



Richmond House

Social Care Services CIC

**Specialist Education
Flexible Procurement**

(FPS)

Admission Policy 2026

Richmond House Admissions Policy

Mission Statement

Richmond House Alternative Education for Specialist Education strives to engage young people in learning through vocational teamwork and social development.

Ethos

Richmond House Specialist Education is committed to providing a happy, caring and safe learning environment for all, where they feel valued and are able to grow in confidence and independence.

We promote Happiness through a creative, exciting and practical curriculum, which generates a love of and interest in learning. Great value is placed on pupils' self-esteem, which is developed through a well-motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of achievement in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability. We foster respect for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. We teach our students to take responsibility for their actions, belongings and school community.

We encourage truth and honesty in all aspects of school life - relationships, work and the curriculum. We develop spirituality so that calm, quiet, reflective times are part of school life and the beauty of the environment is appreciated.

Admissions Policy

Vision

- Promoting progress and achievement with quality learning and specialist support
- Enabling fresh starts
- Promoting effective partnerships for the benefit of our pupils

The Budleigh House Attendance Order and Policy

Based on the National Guidelines for School Attendance (2026)

Based on: The Department for Education's *National Guidelines for School Attendance (2026)*

1. Introduction & Legal Framework

1.1. Regular and punctual attendance is a legal requirement and is fundamental to securing positive outcomes and re-engaging pupils in their education. At The Budleigh House, we provide a supportive and tailored Alternative Provision education, and we expect all pupils on our roll to maintain the best possible attendance as a cornerstone of their personal and academic development.

1.2. This policy is written in accordance with the **National Guidelines for School Attendance (2026)**, the **Education Act 1996**, and subsequent regulations. It outlines the clear, consistent, and highly supportive framework we use to promote, monitor, and enforce improved attendance and punctuality, recognising the unique challenges some of our pupils may face.

1.3. Our ultimate aim is to ensure every pupil can access their right to education, rebuild positive routines, and minimise the risk of further disengagement or becoming vulnerable due to non-attendance.

2. Definition of Attendance Categories

In line with the 2026 National Guidelines, we categorise attendance as follows:

- **Excellent Attendance:** 97% or above.
- **Good Attendance:** 95% - 96.9%.
- **Persistent Absence (PA):** Below 90%. This is a nationally recognised indicator requiring immediate and robust intervention.
- **Severe Absence:** Below 50%. This triggers an urgent, multi-agency review.

Note: For pupils with a part-time timetable or phased integration, expected attendance percentages will be based on their agreed individual programme.

3. Roles and Responsibilities

3.1. Parents/Carers:

- Ensure their child attends The Budleigh House, on time, every day as required by their individual timetable.
- Inform the school by [e.g., 9:00 AM] on the first day of absence, stating the specific reason.
- Work collaboratively with the school and any involved agencies to resolve any attendance barriers.
- Avoid arranging holidays or medical appointments during scheduled provision wherever possible.

3.2. Pupils:

- Take responsibility, with support, for their own attendance and punctuality.
- Communicate with their key adult at The Budleigh House about any difficulties that affect their desire or ability to attend.

3.3. Key Workers/Mentors:

- Act as the primary point of contact for the pupil, monitoring their well-being and engagement daily.
- Build strong, trusting relationships to encourage and positively reinforce good attendance habits.
- Alert the Attendance Lead to any emerging patterns of absence, lateness, or anxiety.

3.4. Attendance Lead:

- Act as the central point for all attendance monitoring and intervention.
- Analyse individual and cohort attendance data, with a focus on understanding the causes behind absence.
- Lead on early intervention strategies, including Pastoral Support Plans (PSPs) and multi-agency meetings.

3.5. Senior Leadership Team (SLT):

- Uphold the strategic implementation of this policy, ensuring a trauma-informed and supportive approach.

- Liaise with the pupil's registered school and the Local Authority regarding the use of legal sanctions, recognising that this is always a last resort after exhaustive support has been provided.

4. Authorised vs. Unauthorised Absence

As per the 2026 Guidelines, absences are only authorised in the following circumstances:

4.1. Authorised Absence:

- Genuine illness (see Section 5 on illness).
- Unavoidable medical/therapeutic appointments (evidence may be requested, and we will work with families to coordinate these).
- Days of religious observance.
- Exceptional family circumstances (e.g., funeral of a close relative).
- A planned absence as part of an agreed therapeutic or reintegration programme.

4.2. Unauthorised Absence:

- Holidays during term time.
- Absence without a satisfactory explanation from a parent/carer.
- Shopping, minding the house/siblings, or birthdays.
- Parental illness (unless in exceptional, pre-agreed circumstances).

5. Managing Illness and Medical Appointments

5.1. We understand that our pupils may experience physical and mental health challenges. Parents must report illness on the first day. We encourage open communication about anxiety-related illness so we can provide support.

5.2. For frequent or prolonged illness, the school will work with families to understand the underlying causes. We may request evidence from a medical professional to inform the pupil's support plan and determine if the absence is authorised.

5.3. We will work flexibly with families to schedule essential appointments around the pupil's core learning sessions wherever possible.

6. The Budleigh House Attendance Order: Our Support & Escalation Process

Our process is supportive, individualised, and understanding, but clear in its expectations.

Stage 1: Early Intervention & Relationship Building (Attendance below 95%)

- Informal check-in with Key Worker/Mentor.
- Phone call home to offer support and understand any barriers.
- Positive reinforcement for any improvement.

Stage 2: Cause for Concern (Attendance falling below 92%)

- Formal meeting with parents/carers, pupil, Key Worker, and Attendance Lead.
- Creation or review of an individual Pastoral Support Plan (PSP) with personalised, achievable attendance targets.
- Introduction of additional support, such as adjusted start times, mentoring sessions, or therapeutic input.

Stage 3: Persistent Absence (PA) Intervention (Attendance below 90%)

- Formal multi-agency meeting involving The Budleigh House, the pupil's registered school, the Local Authority, and any other involved professionals (e.g., Social Care, CAMHS).
- The PSP is intensified and may include a risk assessment.
- A formal referral to the Local Authority's Education Welfare Service is made.

Stage 4: Legal Intervention

- If there is no improvement despite exhaustive support and absence remains unauthorised, the case will be formally escalated by the Local Authority.
- The pupil's registered school, in consultation with The Budleigh House, holds the legal responsibility for initiating sanctions, which may include a Fixed Penalty Notice (FPN) or prosecution.

7. Punctuality

7.1. The scheduled start time is 10:00 am. We understand that some pupils benefit from a flexible or phased start; this will be explicitly detailed in their individual PSP.

7.2. Where a specific start time is agreed, persistent lateness will be treated as a concern and addressed through the supportive stages of our Attendance Order, focusing on identifying and overcoming the barriers.

Richmond House Education Agreement

Name of Pupil:

D.O.B.:

Referral Organisation:

Contact:

Richmond House is a Specialist Education opened in December 2023 at Budleigh House, DN17 3AS.

Contact: 07484371525

Aims of the House

- We work with local schools and local authorities to ensure that students who cannot thrive in a mainstream school environment have a quality educational alternative. We believe that every young person should have the opportunity to succeed by being motivated and inspired.
- Our aim is to provide students with quality education and support, to meet their personalised learning needs and ensure that students develop into responsible members of their communities.

Objectives of the House

- To provide support to students to help them re-engage with education.
- To provide a safe and inspiring environment in which students can develop into responsible adults.
- To ensure all students have access to a broad and balanced curriculum.
- To deliver a core curriculum:
 - English
 - Maths
 - Science
 - IT
 - PSHRE
- To provide further additional learning programmes to students to meet their individual needs.
- To provide access to GCSE examinations.

This document defines the obligations and roles of the parties if the aim and objectives are to be realised.

Commitments

RICHMOND HOUSE will:

- Throughout the duration of the programme be responsible for the day-to-day management of the attendance of students and for ensuring the continued

service performance, security, health, safety and welfare of students placed with them.

- Provide insurance via the RPA scheme for students whilst at Budleigh House.
- Accept students joining at any time in the academic year provided the contract, referral documentation and appropriate work is in place. Students will be accepted initially on a one-month trial basis.
- Provide the school/agency with one point of contact responsible for the education and welfare of each student.
- Deliver a core curriculum of Maths, Science, English, IT and PSHE. Additional subjects will be delivered in consultation with the School/Agency, Parents and Student.
- Ensure students have access to independent career advice and guidance.
- Make entries for all examinations unless written notification of alternative arrangements is given by the school.
- Provide the student with appropriate examination courses in additional courses compliance with those offered by the school.
- Provide feedback to schools, students and parents/carers with all relevant programme details.
- Record individual attendance and provide termly reports to the school/agency.
- Store and maintain student records in accordance with GDPR and data protection regulations, ensuring that all records are kept confidential.
- Review the placement each term.
- Ensure that the school/agency is invoiced on a monthly basis.

The SCHOOL/AGENCY will:

- Fund the placement starting at £110 per day plus any SEN funding and Pupil Premium Funding attached to the child.
- Fund exam fees relating to the child.
- Fund Y11 and Y6 students until the last day of the Academic year (July).
- Unless otherwise agreed in writing, the school/Agency will retain ultimate responsibility for the education of individual students placed at the Richmond House for the duration of the programme as the student remains on their roll, this includes Local Authority Virtual roll for referring Local Authorities.

- Complete the Richmond House admission form, ensuring all details are complete and accurate. Information on Attendance, Exclusion and Prior Attainment information (including KS1 and 2 scores) must be included.
- Ensure that provision has been made to transport the student to Budleigh House.
- Provide each student with an emergency contact number and information on any known medical condition.
- Nominate and provide a named person who will act as the authorised representative of the school and will liaise with the admissions officer in organising and addressing any issues related to the delivery of learning provision.
- Nominate and provide a named person for each student who will be the contact for student progress and work with the Academy on transition back to school.
- Carry out a pre-assessment of the student to determine suitability for accessing the Budleigh House Mindset provision. It should be noted that Richmond House is a provision for very vulnerable young people; not all students will be suitable for this provision.
- Notify Richmond House staff of any information which may affect the teaching or learning experience of any student.
- Ensure that the prospective student has been interviewed and parental/carer approval has been granted for the student to participate in the programme. Also when possible, the named school representative will attend the first visit with the student, prior to a placement being formally considered.
- Continue to track student attendance and welfare while on roll at the Academy.
- Continue to support the student and family in any social care intervention. Attending LAC, EHA, CIN, CP meetings etc.
- Attend all review meetings for the placement.

Both Parties will:

- Adhere to the Data Protection Act 2018 and GDPR legislation from 25th May 2018 and ensure that personal information is only processed where there is a lawful basis for doing so. This basis should be documented in the organisation's privacy statement and may mean obtaining consent from an individual before data can be processed.
- Keep in confidence the terms of this agreement and any document, material, data or other information that relates to the subject matter of this agreement or to

- the business affairs of either party, which is obtained under this agreement, and will not disclose the information to any person (other than their employees who need to know the information) without the consent of the other party.
- Not disclose any of the confidential information to any third party (including any subsidiary, holding or associated companies) other than senior employees of that company and their professional advisors on a need-to-know basis.
 - Not use the confidential information for any purpose (including, without limitation, any competitive or commercial purpose) except for the purpose of evaluating a potential business relationship between the parties.
 - Use all reasonable endeavours to prevent unauthorised persons from having access to confidential information. (This clause does not apply to information which is already in the Public Domain or is required to be disclosed).
 - Respect the nature of this partnership and the commitment to the shared aim, whilst recognising that each organisation will inevitably be engaged in discussions and collaborations with other agencies for other aspects of their work.
 - Respect the confidentiality of this partnership with regard to information, materials and activities and will work to ensure an open and honest flow of communication about issues of mutual interest between the two organisations.
 - Mutually support additional collaborations and will do nothing that will undermine or negatively impact any work created by either organisation.
 - Ensure that they take no actions that may cause damage to the reputation of the other.

Grievance procedure

- Any issues of concern within either organisation should be addressed in the first instance to the contacts on page one of this agreement.

Termination of Agreement

Either party may withdraw from this agreement by giving 2 weeks' written notice to end placements.

Either party may terminate with immediate effect if there is a breach of terms/obligations.

Signed for and on behalf of

RICHMOND HOUSE Name & Title

School Representative Name & Title

Specialist Education Referral Form

In order for a referral to be accepted, please ensure that everything on the forms is complete and comprehensive. It is important that we have this information to put together the appropriate personalised package. If the referral is accepted, then legal documentation will need to be completed prior to the commencement of the placement.

Student Details.

Name:	
D.O.B	
Address:	
Postcode:	
Name of person with parental responsibility:	
Telephone:	
Name of second contact in case of emergency:	
Telephone:	

School Details

School:	
School Contact: (Name and Number)	
Second school contact: (Name and Number)	
UPN Number:	
Attendance (Year to Date):	
Attendance (Previous Year):	

Number of exclusions (Year to date):					
Number of exclusions (previous year):					
SEN Status: Y/N					
FSM Status: Y/N					
PP Status: Y/N					
EAL Status: Y/N					
LAC Status: Y/N					
KS2 Score:	English	Maths		Average Fine Points Score	
Reading Age					
Last Primary school attended:					
Please detail courses followed and examination information below					
Subject	Target Grade	Current Grade	Name of Exam Board	Exam entry Y/N	Named school contact for subject and Other Information

Please detail below reasons for referral:					
Student Strengths (you can link these to the readiness scale)					
Student Areas for Development (you can link these to the readiness scale)					
Classroom Strategies that help learning:					
Break time/Lunchtime Strategies that help social interaction.					
Student aspirations:					

What is your anticipated outcome of the placement? Short/long term, examinations to be taken etc:

Please list below all agencies that are or have been involved:

Agency + Contact	Currently Involved?	Any information to share?

Readiness to Learn Scales

Scores: 1 Hardly Ever 2 Occasionally 3 Frequently 4 Nearly Always

1. Scale items for self-control and management of behaviour

Can arrive in the classroom and settle down quietly and appropriately	1	2	3	4
Behaves appropriately in all areas of the school building.	1	2	3	4
Can accept changes to plans or disappointment with an even temper	1	2	3	4
Can maintain appropriate levels of behaviour when the class routine is disrupted	1	2	3	4
Shows self-discipline when others try to encourage deviation	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Maintains positive interactions with adults and peers during unstructured times e.g. breaks	1	2	3	4
Behaves in a socially acceptable manner in public e.g. outings	1	2	3	4
Will abide by the accepted rules of an organised group game/activity	1	2	3	4
Can accept discipline without argument or sulking	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall etc.	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Score:				/48

2. Scale items for social skills

Can cope with large numbers of people.	1	2	3	4
Can accept that teacher time needs to be shared.	1	2	3	4
Can ask a question and wait for the answer.	1	2	3	4
Can take turns in question-and-answer sessions	1	2	3	4
Has appropriate communication skills e.g. talking, asking questions and listening	1	2	3	4
Can work alongside others in a group situation without disruption	1	2	3	4

Apologises without reminder	1	2	3	4
Asks permission to use objects belonging to another person	1	2	3	4
Shows empathy for and comforts peers in distress.	1	2	3	4
Chooses own friends and maintains reciprocal friendships.	1	2	3	4
Make and accept normal physical contact with others.	1	2	3	4
Accommodates other children who ask to join an activity.	1	2	3	4
Is self-reliant in managing own hygiene and basic needs.	1	2	3	4
Shows genuine interest in the news or activities of another child.	1	2	3	4
Contributes actively to play with two or more children	1	2	3	4
Shows variation in the roles undertaken during co-operative activities e.g. is not always in the role of the dominant character etc.	1	2	3	4
Engages in appropriate conversation with another child, exchanges information and using appropriate dialogue	1	2	3	4
Addresses adults and children appropriately by name with eye contact	1	2	3	4
Shares legitimately required equipment with another pupil.	1	2	3	4
	Score: /76			

3. Scale items for self-awareness and confidence

Willing to ask for help	1	2	3	4
Can accept responsibility for his/her actions without denial.	1	2	3	4
Can acknowledge own problems and is willing to discuss them	1	2	3	4
Will "have a go" at new or challenging tasks	1	2	3	4
States feelings about self e.g. angry, sad, happy	1	2	3	4
Maintains appropriate eye contact	1	2	3	4
Contributes to class discussions	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas	1	2	3	4
Participates in large class activities, PE, whole group visits, performances	1	2	3	4
Accepts public praise and congratulation appropriately e.g. when good work is shown to peers etc.	1	2	3	4
Shows pride in achievement and presentation of work	1	2	3	4
	Score: /48			

4. Scale items for the approach to learning

Can start working/following instructions without prompting.	1	2	3	4
Uses appropriate language and gestures	1	2	3	4
Is courteous and shows a positive attitude towards staff	1	2	3	4
Can show positive motivation, curiosity and interest in lessons, has a range of interests	1	2	3	4
Treats school property with care	1	2	3	4
Can accept disappointments, e.g. when not chosen to participate in an activity	1	2	3	4
Will sit appropriately without causing disturbance in both class and general school areas on request	1	2	3	4
Shows a sense of humour	1	2	3	4
	Score: /32			

5. Scale items for skills for learning

Can work alone without constant attention for brief periods	1	2	3	4
Can listen to explanations and instructions and attempt to act on them	1	2	3	4
Aware of timetables or the structure within the day	1	2	3	4
Understands the roles of the teacher and other adults in the school	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc.	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, PE hall, etc. and behaves appropriately	1	2	3	4
Can organise him/herself if help is not immediately available	1	2	3	4
Responds appropriately to personal requests from teacher	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately	1	2	3	4
Shows appropriate levels of curiosity when changes to the normal routines are observed	1	2	3	4
Has achieved reading and numeracy up to the level that can be coped with in a mainstream classroom given reasonable support	1	2	3	4
Can read sufficiently well to understand basic instructions needed for the completion of tasks	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials	1	2	3	4
Score:				/52

Please use a separate document if you feel it would be of benefit to us.

Email forms directly to AP@rhscs.org.uk

Thank you.

Richmond House

Date Returned to Applicant:

Document Version: Vr 08

Review Period: 2026-2027

Next Scheduled Review: 2027