



Melrose Education
SCHOOL



BreakThrough
INDEPENDENT SCHOOL

Admissions Policy

Reviewed by:	Henrietta Jordan, Schools Director
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Break Through's Purpose, Mission, Vision, and Values

Our Purpose – to provide learners with the best opportunity for lifelong success.

Our Mission – to empower all young people to live happy, fulfilling, autonomous lives in society by gaining the necessary skills and knowledge.

Our Vision – to support and value every young person, regardless of their starting point, to reach their full potential.

Our Values – will be delivered through a commitment to equity, integrity, empathy, mutual respect, and trust.

Mission Statement

We ensure every learner:

- is valued.
- is a member of a thriving, happy community.
- is helped to achieve their personal best.
- is given a wide range of opportunities to develop their talents.
- is prepared for the challenges of adult life.
- is helped to understand and fulfil their responsibilities to self, others, and society.

Referrals

We accept referrals from:

- Local Authorities/SPROC/FAP – SEND.
- Virtual Schools.
- Schools seeking support in managing a transition to a specialist provision following placement breakdowns.
- Schools seeking to meet the 6 Day Rule.

We can give parents information regarding our assessment and admission process. However, we encourage parents to engage in dialogue with their local authority to make a joint application.

Placement Types

At Break Through, we offer both short term (minimum half termly) and long term permanent placements.

Permanent Placement Assessment Process SEND

Once a referral has been received, the paperwork will be reviewed by the senior leadership team. If the learner does not meet the admission criteria or there are no places available, contact will be made with the referral agency to inform them that the referral is not going to be followed up and why.

The initial meeting will take place at Break Through School. However, if a learner is a school refuser or refuses to attend the meeting, we will undertake a home visit to encourage attendance and carry out the initial meeting.

The initial meeting will typically consist of:

- Meeting with parents and the learner to discuss why they are being referred to Break Through and to look at the learner's educational, social, emotional, and behavioural needs and school history.
- An induction pack will be completed with parents, covering consent forms, legal requirements and exploring Break Through's ethos, values, boundaries, sanctions, looking at the importance of Break Through remaining a safe learning environment for all and learner's responsibility.

Should Break Through have any concerns regarding the assessment, we will clearly outline concerns and indicate potential alternative assessment offers (home tuition, close 1:1 support etc).

Final decisions will always take the following into consideration:

- Special educational needs – can the school meet the learner's needs?
- Health and safety - would the learner/staff/peers be safe onsite?
- Resources – would the placement be an efficient use of resources?
- Current learners – would the placement be incompatible with the efficient education of the other learners with whom the learner will be educated?

Therapeutic Reports

If Break Through agrees that we can meet the needs of a learner and they do not have an up-to-date SALT or clinical report or we feel due to significant time out of school or trauma, assessments are needed, this will be highlighted in the end of assessment review report and costings shared. Break Through will then liaise with our therapy team and will endeavour to have reports completed within the learner's first term at the school.

Staged Transition/Regular Review - Permanent Placements

At Break Through we acknowledge that the learners we work with have often found engaging in school challenging and this can, at times, be due to trauma experienced previously. The learners that we work with have experienced significant challenges in school with many spending extensive periods of time out of school. In these cases, we offer a flexible staged approach to the learner's transition.

Our staged transition into Break Through is done to allow learners to engage successfully back into education. If we feel a staged transition into school is needed, details of this will be included in the learner's end of assessment review report along with any costing implications linked to this. Our staged transition is reviewed either weekly or fortnightly with parents and the local authority updated as we progress through each stage.

Below is an example of transitions into Break Through:

Stage One (Weeks 1-2)	Stage Two (Weeks 3-4)	Stage Three (Weeks 5-6)
Two hours onsite daily - Maths and English.	Morning sessions onsite - (9.00 a.m. - 12:15 p.m.).	Full day.

We aim for progression after each stage, however if this is not the case and a learner remains consistently at one stage the school will review our offer for the learner and share this information with the referral agency. All learners will have an end date for their transition which will be reviewed every two weeks. It is the expectation that all learners will attend full time after the transition period.

Short-Term Placements at Break Through

At Break Through, we are often requested by schools and the local authority to take on short-term placements. These can range from a minimum of at least six weeks and can be extended.

Short term placements are often for the following learners:

- At risk of exclusion.
- Vulnerable to grooming/gangs/sexual exploitation.
- School refusers.
- SEN learners.
- Young people in the EHCP process.

While at Break Through, teaching teams including learning support workers, teaching assistants and teachers use a wide range of strategies to engage with our short-term placements and aim to work through the reasons why the learner is facing educational challenges.

The referral agency is contacted weekly with a report on how the placement is progressing and daily if there are any issues around attendance or behaviour. Agencies and schools will be offered the option to purchase additional therapeutic assessments. End of placement reports are issued when the placement ceases.

Referral agencies are required to contact the school via consults@breakthroughschool.co.uk.

We request that referral agencies do not confirm start dates with parents or learners before confirming start dates or available placement space with Break Through and we do require at least one week's notice of any change in placement dates.

Appendix 1

Break Through School's criteria for consideration for admission to the school:

- The learner will have an education and health care plan issued by their local authority or is in the process of applying for EHCP.
- The learner is being referred from a local authority inclusion team or fair access panel.
- The learner is at risk from permanent exclusion.
- The local authority will accept financial responsibility for the learner's education at Break Through School.
- The learner will have the commitment and support of their parents to the educational approaches used at Break Through School through parents agreeing to the home-school contract.
- The school is suitable for the learner's age, ability, and aptitude.
- The attendance of the learner at the school would be compatible with the efficient use of school resources.

Admissions are made based on availability of placements, taking into account the above factors, plus a learner's level of functioning, learning difficulties and age.

Break Through will consider learners:

- With social, emotional, attachment and mental health difficulties.
- With additional needs including ASD, Aspergers, PDA, PDD, ADHD, ODD, OCD, Anxiety, Conduct Disorder, Dyscalculia, Dyslexia, Dyspraxia, Global Delay, and others.
- Who need nurturing and have low self-esteem.
- With learning difficulties.
- Who display challenging non-violent behaviour.
- Who have attention and concentration difficulties.
- Who have speech and language difficulties.
- Who have sensory difficulties.
- Who have literacy and numeracy difficulties.
- Who display inappropriate sexualised behaviour.
- Who have been known to abuse drugs/solvents.
- Who have been excluded from mainstream education.
- Who have a history of criminal activity.
- Who need 1:1 (or 2:1) staff support.

Break Through will not consider learners:

- With complex medical needs.
- With toileting needs.
- Of primary age.
- With a history of violence against peers.
- With a history of repeated physical aggression towards staff or peers.
- With a historic issue with our existing learners.