



POLICY – Admissions

HIDELOW GRANGE SCHOOL

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.



The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Andrew Sutherland
Representative, Proprietor- Cambian Group
September 2026

Tom Clarke
Executive Headteacher
September 2026

Terminology Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:



Term	Definition
‘Establishment’ or ‘Site’	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.



Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Description and Ethos of Hidlow Grange School

Our School

Hidlow Grange School is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidlow Grange School is an independent specialist SEMH school providing education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, who are Looked After Children. The school is registered for up to 20 young people and consists of Key Stage 3, Key Stage 4 classes.

The school specifically caters for boys who present with harmful sexual behaviours (HSB) and a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers, see the School Statement of Purpose and School Prospectus.

Our Pupils

All young people at Hidlow Grange School have a history of harmful behaviours, including harmful sexual behaviours (HSB), and social, emotional and mental health needs often accompanied by a range of additional learning needs.



Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- **Aged 11 to 18**
- **Boys only**
- **Placed within the residential setting of Branas Isaf (Hidelow House)**
- **Residents from placing authorities throughout the United Kingdom**
- **All present with harmful sexual behaviours (HSB)**
- **Most are in receipt of an Education, Health and Care Plan (EHCP)**

Our Vision

SAFE, SUPPORTED, SUCCESSFUL

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

SAFE – We create a physically and emotionally safe environment where young people can heal, learn, and grow.

SUPPORTED – We provide individualised, trauma-informed education, care, and therapy that meets each young person's unique needs.

SUCCESSFUL – We empower young people to achieve their potential, develop positive identities, and build fulfilling futures.

This vision drives everything we do and will be achieved through:

- A rich, deep and personalised education designed to meet the needs of each pupil
- A pupil-centred, skills-focused curriculum that is relevant to the 21st century and inclusive of all
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education



- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer
- Working collaboratively with our professional partners to support the needs of each individual pupil

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society
3. Create, nurture and maintain healthy positive relationships with others
4. Experience success, whatever form it takes
5. Become enterprising, creative contributors ready to play a full part in life and work
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world

Our Mission

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

Our Values

- **Aspiration:** We encourage each other to be the best we can be
- **Curiosity:** We never stop learning and wondering about the world
- **Independence:** We think for ourselves and determine our own future
- **Innovation:** We look for new and creative solutions to problems
- **Reflection:** We learn from our experiences
- **Tolerance:** We value difference and respect other people's opinions
- **Trust:** We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidlow Grange School supports and challenges pupils to invest in education as a priority for a successful placement.

For all learners:



- To undergo an initial 6-week assessment so we fully understand their needs for effective learning
- To achieve at least 95% attendance in school
- To engage in creative learning experiences appropriate to their needs, supported by an accurate Individual Learning Plan
- To achieve nationally recognised academic awards in core subjects
- To achieve accreditation in a wide range of subject areas
- To become independent learners
- To learn how to keep themselves safe, and build positive relationships with those around them
- To take part in decisions that shape their lives, the school and the community in which they live
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning
- To attend and participate in regular therapy sessions
- To learn strategies to manage their feelings and know where to go for help when things are difficult
- To have the opportunity to participate in work experience and work-related learning opportunities
- To develop the literacy skills they need for adult life
- To learn the skills to apply mathematical concepts
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live
- To lead healthy, active lifestyles
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults

Therapeutic Model

Hidlow Grange School operates as an integrated model which incorporates Education, Care, and Therapy as a holistic support system for young people. Our therapeutic approach is grounded in the Good Lives Model (GLM), which is based on the ethical concept of human dignity and universal human rights, and as such, has a strong emphasis on human agency, strengths-based practice, and rehabilitation.

2. Purpose

Admissions is the front door to our provision. We want it to be fair, transparent and kind—whilst robust enough to protect learners and staff, and to sustain high-quality programmes. This policy explains how we consider applications and referrals for places at our sites.



This policy applies to **Hidelow Grange School** and sets out our approach to admissions, referrals and offers for all programmes. It provides a universal framework and outlines expectations for:

- **Staff**
- **Senior leaders**
- **Learners**
- **Visitors and contractors (where relevant)**

This policy enables **Hidelow Grange School** to:

- Meet statutory duties
- Uphold safeguarding responsibilities
- Comply with data-protection requirements
- Maintain high-quality provision

3. Scope

Our admissions approach is consistent across the organisation. The same principles apply whether the enquiry comes from a commissioner, a parent/carer, or a learner themselves.

- This policy applies across all sites, services and education functions.
- It sets universal standards that every site follows.
- Each site implements these standards in line with the national requirements summarised in Appendices A–C (to be added later).

4. Local Adaptation Requirement

Some sections are marked **Hidelow Grange School**. These are completed by each site to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data-protection contacts).

All local additions are:



- **Accurate**
- **Up to date**
- **Consistent** with national legislation and regulator guidance
- **Fully aligned** with this universal policy

Where no local adaptation is required, the universal content applies fully.

5. Legal and Regulatory Context

We work within the statutory duties, safeguarding requirements and inspection arrangements of the nation in which each site operates. The universal standards in this policy are applied in line with the correct national frameworks set out in **Appendices A–C**.

6. Definitions & Terminology

A shared vocabulary keeps decisions consistent and defensible.

- **Admissions:** the process of receiving, assessing and deciding upon applications/referrals for places.
- **Referral:** a request for placement from a commissioning local authority, agency or provider.
- **Offer:** a conditional or unconditional place confirmed in writing, with any pre-admission requirements.
- **Over and under 18s:** this policy applies to learners under 18 and 18+; where steps differ, we say so explicitly.
- **Reasonable adjustments:** proportionate changes to remove or reduce barriers so a learner can access education.
- **Parent/carers:** for under-18s; for 18+, we engage directly with the learner and involve others with consent.

7. Admissions Principles

We aim for admissions that are thoughtful and steady—never rushed; always fair.

- **Fair, transparent, inclusive:** Open criteria; consistent decisions; no unlawful discrimination.
- **Right learner, right programme:** Match programme requirements with needs and site capacity to support well.
- **Safeguarding first:** Safety and welfare shape every step.
- **Needs-led and proportionate:** Identify barriers early; plan reasonable adjustments where feasible.



- **Timely communication:** Keep learners (and where appropriate parents/carers/commissioners) informed at each stage.
- **Evidence-based decisions:** Records show the rationale, evidence reviewed, and any conditions.
- **Data minimisation:** Collect only what we need to decide fairly and safely.

8. Eligibility & Entry Routes

We welcome enquiries and referrals through defined routes and we make it easy to understand what we offer.

- We consider direct applications, commissioned referrals, managed moves/transition and re-admission following a break in education
- We admit across defined **age ranges and phases** and for specified **programmes/qualifications**.

8a. Referral Process

All referrals to Hidlow Grange School are discussed at the monthly Risk and Referral Meeting. This meeting is attended by:

- Head of Service (Branas) – Kate Jones
- Clinical Lead (CareTech) – Carl O'Neil
- Director of Operations – Rebecca Pitman
- Executive Headteacher (Hidlow Grange School) – Tom Clarke (DSL)
- Registered Managers for the homes within the Branas Isaf integrated service

The meeting will:

1. Review the referral paperwork to assess suitability
2. Discuss safeguarding and risk considerations for the young person, existing pupils, and staff
3. Consider whether the school can meet the young person's educational and therapeutic needs
4. Decide whether to offer a place at Hidlow Grange School

Initial Education Assessment

The Headteacher will complete an Initial Education Assessment based on the referral paperwork. This assessment will:

- Detail whether the school considers the placement suitable



- Identify any conditions or support requirements
- Outline the proposed transition and induction plan for the learner

Decision and Communication

Following the decision to offer a place, all paperwork will be:

- Circulated to the Registered Manager (if the young person will reside in a Branas Isaf home)
- Made available to the Headteacher, who will use this information to draw up an Individual Induction

Plan If a place cannot be offered, the Headteacher will:

- Inform the referring local authority in writing within 5 working days
- Provide clear reasons for the decision
- Signpost alternative provision where possible

9. Information We Request at Application/Referral

In order to draw up the most suitable Induction Plan, the Headteacher will contact the previous educational setting and the placing Local Authority to request the following documents:

Academic Records:

- Outcomes from end of Key Stage testing (KS2, KS3, KS4)
- School reports (most recent two years)
- Current attainment data (reading age, spelling age, maths age)
- Courses and qualification pathways the young person has begun in their previous setting
- Qualifications and awards already completed

SEND Documentation:

- Education, Health and Care Plan (EHCP) – if one exists
- Statement of Educational Needs (legacy documents)
- Individual Education Plan (IEP) or Support Plan
- Educational Psychology reports
- Speech and Language Therapy reports
- Occupational Therapy reports
- SEND information, especially regarding JCQ applications for access arrangements (e.g., extra time, reader, scribe)

**Looked After Children (LAC) Documentation:**

- Personal Education Plan (PEP) – current and previous versions
- Care Plan
- Pathway Plan (for young people aged 16+)

Safeguarding and Risk Information:

- Child Protection file
- Risk Assessment completed in discussion with previous educational setting (see Appendix 1)
- Safeguarding chronology or summary
- Details of any child protection plans, child in need plans, or early help assessments
- Information about harmful sexual behaviour (HSB) – including nature, frequency, victims, triggers, and interventions tried
- Details of any offending behaviour or youth justice involvement

Health and Wellbeing:

- Health Assessment (for LAC)
- Mental health assessments or diagnoses
- Medication and health care plans
- Details of any self-harm, suicidal ideation, or eating disorders

Attendance and Behaviour:

- Attendance data (last two years)
- Exclusion history (fixed-term and permanent)
- Behaviour logs or incident reports (particularly related to HSB, aggression, or absconding)

Commissioning and Funding:

- Confirmation of funding arrangements
- Commissioning agreement or contract
- Contact details for commissioning officer and social worker

Personal Details:

- Full name, date of birth, address
- Contact details for parent/carer (where appropriate)



- Contact details for social worker and Independent Reviewing Officer (IRO)
- Emergency contact details

10. Assessing Suitability and Support

Our goal is the best possible learner-programme match, with realistic support that sets everyone up for success.

- The education team considers fit with the programme, site capacity, and support pathways.
- We explore reasonable adjustments; where they are feasible and proportionate, we plan them.
- For 18+, we seek learner consent to liaise with third parties unless there is a legal/safeguarding reason to share.
- Where a multi-agency team is involved, we coordinate to reduce duplication and delay.

11. Interviews, Visits and Tasters

We use interviews and visits to help the learner decide—and to help us keep the promise we make when we offer a place.

- Interviews may be in person or online and focus on goals, readiness, and support needs.
- Visits/tasters are offered where this helps decision-making.
- If a learner cannot attend in person, we offer reasonable alternatives.

12. Risk and Safeguarding Considerations

We won't compromise on safety. Risk work is proportionate and pragmatic.

- We complete pre-admission risk considerations to keep the learner and others safe.
- Where risks are identified, we plan mitigations; if risks cannot be managed proportionately, we record why an offer cannot be made.
- **DSL: Tom Clarke Executive Headteacher DDSL: Juliet Smith Deputy Headteacher**

Refer to the 'Risk Assessment and Risk Management Care' Policy and the 'Safeguarding and Child Protection' Policy for full pathways.



13. Decision-Making & Offers

Decisions should be timely, clearly reasoned, and explained in writing.

- Decisions are made by the Headteacher/Principal or a named senior leader with delegated authority.
- Outcomes: Offer, Offer with conditions, Defer, or Decline.
- We confirm outcomes in writing, with reasons for any Decline/Defer.
- Where conditions apply, we list what must be in place (e.g., commissioning confirmation; agreed support).

For further details contact: infoschool@branas.co.uk

14. Oversubscription & Prioritisation

If demand exceeds capacity, we apply clear criteria and keep the process steady.

- Suitability for the programme and availability of specialist support
- The site's ability to meet needs safely and well
- Continuity of learning for current/returning learners where applicable

For further details contact: infoschool@branas.co.uk

15. Conditions of Admission

We set clear expectations from day one.

- Acceptance of the site's Code of Conduct and Attendance/Engagement expectations
- Agreement to lawful information sharing necessary for education and safety
- Completion of induction and baseline assessments where relevant
- For commissioned places, funding confirmation



16. Reasonable Adjustments & Support Planning

We aim to remove barriers and keep the learner at the centre.

- We consider, and where reasonable, implement adjustments.
- We agree a support plan with the learner (and parents/carers, where appropriate) and review it at planned intervals.
- If we cannot reasonably meet needs or manage risk, we explain why and signpost alternatives.

17. Fees and Funding

Clarity on money protects everyone's expectations.

- Where fees apply, we publish them transparently and confirm what they include.
- Commissioned places follow the commissioning agreement.

For further details contact: infoschool@branas.co.uk

18. Induction & Transition

A thoughtful, phased induction reduces anxiety, builds trust, and prevents placement breakdown. Our induction process is trauma-informed and individualised to each young person's needs.

Induction Plan

The Headteacher will use all information gathered (see Section 9) to draw up an Individual Induction Plan. This plan will be shared with:

- Teaching staff
- Registered Manager (Hidelow House)
- Social Worker
- Virtual School
- Parent/carer (where appropriate)

Phase 1: First Pre-Admission Visit



The Induction Plan will usually start with two planned visits to the school. These may take place outside school hours or at times when the school is quieter to reduce anxiety and allow the young person to familiarise themselves with the environment without the pressure of meeting large numbers of peers.

First visit includes:

- Introduction to staff and building – meet the Headteacher, Deputy Headteacher, and key staff
- Tour of the school – including classrooms, outdoor spaces, sensory room, quiet areas, and key facilities (toilets, lockers, social spaces)
- Share expectations – behaviour expectations, attendance, uniform, timetable structure
- New Learner information – Guide for Learners booklet, school routines, how to get help
- First opportunity for questions – young person can ask anything they want to know about the school

Phase 2: Second Pre-Admission Visit (Individual Pupil Interview)

The second visit will usually be with the form tutor (or Key Tutor) who will complete an Individual Pupil Interview.

The interview takes up to 1 hour and aims to gain comprehensive background information. This process means that idiosyncratic detail often missing from formal assessment information comes to light and assists in informing the learner's profile.

Areas discussed in the interview:

- Previous schooling – chronology of schools attended, transitions, reasons for moves
- Educational experience – relationships with teachers and peers, positive and negative experiences, extra-curricular activities enjoyed
- Difficulties and behaviour – known triggers, patterns of behaviour, what has worked in the past, what hasn't worked, solutions that have helped
- Curriculum considerations – aspirations, previous performance, subjects enjoyed/struggled with, qualifications already achieved or in progress

See Appendix 3: My Profile

Phase 3: Baseline Assessment

Following the two visits, the school staff will begin the process of gathering baseline assessment information. This will include information about the young person's:

Academic and Cognitive Functioning:



- Reading age (assessed using standardised tests, e.g., NGRT, WRAT)
- Spelling age
- Maths age
- Cognitive ability (where Educational Psychology reports are available)

Social and Emotional Needs:

- Boxall Profile (assesses attachment, self-esteem, emotional regulation, social skills)
- Attachment style and relational patterns
- Emotional regulation skills
- Triggers for dysregulation or harmful behaviour
- Strengths, interests, and motivations

HSB-Specific Assessment:

- Understanding of consent, boundaries, and healthy relationships
- Awareness of own harmful behaviour and its impact
- Engagement with therapeutic interventions
- Risk indicators and protective factors

This information will be gathered through:

- Formal assessment (standardised tests administered by teaching staff)
- Informal teacher assessment (observation during lessons and unstructured time)
- Consultation with therapeutic staff (psychologist, therapist, care staff)
- Individual Pupil Interview (see above)

Phase 4: Individual Learning Plan and Programme of Study

The baseline assessment data will be used to inform:

- Targets for an Individual Learning Plan (ILP)
- Programme of study for the remainder of the placement at Hidlow Grange School
- Reasonable adjustments and access arrangements (e.g., extra time, use of laptop, small group teaching, reader, scribe)
- Therapeutic goals and integration with the young person's Good Lives Plan



Key Tutor Allocation

Each pupil is allocated a Key Tutor (also known as Form Tutor) who is responsible for:

- The learner's Individual Learning Plan (ILP)
- Supporting the pastoral needs of the young person
- Reporting to and attending any planning or review meetings for that pupil (e.g., PEP, LAC Review, EHCP Annual Review)
- Supporting the pupil to integrate with peers within Hidlow Grange School
- Ensuring that in the first weeks, the pupil is able to become a valued member of the school community

Individualised Timetable

The pupil will follow an individualised timetable, learning in a small group setting where differentiation and inclusive practices are key to helping them re-engage in their education.

Additionally, some pupils receive 1:1 intervention sessions during the week to:

- Address particular learning needs (e.g., literacy, numeracy, executive function)
- Help them catch up on gaps in their previous education
- Provide therapeutic support (e.g., emotion regulation, social skills, understanding consent)

Induction Content

Induction covers:

- Programme overview – subjects, qualifications, timetable, key staff
- Support available – Key Tutor, SENCO, therapeutic team, safeguarding team
- Digital access – school IT systems, online learning platforms, acceptable use
- Attendance and engagement expectations – school day timings, punctuality, participation
- Code of Conduct – behaviour expectations, consequences, rewards
- Safeguarding – who to talk to if worried, how to report concerns, confidentiality limits
- How to get help – pastoral support, mental health support, advocacy (e.g., Mind of My Own app)

Transition Planning with External Agencies

For under-18s, we involve:



- Social Worker – attendance at planning meetings, information sharing, safeguarding coordination
- Virtual School – for Looked After Children, to ensure PEP is in place and reviewed
- Parent/carer – where appropriate and safe to do so
- Previous school – to ensure continuity of learning and smooth handover
- Therapeutic services – CAMHS, independent psychologists, speech and language therapists

For 18+, we involve others with the learner's consent.

18a. 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** (school roll).

The Headteacher will consider all the information detailed in **Section 9** when reaching a decision about how long this process will take.

Timeline

All young people will **aim to be enrolled into full-time education within two weeks** of their arrival at Hidelow House.

The Headteacher will seek to **avoid any unnecessary delay** and to **limit disruption to the child's education**.

Flexibility

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. This may be appropriate where:

- The young person requires a **gradual, phased introduction** to the school environment due to anxiety, trauma, or previous negative school experiences
- There are **immediate safeguarding concerns** that require assessment and risk management before the young person can safely join a group
- The young person has been **out of education for a significant period** and requires re-engagement support before accessing a full timetable

Communication



As soon as a young person has been registered on the school roll, the Headteacher will write to:

- The Social Worker
- The Virtual School
- The previous educational setting
- The Registered Manager (Hidelow House)
- The placing Local Authority (commissioning officer)
- The parent/carer (where appropriate)

This letter will confirm:

- The date of admission onto the school roll
- The young person's Key Tutor
- The young person's timetable and programme of study
- Key contacts at the school (Headteacher, Deputy Headteacher, SENCO, Key Tutor)
- Arrangements for the first PEP meeting and first EHCP review (if applicable)

Personal Education Plan (PEP) Review

At this point, the Headteacher will make arrangements to hold a **PEP review**. This should take place **within 20 school days** of the child's enrolment.

This is a statutory requirement for Looked After Children under the **Children Act 1989** and **Promoting the Education of Looked After Children and Previously Looked After Children (2018)**.

19. Withdrawal, Deferral or Non-Start (Universal)

We manage changes in a way that respects the learner and protects curriculum delivery.

- A learner (or commissioner) may request deferral/withdrawal; we record the reason and agree any re-entry conditions.
- We may withdraw an offer if conditions are unmet or material information was withheld.
- We signpost alternatives where possible.

19a. Transitions and Transfer of Pupil Records



When a pupil transitions to a new education provision, Hidelow Grange School will send a **Common Transfer File (CTF)** and an **educational record**.

This is a legal requirement when a pupil moves between schools in the UK and applies to all phases and types of maintained school, including special schools and pupil referral units (PRUs).

This is explained in the **Education (Pupil Information) (England) Regulations 2005** and the DfE guide on the CTF (page 5).

Timeline

The CTF must be transferred **within 15 days** of the pupil leaving Hidelow Grange School.

CTF Contents

The CTF must include pupil identifiers such as:

- Unique pupil number (UPN)
- Surname
- Forename(s)
- Date of birth
- Gender

The file will also include relevant information on:

- Languages
- Free school meal eligibility
- Whether the child is looked after by the local authority (LA)
- History of special educational needs (SEN)
- Attendance
- Assessments
- School history

Child Protection Files



The CTF **does not include child protection files**. These are transferred separately in accordance with the school's **Safeguarding and Child Protection**

Policy and **KCSIE 202625** guidance.

For guidance on transferring child protection files securely, see our **Safeguarding and**

Child Protection Policy.

Transferring Information About Pupils with SEND

Special educational needs (SEN) support should include planning and preparation for the transitions between phases of education.

As part of this, Hidlow Grange School will agree with the pupil and their parents/guardians what information will be shared with the school, college or other setting the pupil is moving to.

This is explained in the **SEND Code of Practice** (page 102).

How to Transfer Pupil Records Securely

Hidlow Grange School:

- Must transfer the CTF in **machine readable form**, unless the school or the new school don't have the facilities to do so
- Can transfer the educational record in machine readable form, paper form, or a combination of both

This is set out in section 9 of the **Education (Pupil Information) (England)**

Regulations 2005.

Transferring Records Electronically

We use the DfE's **school-to-school (S2S) system** to transfer the CTF. See DfE guidance on using the S2S system for more information.

Transferring Paper Copies of Records

When transferring paper records, the Information Commissioner's Office said we should create an **audit trail** that details:

- How the records have been transferred
- What measures were taken to protect pupils' personal data during transfer

Where possible, a member of school staff delivers the records **by hand**. We record:



- How the records were sealed prior to transfer
- Who delivered the files, on what date and at what time
- Who received the files (including a signature)

If we need to send pupils' records by **courier or post**, we:

- Ensure they're appropriately sealed to reduce the risk of envelopes opening and causing a data breach
- Ask for a receipt of delivery

Retention of Pupil Records

If a pupil turns 16 while attending Hidlow Grange School, we must keep hold of the CTF and the educational record **until the pupil turns 25**. This will be stored in the school's secure archive room.

This is explained on page 15 of the **Records Management Toolkit for Schools** from the Information and Records Management Society (IRMS).

20. Appeals & Complaints

A fair review process improves trust and decision quality.

- **Admissions appeal:** a learner (or parent/carer where appropriate) may request a review of an admissions decision.
- **Process:** submit grounds in writing; a senior leader not involved in the original decision will review.
- **Outcome:** we confirm the outcome in writing with reasons.
- Complaints follow our Complaints Policy.

21. Data Protection & Records

Our records need to tell the story clearly if sampled at inspection.

- We collect, use and retain data lawfully, fairly and securely.
- Each admissions file contains: application/referral, evidence reviewed, interview notes, risk considerations, decision rationale, offer letter, and any conditions.
- We follow organisational retention schedules.



Refer to our 'Records Management' Policy and our 'Data Protection' Policy for further information.

Russell Edge is our Caretech Data Protection Officer: Russell.Edge@caretech-uk.com

22. Roles & Responsibilities

Everyone has a part to play; accountability is clear.

- **Headteacher:** owns the policy locally and is accountable for fair, safe, compliant admissions.
- **Headteacher (admissions):** oversees process, chairs complex discussions, ensures timely decisions and quality record-keeping.
- **Education team:** assess suitability, advise on reasonable adjustments, shape support plans.
- **DSL:** advises on safeguarding and risk; records any safeguarding considerations.
- **Administration:** manages communications, data integrity and filing.

23. Monitoring, Quality Assurance & Reporting

We review admissions data to spot gaps, tackle disproportionality and improve access.

- We monitor application volumes, decisions, timelines, reasons for declines/deferrals, and equality trends.
- We review data termly and agree improvement actions.
- We sample admissions files for completeness and quality.

The headteacher presents the report at termly governance meetings.

24. Training & Communication

Competent people make better, faster, safer decisions.

- Staff involved in admissions receive training in fair decision-making, inclusive practice, safeguarding and data protection.
- We keep our website/prospectus current so routes, timelines and criteria are easy to understand.



Admissions - Branas

25. Linked Policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

Safeguarding and Child Protection:

- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy
- Online Safety Policy
- Managing Allegations Against Staff Policy
- Low-Level Concerns Policy
- Whistleblowing Policy

Education and SEND:

- SEND Policy
- Pupil Assessment Policy
- Individual Subject Policies
- Curriculum Policy
- Teaching and Observation Policy

Behaviour and Attendance:

- Positive Behaviour Support Policy
- Physical Intervention/Restrictive Practice Policy
- Anti-Bullying Policy
- Attendance Policy
- Children Missing from Education Policy

Operational:



- Code of Conduct (Staff)
- Safer Recruitment Policy
- Data Protection Policy
- Records Management Policy
- Complaints Policy
- Equality, Diversity and Inclusion Policy

Hidlow Grange School Specific:

- Branas Policy on Referral and Placement
- Guide for Learners (Pupil Handbook)
- School Statement of Purpose
- School Prospectus
- School timetable and term dates
- Quality Framework

Links: All policies are available on the school website and from the school office upon request.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A

Legislation, guidance and regulatory framework underpinning Admissions in England.



Education inspection framework (EIF) — Ofsted

- **Means:** Ofsted inspects our schools and FE sites under the EIF; inspectors sample our admissions policy, case files and communications to judge fairness, inclusion and compliance.
- **Requires:** Admissions are fair, documented and compliant (safeguarding, equality, SEND, records) with evidence ready for triangulation.
- **Our stance:** We show a transparent end-to-end process (criteria, decisions, oversubscription, appeals).
- **Implementation example:** Admissions file set (application, risk notes, adjustments, decision rationale, offer/decline letter) is available for sampling.

Links: <https://www.gov.uk/government/publications/education-inspection-framework>

Education (Independent School Standards) Regulations 2014

- **Means:** Our sites must meet ISS; parts on welfare, information, complaints and leadership directly shape how we run and evidence admissions in our schools.
- **Requires:** Written procedures, accurate pre-admission information, compliant letters and proprietor oversight.
- **Our stance:** Admissions documentation maps to ISS Parts 3/6/7/8.
- **Implementation example:** ISS cross-map links each admissions step to the relevant Part and evidence.
- **Links:** <https://www.legislation.gov.uk/ukSI/2014/3283>

Equality Act 2010: Advice for Schools (DfE)

- **Means:** Our sites apply Equality Act duties in admissions; decisions must show non-discrimination and reasonable adjustments. (Guidance framed for schools but can apply in FE).
- **Requires:** Equality and adjustments reasoning in the decision record.
- **Our stance:** Every decision record includes an equality/adjustments check.
- **Implementation example:** Equality checklist signed by the Headteacher/Principal is filed with the decision.
- **Links:** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND Code of Practice (0–25) (Schools & FE)



- **Means:** Our sites consider SEND needs and reasonable adjustments before confirming an offer for learners 0–25 (Schools & FE).
- **Requires:** Graduated response evidence and a clear rationale where needs can/can't be met.
- **Our stance:** Assessment, planned support and any conditional offer requirements are documented.
- **Implementation example:** Case file holds SEN plan/EHC extracts and decision rationale.
- **Links:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Keeping Children Safe in Education (KCSIE)

- **Means:** Our sites' admissions steps sit inside our safeguarding culture; DSL oversight is built into complex cases.
- **Requires:** Proportionate checks, lawful information-sharing and secure records.
- **Our stance:** DSL/DSP signs off safeguarding considerations in complex admissions.
- **Implementation example:** DSL risk note and any multi-agency contact are stored in the admissions pack.
- **Links:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Education (Pupil Registration) (England) Regulations 2006 (Schools)

- **Means:** Our schools keep a compliant **Admissions Register** and follow the rules for entries, deletions and returns.
- **Requires:** Maintain an accurate register and make it available for inspection.
- **Our stance:** Central register with auditable changes and retention controls.
- **Implementation example:** Register extract and deletion rationale available on request. **Links:** <https://www.legislation.gov.uk/uksi/2006/1751/contents/made>

Data protection (UK GDPR & Data Protection Act 2018)

- **Means:** Our sites process admissions data lawfully and securely, with clear privacy information and timely responses to rights requests.
- **Requires:** Lawful basis, privacy notices, retention schedule, SAR handling and security.
- **Our stance:** Admissions is privacy-by-design with defined retention and SAR SLAs.
- **Implementation example:** Admissions privacy notice + RoPA/DPIA (where needed) filed centrally.
- **Links:** <https://www.gov.uk/guidance/data-protection-in-schools>



Appendix B

Legislation, guidance and regulatory framework underpinning Admissions in Wales.

Independent School Standards (Wales) Regulations 2024

- **Means:** Our sites in Wales meet these standards; leadership, welfare, information and complaints requirements shape how we run and evidence admissions in our schools.
- **Requires:** Clear admissions info, compliant communications/records, proprietor oversight.
- **Our stance:** Policy/evidence map to the applicable standards.
- **Implementation example:** Standards mapping sheet shows evidence for each admissions step.
- **Links:** <https://www.legislation.gov.uk/wsi/2024/27/made>

Estyn — Inspection guidance

- **Means:** Estyn inspects our sites in Wales and will sample admissions evidence for fairness, inclusion and compliance.
- **Requires:** Evidenced criteria, transparent decisions, equality monitoring and timely communication.
- **Our stance:** We present admissions data, decisions and QA to Estyn on request.
- **Implementation example:** Termly SLT report shows volumes, timelines, outcomes and disproportionality.
- **Links:** <https://estyn.gov.wales/sector/independent-schools/>

Additional Learning Needs (ALN) Code 2021 (Schools & FE)

- **Means:** Our sites follow the ALN Code at admission for Schools & FE—assessing needs and planning support (IDP where required) before confirming an offer.
- **Requires:** Person-centred assessment, documentation and clear rationale.
- **Our stance:** Admissions decisions reference ALN evidence and, where applicable, IDP arrangements.
- **Implementation example:** Case file contains ALN info and any agreed support/conditions.



- **Links:** <https://www.gov.wales/additional-learning-needs-code>

Additional Learning Needs and Education Tribunal (Wales) Act 2018

- **Means:** Our sites act within the ALN legal framework, and where relevant we signpost rights of challenge to the Education Tribunal for Wales.
- **Requires:** Lawful decision-making with clear reasons and routes of redress.
- **Our stance:** Decline/deferral letters explain reasons and next steps.
- **Implementation example:** Template letters include ALN/appeal signposting where applicable.
- **Links:** <https://www.legislation.gov.uk/anaw/2018/2/contents>

Keeping Learners Safe (Welsh Government)

- **Means:** Our sites' admissions steps are embedded in Welsh safeguarding expectations with DSP oversight for complex cases.
- **Requires:** Proportionate checks, lawful information-sharing and secure records.
- **Our stance:** DSP reviews complex admissions and notes risks/mitigations.
- **Implementation example:** DSP note and, if needed, referral evidence in the admissions pack.
- **Links:** <https://www.gov.wales/keeping-learners-safe>

Education (Pupil Registration) (Wales) Regulations 2010 (Schools)

- **Means:** Our schools in Wales keep a compliant Admissions Register and follow Wales rules for entries/deletions.
- **Requires:** Accurate register; available for inspection.
- **Our stance:** Central register with audited changes and retention controls.
- **Implementation example:** Register extract and deletion rationale available on request.
- **Links:** <https://www.legislation.gov.uk/wsi/2010/1954/contents>

Data Protection Act 2018 (UK GDPR)

- **Means:** Our sites handle admissions data lawfully and securely with clear privacy information and timely rights responses.



- **Requires:** Lawful basis, privacy notices, secure handling, retention and SARs.
- **Our stance:** Admissions is privacy-by-design with defined retention and SAR SLAs.
- **Implementation example:** Admissions privacy notice and SAR log are maintained and available.
- **Links:** <https://www.legislation.gov.uk/ukpga/2018/12/contents>

Appendix C

Legislation, guidance and regulatory framework underpinning Admissions in Scotland.

Independent school inspections — HMIE

- **Means:** HM Inspectors inspect our sites in Scotland and will sample admissions evidence for fairness, inclusion and secure record-keeping using HGIOS4 QIs.
- **Requires:** Clear criteria, consistent decisions and evidence of information provided to applicants.
- **Our stance:** Admissions decisions and communications are evidenced and available for inspection.
- **Implementation example:** Sampling pack shows the route from enquiry to decision and any support/conditions.
- **Links:** <https://educationinspectorate.gov.scot/inspection-guidance/school-and-elc/independent-school-inspections/>

How good is our school? (HGIOS4)

- **Means:** Our sites use HGIOS4 for self-evaluation, including how admissions influence inclusion, learner experience and outcomes.
- **Requires:** Analysis of access, transparency and improvement actions linked to admissions.
- **Our stance:** Admissions metrics and equality analysis feed our self-evaluation and improvement plan.
- **Implementation example:** Termly self-evaluation includes admissions trends and actions to improve access.
- **Links:** <https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/>

GIRFEC (Getting it right for every child)

- **Means:** Our sites align admissions and transition planning with SHANARRI wellbeing and multi-agency coordination where needed.



- **Requires:** Evidence that barriers/supports were considered before confirming an offer/decline.
- **Our stance:** We document needs, reasonable adjustments and transition planning at admission.
- **Implementation example:** Child's Plan (where applicable) and support notes are filed with the admissions pack.
- **Links:** <https://www.gov.scot/policies/girfec/>

National Guidance for Child Protection in Scotland (2021, updated 2023)

- **Means:** Our sites embed **Scottish child protection expectations** in admissions screening, information-sharing and safe onboarding.
- **Requires:** Proportionate risk consideration and referral where concerns emerge during admissions.
- **Our stance:** DSL/DSP oversight is built into complex admissions with secure records.
- **Implementation example:** Risk note and inter-agency discussion record (if required) are retained.
- **Links:** <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents/>

Education (Additional Support for Learning) (Scotland) Act 2004

- **Means:** Our sites **apply the ASL duties** at admission—identifying needs and planning coordinated support where required.
- **Requires:** Consideration of needs and supports before confirming a place or conditions.
- **Our stance:** We evidence how needs and supports were weighed in the admissions decision.
- **Implementation example:** Admissions file references ASL considerations and planned supports.
- **Links:** <https://www.legislation.gov.uk/asp/2004/4/contents>

Data Protection Act 2018 (UK GDPR)

- **Means:** Our sites **handle admissions data lawfully and securely** across Scotland with clear privacy information and timely rights responses.
- **Requires:** Lawful basis, privacy notices, secure handling, retention and SARs.
- **Our stance:** Admissions is privacy-by-design with defined retention and SAR SLAs.
- **Implementation example:** Admissions privacy notice and retention entry (RoPA) are maintained.
- **Links:** <https://www.legislation.gov.uk/ukpga/2018/12/contents>



Appendix D

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 2 - risk sometimes occurs 3 - risk regularly occurs	1 - minor harm may result 2 - moderate harm may result 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	
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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

Appendix E
EDUCATION FEEDBACK
REGARDING REFERRAL TO
BRANAS ISAF



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 suitability Assessment:	
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Young	Person _____	Date of	Birth _____	Date of Initial suitability	
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Do you consider the young person suitable to move into the placement & attend schooling within Branas? Please record Y/N and summarise.	
Please summarise the proposed transition plan (e.g. visits & phased introduction/attend for initial assessment)	