
 2. Children referred through Strategic Fair Access
4. Children who are placed in Aspire through Primary and Secondary Inclusion Panel.

Offers

Offers of places are made in line with agreed protocol from commissioning bodies.

Referrals will not be accepted unless the following apply, the commissioner fails to fund the place, or the school is full.

Procedure Following an Offer

Once the offer of an intervention place has been made, if the commissioner fails to accept the place by an agreed date, it will be assumed that the commissioner no longer wants the place and the offer will be withdrawn.

Appeals Against any Refusal to Accept a Referral

Wherever a referral is refused, the commissioner can submit an appeal to the RMBC through the complaints procedures. Any appeals will be heard within 15 working days.

Complaints

Any objections to this policy or its application should be raised with Rotherham Aspire in the first instance, if the complainant is not satisfied with the resolution; they are able to complain following the RMBC complaints procedures.

Equal Opportunities

Rotherham Aspire is committed to equal opportunities and admits pupils across the full spectrum of academic abilities. All pupils have equal access to the curriculum and there is a learning support programme for pupils with special educational needs.

Review

This policy will be reviewed annually and any amended policy for the following September will be published on the school's website before the end of the preceding September

Exit Policy

Known Destination within Rotherham

When a student leaves Rotherham Aspire mid-year and we have a forwarding address and new school within Rotherham the student will stay on roll until we have confirmation from the new school that the student has started with them.

Known Destination outside of Rotherham

When a student leaves Rotherham Aspire mid-year and we have a forwarding address and new school outside of Rotherham:

- Inform Deputy Headteacher – Do not remove the child from roll
- If we have the full details of the move and confirmation that the child has started at another school, completed Appendix B and send to the CME team

If we do not have all the information to complete Appendix B:

- Information received that a child is moving outside of Rotherham but cannot confirm they have started at another school
- Inform Deputy Headteacher – Do not remove the child from roll
- Complete the Appendix A document and send to CME team
- CME team will complete their checks.
- When a de-registration letter is received from the CME team the child can then be removed from roll.
- While this process is taking place the child should be marked 'C' on the register.

Child missing from school for 10 continuous school days

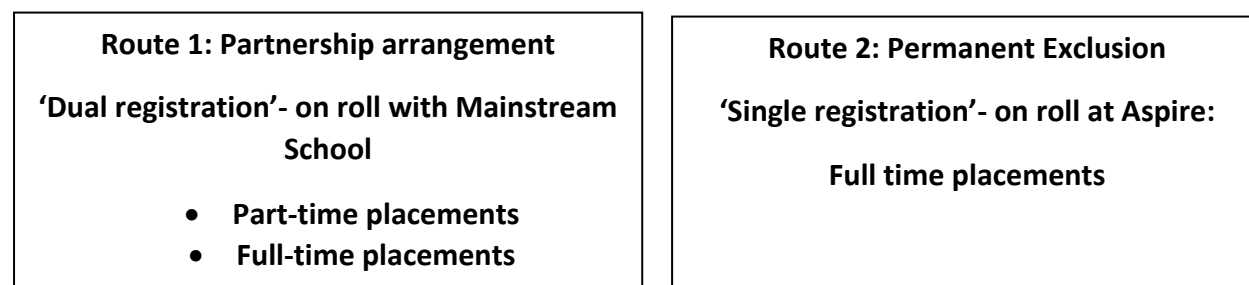
If a child has 10 continuous days absent from school a CME form (Appendix 1) should be completed and sent to the CME team. In the meantime all safe & well checks should continue and the child remain in roll until a de-registration letter is received. While this process is taking place the child should be marked 'O' on the register.

Appendix 1 – Admission routes into Aspire

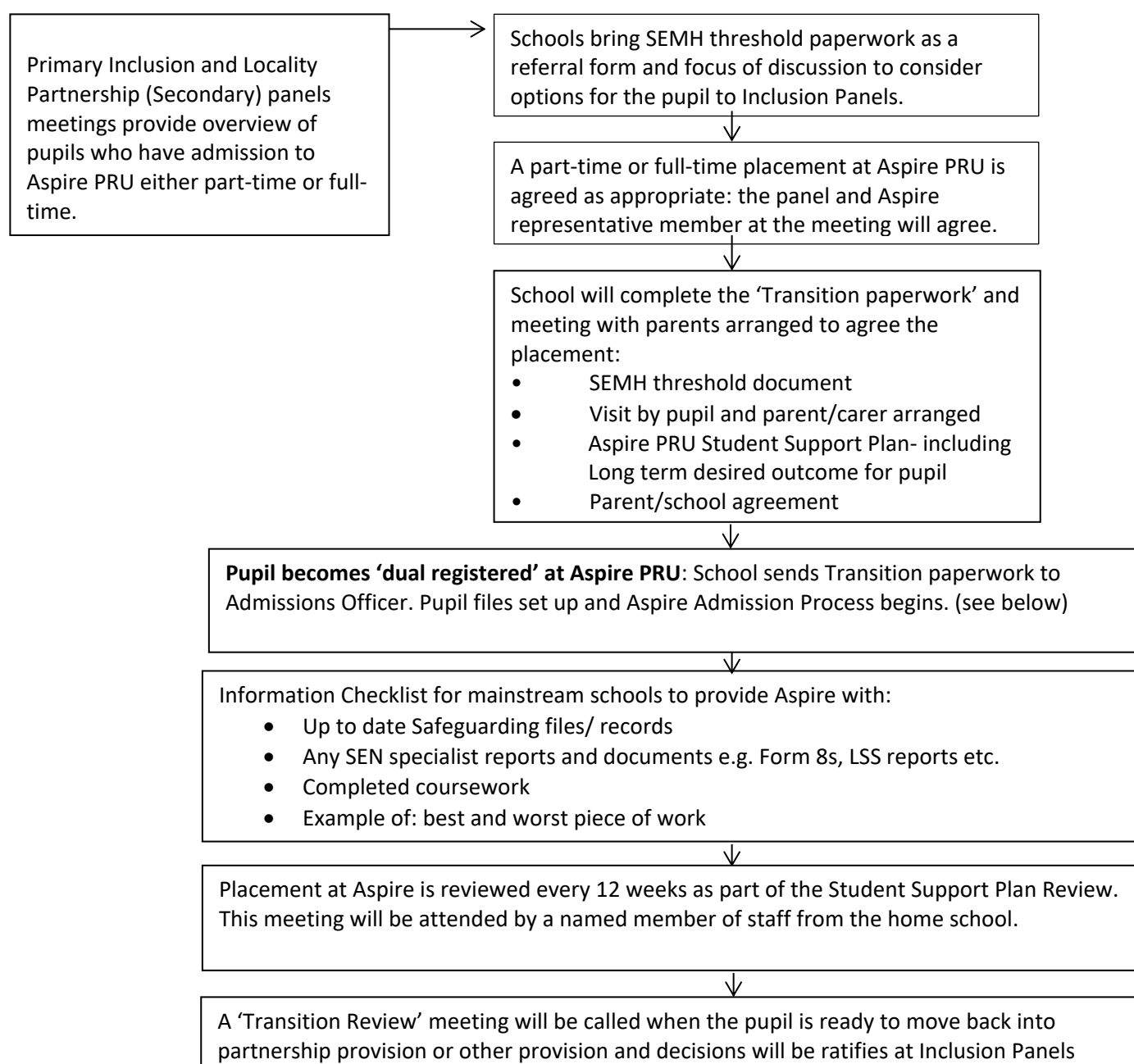
Vision Statement principles: Building Positive Relationships

A: Aspiration S: Supportive P: Prioritise Safety I: Inclusive R: Respectful & Resilient E: Endless Positive Regard

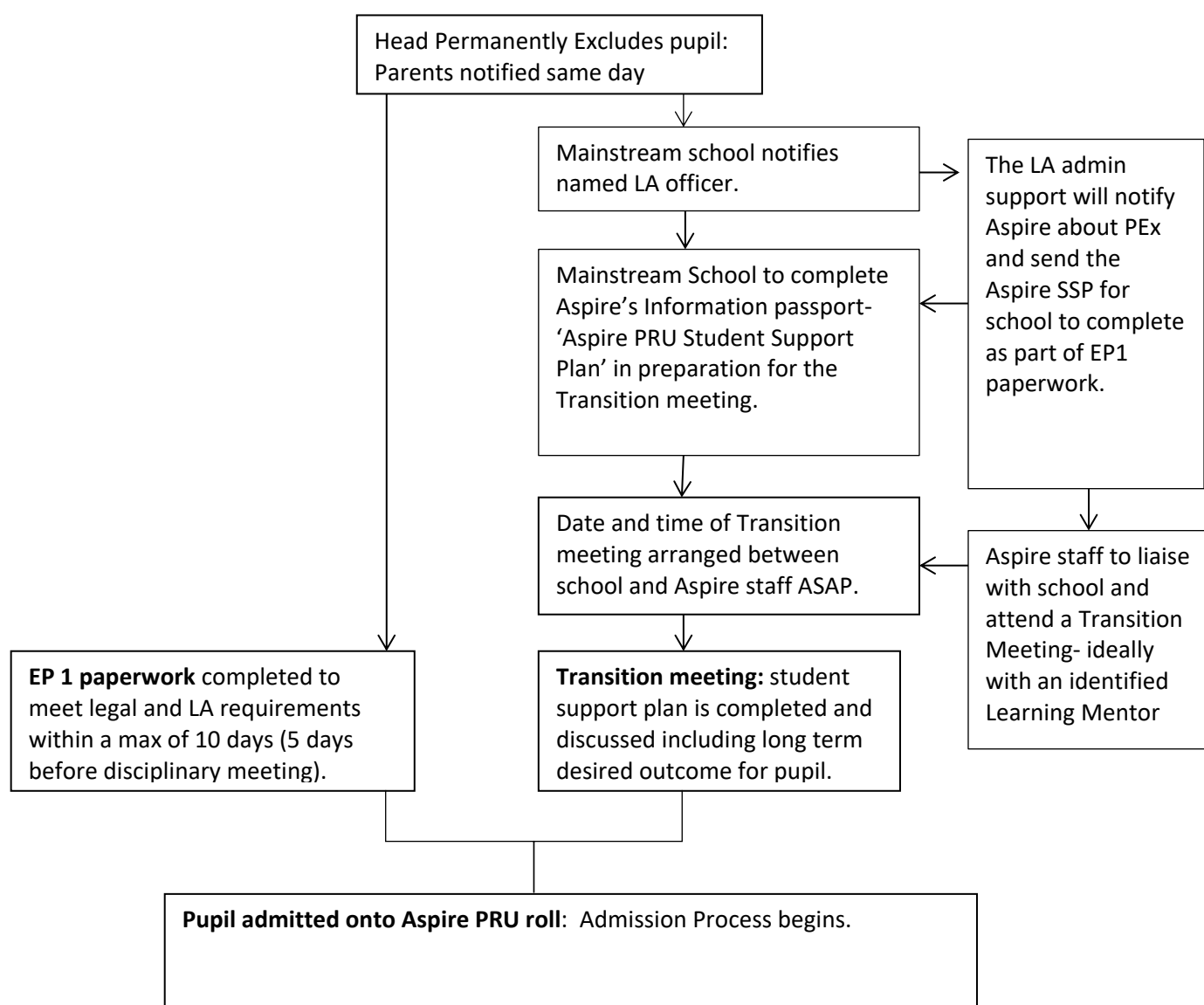
To support and nurture all our pupils; building positive relationships; enabling pupils' needs to be understood and met; ensuring all pupils make progress and become more confident in themselves, their learning and their relationships with others; and helping them to move on and achieve their full potential in life.



Process of route 1: Partnership arrangement through Inclusion Panels



Process of Route 2: Permanent Exclusion



The Aspire Admissions Process

FOR STAFF USE ONLY

1.	Transition paperwork (Student Support Plan and PMG Graduated Response document or EP1) is sent to Admissions Officer who sets up pupil files and admits pupil to Aspire Roll on SIMS.
2.	Admissions Officer to send all relevant information to Safeguarding Lead to do safeguarding checks. All findings to be shared with Core SLT.
3.	Site is determined by Core SLT to best meet the needs of the pupil, Headteacher to inform Admissions Officer.
4.	Head of Centre will oversee admissions process and ensure appropriate timetable is in place.
5.	Head of Centre, will ensure and has responsibility for: • Setting up Mentor file with all relevant paperwork- preparing induction paperwork • Liaising with home/ school/ other professionals to arrange a pupil and parent/carer visit to Aspire • Liaising with other professionals (Including the safeguarding officer), to link in within existing support framework meetings (e.g. Social Care) to ensure wider support network is aware of new placement at Aspire • Ensure initial timetable is in place without unnecessary delay, ensuring pupils and parent/carers have a written copy and any home/school contracts are signed if pupil is only on a transition timetable – this can be 11am-1pm. • Numeracy and Literacy baseline assessments are in place. • Induction checklist for pupils and parents to sign (permission data) • Transport arrangements for pupils arranged and shared with parent/ carers and pupils without unnecessary delay.
6.	Head of Centre to ensure all paperwork is completed and collated and share with Core SLT in line management. New pupil to be introduced to staff in team briefing, with direction to SSP ad overview given by Head of Centre and Safeguarding Lead.
7.	Initial 6-8 week review to be followed by 12 weekly reviews. Within 6-8 weeks the Head of Centre will ensure completion of the Boxall Profile by pupils key staff and the full student support plan will be completed, including; • Pupil views • Parent/carer feedback • 'My development' and 'Agreed Priorities'; informed by staff feedback, parent feedback and other professionals as necessary • New SMART targets will be set based on agreed priority areas • If pupil is dual registered the mainstream school will be invited to all review meetings to provide feedback on progress • If necessary, the review meeting will include all professionals to ensure all professionals working with the pupil support the new Action Plan.
8.	The Care Team will oversee the ongoing 12-week review of The Student Support Plan- with ongoing focus on next steps for the pupil.
9.	A Transition Review meeting will be called when a pupil is ready to move on. Learning mentor, supported by Head of Centre or SENCO will work with parent/carers and pupils to manage transitions and next steps. An update from LPP will be shared with the Head of Centre if a mainstream provision has been identified. An update from SEND panel will be shared with the Head of Centre if a new provision has been identified.

Appendix 2 – Admission into Aspire

Name of Student	
Mainstream School	
Main Contact Details School	

Documents received	Date
Student Support Plan	
SEMH Threshold Documentation	
SEN Specialist reports	
Safeguarding Records/ Files	
Any Completed Coursework	
Examples of best pieces of work	

Information sharing :Centre Head to ensure	Date
Mentor allocated	
Mentor file set up	
Baseline assessments complete	
Student visit/ professionals meetings/ taster sessions	
Transition timetable issued - reduced agreement if necessary (11-1)	
Transport discussed	
Student discussed with all staff at briefing/ sharing of all information	
Key information verbally shared with staff and direction to files on system.	
All paperwork attached to SIMS	
Students registered as dual on roll	
Mentors file complete	
Head of Centre to ensure any medical issues are identified and appropriate actions identified and put in place.	
Students admitted into Aspire	
All relevant paperwork signed by parent/carers at admission meeting including Team Teach.	

Centre Lead Signature	
Date	

For Partnership Places please see separate policy.

Appendix A – CME Referral Form

CME REFERRAL FORM			
DATE:			
NAME OF SCHOOL:		School Email Address:	

CHILD/YOUNG PERSON'S DETAILS					
NAME:		D.O.B:		Ethnicity:	
Previous Address:				Postcode:	
New Home Address:				Postcode:	
ATTENDANCE %					
EHCP:					
Date Last attended School:	DD/MM/YYYY				

PARENTAL INFORMATION:					
Mother:				Contact Details:	
Father:				Contact Details:	
EMERGENCY CONTACT DETAILS					
Name:		Relationship to child:		Contact Details:	
Name:		Relationship to child:		Contact Details:	
SIBLING INFORMATION					
Name:		D.O.B:		School:	
Name:		D.O.B:		School:	

CHECKLIST OF ACTIONS TAKEN TO SUPPORT ACTIVITY AROUND CME				
	Action	Date Required:	Who is responsible?	Comments
1.	Telephone calls to be made to all known contact numbers (including extended family) and correspondence to be sent to the family HV completed			
2.	Check with all staff that know the child/ren as well as siblings and peers			
3.	Colleagues from other schools (of siblings) to be contacted and checks made to ascertain whereabouts.			
4.	Record any current or previous concerns about the child's wellbeing.			
5.	Any other relevant information			

Checklist completed by:		Date:	
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Please complete all of the above checks and record as much information as possible regarding the outcome of your enquiries and submit to CME@rotherham.gov.uk

Appendix B – Movement of Children Submission Form

MOVEMENT OF CHILDREN SUBMISSION FORM

LEAVERS OUT OF LOCAL AUTHORITY ONLY

Date:			
School:			
School Email Address:			
Name of Child/Young Person:		D.O.B:	

New Home Address:		Postcode:	
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Parental Information:			
Mother:		Contact Details:	
Father:		Contact Details:	

New Local Authority:	
Name & Full address of new school (including postcode)	
Confirmed Start Date:	
Date taken off School Roll:	

DECLARATION:					
I can confirm that the child named above is now on roll at his/her school as stated above.					
Name:		Signature:		Date:	