



# ADMISSIONS STATEMENT

Including Local Admission Arrangements;  
Commissioning Agreements & Referrals Policy

<b>Policy written &amp; owned by</b>	Elliot Payne, Head of School
<b>Policy Adopted/Reviewed</b>	December 2024
<b>Approved by</b>	Marie George, Senior Strategic Lead
<b>Review Date</b>	December 2025



# The Bridge Academy - All age Alternative Provision ADMISSIONS STATEMENT – THE BRIDGE ACADEMY

*Everyone, Everywhere and Every time*

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## Key Contacts

We have a team of people who look after the admissions process for our Academy:

Mr Elliot Payne, Head of School

Mrs Hannah Dolan, Admissions Administration Lead

You can contact us about admissions via telephone 01543 255872, email

[admissions@bridge.staffs.sch.uk](mailto:admissions@bridge.staffs.sch.uk) or by visiting our website -

<https://thebridgeacademy.atlp.org.uk/admissions/referrals>

# 1. Purpose & Aims

**The Bridge Academy** our mission is to ensure that all students that attend our Academy, are **School Ready, Work Ready and Life Ready**, prepared for transition of academic challenges ahead, but also with the essential social, and emotional skills needed to thrive within, and beyond, the classroom. We have three focuses for the placements at The Bridge Academy:

- **Disengagement in education** – Increasingly, the profile of children that are referred into The Bridge Academy is one of disengagement and a lack of enthusiasm for education. Students do not place value in their studies or in the opportunities that education can provide. Our curriculum must therefore excite, motivate and inspire learners to engage with education, accept the purpose of regular attendance and achieve a suite of accreditations that will be their passport to their future.
- **Low level literacy and reading** - The proportion of students who arrive at The Bridge Academy with a reading age below their chronological age is significant, and as a result many students lack the range of vocabulary held by their peers. We know that our curriculum needs to foster a love of reading first and foremost, as well as expose students to complex vocabulary and language across all subjects to narrow this gap and provide students with equal opportunity for the next phase of their education.
- **Childhood experiences** - We are aware of the typical childhood experience of our community. For example, we know that a significant proportion of students at The Bridge Academy have had exposure to adverse childhood experiences (ACES), and a significant number are likely to be exposed to violence, crime and child sexual exploitation (CSE). Our wider '**RAISE** Curriculum' plays an integral role in supporting students to recognise potential harm and respond appropriately. We use form time, discrete lessons as well as drop down days to teach children about the risks faced by young people of their age.

**The purpose of this statement is** to stipulate the terms in which we admit students to our academy; outline the partnerships we have with the Local Authority and other commissioners; and detail what requirements there are for planned places at The Bridge Academy.

As an academy, the school is required by its funding agreement to comply with advice and guidance from the Department for Education. This policy acknowledges the following:

- School Admissions Code and the School Admissions Appeals Code
- School Standards and Framework Act
- Funding Agreement for The Bridge Alternative Provision Academy

This statement also acts as our **Referrals Policy** and explains the number of places to be provided; the age range of pupils; the oversubscription criteria; and a fair, transparent and objective process for considering whether the education provided will be appropriate for prospective pupils.

## 2. Admission Pathways

The Bridge Academy has three admission pathways:

- **Single Registration Places** for Children that have been permanently excluded
- **Dual Registration preventative places** for children at risk of permanent exclusion
- **Direct admission** based only where the Secretary of State directs the Academy to admit a named pupil to company with School Attendance Orders, or as directed by Staffordshire Virtual School.

The Bridge Academy is an Alternative Provision Academy, and our admission arrangements differ from those of mainstream schools and are set out within this policy. Parents / carers are unable to opt for a place at our academy through the admissions process. We cannot be named on a pupil's EHCP but cannot accept children with an ECHP that have already been Permanently Excluded.

## 3. Commissioning Planned Places

The Bridge Academy has an age range of 5 – 16, with a planned admission number of 65, as stipulated in our Funding Agreement with the ESFA. There is no stipulation on the specific number of children in each Key Stage, however, for the academic years 2023-2024, 2024-2025, and 2025-2026, there is a limit of 15 places in our 'Primary' phase, and 50 in our 'Secondary' phase.

In line with the High Needs Funding: 2024-2025 Operational Guide, we have several commissioners. At The Bridge Academy we have three main Commissioners, with different arrangements:

1. **Staffordshire County Council** – Our Academy is part of a commissioning agreement for 'Staffordshire Pupil Referral Units (PRU)', which sees all permanently excluded children from Staffordshire, being directed to one of the six Staffordshire PRU's. As part of the local management of pupil referral units, from Staffordshire County Council, for the academic year 2024-2025, there are a minimum of 42 places allocated to this agreement, from ages 5-16.
2. **Local Secondary & Primary Maintained Schools or Academies** –We independently commissioner our own dual registered places directly with mainstream schools. There are 23 allocated to this agreement, from ages 5-16. *However, dual registered places can only be offered if pupil places permit after all PX pupils have been admitted. Unless there is a specific need or justification for continuing with an Early Intervention / Dual Registration Placement. This can include but is not limited to being on roll with the Virtual School; evidence that a return will result in a permanent exclusion, or at the discretion of the Head of School / ATLP.*
3. **Staffordshire Virtual School** – In exceptional circumstances, the virtual school may direct a child to attend The Bridge Academy and will provide education of compulsory school age children who may not otherwise receive suitable education.

The number of planned places of 65 does not change inline with our supplemental funding agreement, however, the Head of School will meet with Staffordshire County Council as part of a PRU Management Contract Meeting to discuss the annual allocation of PX Places. This dialogue is important to ensure that the allocation is accurate for place planning.

## 4. Referrals

**The Bridge Academy** has an age range of 5 – 16, with a planned admission number of 65, as stipulated in the Funding Agreement. We can accept referrals from the following locations:

- **Staffordshire County Council via the Alternative Provision Panel (APP)**, for permanently excluded children (or at times vulnerable pupils who are at risk of permanent exclusion) from schools will be referred at Day 6 of their permanent exclusion. These places will take priority for the academic years 2024-2025 and 2025-2026 *unless there is a specific need or justification for continuing with an Early Intervention / Dual Registration Placement. This can include, but is not limited to being on roll with the Virtual School; evidence that a return will result in a permanent exclusion, or at the discretion of the Head of School / ATLP.*
- **Mainstream schools and academies** who refer pupils that are “at risk of permanent exclusion” for dual registration places, as stipulated in Section 29 of the Education Act 2002.
- **Other local authorities** where a pupil has now taken up residence in Staffordshire and has previously been permanently excluded from a mainstream school in another locality.

At all times, The Bridge Academy provides places for pupils who are not already on roll at a school, therefore priority will be given to pupils without a school roll such as those who are permanently excluded. The Bridge Academy requests, as far as is reasonably practicable, when agreeing to commission us for a placement, that we will be provided by the appropriate information on the needs and prior attainment of pupils.

### Dual Registration Placements

Dual registered places from years 7 to 11 will be considered by the Head of School. Pupil places are dependent on pupil numbers across the academy and priority is given to places to excluded pupils without a school roll. For your information:

- Times of the school day - Hours may differ from that of a mainstream school.
- Placements are not time dependent and can be full time.
- Financing places - Places will be financed by the referring mainstream school at a daily rate as explained in the Commissioning Agreement.
- Placement termination – The Bridge Academy may not be suitable for a particular pupil. Where this is the case, this will be discussed with the referrer. This may be because of a conflict or an altercation that has previously occurred with a pupil already in the academy (or within the community) or that we are unable to meet the young person’s needs. This will be discussed immediately after the referral form is received.

Where the Head of School considers a dual registered pupil place, the following process will be followed:

- The referring school is to complete the Referral Form with all relevant information about the pupil.
- The pupil and parents/carers will be invited to visit Academy for an admission meeting, as part of the induction process.
- An on-roll date will be set
- The mainstream school will organise transport for the pupil to attend their allocated site

For Dual Registration, or preventative placements, you are advised to contact the Head of School, through our Admissions Lead, to discuss the requirements and eligibility before making a referral.

### Support for children with SEND

As an Alternative Provision academy, we do not specifically accept admission of children with an Education, Health and Care Plan (EHCP). The exception to this is where a child or young person has been diagnosed and gained an Education, Health and Care plan while currently accessing education within the academy. Within these circumstances, it is possible for the child or young person to remain with the academy if the following is correct:

- the needs of the child are best met in the academy
- an additional transition would detrimentally affect the child
- the child is already making good or better progress and parental preference is to maintain the education in place with additions as mandated in the plan.

The academy is not a proxy for SEND provision. Our ethos is also in line with the advice from the new AP Admission template from the DfE, which states:

*'Alternative provision should not be used as a proxy for SEN provision nor as a solution for children who are not attaining high standards at other schools. They exist to re-engage children with education. They should normally aim to work towards reintegrating pupils back into mainstream provision.'*

However, the academy will discuss each child with Commissioners, on an individual basis and take all issues into consideration.

## Over subscription criteria

Where there are more exclusions and required pupil places than are available, education packages may vary, and off-site tutoring and online learning offers may be more prevalent.

In such circumstances, places will be prioritised to pupils based on the following criteria:

- Looked after Children
- Previously Looked after Children
- Children who are homeless
- Vulnerable children, i.e. where child protection procedures are on-going
- Children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education
- Children with special educational needs, disabilities or medical conditions (but without an Education, Health & Care Plan)
- Children who are young carers
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers

Where possible, and appropriate, we will make every effort to prioritise schools in the Lichfield & Burntwood District first as part of a preventative placement agreement with District Headteachers and the Local Behaviour Group.

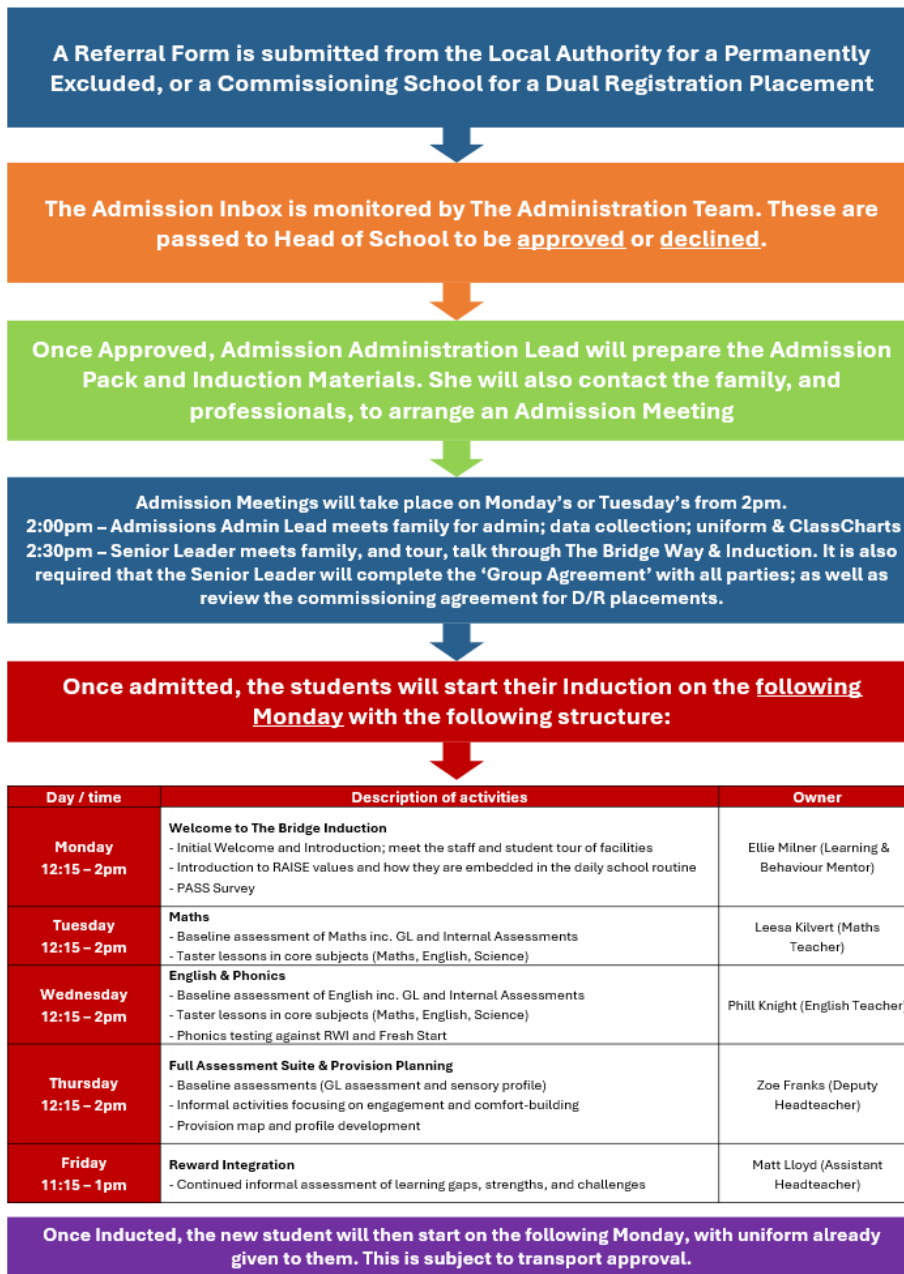
## Appeals

Dual registered commissioners have the right to appeal against the refusal of a place at the academy should they apply and be denied. Commissioners wishing to appeal must contact the academy to establish the correct procedure, as per the academy's Complaints Policy which can be found on the website.

Where a waiting list is in place for dual registered places, the Head of School will allocate places as and when they are available. Places will be offered to pupils who will integrate in a suitable way depending on need, with the current pupil cohort.

# 5. Admissions Process

The Bridge Academy aims to ensure that all children that attend our school are inducted well, so that we have all the information about the child to set targets for their successful placement.



We do all that we can to ensure that a child is well inducted into The Bridge Academy, and they have a full programme of orientation. Where a child has been directed to us by the local authority, through the PRU Strategy & Commissioning Agreement, we are likely to put in place a Transition Timetable. This is likely to be a reduced programme of activity for no more than two calendar weeks, from the start date.



## 6. Funding

There are different mechanisms to funding a placement at The Bridge Academy.

For single registration places, these are funded via the ESFA for the GAG funding, and through the local authority via the High Needs Block – as TRIG 8. Additional information about the funding for Permanently Excluded children can be available through the Staffordshire PRU Strategy.

- For dual registration placements, for academies in Staffordshire or the neighbouring local areas, we charge £75 per place.
- For dual registration placements, for maintained schools in Staffordshire or the neighbouring local areas, we charge £50 per place, in line with other Pupil Referral Units, and a supplementary charge of £25.
- For both academies, and maintained schools, we also ask schools to share with us the Pupil Premium funds, pro-rated for the duration of the placement, to support in providing additional opportunities for the child.
- Where a child has an EHCP in full, or in draft, and is with us as either a single registration placement, or a dual registration placement, we will expect the EHCP Top-Up Funding to be given to our Academy from the commissioner, in order to meet the needs as stipulated in Section F.

## 7. Monitoring & Evaluation

**The Bridge Academy** aims to ensure that we receive the most appropriate information about the child, and as such, share as much information about the child to their onward transition.

As part our commissioning agreements, they stipulate the monitoring arrangements for each placement:

1. **Staffordshire County Council** – We complete the PRU Re-integration Profile, three times a year, and discuss this at Contract Monitoring Meetings with the Commissioning Managers.
2. **Local Secondary & Primary Maintained Schools or Academies** – We provide an end of placement report, as well as regular dialogue on the progress of the placement. .

**The Bridge Academy** will consult on any changes to its referral policy with key stakeholders including the local authority, local schools, any other school or local authority with has previously commissioned places and any other relevant parties. Any changes to this policy will be discussed with Commissioners and will be agreed by the Secretary of State.

# Appendix 1 – Commissioning Agreement

This Agreement is made between **The Bridge Academy**, located in Lichfield, and **[Name of the Secondary School]**, located at **[School Address]**.

<b>Student Name</b>		<b>Year Group</b>	
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## Purpose of the Agreement

To establish a framework whereby **[Name of the Secondary School]** commissions The Bridge Academy for the provision of preventative placements aimed at preventing permanent exclusions for students in Years 7 to 11.

Thank you for agreeing to commission a placement at The Bridge Academy. This document outlines what schools should know when commissioning alternative provision, and the agreement we have in place to ensure that the child has a successful placement.

## Placement Terms and Fees

- **Duration:**
  - **Years 7, 8, and 9:** 12 weeks or up to two terms.
  - **Years 10 and 11:** Long-term placement.
- **Fees:** Details of which can be found in our Admissions Statement
- **Review Points:** Interim reviews after 6 weeks, and a final review meeting at the end of the placement.

## Monitoring and Reporting

- Progress reports will be provided at specified intervals, detailing academic achievements, behaviour, and engagement metrics.
- Final evaluation report summarising student growth and readiness for the next phase.

## Responsibilities of the commissioning school:

- Accept that responsibility for the alternative provision used rests with the school commissioning the placement
- Identify students who would benefit from a preventative placement and ensure that referrals meet the agreed criteria.
- Provide a personalised plan for intervention setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress, and a baseline of the current position against which to measure progress.
- Maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.
- Maintain responsibility for safeguarding, child protection, and attendance and be assured that the health and safety have all the appropriate policies and procedures in place that is required.
- Ensure The Bridge Academy has received all relevant information with the provider including any information on SEND, literacy, safeguarding or other issues.



- Ensure that where reintegration back to school is expected, there are agreed objectives and plans for the placement, and monitoring progress against the objectives of the placement, including carrying out frequent visits to us, to check in on the progress of the child.
- Ensure that there is an agreement for how the child is transported to and from school, and if public transport is required, this funded by the school or Local Authority.
- Support the Behaviour Policy of the school if a sanction needs to be applied such as a suspension.
- For Year 11s, working with the provider to prevent young people becoming NEET and ensuring that they can move on to suitable education, training or employment alongside part-time study. Schools should collect and record information about the pupil's next destination, as an indicator of alternative provision quality.

#### **Responsibilities of the parent or carer:**

- Ensure my child attends regularly, on time and in their school uniform
- Contact the Academy regarding any concerns about my child that may affect attendance, behaviour or work
- Attend any meetings with staff to discuss my child's progress and welfare
- Encourage my child to understand and comply with the Academy Behaviour Policy
- Support the Academy in any action taken if my child should breach the Behaviour Policy
- Support my child in completing homework when provided
- Consent to all aspects of academy policies and procedures

#### **Responsibilities of the learner:**

- Demonstrate **Respect** by following instructions first time, every time and using appropriate language.
- Demonstrate **Aspiration** by asking for help if you need it and look forward to a bright & successful future.
- Demonstrate **Independence** by making good choices, standing by our values and believing in yourself.
- Demonstrate **Success** by working hard; taking responsibility for our actions and keeping each other safe.
- Demonstrate **Engagement** by being in school on time every day and dressed appropriately.
- Comply with the Behaviour and Anti-bullying Policies; The Bridge Way and observe all rules/codes of conduct

#### **Responsibilities of The Bridge Academy:**

- Endeavour to provide a supportive, safe and healthy environment for your child to achieve their full potential, both academically and personally
- Provide a high-quality curriculum with a wide breadth of study, with routine assessment and target setting.
- Contact parents/carers if there are concerns regarding your child's attendance, behaviour or progress.
- Regularly give access to enriching educational experiences outside the school, locally and nationally.
- Keep parents informed about activities through regular home communication.
- Liaise with other services where necessary (including educational psychology, children's services, autism outreach team) to support the progress of your child, and this may involve some direct work with students on a one-to-one basis within the Academy
- Keep the Commissioning School informed of progress informally and prepare a Progress Report at the end of the placement.

The full offer of The Bridge Academy, can be found on our website - <https://thebridgeacademy.atlp.org.uk/>

## Student Information

Attainment band	
Subjects I enjoy	
Subjects I struggle in	
Support I need inc. SEND	
Hobbies & Interests	
Buddy	
People I may know	

Agreed start date	
Proposed review date	


## Confidentiality and Data Protection

All information shared between The Bridge Academy and [Name of the Secondary School] will be treated with strict confidentiality, adhering to current data protection legislation.

## Termination of Agreement

This Agreement may be terminated by either party with 1 weeks written notice, provided that this does not disrupt ongoing student support.

By signing this Group Agreement, you agree to the terms and consent to all parts:

Parent/carer name		Signature	
Learner name		Signature	
Commissioning School Lead		Signature	
The Bridge Academy Head of School	Elliot Payne Head of School	Signature	
Date			

# Appendix 2 – Referral Form



## The Bridge AP Academy Referral Form 2024-2025

Please complete ALL sections of this form to ensure a successful referral to The Bridge AP Academy. The details you provide are CONFIDENTIAL and will be classed as personal data under the General Data Protection Regulation. The form is designed to be completed electronically and boxes will expand as you type. It is essential that copies of all recent attendance certificates, positive and negative behaviour logs and academic progress or achievement reports are sent to support this referral. Failure to supply supporting documentation may delay the referral process and the date of admission. Once completed the form should be emailed to [admissions@bridge.staffs.sch.uk](mailto:admissions@bridge.staffs.sch.uk)

### COMMISSIONER'S PROFILE

School / Academy / Local Authority		
Primary Contact Name		
Primary contact details	Phone	
	Email	
DSL Name		
DSL Contact Details	Phone	
	Email	
SENDCo Name		
SENDCo Contact Details	Phone	
	Email	
Finance / PO Contact Name		
Finance / PO Contact Details	Phone	
	Email	
Commissioning School's Headteacher		

Date of referral	
Type of referral (Please highlight one relevant type of referral)	A full time KS1 or KS2 placement for a Permanently Excluded Child
	A full time Key Stage 3 'turn-around' placement for 12 weeks
	A part-time Key Stage 3 'turn-around' placement for 12 weeks
	A full time Year 9 or 10 'dual registration' placement to end of academic year
	A full time Year 10 or 11 'dual registration' placement to end of Year 11
Reason for referral (Please highlight one relevant reason for referral)	Student has already accessed a range of interventions in mainstream school without significant impact
	Student has explored their school's in-house inclusion facility and is still presenting significant challenge



	Student would benefit from a personalised education and small class sizes to stabilise behaviour and aid progress and achievement
	Student has a clear need for a different learning model and opportunities as offered at The Bridge Academy
	Other reason (please specify)

**STUDENT'S PROFILE**

Student's name			
Date of birth		Age	
Current school year		Gender	
Student's home address			
Accessibility requirements		Ethnicity	
Unique Learner Number		Unique Pupil Number	

Does the student fall into a pupil premium group?		YES <small>(If YES, highlight the relevant PP categories below)</small>	No
Looked after child / or previously looked after child	Adopted child	Service Child	
Eligible for Free School Meals	Previous entitlement to Free School Meals	Other (please specify):	

**EMERGENCY CONTACT DETAILS**

Name of parent or carers	Name:		Relationship:	
	Contact number(s)	Mobile:		
		Landline:		
Address <small>(if different from above)</small>				
Name of parent or carers	Name:		Relationship:	
	Contact number(s)	Mobile:		
		Landline:		
Address <small>(if different from above)</small>				

**ATTENDANCE PROFILE**

	Year 7	Year 8	Year 9	Year 10	Year 11
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Present attendance %					
Unauth absence %					
Recorded lates					
Number of suspensions					
EWO involvement	YES / NO				
EWO Contact					
Date of last attendance					

### SUSPENSION HISTORY OVER THE LAST 12 MONTHS

Dates of suspension		Length of suspension (days)	Reason for suspension	Intervention/Prevention Measures put in place
From	To			

### ACADEMIC PROFILE

Subjects studied this year	Currently working at grade	Date of assessment	Attitude to learning
English			
Maths			

Attitude to Learning Key			
1 – Outstanding	2 – Good	3 – Requires Improvement	4 – Poor

### BASELINE ASSESSMENTS

Reading Age (YY:MM)		Chronological Age when Tested (YY:MM)	
Programme used:			

### POST 16 ASPIRATIONS

Please provide an indication of the student's current career aspirations

### SEND & MEDICAL PROFILE

Does the student have a diagnosed SEND / Medical need?	YES / NO
--------------------------------------------------------	----------

If YES, please state and give details below:		
Does the student have any other SEN / AEN? If YES, please state and give details below:		YES / NO
Does the student have a current Education Health Care Plan (EHCP)?	YES / NO	If YES please attach a copy
Does the student have an Individual Education Plan or similar in place?	YES / NO	If YES please attach a copy
Does the student have a risk assessment in place?	YES / NO	If YES please attach a copy
Does the student have any examination access requirements in place?	YES / NO	If YES please attach copy
Does the student...	If YES, please describe / provide details	
Have any physical needs that require reasonable adjustment to be made to the learning environment?		
Self-administer any prescribed medication that requires adult supervision during the school day?		
Require an adult to administer any medication on their behalf during the school day?		
Details:		

### SEND INTERVENTION HISTORY

Please list any intervention that has taken place in the last 12 months

Reason for intervention	Work undertaken	Impact of intervention

### INDIVIDUAL RISK ASSESSMENT

Situation/Risk	Comments or control measures	Risk Level (Low Medium High)
At home		
Being transported		
Whilst off site		
Break/Lunch times		
Relationships with adults		
Likelihood of absconding		
Likelihood of carrying a weapon		
Likelihood of involvement with illegal substances		
Likelihood of self-harm		
Likelihood of engaging sexually with another student		



Likelihood of risk to others (violence)		
Self-control or ability to regulate		
Ability to use the internet safely		
Relationships with peers		
Relationships with staff		
Adaptability to new situations		
Following instructions		
Ability to handle stress		
Ability to resolve conflict & move on		
Acceptance of correction		
Accepts responsibility for actions		

Important / relevant information about family, background and lived experiences:
Strategies to respond to any concerns:

### ADDITIONAL RISKS & VULNERABILITIES

Please highlight relevant area(s) of risk below

Current Social Care Involvement	Previous Social Care Involvement	Current Multi Agency Involvement	Witnessed Trauma	Does Not Live with Birth Parents
Known Child Protection Concerns	Aggressive / Erratic Parent(s)	Risk of Missing Episodes	Current/Previous Substance Misuse	At Risk of Offending / Has Offended
Risk of Child Sexual Exploitation	Allegations Made Against Members of Staff	At Risk of Self Harm or Has Self Harmed	At Risk of Radicalisation	Risk of Peer-on-Peer Abuse
Incidents of Racial Abuse	Physical Assault or Restraint	Verbal Assault	Bullying	Damage to Property
Arson	Theft and Stealing	Risk of Inappropriate Internet Usage	Poor Social Interaction / Withdrawn	Young Carer
At Risk of Becoming NEET	Known to Be Sexually Active	Incidents of Absconding Off Site	Self-removal From Lessons	Previous Incidents on Trips / Visits

### EXTERNAL AGENCY INVOLVEMENT

Please state whether any assessment is in progress or requested

Agency	Current (please tick)	Expired (please tick)	Contact Name	Contact Details (telephone & email)	Intervention to date
Early Help					
Social Worker					
CAMHS					
T3 Drugs & Alcohol					
YOT					
Social Worker					
Educational Psychologist					
MACE/RFM					
Other:					

**DISCLAIMER**

This form has been completed by:

Name	
Position	
Organisation	
Date	

General Data Protection Statement:

In accordance with the General Data Protection Regulation (2018) the personal information collected on this form will be stored and processed electronically to manage this referral and will be stored on the student's record. It will not ordinarily be disclosed to anyone outside the school without first seeking permission, unless there is a statutory reason for doing so.