



RAVENSCLIFFE

HIGH SCHOOL & SPORTS COLLEGE

Admissions Policy/Procedures

Reviewed by	Jo Hague
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Signed by Chair of sub committee	Kate Woods
Signed by Acting Headteacher	Jo Hague
Signed by chair of Governors (statutory policies only)	Jill Grant/Brendan Heneghan

This policy should be read in conjunction with Calderdale's Admission to Secondary School document which is published annually and available on line at <https://new.calderdale.gov.uk/schools-and-learning/schools/admissions>

As a Generic Specialist School, Ravenscliffe High School provides education for students aged 11 to 19 years with clearly identified Special Educational Needs including learning difficulties, and for whom mainstream education is not deemed an appropriate provision.

Calderdale is the Admission Authority and places students at Ravenscliffe following a request to the Governing Body. Calderdale has currently agreed to fund 141 places, however the school currently has around 260 students on roll (September 2025). Generally, up to 30 students would be admitted per year group, unless specific arrangements including additional capacity are negotiated with the Local Authority. Students from neighbouring LAs may only be admitted should Calderdale deem that sufficient places are available. The majority of students will be admitted on the basis of an Educational Health Care Plan (EHCP) of Special Educational Need and Disability (SEND) which names Ravenscliffe. However, from time to time the LA arranges for students to be admitted who are in the process of having an EHCP completed, or for a period of assessment, for example if a student is new to the country.

In order for this procedure to be effective, sufficient time must be allowed, before transfer, to satisfy all parties concerned that the suggested placement is appropriate.

Students generally attend Ravenscliffe on a full time basis.

In line with its Equal Opportunity Policy, Ravenscliffe is a fully inclusive organisation and admits students irrespective of gender, sexual orientation/identity, disability, race or belief.

Calderdale Co-ordinated Admissions Scheme

The Education Act 2002 requires every local authority to operate a coordinated admissions scheme for children who are due to start secondary school. A coordinated admissions scheme seeks to ensure that every student in the country receives an offer of a school place on the same day,

The national offer day for students starting secondary school in September each year is in the preceding March.

The scheme operates in such a way that all parental **preferences** are considered equally. However, due to demand exceeding the availability of Ravenscliffe places, if a student is offered a mainstream placement, the students would be considered eligible for mainstream, and this would generally be the type of placement offered (in order of preference).

Parents of children resident in Calderdale can express up to three preferences for schools including schools in other local authorities. For out of authority schools, however, parents should contact the relevant local authority for information about the schools' over-subscription criteria.

Calderdale Provision for Children with Special Educational Needs

The Local Authority operates to general principles. The guidance in these pages is informed by these general principles and should be read with them clearly in mind:

- A child with Special Educational Needs should have their needs met.
- The Special Educational Needs of children will normally be met in mainstream schools or settings.
- Parents have a vital role to play in supporting their child's education.

- Children with Special Educational Needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

If a child has complex or severe learning difficulties then consultation with other professionals (Educational Psychologists, School Medical Officers etc) will take place after consultation with the parents / guardians. The Local Authority may take the decision to carry out an assessment under Part 4 of the Education Act 1996 and may issue an Educational Health Care Plan of Special Educational Needs. The Educational Health and Care Plan is a formal summary of the child's Special Educational Needs and the provision that will be made to meet these.

Arrangements within the Local Authority allow for the progressive extension of professional involvement from the class teacher to the Headteacher, and then, if necessary, to professionals external to the schools (such as Specialist Teachers, Educational Psychologists, Education Welfare Officers, Area Health Authority Personnel, Social Services etc).

Organisationally, there are the following three options regarding the way Special Educational Needs may be met.

1. At a maintained school with appropriate intervention. The support may be provided from the school's own resources or by an outside agency. A formal Educational Health Care Plan under the Education Act 1996 is not always necessary to provide this option.
2. At an Additional Resourced Provision (ARP) within a mainstream school
3. At a maintained special school.
4. At a non-maintained, independent or special school.

In options 3 and 4, an Education, Health and Care Plan must be written.

“The child’s parent or the young person has the right to request a particular school named in their EHC Plan” – Code of Practice 2015

The SEN team can be contacted by telephone on 01422 394199 or email sen.team@calderdale.gov.uk

The Calderdale SEND Information, Advice and Support Service (SENDIASS) is also here to help and give advice on issues related to Special Educational Needs and can be contacted on 01422 266141 or 0300 330 1504 or email: info@calderdalesendiass.org.uk

ADMISSIONS PROCEDURES AT RAVENSCLIFFE

1. THE CONSULTATION PROCESS

Key Stage 3 and 4

Each year a number of students from Calderdale’s Primary Special Schools transfer to Ravenscliffe at the end of Year 6. However, a place at Highbury or Woodbank does not guarantee a place in Year 7 at Ravenscliffe.

In addition, students may also apply, through the consultation process, to Ravenscliffe at different ages or from a variety of other schools (subject to place availability), which include mainstream primary or secondary schools within Calderdale and mainstream or specialist schools outside Calderdale. In such cases, it is anticipated that a representative from Ravenscliffe (usually the Deputy Head or Assistant Head) will have the opportunity to visit the student at school before transfer.

In considering the suitability of placement, Ravenscliffe takes in to account the suitability to meet the student's needs and the effect an admitted student has on the existing school population. This is in terms of behaviour, the physical space available to meet a students needs, health and safety, the quality of learning within the class group and the potential risk to vulnerable peers. Where a student's behaviour clearly indicates a serious threat to the good order and running of the school, the Governing Body may decide to remove the offer of a place at the school

Post 16 Admission into Ravenscliffe 6th Form from mainstream school.

The Local Authority has determined that "where there is agreement that the placement is compatible with identified special educational needs, compatible with the education of others with whom they will be educated and compatible with the efficient use of resources and it is determined that a place is available then, following consultation with the school, a place will be made available".

2. TRANSITION ARRANGEMENTS

Irrespective of which school the student transfers from or which year group they are joining, the following procedures are followed:

- When the Educational Health Care Plan and records from the previous school arrive, they will be circulated to the Headteacher, Deputy Head/Assistant Head, Pastoral teacher and other appropriate staff. Protocols around the GDPR regulation of 2018 are always applied to ensure personal data of students is protected.
- Outcomes set in the most recent Annual Review will inform the identification and writing of future individual students Educational Targets and Learning programmes by Pastoral and subject teachers in conjunction with the Deputy Head/Assistant Head.

Year 6 to Year 7 Transition

Students transferring into Year 7 from all primary specialist and mainstream schools are afforded the opportunity to participate in the following transition programme during the Spring and Summer term of Year 6.

- i. Deputy Head/Assistant Head and other staff to visit primary specialist schools up to 3 times depending on need during the spring/summer term to work alongside the students and their teachers/teaching assistants
- ii. Parents are offered a formal meeting once their place has been confirmed with the Headteacher and Deputy at Ravenscliffe Skircoat Green usually in April. Families are also invited for after school tours of the school with a member of SLT. These are opportunities for parents to share important information regarding their child's personal, physical and medical needs. A final meeting for all parents is held in July to support parents with the paperwork and last minutes queries they have about their child starting at Ravenscliffe.
- iii. Primary School students visit Ravenscliffe up to two half day visits in the summer term. These visits are supported by their primary staff but also supported by Ravenscliffe staff where possible.
- iv. Close liaison work with primary teachers to produce a student transition information package which shall include information on EHCP outcomes, personal, physical, and medical needs,

national curriculum levels and differentiated activities.

In addition, the Deputy Head/Assistant Head will attend, as invited, the final Y6 Annual Review of Educational Health Care Plan before transfer from the Primary school.

All other year group transition

Transition visits to their current school or setting will take place by the most appropriate member of staff. A transition tour, with the headteacher, will be arranged for the family. This is where important information is collected about the young person. Transition visits, where students go in to class for short periods of time, will be arranged prior to the starting date.