



# ADMISSIONS POLICY

**Governing body approved:**

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**Responsible Committee: Achievement and Standards**

**Responsible person: Admissions Officer**

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## **1. INTRODUCTION AND AIMS**

(i) Hailey Hall School (a converter Academy) works in conjunction with Hertfordshire County Council and other sending authorities as a strategic resource for meeting the needs of pupils identified as having emotional, behavioural and mental health difficulties. Its admission policy ethos is to do everything within its power to assist those authorities in meeting the needs for appropriate pupils.

(ii) The purpose of this policy is to set out the criteria which will be applied in assessing whether Hailey Hall School is the most appropriate school for a particular proposed new entrant, whether at start of Year 7 or as a 'casual admission' in Years 7 to 11. The nature of Hailey Hall School's limitations (due to our physical facilities and resourcing levels) to be taken into consideration in assessing our ability to accommodate certain proposed new entrants; and an outline of the process applied by Hailey Hall School and relevant local authorities in assessing the placement of proposed new entrants to the school.

## **2. SCOPE**

This policy applies to all applications for a place at Hailey Hall School.

## **3. LEGISLATION**

The School Admissions Code ('the Code') has been issued under Section 84 of the School Standards and Framework Act 1998 ('SSFA 1998')<sup>1</sup>. The Code has been made following a consultation under Section 85(2) of the SSFA 1998 and after being laid before Parliament for forty days.

## **4. CRITERIA FOR PROPOSED NEW ENTRANTS TO THE SCHOOL**

Hailey Hall School is a Special Academy for children and young people, aged 11 – 16, with complex Special Educational Needs, including cognitive disabilities, autism and emotional and social and mental health difficulties.

The criteria that will be applied in assessing whether Hailey Hall School is the most appropriate school for a particular proposed new entrant, whether at start of Year 7 or as a 'casual admission' in Years 7 to 11, are as follows.

- (i) The pupil must be male to be considered for Hailey Hall School.
- (ii) The pupil has a statement of Special Educational Needs (SEN), or an Educational Health care Plan (EHCP) or is undergoing a statutory assessment of their needs. However, see also items B1 and B2 below.
- (iii) If the pupil does not have a statement of Special Educational Needs (SEN), or an Educational Health care Plan (EHCP) and is not undergoing a statutory assessment of their needs, but has needs and challenges of the types indicated in A3a) to A3c) below, then Hailey Hall School and the relevant local authority may consider Hailey Hall School to be the most appropriate way of progressing the pupil's education and personal development.
  - a) The pupil has persistent, complex and long-term learning needs. Evidence should

usually include:

- Learning difficulties in most curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts
  - Inadequate progress despite appropriate interventions (where adequate progress is defined by the SEN Code of Practice 6:49); and/or
  - Life-skills well below age-appropriate levels.
- b) The pupil has significant needs (i.e. meets the criteria for statutory assessment) in one or more of the following areas:
- Social communication and interaction difficulties
  - Low level sensory or physical difficulties
  - Emotional and social development, which may arise from their learning needs
- c) Additional indicators will include the following risk factors which are known to negatively affect children's outcomes:
- A child in the Looked After System
  - Under-functioning in most aspects of school and social life
  - Significant input from Health and Social Care
  - Significant illness or mental health issues in the family
  - Bereavement, separation, loss, neglect or abuse
  - Poor communication & self-advocacy skills
  - Family breakdown
  - Poor family support network
  - Experienced mainstream provision and has been unable to cope socially and emotionally and is distressed by the experience.
- (iv) For pupils considered under item A3 above, all reasonable steps must have been exhausted to support the pupil's placement in mainstream schooling and these have not been successful. Typically, the child's needs would have been supported through a high level of additional resources (equivalent to at least 15 hours 1:1 per week) for over a year.
- (v) Where a pupil's parents / carers have expressed a preference for special school placement, this will be referred to the SEN Resources Moderation Panel and on to Hailey Hall School for consideration. Similarly, where a pupil's parents / carers prefer a placement in mainstream school, but evidence exists that no reasonable steps could be taken by the LA or mainstream schools to overcome the 'incompatibility with the efficient education of other pupils' (Ed Act 1996).

## **5. HAILEY HALL SCHOOL'S LIMITATIONS IN ACCEPTING NEW ENTRANTS**

Hailey Hall School reserves the right to consider a placement unsuitable in any of the following situations:

- (i) The child's degree of educational challenges and/or social dysfunction are deemed beyond the reasonable remit of Hailey Hall School to cope with, given Hailey Hall School's existing facilities and/or levels of resourcing / funding (see item B2 below).
- (ii) The behaviour of the child, based on previous evidence / experience, is likely to adversely disrupt the good running of Hailey Hall School and thus disrupt adversely other pupils' education.

- (iii) The behaviour of the child, based on previous evidence / experience, is likely to put at risk physically or mentally the wellbeing of other pupils at the school.
- (iv) The behaviour of the child, based on previous evidence / experience, is likely to put staff at risk physically.
- (v) Where Hailey Hall School's classrooms and facilities are fully utilised at the assessed capacity of 70 pupils.
- (vi) We would be unable to provide the provision set out in the EHCP in accordance with Section 19d of the Education Act.

For situations as described in item B1a), Hailey Hall School would only be able to accommodate the pupil if additional funding is provided by the relevant local authority to enable Hailey Hall School to accommodate the pupil's more complex needs, whilst ensuring that the education and development of other pupils at Hailey Hall School are not negatively impacted by resources and/or funds being diverted for the pupil in question. Examples of requirements for such additional funding include:

- alternative college or training places
- home tutoring
- special educational or therapeutic provision which are beyond the usual practice of Hailey Hall School
- 1-2-1 teaching assistant supervision; and
- or any other provision which is not the usual practice of the school.

## **6. THE PROCESS OF ADMISSIONS**

Hailey Hall School (a converter Academy) works in conjunction with Hertfordshire County Council and other sending authorities as a strategic resource for meeting the needs of pupil's identified as having emotional, behavioural and mental health difficulties. Its admission policy ethos is to do everything within its power to assist those authorities in meeting the needs for appropriate pupils. The criteria to be met for a pupil to be considered for admission are described in items A and B above.

- All referrals for admission are relayed to the school via the sending authorities SEN departments. No referrals will be considered from any other sources.
- The LA usually refers pupils for admission following the recommendations from an Annual Review of the Educational Health Care Plan, at which an LA Officer will have been in attendance.
- If, prior to the Annual Review Meeting of the EHCP, it is suggested that a placement in Hailey Hall School may be an outcome, it would be appropriate for the school to send a representative to the Annual Review if possible.
- Pupils referred to Hailey Hall School will have an Education Health Care Plan. However, there may be situations when a pupil could be referred for an emergency assessment placement or may not be in receipt of an EHCP.

- The final decision on the appropriateness of a placement in Hailey Hall School of a pupil must be one in which parent/carer, school, pupil and local authority are in agreement.
- The LA may specifically request residential placement, but the final decision on such a placement will be made in discussion between the parent/carer, the pupil, the LA and the school. No pupil will be made to board at Hailey Hall School against their wishes.
- The LA will always have discussed the referral with parents and/or carers
- When a decision is made to request a placement at Hailey Hall School, the LA will send to Hailey Hall School all relevant reports and documents including, where possible, the EHCP. A request to visit the school must be made by the parent/carers and the pupil. Hailey Hall will not deem the process of consultation to have begun until ALL documents required and requested have been received. A meeting will then be held and other professionals involved with the pupil may also be invited to attend this meeting or a separate meeting at Hailey Hall School.
- The transport of the parent/carers and the pupil to visit the school will be facilitated by the LA through the Education Welfare Officer.
- At the visit, a member of the Hailey Hall School Senior Leadership Team will interview the parent/carer and the pupil and inform them of the school's expectations of pupils and parents / carers. Should the school deem it necessary, a pupil and their parent/carer may be invited in for subsequent interviews before a decision can be made.
- The pupil and the parent/carer will be given a tour of the school, including the residential area, in the company of a staff member while on this visit.
- The appropriateness of a request for a residential placement will be discussed at the meeting. Application will be made to the LA or request for funding made according to need, in accordance with the procedures which govern the allocation of a boarding placement.
- The sending LA will fund transport to and from school for the duration of the child's placement as deemed appropriate by the school and contact the parent/carer to inform them of the arrangements made.
- Where the school has concerns about the proposed admission of a pupil and the school requires additional funding to accommodate the pupil's more complex needs, whilst ensuring that the education and development of other pupils at Hailey Hall School are not negatively impacted by resources and/or funds being diverted for the pupil in question, the school will contact the Special Educational Needs Group in order to discuss additional funding or resources (see section B above).
- The school reserves the right to further discuss funding should the needs of the pupil change during their time at the school.
- Following the visit, the school will contact the LA to arrange an admission date which will usually be at the start of the next term and will be staged across the anticipated time range for admission to enable a smooth transition and to avoid the destabilisation of a large number of pupils simultaneously.

- By the date of the pupil's admission, the school will have determined in which teaching group he will be timetabled and other arrangements, and to reiterate the school's expectations. Baseline testing will also be administered.
- Where, retrospectively the school believes the placement has proven inappropriate; the school will contact the Special Education Group to arrange an Emergency Review to determine whether additional/alternative placement or resources would be appropriate. This contact will initially occur through the SENCO/Deputy Headteacher or Headteacher.

## **7. RESIDENTIAL ADMISSIONS**

The details and case of pupils who wish to board with Hailey Hall are presented to the relevant authority's residential placement panel. Places are then awarded on the basis of funding from the Local Authority. The usual criteria used for placement is educational or social need.

## **8. ADMISSION APPEALS**

The local authority is the admission officer for Hailey Hall School and all appeals are managed by the Special Educational Needs Department. Detailed information can be found by accessing the following website [www.hertsdirect.org](http://www.hertsdirect.org)

## **9. ROLES AND RESPONSIBILITIES**

The Admissions Officer is responsible for collating consultation documents. The Leadership Team collectively decide whether the school is able to meet the needs of the pupil. The Headteacher makes the final decision.

## **10. MONITORING ARRANGEMENTS**

This policy is reviewed by the Admissions Officer and subsequently approved by the Board of Trustees.

## **11. LINKS WITH OTHER POLICIES AND PROCEDURES**

This Policy should be read in conjunction with the Hailey Hall SEND Offer.