Spring Lane School

Admissions Policy 2019-2020

**Spring Lane School Mission Statement**

@ Spring Lane School

We support young people to:

Grow, aspire and achieve

We do this through a system of shared values and beliefs where we:-

* Provide a nurturing environment where young people feel safe, respected and valued.
* Place young people and their families and carers at the centre of their learning journeys.
* Provide a broad range of opportunities, allowing pupils to progress academically, socially and emotionally.
* Allow young people to meet challenges and develop emotional resilience.
* Enable young people to take responsibility for their choices through an open, fair and consistent approach, which all share.
* Advise and guide young people, supporting their transition to young adulthood.
* Recognise everyone as individuals, celebrating difference and diversity.
* Promote a positive self-image amongst our pupils, developing self-confidence and independence.
* Provide positive role-models, demonstrating respect, tolerance, empathy and high standards of professional practice and behaviour.
* Support and valuing each other, respecting each other’s contributions as important members of the team.
* Promote robust safeguarding policies and procedures and work

 with other agencies to ensure the welfare and well-being of all.

**Admissions Policy.**

Spring Lane School has a number of settings to which pupils can be admitted.

* Spring Lane School@Radcliffe can admit KS3 pupils from the SEMH Partnership meetings.
* Spring Lane School@Milltown House admits pupils for Alternative Provision in KS4 following permanent exclusion or a referral IYFAP.
* Spring Lane School@Park House admits KS4 pupils on either a dually-registered basis or as a Yr10/11 transfer following a multi-disciplinary assessment.
* Pupils subject to an EHCP maybe referred by the SEND team via multi-disciplinary inclusion panel.

All admissions go through the multi-disciplinary inclusion panel held fortnightly within the LA.

Reviewed September 2019

To be reviewed September 2020