# CICELY HAUGHTON SCHOOL

## GENERAL AND RESIDENTIAL ADMISSIONS POLICY

Building Relationships
Celebrating Success
Promoting Change

# GENERAL AND RESIDENTIAL ADMISSIONS POLICY

Cicely Haughton School admits pupils who are referred by their Local Authority. This is predominately Staffordshire, but we do receive referrals from neighbouring authorities such as Cheshire East, Cheshire West, Stoke-on-Trent and Derbyshire. Each Local Authority has their own criteria for requesting a placement.

Most pupils referred have a primary need of Social Emotional and Mental Health difficulties (SEMH).

All pupils referred are of primary age (4-11yrs).

**Procedures**

- Local Authority (SEND worker) sends a referral request to Headteacher
- Parents/Carers are invited for a visit to school to help them make an informed choice.
- Headteacher reviews referral and responds to Local Authority. This will often result in a pupil observation being completed as part of the arrangement.
- If in agreement an Admissions meeting is set.

Admission visit organised by Head for parents/carers and pupil where appropriate.

Parents/pupils shown around school buildings by Senior staff.

People who may accompany parents include:-

- Headteacher of feeder school
- Education Psychologist
- Education Welfare Officer
- Social Worker
- Any other relevant professional

The following staff will sit on the Admissions Panel:-

| | | |
|---|---|---|
| Chair – Headteacher | - | Always |
| Head of Care or delegate | - | Always |

Admission forms are sent electronically to parents/carers for completion prior to the admissions meeting date. At the admissions meeting all parties will discuss the information provided and add any supporting or additional information.

Parents/carers and the admissions team will complete application for transport request online as required by local authority procedures.

A starting date is initially identified at the admission meeting.

Parents, and the Local Authority and feeder schools are informed in writing of all decisions made at admission meetings.

The SEND worker/Local Authority organises transport.

Cicely Haughton School contacts feeder school for:-

- Academic update and further information, as seen appropriate and useful.

With regard to a residential education curriculum offer, it is made wholly clear to parents that the sole purpose of pupils accessing residential education is that it is viewed as contributing positively to an improvement in how the pupil functions in school i.e. it helps develop the 'whole child'.

Parents and pupils are given a full tour of the school including all residential areas prior to their admissions meeting.

Our general policy is that pupils are not offered residence initially. Rather staff have a period of time (about ½ a term) where they will be able to form a view of the pupils needs. It is then that all concerned with and for the pupil (including residential staff) can consider if a residential component could add to the quality of input we provide for the pupil. If the consensus is that it would then the Head of Care will take appropriate action to ensure residential education is made available.

## RESIDENTIAL ADMISSIONS CRITERIA

Cicely Haughton School offers Residential Education for pupils' age 6 – 11 years with Social, Emotional and Mental Health difficulties. However, many of our pupils have further, very complex needs which include children on the Autistic spectrum, children with ADHD, ODD and conduct orders, children with attachment disorders, learning disabilities and associated behaviour difficulties.

Residential Education provides opportunities for our pupils' to experience a nurturing environment where the aim is to further develop emotional and social skills impacting positively on their education and lifelong learning, increasing resilience and independence via secure and successful relationships.

### Vision

To support pupils to realise their full potential through promoting and developing self-esteem and general wellbeing and life skills, this will enable them to be valued members of their home communities.

Residential Education strives to provide positive outcomes for pupils by:-

- Being a resource which is part of an integrated Children and Young People service.
- Putting pupils at the heart of personalised learning.
- Engaging with key multi-agency partners to meet individual children's educational, personal, physical, communication, social and emotional health needs.
- Developing pupil's key skills to support all transition phases.
- Embracing parents and carers as partners to further support shared aspirations and ambitions for children.

Our Research Based Practice and rigorous self-evaluation ensures that we can analyse and track individual progress and target areas requiring additional support. Our delivery is underpinned by our Residential Desired Outcomes:-

- Create a sense of identity and belonging where pupils contribute and feel valued within our community.

- Promote childhood experiences, activities and learning opportunities, enhancing social and emotional development.

- Create experiences to develop positive relationships, make friends, trust adults and develop mutual respect, learning how to understand their own feelings.

- Provide personalised education, care, support and guidance, including Independent Life Skills and Emotional Profiling, to promote personal development and emotional resilience.

- Create opportunities for pupils to be listened to, heard and have a say in decisions which affect them.

- Develop positive parental / carer relationships to facilitate all round nurturing – supporting families to improve children and young people / adult relationships in their family life.

- Create opportunities to lead healthy lifestyles including risk taking and making appropriate choices and decisions around keeping safe.

- Develop transitional skills preparing pupils for the future to fulfil their potential; building confidence through achievement, self – awareness and regulation, independence and integration into home life.

- Provide positive outcomes for families in providing 'quality time'.

- Work in partnership with social care to facilitate placement stability.

**Policy Statement – 'Every Child Matters'**

Cicely Haughton School's residential education curriculum offer can greatly enhance our ability to help pupils achieve their full potential and is seen as a valuable resource which is fully embedded and integrated within the heart of the wider school community.

A residential placement will provide the appropriate environment in which pupils are consistently afforded the opportunities to maximise their abilities with regard to educational, personal, social and emotional development. All placements will be in accordance with the Local Authorities Residential Education Provision in Staffordshire Schools and with Part 1 Subsection (6) of the Care Standards Act 2000 the school will not provide accommodation for more than 295 days a year for any individual child.

We provide a flexible approach to boarding, offering individuals a tailored programme to address their specific needs. We are commissioned by the Local Authority to provide a Residential Educational Curriculum service Monday to Wednesday (term time only), for children who attend our Schools on Residential 1 OR Residential 2 programmes.

Residential practice is informed by the current and ongoing National Research, Guidance and Law. We always aim for outstanding practice against the Department for Education, Residential Special Schools National Minimum Standards.

Residential Education is monitored half termly through Announced and Unannounced Visits. In addition, a Peer Head of Care and the nominated Residential Governor will also carry out regular monitoring visits.

Risk Assessments will be carried out on all pupils as part of the admission procedure. They will also have an Individual Placement Plan with clear targets and detailed strategies of how those targets are going to be met.

**Principles for Admission to Residence**

1. Recognition that the provision is a resource opportunity for all the pupils on the school roll.

2. Decision making is transparent as all placements are considered on an individual basis and go through Manor Hall Academy Trust Residential Admission Panel.

3. Integration is embedded with school and families. The introduction into residence may be phased and exit transition should always be planned for.

4. Exit transition in Year 6 – pupils entering NCY 6 should have their residential provision gradually reduced in the spring term of NCY 6, except in an all age provision and under exceptional circumstances which will be highlighted in their penultimate residential review, clearly communicated to parents and carers.

5. Clear review process, minimum x twice annually (6 monthly) of the placement plan. Accountability for this to be actioned rests with the individual school. The review information must provide the LA and family with information on attainment and progress on the agreed outcomes (e.g. Life Skills Audit, Emotional Profile).

6. Placements will be provided to meet the SEND needs of the pupil and would be time limited linked to demand for places, review outcomes and review multi agency review requirements.

7. Personalised provision for all pupils.

8. Frequency, of no more than two residential sessions per week.

9. Emergency placement protocols adhered to and school to confirm the source of funding.

10. Staffing Ratios linked to RA Levels, it is for the schools to determine the mix of levels is adequately staffed and pupils grouped appropriately.

11. Depending upon the circumstances, once panel approval has been granted and the residential placement has broken down a return to residential is permitted within six months without requiring updated panel approval, dependent upon vacancies.

12. The school has the right to terminate the residential placement for a pupil if they feel it is no longer appropriate for the individual or for others in the setting. The school has the right to terminate the residential provision after a considerable amount of absences have been recorded. However, contact should be made with parent and carers to discuss particular concerns and explore interventions at the earliest opportunity

13. The panel can refuse to admit any pupil whose risk assessment is exceptional should they feel the risk is too high for any individual or staff within the setting. This includes exceptional medical risks for who expected competencies are over and above what residential staff can deliver.

14. School to complete electronic residential registers and submit on a quarterly basis. The register must include all pupils accessing residential provision regardless of LA and commissioning responsibility.

15. For non-Staffordshire LA funded pupils, following panel agreement the school to confirm funding from the other LA before admission commences.

16. Parental contribution - A parental written signed and dated contribution for admissions, reviews, panel decisions.

17. Best practice to avoid any pupil having consecutive nights away from home at different residential provisions. Should this occur, there needs to be an agreed agency hand-over.

18. Residential review documentation must demonstrate progress and outcomes, e.g. schools might choose to use a Life Skills Audit / Emotional Profile.

**Actions required by school prior to Application being submitted to Panel**

- If the pupil's needs can be met safely.
- Is the provision suitable and is it likely to offer a positive experience/outcome?
- Impact of pupil on others
- Impact of others on pupils
- Groupings and unit discussed with Residential Team
- Gathering of student information from multi agencies and school history/incidents
- Produce a risk assessment
- Panel decisions based on knowledge
- Home/school visit or formal consultation with parent/carer pre-admission.

**Residential Admission and Review Panel Meetings**

1.Meetings will be held with the Residential Admissions Panel (RAP) at least once per term.

2.The RAP will comprise of a combination of the Headteacher, Head of Care and the Deputy Head of Care.

3.Admissions and 6 monthly review paperwork to be submitted to the RAP prior to the meeting. Ideally the list of pupils who are to be reviewed should be forwarded in advance.

4.Heads of Care are to ensure all pupils receive their six monthly reviews.

5.Within the review paperwork the outcomes section has to be clear about what impact the last 6 months of residential provision has had for the pupil.

6.For the outcomes in the school recommendation section of the review paperwork we need to be clear about what in the future (short and/or long term) you hope residential provision will provide for the pupil as we need to be clear of the purpose of the residential provision with an outcome that explains what it will give, do or make possible for the pupil.

7.On closure of the residential placement the final outcome must be recorded.

8.Paperwork in support of pupils requesting residential provision must be complete and available at the meeting otherwise the pupil will not be discussed. Please note that where paperwork from parents/carer is completed by a member of staff at the school it must be signed by the parent/carer.

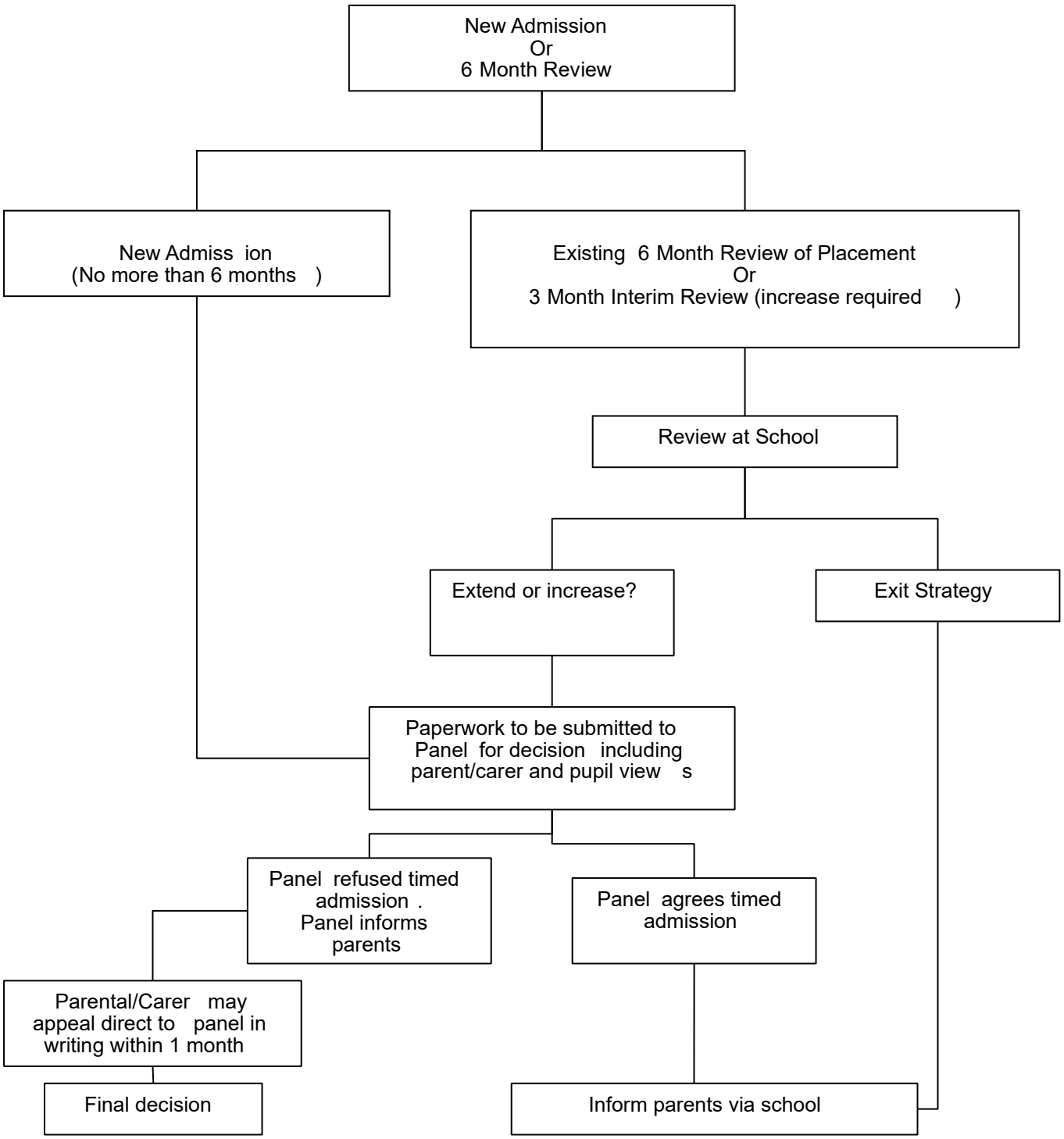
9. Schools must provide information on what respite or other provision the pupil is accessing and must be shared at the meeting. Should at a later date it is discovered that the pupil has access to additional provision, consideration will be given of residential provision cessation at the next 6 monthly review

10. All members of the panel to both support and challenge the school, parent/carer and pupil recommendations at the meeting.

11.No pupil in their last year at a setting should be accessing more than one session per week in the spring term, unless in an all age provision in exceptional circumstances which will be highlighted in their penultimate residential review, clearly communicated to parents and carers.

12.Conflicts of interest must be declared at the commencement of the meeting with regard to any individual pupil.

# Residential Admission and Review Panel Meetings Flow Chart



# Residential (Res2) Emergency Placements

**Protocols**

In unique exceptional circumstances, a pupil, on the school roll, may be granted a fixed term placement bed in one of the schools without going through the admissions panel.

- The placement is only agreed where capacity allows.

The placement will be time limited and not exceed 8 sessions within an academic year.

The emergency placement will ONLY be for the nights that the particular setting operates (weekends are not available).

- To support whilst social worker finds accommodation for the individual.
- Family emergency – hospitalisation / operation of parent / carer.
- Unexpected crisis situation within the family of the pupil.

Budget there is an agreed fixed rate charge per night across all schools (average Matrix Level 3 pupil). However for pupils with exceptional high needs this would increase per night (based on RA Exceptional rate). Schools must ensure that they alert the commissioner at initial request stage if the higher rate is requested.

**ALL** Emergency Placements must be agreed by the Headteacher and Head of Care within the capability of the school managing the risk assessment and where capacity allows.

**ALL** Emergency Placements to be recorded on the electronic register submitted to the local authority.

## Appeal Process

If you wish to appeal against the panel decision then you must be able to supply additional information and the request must be made in writing addressed to the Head of Care of the school and must be made within one month of the date of the panel decision.

It will then be submitted to the next Residential Admissions Panel where it will be looked at by the panel. They will look at the balance of your son's/daughter's needs against the needs of others and will ensure that procedures have been followed appropriately. You will be contacted again in writing soon after the appeal with the agreed outcome.

If you are still unhappy with any decision that may be made, the second stage of appeal is to contact the Chief Executive Officer, who with the Designated Residential Governor will consider your appeal.