

Riverstone Academy

Independent School Admissions Policy

Date of last review: September 2026

Next review: September 2027

Signed: K Bowe

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Statement of intent

A pupil's education is one of the most important parts of their life, and at Riverstone Academy we endeavour to ensure all pupils have access to a robust and well-rounded curriculum. This policy outlines the school's procedures for admissions. The process is fair and in-keeping with the school's obligations under the Equality Act 2010 and the Education Act 1996. The school promises to provide all admitted pupils with a safe environment to learn and develop.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 1996
- The Education (Independent School Standards) Regulations 2014
- The School Attendance (Pupil Registration) (England) Regulations 2024
- Equality Act 2010
- Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014, where applicable
- DfE 'Independent school standards guidance' – current guidance; DfE 'Working together to improve school attendance' – current statutory guidance; and DfE 'Children missing education' – current statutory guidance

2. Roles and Responsibilities

The headteacher is responsible for:

- Collaborating with the Directors and proprietor of the school to agree on set admissions arrangements for the school.
- Establishing the admissions arrangements for the school within this policy.
- Ensuring this policy is approved by the Directors and proprietor before being circulated to key stakeholders.

3. Admissions Statement

Riverstone Academy is an independent special primary school for pupils aged 5–11. The school is intended primarily for pupils with social, emotional and mental health (SEMH) needs and may also support pupils with autism, communication and interaction needs, learning needs and other associated or complex needs where these can be safely and effectively met. Pupils will normally have an Education, Health and Care (EHC) plan. Admissions decisions will be made fairly, transparently and in accordance with the Equality Act 2010. The school will not discriminate unlawfully in relation to disability or any other protected characteristic and will consider reasonable adjustments where required.

Referrals are normally made by a local authority in consultation with parents/carers and Riverstone Academy. Parents/carers may contact the school to discuss the provision, but a placement requiring local-authority funding must be commissioned through the relevant local authority. Before agreeing a placement, Riverstone Academy will review the pupil's EHC plan and available professional information, consult relevant parties where appropriate, and consider whether the school can meet the pupil's needs, safeguard the pupil and others, and deliver suitable education within the school's registered provision.

The specific admissions criteria:

- Aged 5–11 and within the school's registered age range at the point of admission

- An EHC plan, normally naming or proposed to name Riverstone Academy, with identified needs compatible with the school's registered provision
- Placement and funding arrangements agreed with the commissioning local authority, where applicable
- Riverstone Academy is satisfied, following review of the available evidence and consultation, that it can meet the pupil's needs safely and effectively and provide suitable education

Following formal admission, pupils will have an initial transition, baseline and assessment period, normally lasting approximately six weeks or one half term, with an interim review where appropriate. This period is part of the pupil's education at Riverstone Academy and is not a trial admission. From the pupil's first day on roll, the school will provide a suitable educational programme, adapted to the pupil's starting points, EHC plan outcomes, needs and readiness to engage. Baseline assessment and transition information will be used to refine provision and curriculum planning.

During the initial period, pupils will be supported to access education from the outset through an appropriately paced transition. The school will work with the pupil, parents/carers, the commissioning local authority and relevant professionals to review whether provision remains appropriate. Any change or ending of placement will be managed through the appropriate EHC plan review, commissioning and admissions-register processes; a pupil will not be removed from the admission register unless a lawful ground for deletion applies.

4. Admissions Register

The proprietor will ensure that an admission register and attendance register are kept in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024. Each pupil will be entered on the admission register on their starting day, before or at the beginning of the first school session. The register will contain the information required by the Regulations, including the pupil's full name and name used at school, sex, address, parent/carer details and emergency contact information, date of birth, starting date and previous school, together with any other information required by law.

The admission register will be maintained accurately and amended as soon as reasonably possible when required information changes. A pupil's name will only be deleted where a ground in the School Attendance (Pupil Registration) (England) Regulations 2024 applies and all associated requirements have been met. Riverstone Academy will make required notifications and returns to the local authority, including in relation to pupils joining or leaving the school and children who may be missing education. Registers and associated records will be retained and stored securely in accordance with statutory requirements, UK data protection law and the school's Records Management Policy.

5. Monitoring and review

This policy will be reviewed annually by the headteacher and Directors, or earlier following a change in legislation, statutory guidance, the school's registered provision or admissions arrangements.

All material changes to the policy will be communicated to relevant stakeholders. Any proposed change to the school's registered age range, capacity, gender of entry, boarding provision or special educational needs provision will be managed in accordance with the requirements for material changes to an independent school.

Riverstone Academy Pupil Referral Form

Pupil Name:
School:
Date:

Please complete electronically

Riverstone Academy

Kilton Lane

Carlin How

TS13 4AD

Telephone:

Please speak to Mrs Katherine Bowe regarding referrals

Email completed forms to:

We are committed to safeguarding all children in our care, which is paramount in all that we practice and deliver

PUPIL INFORMATION PASSPORT (P.I.P)

Referral Form

Please read and sign the following:

I declare that I the undersigned have provided the information requested and that the information provided is accurate. I understand that it is essential for Riverstone Academy to have pertinent information to ensure the quality of learning, care and safety for the pupil and that it is my responsibility to complete the following referral form in full.

Head Teacher Signature:

Printed Name:

Date:

All data provided will be held in strictest confidence under the provisions of the Data Protection Act and will only be divulged to other education agencies with the approval of the County Chief Education Officer or authorised personnel.

THIS SECTION IS FOR BASIC INFORMATION REGARDING THE CHILD/YOUNG PERSON

Child's legal forename:		Child's legal surname:	
Preferred forename:		Preferred surname:	
Date of Birth:		Gender:	
Address of child:			
School:		Year Group:	
School Key person		Telephone:	
Email Address:			
UPN:		ULN:	

THIS SECTION IS FOR PARENTS/CARERS INFORMATION

1 st Parent/Carer Title:		Parent/Carer's relationship to child/young person:	
Parent/Carer's full name:			
Parent/Carer's full address including postcode:			

Mobile number:		Home number:	
Work number:		Work mobile:	
Email address:			
Do they have full parental responsibility?	YES/NO	Are they a priority contact?	YES/NO
Are there any legal orders in place?	YES/NO	Are they a member of Her Majesty's Armed Forces?	YES/NO
If employed, are they a key worker in their job role?	YES/NO	Job title:	
2 nd Parent/Carer Title:		Parent/Carer's relationship to child/young person:	
Parent/Carer's full name:			
Parent/Carer's full address including postcode:			
Mobile number:		Home number:	
Work number:		Work mobile:	
Email address:			
Do they have full parental responsibility?	YES/NO	Are they a priority contact?	YES/NO
Are there any legal orders in place?	YES/NO	Are they a member of Her Majesty's Armed Forces?	YES/NO
If employed, are they a key worker in their job role?	YES/NO	Job title:	
THIS SECTION IS INFORMATION REGARDING THE PUPIL'S BACKGROUND			
<i>Please note that these are mandatory fields on our database.</i>			
Ethnic Origin:			
First Language: (used at birth)			
Home Language: (used mainly at home now)			
Country of birth:			
Nationality:			
Religion:			
Gypsy/Roma/Traveller background:	YES/NO		
Is the child/young person a Young Carer?	YES/NO		
Travel Arrangements:	Bicycle	Taxi	Walk

	Car	Train	Other
Details (Taxi Company etc)			
Is the child/young person entitled to Free School Meals?	YES/NO	Is the child/young person Pupil Premium	YES/NO
Does the child/young person have Special Educational Needs? (please circle)	N = No Special Educational Needs	K = SEN Support	EHCP = Educational Healthcare Plan
*EHCP or evidence of SEN Support must be included with this referral.			
SEN Need	Cognition & Learning	SEMH	Communication & Interaction
			Sensory and/or Physical
SEN Applications	<u>High Needs Funding</u> Date: Outcome: Banding:		<u>EHC Assessment Application</u> Date: Outcome:
Is the child?	Care Experienced*	CP	CiN
*If the child is Care Experienced part A of the pupil's PEP must be included along with this referral.			
Other vulnerability groups:	Armed Forces	FSM	VEMT
			EVER 6
THIS SECTION RELATES OTHER AGENCIES INVOLVED WITH THE CHILD/YOUNG PERSON			
Agency:	Yes	No	Contact Details:
Educational Psychologist			
Behaviour Team			
Specialist Learning Teacher			
Inclusion Officer			
Health & Social Care			
CAMHS			
Preventions Team			
Youth Offending Team			
Virtual School/LACE			
Police/Anti-Social Behaviour Team			
Youth Direction			
GP			
Other (please tell us anything else that hasn't been mentioned above that you feel is important for us to know)			

THIS SECTION RELATES TO ACADEMIC INFORMATION						
Previous school history (Primary & Secondary)						
Name of school	From	To	Reason for leaving			
Academic Attainment		Reading	Writing	English	Maths	Science
	End of KS2 Attainment if applicable					
	Current Attainment					
	Current Reading Age					
Other subjects/options	Subject	Current Grade				
National Curriculum	Subjects Strengths			Subject Weaknesses		

subjects				
Learning or Cognitive concerns				
Attitude towards learning				
Identified Learning Difficulties (please highlight)	Dyslexia	ADHD	ADD	Sp&L
	ASC	Dyspraxia	ODD	Other
	Date of Diagnosis:			
	Professionals Involved:			
	Comments:			
Positive Aspects of Behaviour (please highlight)	Accepts advice	Attendance	Concentrates	Co-operates
	Helpful	Honest	Kind	Mature
	Polite	Punctual	Reliable	Stays on task
	Comments:			
Concerns Regarding Behaviour (please highlight)	Attendance	Attitude	Inappropriate Language	Confrontation
	Disrespect	Disruption	Verbal Aggression	Bullying
	Refusal	Self-harm	Physical Aggression	Other
	Comments:			
Relationship dynamics between pupil and Staff				

Relationship dynamics between pupil and Peers		
THIS SECTION RELATES TO ATTENDANCE (Attach the pupil's attendance certificate to this referral)		
Possible Attendance:		
Actual Attendance:		
Attendance Officer Involvement?	YES	NO
Please give details of current timetable(e.g hours in education and offer)		

THIS SECTION RELATES TO SUSPENSION / PERMANENT EXCLUSION INFORMATION			
Date	Duration	Suspension / Permanent Exclusion	Reason & Outcome
THIS SECTION RELATES TO SCHOOL IMPLEMENTED STRATEGIES			
Please identify the following strategies that have been employed by the school and provide detail about any actions, advice, names of key staff involved and outcomes of the strategy used.			
Involvement of parent/carers	YES/NO		
Change of teaching sets	YES/NO		
Curriculum alternatives	YES/NO		
LSU Support	YES/NO		
Allocation of key worker/learning mentor	YES/NO		
Assessment of SEN	YES/NO		
Individual Behaviour Plan or Provision Map	YES/NO		
Advice from an Educational Psychologist	YES/NO		
Internal Exclusion	YES/NO		
Addition support from Teaching Assistant	YES/NO		
1:1 Sessions	YES/NO		
Smaller groups	YES/NO		
Parenting Contract	YES/NO		
Managed Move	YES/NO		
Differentiation in classroom	YES/NO		
Other			
THIS SECTION RELATES TO SCHOOLS VIEW ON THE CHILD			
Please give an overview of the pupil and their family background.			

Behaviour Frequency / Risk Summary				
Please indicate as appropriate frequency of below behaviours				
Behaviour	Rarely (1)	Occasionally (2)	Frequently (3)	Very often (4)
Disruption				
Vandalism				
Bullying				
Fighting				
Violence/Aggression				
Absconding/absenting				
Substance/Alcohol misuse				
Threats & Invective				
Impulsive/risky behaviour				
Self-harm				
Discriminatory behaviour				
Inappropriate sexual behaviour				
Medically related behaviour				
Withdrawal				
Theft				
Other (please specify)				
Other (please specify)				

Does pupil require physical intervention? Please give overview

Please attach any risk assessments

Behaviour Information

Please indicate if pupil presents a danger to –

Peers

Staff

Building

Property

Animals

Recent Significant Incidents

Date

Incident

Actions/Outcome

Barriers to Learning

Which behaviours presented by the pupil do you find the most difficult to deal with and would like to change as a priority?

1.

2.

3.

Are there any particular subject areas or times of the day/week that the learner finds difficult?