

## RSP Admissions Policy

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Approved by:	Board	May 2025
Next review due by:	May 2026	

***For Office Use Only:***

Policy Version: 1.0

To make changes to this policy, please  
email [admin@lincolnshiregateway.co.uk](mailto:admin@lincolnshiregateway.co.uk).

## **Purpose**

The purpose of this Admissions Policy is to outline the procedures and criteria for the admission of pupils to the RSP within Scartho Gateway Academy. The policy aims to ensure fairness, inclusivity, and transparency in the selection process while prioritising the needs of pupils requiring special educational support to meet their Social, emotional and Mental Health needs.

## **Scope**

This admissions policy applies to all applicants seeking admission to the RSP within Scartho Gateway Academy who will be in Reception-Y4 upon enrolment for the 2025–2026 school year and beyond.

## **Sections of the Policy**

- SEMH RSP Admissions Policy
- Appendix 1 – RSP Entry Criteria Assessment Tool
- Appendix 2 – SEMH RSP Entry and Exit Process Summary Flowchart

## **Provision**

- In the first year, the RSP will deliver bespoke provision for up to 6 pupils in Reception and up to year 4. The RSP is for pupils who need substantial support to manage the social, emotional, and environmental demands of a mainstream setting. The pupils will have an EHCP with SEMH as an identified need.
- Permanent staffing will be one RSP Lead Teacher and two Teaching Assistants, all of whom are highly skilled and receive additional and ongoing training to ensure they are able to meet the needs of all pupils.
- The overall management of the RSP is the responsibility of the Academy Principal and school governing body, in conjunction with the Local Authority.
- The day-to-day running of the provision is the responsibility of the RSP Lead Teacher and SENDCo.
- Pupils will attend full-time and will be registered on the Academy's roll. Pupils will access mainstream lessons within their chronological year group, as appropriate to their needs.
- The Academy class teacher will take an active role in ensuring the progress and wellbeing of the children when in their care, in consultation with RSP staff, as necessary.
- The RSP will provide a socially and emotionally supportive environment, which fully involves parents in their child's learning, including wider outcomes.
- Pupils will be appropriately supported according to their needs throughout the whole school day, including breaks and lunchtimes.
- The RSP Lead Teacher will ensure there is consistent support for families, liaising with Family First Practitioners or social workers and external agencies, as appropriate, according to individual pupils' circumstances.
- The RSP Lead Teacher and Teaching Assistants, in conjunction with the SENDCo and Principal, will fully implement trauma-informed strategies to support pupils in the RSP.
- The RSP Lead Teacher will implement therapeutic interventions in accordance with each child's EHCP.

## **Entry Criteria**

- The placing authority is North East Lincolnshire Council.
- The child will have been identified as having the potential to benefit from an SEMH provision, which includes intensive relational approaches and a reduced academic load. In addition, access to therapeutic interventions such as Play Therapy will be considered for some pupils.
- The Boxall Profile assessment tool or Local Authority SPOT tool will be used alongside other information provided by the referring school to identify those pupils who will benefit from the SEMH provision. Careful consideration will be given to the development gaps

identified in the 'development strand' and barriers associated with the 'diagnostic strand' described in the pupils' Boxall Profile report.

- There will be evidence from the referring school of a Graduated Approach to identifying and supporting the needs of the pupil; this will include having been screened for and supporting needs in addition to SEMH e.g. speech and language or learning needs.
- Advice from external agencies will have been sought, implemented and evaluated.
- An SEMH Advisory Teacher and/or Educational Psychologist (EP) will have been involved with the child and will have identified the need for this type of provision. This recommendation will have been discussed at an annual review meeting, prior to the consultation being submitted.
- The child will have the potential to benefit from access to an adapted mainstream curriculum in their chronological year group.
- The Entry Criteria assessment tool will have been completed by the SENDCo following a review of the child's EHCP, and a subsequent visit to see the child in the referring school setting, before deciding if the RSP provision is suitable.
- Should the provision be potentially suitable, the SENDCo of Scartho Gateway Academy will liaise with the referring school SENDCo and the family/carers of the pupil to conclude a final decision.
- The referring school will be fully committed to supporting the child and family during the consultation process, and maintain open and honest dialogue with Scartho Gateway Academy throughout, as well as during the child's initial admission.

### **Required evidence**

The following evidence **MUST** accompany the Entry Criteria Assessment Tool:

- Written evidence of advice from Support Services and professionals including SEMH Specialist Teachers and/or an Educational Psychologist, with recommendations that this type of intervention provision is advised.
- Evidence that there has been exploration and identification of contributing factors to the pupil's SEMH needs, such as environmental factors and possible co-occurring needs e.g. speech, language and communication, learning, or mental health needs. This is likely to have included a multi-agency approach over time.
- Evidence of partnership work with the child's family and the outcomes of this.
- Evidence of actions and strategies already implemented by the referring setting and those recommended by other professionals involved, and the impact /outcomes of these.
- Evidence of progress made by the pupil and current levels of attainment providing; curriculum attainment and progress measures, phonics test scores, reading, spelling, and language assessment scores.
- All assessment reports that the pupil's requesting setting has commissioned as part of their early identification processes and the Graduated approach.
- A Boxall profile or evidence that the Local Authority SPOT tool has completed by classroom staff at the referring setting.
- The pupil's perception of their own strengths and what they would like support with.
- The family's views on their child's strengths, weaknesses and what support they would like for their child and for them as a family.

### **Admissions process**

- Referrals for places at the RSP WITHIN Scartho Gateway must be made through the process set out in this document and in line with the consultation process outlined in the SEND Code of Practice 2015.
- During the first academic year, the RSP will admit up to six pupils. This number will increase up to 12 at a rate that is agreed with the Local Authority and no later than after two years of opening.
- During each phase of growth, consultations will be considered when there is availability of places within the RSP, through the Local Authority's EHCP consultation process.

- The SENDCo, or their representative, from the referring school, will meet with the SENDCo and Principal from Scartho Gateway Academy, to provide further information and respond to any questions regarding the pupil's needs and background.
- Prior to this meeting, the SENDCo and Principal will have reviewed all the evidence presented to ensure that the pupil meets the RSP's criteria.
- They will observe the pupil and talk to school staff in order to gain further insight prior to a decision being made.
- The SENDCo and Principal at Scartho Gateway Academy will determine the pupil's suitability against the following; whether the entry criteria for the provision are met, needs of other pupils attending the RSP, and the number of places available. They will then decide on whether a placement at the RSP is agreed. It is expected that places will be balanced across the different year groups.
- Following an RSP placement being allocated, a transition package will be agreed to ensure successful transition into the Provision. This package will be planned based on the strengths and needs of the child. It will be developed by the RSP Lead Teacher and SENDCo, in partnership with the child's mainstream school, professionals such as FFP and social workers, the child and their family.
- Pupils offered a place at the RSP who do not live within walking distance of Scartho Gateway Academy can apply to the Local Authority for travel assistance for the beginning and end of the normal school day. The form can be filled in by the parents, or the referring school and should be sent to the transport team at least 2-3 weeks before an intended start date.

## **Exit Criteria**

- Pupils will remain in the RSP for as long as is required although it is hoped that they will transition into their mainstream classes for up to 70% of the timetable. It is hoped that the majority of children achieve this within two years of joining the RSP.
- Through the on-going regular process of review, the RSP Lead Teacher and SENDCo will identify if a pupil meets the criteria to transition into their mainstream full time. A meeting will be held with parents/carers and relevant professionals to discuss this.
- Prior to transitioning into the mainstream class on a fulltime basis, a TAF meeting will be held with the RSP Lead teacher, SENDCo, Principal, parents/carers and relevant professionals to plan the process of transition.
- Criteria for transitioning full-time to the age-appropriate mainstream class include:
  - The pupil has made significant progress in their social interaction, social communication and behaviour, indicated by successful integration into the mainstream class for the majority of the school week (over 70% of the timetable).
  - The pupil requires an appropriate level of support in the mainstream class.
  - At a review meeting, the TAF agrees that the pupil is no longer benefitting from the RSP and /or the RSP is no longer deemed appropriate to meet their needs.
  - The pupil's needs and appropriate support have been identified through the provision within the RSP and can be provided by the mainstream class teacher.
- The RSP Lead Teacher, in conjunction with the SENDCo, may identify that the level of provision required to meet the needs of the child is beyond that available as part of a school's SEN Support offer.
- In such circumstances, the reviewed Individual Support Plans and RSP support/outcomes will be provided as evidence for the type of provision required to ensure the child's needs are met.
- The Academy will work with the family and Local Authority to identify an alternative setting that best suits the needs of the child.

## **Expected outcomes and impact**

- Scartho Gateway Academy and its staff, and the RSP team in particular, will have high expectations for all pupils attending the RSP, setting challenging targets to enable pupils to make expected or better progress from their starting points. All pupils should make good progress in relation to their social communication, interaction and behaviour, but also to make good academic progress overall from **their** starting points.

- Progress and attainment of children will be monitored through:
  - The mainstream school and RSP data tracking, including the use of assessment and monitoring tools appropriate to the pupil's learning profile.
  - Termly planning and review meetings.
  - Reports generated by other agencies involved with the child.
  - Outcomes against targets set for inclusion within mainstream lessons, which will be reviewed regularly to ensure that each pupil makes appropriate individual progress.
  - The Boxall Profile or LA SPOT Tool, which will be completed on a termly basis.
  - Evidence of Pupil Voice/Engagement that demonstrates that the child's views are sought, listened to and acted upon and their views on the progress they have made are gained.
  - Evidence of parent/carer views on the progress that their child has made and on the impact of the family support that they have received.
  - Feedback from the mainstream class teacher regarding the impact of sessional integration.
- The RSP Lead Teacher will support the class teacher to complete a second Boxall Profile one term after the pupil's re-integration into their chronological age class, in order that the longer-term impact of the RSP can be measured.
- The Local Authority SEND Team will collaborate with the Principal and RSP Lead Teacher to monitor the impact of the RSP.
- The Principal will review the performance of the RSP on an annual basis to meet statutory guidance, although this will be completed termly in line with LGAT's monitoring policy.

## **Support and Monitoring**

- The Local Authority and Trauma Informed Schools UK will provide support and challenge for the RSP Lead Teacher through their reviews.
- The Local Authority and Trauma Informed Schools UK will provide support and challenge for the RSP through their meetings with the Principal, SENDCo and RSP Lead Teacher. This may focus on advice and support around curriculum delivery, or other areas identified in the Provision's Development Plan.
- The RSP and Local Authority will follow the processes and protocols as set out and agreed through their SLA. All activity will be recorded as it is agreed.

## **Quality assurance**

The Principal and Lincolnshire Gateway Academy Trust will:

- Ensure that staff in the RSP have appropriate qualifications and maintain their on-going professional development.
- Ensure staff have continued access to training and professional development and that this relates to the development of this RSP.
- Monitor the quality of the RSP and the progress and outcomes for the pupils attending.
- Monitor the RSP Development Plan and ensure that challenging targets are set to develop and embed best practice and evidence-based interventions.

## **Governance**

- The RSP Lead Teacher and SENDCo will report on the progress measures on a termly basis to the Local Authority and Academy Trust trustees.
- The RSP Lead Teacher and the Principal of Scartho Gateway Academy will ensure that the service delivery specification and intended outcomes are achieved.
- The SEND Team within the Local Authority and Academy Trust trustees will receive a summary written report on a termly basis and a detailed written report annually. The report will detail the impact of the provision over the academic year, demonstrating that the needs of the children accessing the RSP are met and good progress is being made.
- The RSP Lead Teacher and RSP staff will present to the LA SEND Team annually, to discuss the annual report and answer questions, as requested.

**N.E. Lincolnshire Council will:**

- Fund up to the maximum number of 12 places allocated across Reception, KS1 and KS2 by the beginning of the second year.
- Work collaboratively with the RSP within Scartho Gateway Academy, local schools and appropriate external agencies.
- Monitor the progress and outcomes for the children attending the RSP within Scartho Gateway Academy.
- Support the RSP within Scartho Gateway Academy through termly network meetings.
- Manage admissions and exit criteria to and from the RSP, in line with the consultation process.

**Trauma-Informed Schools UK will:**

- They will ensure that the need to continue building the capacity, capability and confidence of all RSP staff is part of the Development Plan.
- Deliver two-day SLT training to the SLT team prior to commencing policy development.
- Support appropriate training opportunities for designated staff within the RSP as well as whole-school training. They will provide seven days consultancy as part of curriculum and policy development, training and staff supervision within the first two years of the school opening.
- Enable Senior leaders and RSP Lead Teachers to complete their 11-day diploma to ensure staff have a very secure understanding of trauma-informed practices.