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|  SPRING HILL HIGH SCHOOL | Referral and Admission Policy |
| Person(s) Responsible: | Gary Edmunds (Interim Head of School) |
| Approval: | Governing Body |
| Head of School: | Gary Edmunds (Interim Head of School) |
| Policy Originator: | Gary Edmunds (Interim Head of School) |
| Date Approved: | September 2020 |
| Date of Review | September 2022 |

Introduction

Spring Hill High is an Independent, Special School for male and female students between the age of 11 -19. It is a specialist provision for students with social, emotional and mental health difficulties (SEMH). The school is registered for up to 50 students on roll. The school is open to children of all religions and cultures and the main entry to the school is based on local authority referrals. The admission policy has been drafted to ensure that students are admitted to the school in a fair, systematic and efficient manner.

The Aims

To ensure that an admission system is in place that will allow some of the most vulnerable students in society back into education as quickly as possible and thus back into a mainstream setting, if appropriate.

To ensure that the admissions system is rigorous and robust so that only students that are compatible to the provision are admitted to the school.

To ensure that an admission system is in place that is in line with the Equality Act 2010 where the decisions to admit students will not be done based on sex, race, colour, religion, nationality or ethnicity.

To promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

To ensure that the school does not discriminate against potential students based on special needs and/or disabilities.

Principles

The admissions authority to the school is the school's Governing Body. The Head of School has the authority to act on behalf of the Governing Body.

The school would expect that all students referred to them for admission would have severe or complex social, emotional and behavioural needs.

In addition, other students that are referred to the school may have additional needs that are related to Autism Spectrum Condition, mild to moderate learning difficulties and mental health difficulties.

Admission to the school is via an Education Health Care Plan (EHCP) in all but exceptional circumstances.

The Consultation Process

All potential students must be referred by a representative of the Local Authority. Although parents/carers and young people have a statutory right to request that a specific school is named on an EHC plan, they should inform the Local Authority and state their preference so that the Local Authority can consult with the school on their behalf.

The Local Authority of the prospective student must act in accordance with Section 27 of the Education Act 2014 and the Special Educational Needs Code of Practice 2015. Local authorities have a duty to consult with the prospective school so the school and the local authority can determine that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.

In line with Section 27 of the Education Act, the local authority must, at the point of consultation, provide the school with a proposed or amended EHCP as part of the documentation that will be required by the school to make an initial assessment of whether that school is able to provide efficient education and meet the student's special educational needs.

Where the school has concerns about meeting the child's educational needs, or about how the child's attendance may impact on the education of the other children that are already in attendance at the school or the efficient use of the school's resources, the school may contact the local authority for more documentation so that further assessments can be made before a final decision.

Further documentation may include: psychological reports, psychiatric reports, speech and language reports or sensory profiles.

In order to make a very informed final decision the school may consult with other agencies which have worked with the child as well as parents/carers and foster carers. The school may also invite the student in for an initial visit and an initial assessment.

It is the expectation that the school will act according to the Special Educational Needs Code of Practice 2015 and make a formal response to the local authority within 15 working days of the consultation date, unless the time period falls within a school holiday that is longer than two weeks. However, due to the severe complexities of potential students the school would expect the local authority to exercise discretion with regards to a formal response while the school

identifies concerns and make the necessary assessments that are required to ensure that student's attendance is compatible with the efficient education of other children at the school and whether the school or the local authority can take reasonable steps to prevent incompatibility.

If the school can meet the needs of the child the school will forward to the local authority a formal response which takes the form of a proposal.

This document includes:

- A clear statement that the school can offer the student a place.
- A clear outline of the students needs and the provisions that the school will put in place. to meet the needs of the child.
- The annual cost of the placement.
- A provisional start date.
- A clear statement that the school is not responsible for transport arrangements.

The school expects a final decision from the local authority within 15 working days. The school will exercise discretion in relation to time where the local authority has concerns, which may need clarification. The school must be informed of the final decision in writing from a local authority representative.

Only the local authority reserves the right to name Spring Hill High School as the child's school in the child's EHCP. It is the responsibility of the local authority to inform the parents or carers and social worker of their final decision.

The school will agree a start date for the student after:

- The school receives a written statement from the local authority that the placement and the funding has been agreed.
- The school is reassured by the local authority, parents or carers that transportation to and from school has been arranged.

Admission arrangements

Subsequent to the school receiving a written response from the local authority confirming its final decision, the school will send a letter to parents or carers and social workers informing them of the admission arrangements. The letter will include:

- A welcome statement.
- A start date.
- Date for an induction meeting with the head of school and/or the deputy of school.
- The name of the site that the student will attend and site address.
- The name of the school leader that will be in charge of the school site that the student will attend and a telephone contact number for this school leader..

Accompanying the letter will be the following admission documents that the parents or carers and social workers are expected to complete and return to the school on the date of the induction meeting.

Documents are as follows:

- Medical forms
- Risk assessments to be read and signed
- Admissions form
- Outings photography letter
- SHHS application letter
- Discipline and Exclusions letter
- Therapy / intervention consent forms

The induction meeting: This is a vital meeting that must take place prior to the student's start date. The parents or carers and social workers will be notified of the induction meeting by the school. It usually takes place on the site that the student is associated with and is usually conducted by the school leader of the site. The adults with parental responsibility **MUST** be in attendance. The decision for the student to attend this meeting is left to the responsible adult. During this meeting the school leader of the site will ensure that all admission documents are signed and the parents or carers and social workers are fully informed of the nature of the school, the policies, practices and procedures of the school. The school leader of the site must ensure that the parents or carers and social workers are aware of the school's Care and Control policy, Behaviour policy, Safeguarding and Prevent Policy, SEND policy, the Anti Bullying and E-Safety Policy, Homework and Complaints Policy.

Induction Procedures

Induction begins on the first day that the student starts Spring Hill High School. The school leader of the site will introduce the student to their learning environment, the school routines and key members of staff. The student will also discuss and agree an individualised timetable. The student will be given information regarding complaints procedures for the school both verbally and in the form of a leaflet.

During the course of the week the student will undergo a cognitive abilities assessment (CAT4) and a Forskills baseline assessment to establish their starting points in English and Maths. Preferences to learning, communication and personal interests will also be ascertained during this week with a member of the SEND team who will complete a 'Communication Profile' with the student, this will then be shared with staff so that we can best support them during their time at Spring Hill High School.

During induction, the student will meet different professionals who are part of the SEND team such as; the Speech and Language Therapist, the SENDCO and the Music therapist. The SLT will create a communication profile.

Arrangements will be made for the student to visit other sites once the student's risk assessment allows for off-site visits.

The student will also be given fire and health and safety information. The deputy will guide the student through the site's fire drill procedures.

During the first tutorial the student will meet their personal tutor and start to record their journey at Spring Hill High School, 'My journey at Spring Hill High School.'

Enrolment

The pupil will be recorded in the school's admissions register on the first day the student attends the school. Our administration staff will then make arrangements to obtain the student's school files from their previous school/institution. The SENDCo will contact the relevant SEND team(s) to inform them of the admission date.

Monitoring and Reviewing

This policy will be subject to a bi-annual review or when necessary in order to meet changes in circumstances.

Head of School: Signature: _____ . Date: _____

Chair of Governors: Signature: _____ . Date: _____