Outcomes First Group.

ADMISSIONS POLICY

RYECROFT SCHOOL

September 2026 – August 2027

Ryecroft School

CONTENTS

1.0 BACKGROUND

2.0 INTRODUCTION

3.0 RYECROFT SCHOOL

4.0 ADMISSIONS CRITERIA

5.0 ADMISSIONS PROCESS

6.0 THE ADMISSIONS REGISTER

7.0 THE ATTENDANCE REGISTER

8.0 ATTENDANCE AND SAFEGUARDING PROCEDURES

1.0 BACKGROUND

This policy is written in accordance with and complies with Part 3, paragraph 15 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

This policy takes into account guidance outlined in 'Working together to improve school attendance' - Statutory guidance for maintained schools, academies, independent schools and local authorities August 2024

The policy is made available to parents/guardians, carers, staff and pupils upon request from the School Administrator.

Implementation: It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

2.0 INTRODUCTION

Ryecroft School is a specialist, independent day school offering places to pupils aged 4 to 18. Places are offered to pupils who have complex needs including ASC, ADHD. A high number of our pupils may also have experienced early childhood trauma and may present with attachment difficulties.

Ryecroft School is based in the heart of Walsall, easily accessible from Birmingham, Sandwell, Wolverhampton and other locations across the West Midlands and Staffordshire. The school is situated in a former primary school and has been fully refurbished with high quality classrooms, learning areas and outdoor spaces. There are many opportunities to learn outside of the classroom and within the local community.

No child is refused admission on the grounds of race, ethnicity, gender, religion or sexual orientation. Ryecroft School offers a broad and balanced curriculum, comprising of core subjects and wide vocational opportunities.

Ryecroft School believes in the development of the 'holistic child'. Pupils also have access to a full education to a range of community-based opportunities to develop them spiritually, morally, socially and culturally, whilst also promoting respect and tolerance and preparing them for life in Modern Britain.

We expect all pupils on roll to attend every day, during term time, as long as they are fit and healthy enough to do so. We recognise that the most important factor in promoting good attendance is development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children.

Our Core Values

At Ryecroft School we put our pupils and their needs first in absolutely everything we do.

We foster an enriched learning climate so that all can flourish and our school values of RESPECT, CARE and TEAMWORK are at the heart of everything we do.

We are a school that prides itself on empowering young people by helping them learn, practice and achieve valuable life skills, cultural capital and independence so they can thrive in modern society. Our curriculum is designed to meet the individual needs of our pupils through bespoke curriculum pathways which support progress in an inclusive and interactive learning environment. We promote the fundamental British values which are intertwined throughout our diverse curriculum and SMSC opportunities.

We base all of our work on our unrelenting values and strong relationships with parents, carers and professionals so that every child has the best opportunity to thrive in a happy, safe and enriched learning environment.

4.0 ADMISSIONS CRITERIA

All pupils admitted to Ryecroft School have an Education, Health Care (EHC) Plan.

The children who join Ryecroft School present with Complex Needs and may experience a range of difficulties from mild to severe in some or all of the following areas:

- cognitive
- learning
- language
- medical
- emotional
- mental health
- physical and sensory
- behavioural difficulties.

Many of the children will meet the diagnostic criteria for additional conditions including:

- Autism and ASC related conditions, ADHD, Tourette Syndrome, OCD, Attachment etc.
- Trauma related conditions, or impact of early childhood trauma

Some of our pupils may have received a formal diagnosis such as Autism, for others, their presenting features do not meet criteria for a formal diagnosis however there may be significant concerns about developmental delay, particularly in areas such as language development, emotional regulation, play and sociability.

Unfortunately for some of the children placed their lives have also been additionally traumatised through experiences of abuse and neglect, separation and loss, and or unhelpful family relationships and dynamics.

The learning environment at Ryecroft School recognises that children with complex needs require individualised, child centred, flexible, and responsive, intervention and educational programmes within a highly structured low arousal environment.

5.0 ADMISSIONS PROCESS

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the pupil.

Our pre-admission assessment process provides an initial understanding which is used to create the initial documents to support the child/pupil in placement. Throughout placement further assessments are undertaken to gain an understanding of a child/pupil's developmental, communication, sensory, behavioural, environmental, physical, educational and mental health

needs. This understanding then forms the basis for each child/pupil's individual clinical plans which will include a formulation of the child, intervention strategies and identified team needs.

Recognising the developing and changing needs of pupils, the Clinical team and all teaching staff working with the child will continuously assess the intervention plans in place ensuring they continue to support the achievement of desired outcomes.

Our Admissions Manager will liaise with both parents, school and any professionals to arrange on-site visits, tours and taster days.

Information sought should include:

- pupil's name;
- age and date of birth;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- medical and clinical history including any diagnosed conditions or presenting factors and associated needs arising from any conditions
- educational history, needs, current provision, support received & required including whether there is a statement of special educational needs proposed educational plan;
- risk issues, level of supervision required, establish if any history of self-harm, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties;
- expectations and requirements sought by the placing authority to meet the pupil's needs;
- the name, address and telephone number of the pupil's case accountable social worker (if applicable);
- the pupil's legal status;
- the pupil's and their family's social history;
- any special issues e.g., restriction of contact, child protection etc.

Once placement is agreed, the school will work closely with parents and carers to establish an appropriate route and transition into school. Some children may be able to readily access a full-time timetable, other pupils may require a transitional plan. Transitional plans are agreed with all stakeholders and are reviewed regularly.

6.0 THE ADMISSIONS REGISTER

The pupil's details need to be entered into the School admissions register and accompanying information filed. The pupil will be shown around the school and introduced to the staff and other pupils. An individual timetable will be discussed, taking into account the specific needs of the pupil. Initial assessments will be carried out within the first four weeks from admission and a copy of the results will be discussed at an initial review meeting with the placing authority and parents/carers and team involved in the education and residential settings.

This gives particular information about pupils who are currently registered as attending our school. The register will comprise information that is compliant with regulations set out in the education (pupil registration) (England) regulations 2006, the admission register will contain:

- Name (inc middle names) Surname First
- Date of Birth
- Year Group
- Gender
- Ethnicity
- Name and Address of all with PR
- Parent/Carer with whom learner resides
- Emergency Contact Numbers (Social Worker)
- SEN Y/N
- LAC Y/N
- EAL Y/N Day/Res

- Pupil Premium
- LA - Funded
- LA - Referred
- Date of Admission
- Previous School Leaving Date
- Any Readmission Date to Ryecroft School
- Leaving Date Ryecroft School
- An indication of boarding/care order or day attendance (external placements)

7.0 THE ATTENDANCE REGISTER

The school is required to ensure that the attendance register for all pupils on the school roll is taken twice a day – once at the start of the morning session and once during the afternoon session. Our school values attendance at school and students who complete 100% attendance each term will be celebrated during the end of term celebration assembly and awarded with a 100% attendance badge. Each pupil must be marked on the register in one of the following categories:

Appendix 1 – Summary of Attendance Codes and Meanings

Appendix 1:

Summary of Attendance Codes and Meanings

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 a pupil should be recorded as present or absent in the Attendance Register

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non –compulsory school age) whose name is listed in the admissions register at the time (exception boarder)

Full information contained in the School Attendance (Pupil Registration) (England) Regulations 2024 and the Statutory Attendance Guidance Working Together to Improve Attendance 2024.

Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)

1. **If a pupil is present in school the following codes from table 1 should be used**

Code	Meaning	Criteria
/	Present at school AM	Must be in school at registration
****	Present at school PM	Must be in school at registration
L	Late arrival before register is closed	The pupil was absent when the register started being taken but arrives before the register is closed.

2. **If a pupil is absent from school so that they can attend a place other than school for any of the following reasons the relevant code from table 2 should be used.**

Code	Meaning	Criteria
K	Attending education provision arranged by the LA	• The nature of the provision must also be recorded. • Code K can only be used if the child is present at the provision.
V	Attending an Educational visit or trip	• The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for an educational visit or trip • Arranged by or on behalf of the school and supervised by a member of school staff. • The visit or trip must take place during the session for which it is recorded. • Code V can only be used if the pupil is present at the visit.

P	Participating in a sporting activity P code can only be used if the pupil is present at the activity	• P code can only be used if the pupil is present at the activity The sporting activity must take place during the session for which it is recorded. • The place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014; • the activity is of an educational nature; • the school has approved the pupil's attendance at the place for the activity; and • the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's • attendance has been approved.
W	Attending Work Experience	• W code can only be used if the pupil is present at the activity Under arrangements by school or LA • In session for which it is recorded • The place is somewhere other than the school, another school where the pupil is registered, or • a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014; • the activity is of an educational nature; • the school has approved the pupil's attendance at the place for the activity; and • the activity is supervised by a

		person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's • attendance has been approved.
B	Attending any other approved Educational Activity	• B code can only be used if the pupil is present at the activity Under arrangements by school or LA • In session for which it is recorded • The place is somewhere other than the school, another school where the pupil is registered, or a place where educational provision has been arranged for the pupil by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014; • the activity is of an educational nature; • the school has approved the pupil's attendance at the place for the activity; and • the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the pupil's attendance has been approved. • As set out in the DfE's guidance on 'Providing remote education'. pupils who are absent from school and receiving remote education still need to be recorded as absent using the most appropriate absence code. Schools should keep a record of, and monitor pupil's engagement with remote education, but this is not formally tracked in the attendance register.

3. **If a pupil is absent with leave (NB schools not required to follow regulation 11 in granting a leave of absence should still use the relevant code)**

Code	Meaning	Criteria
C1	Leave of absence – performance or regulated employment abroad	• Performance licence issued by LA or • Body of Persons Approval issued by LA or • Justice of peace has given licence for pupil to go abroad for performance or regulated purpose
M	Leave of absence for medical or dental appointment	• Agreement in advance • Application by parent child normally lives with • Minimum time necessary • Where pupil is absent at registration
J1	Leave of absence for Interview	• Agreement in Advance • Application by parent child normally lives with • In session absence recorded
S	Leave of absence for Studying for public examination	• This code should be used sparingly for Y11 pupils during public exams.
X	Non-compulsory school age pupil not required to attend school	• For part time attendance • Absence for timetabled sessions to use appropriate code and not X
C2	Leave of absence – compulsory school age pupil subject to part time timetable	• Exceptional circumstances • if the school and a parent who the pupil normally lives with have agreed that, exceptionally, the pupil should temporarily be educated only part- time • Temporary • See Working Together to improve attendance
C	Leave of absence exceptional circumstances	• Exceptional circumstances • No blanket approach • School discretion • Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional • circumstance.

Pupil Absent other Authorised reasons

Code	Meaning	Criteria
T	Parent travelling for occupational purposes.	• The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged in a trade or business of such a nature as to require them to travel from place to place. • To help ensure continuity of education for pupils, when their parent(s) is travelling for occupational purposes in England, it is expected that the pupil should attend a school where their parent(s) is travelling and be dual registered at that school and their main school.
R	Religious observance	• The pupil is absent on a day that is exclusively set apart for religious observance by the religious body the parent(s) belong to (not the parents themselves)
I	Illness (not medical appointment)	• The pupil is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness.
E	Suspended or permanently excluded with no alternative provision made	• The pupil is suspended from school or permanently excluded from school, but their name is still entered in the admission register, and no alternative provision has been made for the pupil to continue their education

4. Pupil Absent – Unavoidable Cause

Code	Meaning	Criteria
Q	Unable to attend school because of lack of access arrangements	There is a lack of access arrangements for a pupil whose home is in England if— (a) a local authority have a duty to make travel arrangements in relation to the pupil under section 508B(1) of the 1996 Act(13) for the purpose of facilitating the pupil's attendance at the school and have failed to discharge that duty; (b) a local authority have a duty to make travel arrangements in relation to the pupil because of section 508E(2)(c) of the 1996 Act(14) for the purpose of facilitating the pupil's attendance at the school and have failed to discharge that duty; or (c) the school is an independent school that is not a qualifying school and— (i) the school is not within walking distance of the pupil's home; (ii) no suitable arrangements have been made by a local authority for boarding accommodation for the pupil at or near the school; and (iii) no suitable arrangements have been made by a local authority for enabling the pupil to become a registered pupil at a qualifying school nearer to their home.
Y1	Unable to attend due to transport normally provided not been available	The pupil is unable to attend because the school is not within walking distance of their home and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available
Y2	Unable to attend due to widespread travel disruption	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency
Y3	Unable to attend due to part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school considers cannot practicably be accommodated in those part of the premises that remain in use.
Y4	Unable to attend due to the whole school site being unexpectedly closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is

		closed.
Y5	Unable to attend as pupil is in criminal justice detention	The pupil is unable to attend the school because they are: • in police detention, • remanded to youth detention, awaiting trial or sentencing, or • detained under a sentence of detention. A pupil's absence should be recorded under code Y7 (Unable to attend because of any other unavoidable cause) if they are unable to attend because they are serving a community based (i.e. non-detained) part of a sentence of detention, referral order, or youth rehabilitation order that requires them to be absent during the school day
Y6	Unable to attend in accordance with public health guidance or law	The pupil's travel to or attendance at the school would be: • contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or • prohibited by any legislation relating to the incidence or transmission of infection or disease.
Y7	Unable to attend because of any other unavoidable cause	This code should be used only where something in the nature of an emergency has prevented the pupil from attending the session in question. The unavoidable cause must be something that affects the pupil, not the parent. The fact that a parent has done all they can to secure the attendance of the pupil at school does not, in itself, mean the pupil has been prevented by unavoidable cause. Schools must also record the nature of the unavoidable cause (regulation 10(6))

5. **Absent for unauthorised reasons**

Code	Meaning	Criteria
G	Holiday not granted by school	The school has not granted a leave of absence and the pupil is absent for the purpose of a holiday. A school cannot grant a leave of absence retrospectively. If the parent did not apply in advance, leave of absence should not be granted.
N	Reason for absence not yet established	Where absence is recorded as code N (reason not yet established) in the attendance register, the correct absence code should be entered as soon as the reason is ascertained, but no more than 5 school days after the session (regulation 10(7) to (9)). Code N must not therefore be left on the pupil's attendance record indefinitely; if a reason for absence cannot be established within 5 school days, schools must amend the pupil's record to Code O
O	Absent in other or unknown circumstances	Where no reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes statistically classified as authorised.
U	Arrived in school after registration closed	Where a pupil has arrived late after the register has closed but before the end of session. Schools should actively discourage late arrival, be alert to patterns of late arrival and seek an explanation from the parent. All schools are expected to set out in their attendance policy the length of time the register will be open, after which a pupil will be marked as absent. This should be the same for every session and not longer than 30 minutes

8.0 POLICY REVIEW

This policy will be reviewed annually