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**Policy:** Referrals and Admissions Policy  
**Procedure Reference:** SHHS/TOO 1  
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**Authorised by:** Directors and Acting Responsible Individual(RI)  
**Updated by:** Sheraine Reid-Ferguson  
**To be read in conjunction with:** None

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### **Introduction**

Spring Hill High is an Independent, Special School for male and female pupils between the age of 11 -19. It is a specialist provision for pupils with social emotional and mental health difficulties (SEMH). The school is registered to have 50 pupils on roll. The school is open to children of all religion and cultures and the main entry to the school is based on local authority referrals. The admission policy has been drafted to ensure that severe, complex SEMH pupils affiliated with the school's parent company Thoughts of Others Ltd as well as pupils who are not affiliated with the company but also have severe complex needs are admitted to the school in a systematic and efficient manner.

### **The Aims**

To ensure that an admission system is in place that will allow some of the most vulnerable pupils in society back into education as quickly as possible.

To ensure that the admissions system is rigorous and robust so that only pupils 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 pupils will not be done based on sex, race, colour, religion nationality or ethnicity.

To ensure that the school does not discriminate against potential pupils based on disabilities.

### **Principles**

The admissions authority to the school is the Board of Directors of Thoughts of Others Ltd, the parent company for the school. The Headteacher and the Thoughts of Others Referrals Manager has the authority to act on behalf of the Board.

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

In addition, other pupils that are referred to the school may have additional needs that are related to autism and mental health.

Admission to the school is via a statement of special educational needs or an Educational Health Care Plan(EHCP) in all but exceptional circumstances.

### The Consultation Process

#### Pupils affiliated to Thoughts of Others.

Representatives of the local authority, the education services, Social Services or Health Authority formally refer young people to Thoughts of Others Ltd through the company's referrals manager. The current referrals manager for Thoughts of Others Company Ltd is Sinead Sullivan.

Based on documentations and an initial encounter with the pupil from a team manager, the company's referrals manager makes an initial risk assessment of the pupil before putting together a proposal/impact risk assessment which highlights risks, strategies and staffing ratio for the pupil based on a comprehensive assessment of a pupils history and current circumstances.

The initial impact risk assessment informs the plan of care and risk assessment for the pupil on the home. In the initial stages a young person will be assessed by the management team with input from the staffing team. At this stage it may be deemed that a pupils risk is higher or lower than initially agreed, this is then discussed with the referrals manager who will make a decision if the risk assessment and plan of care needs to be amended accordingly.

The referrals manager will make a decision on an admission of a pupil into Thoughts of Others with the understanding that all aspects of Education, Health and Care needs can be met fully.

#### Pupils NOT affiliated to Thoughts of Others.

All potential pupils must be referred by a representative of the Local Authority. Parents/carers/foster carers may have preference for the school but must contact the local authority who makes the referral on their behalf.

The local authority of the prospective pupil must act in accordance with Section 27 of the Education Act 2014 and the Special Educational Needs Code of Practice 2001 Section 80:8 and consult with the school's admissions panel before naming the school in the pupils statement or EHCP.

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 statement or EHCP as part of the documentations 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 pupil'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.

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Further documentations may include: a psychological report, psychiatric reports or a Speech and language Report.

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 pupil 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 2001 Section 80:8 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 pupils 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 pupil's attendance is compatible with the efficient education of other children at the school and whether the school or the LA 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 risk assessment and proposal. This document includes:

- A statement that the school can offer the pupil a place
- A clear outline of the pupils needs and the provisions that the school will put in place to meet the needs of the child.
- The 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/carers/foster carer/social worker of their decision.

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

- The school receives a written statement from the local authority that the placement has been agreed.
- The school is reassured by the local authority/ parent/ carer/foster carer that transportation to and from school has been arranged.

### **Admission arrangements**

### Pupils affiliated to Thoughts of Others.

Within the first week of the pupil starting at one of the Thoughts of Others home, the home manager/social worker will be sent a letter from the school informing them of the admission process. The process is as follows:

- Within the first week of the start date at Spring Hill High school, the pupil will be assessed by the home manager and key members of staff to ascertain whether the pupil's attendance is compatible with the efficient education of other children at the school
- Within the second week at Thoughts of Others the pupil will be visited by the headteacher, the deputy headteacher of the site that the pupil will attend, the SENCO and the Speech and Language Therapist(SLT) who will make further informal assessment of the pupil's compatibility with the other pupils of the school.
- By the end of the second week and no longer than the Monday of the third week a meeting will be arranged by the site deputy headteacher to discuss the educational arrangements, based on the various assessments and the home risk assessment. Out of this meeting a final decision must be made as to whether the pupil will be educated in the school or on the homes. Please note that all homes are OFSTED registered schools.
- If the decision has been made to educate the pupil on the home, the deputy headteacher of the site that the pupil is affiliated to will put together an individualised time table for the pupil and education will start on the home from the beginning of week three. The deputy headteacher of the site will also make arrangements for teachers to be sent to the home to lead the pupil's learning.
- The deputy headteacher will make arrangement for the pupil to undergo a CEM baseline assessment to establish his/her starting points in English and Maths. Learning styles will also be ascertained during this week.
- The SLT and SENCO will start planned sessions with the pupil.
- Arrangements will be made for the pupil to visit other sites once the pupil's risk assessment allows.
- During the first tutorial the pupil will meet their personal tutor and start to set up a document called, 'My journey at Spring Hill High School.' this is a powerpoint document that will be available on the Drive.
- While being educated on the home the pupil will be monitored daily and another meeting will be arranged with the deputy headteacher of the site to ascertain whether the pupils risks have reduced and whether the pupil is able to access education on the school's site without impacting on the education of other pupils. The monitoring will include:
  - How well the pupil is managing his/her behaviour. This will be monitored by looking at the number of physical interventions and the school's Responsibility Points system.
  - Pupil engagement. This will be monitored by the school's Responsibility points system.
  - Attendance. This will be monitored by the school's register.
  - Adapting to school routines. Monitored by the school's Responsibility Points system.
  - Interaction with other children, Monitored through home log books.

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- Interaction with adults. Monitored through the Responsibility Points and the home logs.
- A decision must be made by the end of that meeting as to whether the pupil should continue to be taught on the home or whether the pupil is ready to be taught on the designated school site.
- If the decision is for the pupil to continue being educated on the home. The initial programme will continue.
- If the decision is for the pupil to begin education on the school site the deputy headteacher should initiate the transition process immediately. The home manager/social worker must be informed of the transitional process.

### **Pupils NOT affiliated to Thoughts of Others.**

Subsequent to the school receiving a written response from the local authority confirming its final decision, the school will send a letter to parents/carer/foster carer/ social worker informing them of the admission arrangements. The letter will include:

- A welcome statement
- A start date
- Date for an induction meeting with the headteacher and or the deputy headteacher.
- The name of the site that the pupil will attend and site address
- The name of the deputy headteacher in charge of the site that the pupil will attend and a telephone contact number for the deputy headteacher.

Accompanying the letter will be the following admission documents that the parent/carer/foster carer/social worker is 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
- Speech and Language letter

The induction meeting: This is a vital meeting that must take place prior to pupil's start date. The parent/ carer/social worker/foster carer will be notified of the induction meeting by the school. It usually takes place on the site that the pupil is associated with and is usually conducted by the deputy headteacher of the site. The adults with parental responsibility MUST be in attendance. The decision for the pupil to attend this meeting is left to the parent/carer/foster carer/ social worker. During this meeting the deputy headteacher will ensure that all admission documents are signed and the parent/carer/foster carer/ social worker is fully informed of the nature of the school, its policies, practices and procedures. The deputy must ensure that the parent/carer/foster carer/social worker are aware of the school's Care and Control policy, Behaviour policy, Safeguarding and Prevent Policy, SEN Policy, the Anti Bully, E-Safety Policy, Homework and Complaints Policy.

## Induction Procedures

### Pupils affiliated to Thoughts of Others.

The induction procedures mirrors the admissions procedures as outlined above.

### Pupils NOT affiliated to Thoughts of Others.

Induction begins on the first day that the pupil start Spring Hill High School. The deputy headteacher introduce the pupil their learning environment, the school routines and key members of staff. The pupil is also discuss and agree an individualised timetable. The pupil will be given information regarding complaints procedure for the school both verbally and in the form of a pamphlet.

During the course of the week the pupil will undergo a CEM and a Forskills baseline assessment to establish their starting points in English and Maths. Learning styles will also be ascertained during this week.

During induction, the pupil will meet different professionals such as; the Speech and Language Therapist, the SENCO and the Music therapist. The SLT will create a communication profile.

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

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

During the first tutorial the pupil meet their personal tutor and start to set up document called,  
'My journey at Spring Hill High School.'

## Enrolment

### Pupils affiliated to Thoughts of Others.

The pupil will be recorded in the school's admissions register the first Monday after the start date at one of the Thoughts of Others home.

### Pupils NOT affiliated to Thoughts of Others.

The pupil will be recorded in the school's admissions register base on the final start date agreed by the local authority and the school.

## Monitoring and Reviewing

This policy will be reviewed annually or when necessary in order to meet changes in circumstances

**Signed**.....

**Signed**.....

**Headteacher**

**Directors**

**Dated**.....



