

Horton Lodge Community Special School

'Working hand in hand to achieve potential'



Residential Admissions Policy

**Approved by:**

**Date:**

**Last reviewed on:**

**Autumn 2022**

**Next review due by:**

**Autumn 2023**



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*'Working Hand in Hand to Achieve Potential'*

**Aims:**

- To ensure equality of provision for all pupils across the setting
- To ensure the residential provision meets the needs of all pupils accessing the provision.
- To provide a clear overview of the admissions process and criteria.
- To ensure that residential policies and procedures are followed to safeguard all pupils.
- To work in partnership with parents and provide support in all areas of their child's development.

**PRINCIPLES FOR ADMISSION:**

- This document applies to the Kipling's establishment at Horton Lodge Community Special School. It has been written to comply with the current National Minimum Standards last updated September 2022.
- The provision does not exceed the 295 days of residence stipulated in the Care Standards Act 2000.
- We are committed to working in partnership with other agencies and aim to forge good links within a multidisciplinary team, ensuring that each and every child has an individualised programme of support within the setting and in their wider community.
- The maximum number of residential places in school funded through Staffordshire for a week is currently 17 places, 16 Res 2 places and 1 Res 1 place over three nights (Monday, Tuesday & Wednesday)
- Pupils out of County may also attend if there are available places and funding for these places has been agreed with their county eg, Cheshire or Stoke. Once agreed this is discussed and reviewed at the residential panel as with Staffordshire. Pupils out of County also receive 6 monthly reviews although funding may have been agreed for a longer period. This ensures that the places remain available and are appropriate to the pupil's individual needs. We currently have 4 out of County pupils attending over the week all are presently funded through Cheshire funding.
- The numbers may vary each evening dependent on the individual needs of the pupils, absence and vacancy places.
- Pupils are able to access Kipling's on request following agreed approval from the school residential panel, regardless of their gender or religious background.
- Vacancy nights may be offered to cover absence, however this can only be offered to any Staffordshire child who attends for one night only.
- Within the residential setting consideration is always given to meet individual, ethnic, cultural and religious requirements while promoting an ethos of being healthy, enjoy and achieving, economic wellbeing, making a positive contribution and staying safe.
- In individual circumstances the use of aids i.e. camera/monitor, bed guards, specialist beds etc may be required as a safeguarding measure to promote safety and wellbeing. This would be incorporated in the risk assessments. Parental agreement would be sought.
- We are commissioned by the Local Authority to provide a Residential Education (term time only), for children who attend our School on Residential 1 (after school) or Residential 2 (overnight stay) programmes.



- The school philosophy is to promote independence and autonomy in children and young people linked to the following objectives:
- To provide adequate and appropriate opportunity for pupils to extend their personal interests and experiences and to have social opportunity to interact with a wider peer group in a range of inclusive settings and situations.
- To provide the opportunity to practise communication skills through a consistent whole school approach to communication modes.
- To support parents in their child's ability to develop skills that can be transferred from school, Kiplings and to home setting.
- Residential practice is informed by the current and on-going National Research, Guidance and Law. We always aim for outstanding practice against the Department for Education, Residential Special Schools National Minimum Standards.
- Exit transition in Year 6 – pupils in NCY 6 will have their residential provision gradually reduced in the autumn term at Christmas of NCY 6 to one night, in preparation to cease at the following Easter Spring Term
- There is a clear review process, (6 monthly) of the placement plan. Due to increased applications pupils who have attended for a long time may be reviewed and places reduced to allow new pupils the residential opportunity. Parents and carers may request a place for their child again later. 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). Including Personal care, Communication, Independence, Socialisation, Healthy lifestyle, Positive behaviour and mental health and emotional wellbeing.
- Emergency placement protocols are adhered to and school to confirm the source of funding available.
- Staffing Ratios is linked to RA Levels, it is for the school to determine the mix of levels ensuring it is adequately staffed and pupils are grouped appropriately.
- 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.
- Residential complete an electronic register weekly in preparation to submit to the County at the Quarterly Review meeting. The register must include all pupils accessing residential provision regardless of LA and commissioning responsibility. A written register is kept and recorded daily.
- For non-Staffordshire funded pupils, following the panel agreement the school must confirm funding from the other LA before admission commences.
- It is best practise 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.
- Residential review documentation must demonstrate progress and outcomes, e.g. schools might choose to use a Life Skills Audit / Emotional Profile or Evidence for learning recording tool.

#### **THE PROTECTION AND PROMOTION OF THE HEALTH NEEDS OF THE CHILDREN**

- The child's health needs form part of the admissions process and appropriate measures such as Individual Health Care Plans are put into place to meet the child's individual medical needs. Parental consent is sought in relation to all medication administered and emergency first Aid.
- If a child is unwell during their stay in Kipling's parents will be contacted to make arrangements to collect their child. There is no nurse on site during residential hours.
- Key staff have received emergency First Aid training and are qualified Paediatric First Aiders. Emergency First Aid boxes are accessible in the provision.



- The provision has secure medical cabinets and medicine fridge contained within the duty room for safe storage of medication. There is also a separate lockable metal cabinet for the safe storage of controlled drugs including rescue medication.
- Staff have appropriate training in relation to the administration and safe storage of medication, this is updated annually or before if required.

### **CRITERIA:**

In order to ensure that all children during their time in school can have equal access to a residential placement the following criteria will be applied.

- All pupils can access a 'Residential 1 programme from Reception age five through to the Autumn term in Year 6
- Pupils can access a 'Residential 2 programme (overnight stay) from age 5 up to the Autumn term in Year 6
- Pupils must attend Horton Lodge Community Special School to attend the residential setting.
- In Year 6 pupils will have a phased out period from the provision with a clear transition programme in place
- In the event that pupils are waiting for a placement in Kipling's, pupils may have a reduction in access but will have opportunities to access the provision again if available in the future.
- Pupils may be required to wait for a place and therefore remain on a waiting list until an appropriate place becomes available.
- All placements in the provision will be reviewed on a six monthly basis at the School and Residential Panel meeting to decide whether the placement still remains appropriate and is available for each child that attends.
- All pupils accessing the provision will have individualised targets including a PSHE curriculum objective overview agreed by residential staff, parents and pupils. Target areas are developed from information gained from Educational Health Care plans (EHCPs) objectives and class input from Individual Educational plans (IEPs) These are regularly reviewed and monitored. Results from the monitoring is shared using the Evidence for Learning tool which links to school. The residential ensures topics link to school curriculum.
- The Admissions Policy recognises that the provision is a resource for all the pupils on the school role. However; the Panel can refuse to admit any child whose risk assessment is too exceptional should they feel the risk is too high for any child or staff within the setting. This includes exceptional medical risks and needs for who expected competencies are over and above what residential staff can safely deliver.
- The Home Residential Agreement is given out annually to review and sign and return.

### **ADMISSIONS PROTOCOL:**

- Decision making is transparent as all placements are considered on an individual basis.
- The Admissions Policy is readily available in school/website/Parent room and Kiplings to help inform parents of protocols.
- Applications are made to the Head of Care and residential team who may then call or carry out a visit or make an appointment and talk with the family/carer to determine the child's needs and give the initial application and medical forms with the welcome pack to parents/carers to complete.
- Parents / carers are encouraged to visit the setting to see if this meets their child's needs and discuss any concerns and determine suitability of beds etc.
- Packs can also be requested in school and passed on to pupils.
- The Head of Care completes the initial Admissions form which includes the risk assessment overview and details of the pupil. This includes information gained from parents, EHCPs, IEPs and class.



- Applications are then presented to and considered by the 'School Residential Panel'.
- If agreed, places are offered for (Res 1) afterschool club, and up to two nights (Res 2) may be offered in accordance with the policy and available capacity in Kipling's.
- Set nights are determined by the Head of Care and residential team according to age and need of the child along with room and bed suitability in line with good practice.
- The number of children admitted for each night is dependent on their needs and the level of support required ensuring safe staff ratios.
- Parents are informed of the proposed placements which are reviewed by the Admissions Panel at the end of each six month period. They receive written confirmation and are expected to sign to agree or disagree with the decision.
- Copies of the Admissions Panel Review Reports are sent to parents following the review outcome.
- Residential 1 (Res 1) placements can be offered as an alternative to Residential 2 (Res 2) or overnight placements; or as an opportunity to work towards an overnight stay.
- The Res 1 placement is a package of support delivered by residential staff and linked into principles of residential education. The stay includes a club activity, evening meal and interaction with peers up until 6:30 PM or a time agreed with families and the Head of Care, when parents are expected to collect their child.
- We acknowledge that it may take some individuals longer than others to adapt to staying away from home, having to gain maturity and to cope with change. Therefore we set the pace of overnight placements to suit each individual. They may increase the time spent with us during the evening until they feel confident enough to stay overnight. We also recognise that families need to feel confident in our ability to care for their children and offer open communication to assure them.
- Pupils have a 4-6 week monitoring process to ensure that they are happy and the place is right for them and is meeting their needs. This is monitored weekly by the Key worker and Head of Care.
- Out of county placements have a similar process with the school child's authority and dealt with on an individual basis in order to follow the appropriate county's procedures. Staff will talk to parents individually about this process.

#### **INFORMATION REQUIRED PRIOR TO PANEL MEETING:**

For new admissions:

- Initial application
- Parent views & Pupil Thoughts, all about me information booklet and class teacher report.
- Head of Care completed initial application form.
- Medical overview

For 6 monthly review for current pupils:

- Parent & Pupil Feedback form
- 6 monthly Head of Care completed placement Review
- 6 monthly Key Worker & Class Teacher placement Review

#### **RESIDENTIAL ADMISSION AND REVIEW PANEL MEETINGS:**

- Meetings will be held by the Horton Lodge Residential Admissions Panel.
- The meeting will comprise of a combination of the Head teacher, Head of Care, School Bursar, School Conductor and a residential Governor an RSW may also attend.
- The Deputy Head Teacher, Independent Visitor TBC and a School Governor will be present at any



appeal process.

- Admissions and review paperwork is submitted to the Horton Lodge Panel 1 week prior to the meeting.
- Ideally the list of pupils who are to be reviewed should be forwarded in advance.
- Head of Care will ensure all pupils receive their reviews.
- Sections of the review paperwork will include Teacher comments demonstrating how residence has supported learning in school.
- 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.
- On closure of residential placement the final outcome must be recorded.
- 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.
- Schools must request information on what respite or other provision the pupil is accessing where possible and this is shared at the meeting. Should at a later date it is discovered that the pupil has access to additional provision; consideration may be given of residential provision cessation at the next 6 monthly review.
- All members of the panel support and challenge the school, parent/carer and pupil recommendations during the meeting.
- No pupil in their last year (Year 6) should be accessing more than one session per week after the autumn term.
- Out of County placements are considered on an individual basis in consultation with the named county.
- Conflicts of interest must be declared at the commencement of the meeting with regard to any individual pupil.

#### **INFORMATION AND ACTIONS POST PANEL MEETINGS:**

- Outcomes completed, signed and a copy to file and one for parents.
- Electronically recorded copy.
- Signed copy of the Home Residential Agreement (copy for parents and Residential) if not received annually.
- Spare medical consent and information forms to parents for future updates.
  
- A start date will be agreed with parent/carers.

#### **YEAR 6 PUPILS PHASED EXIT FROM RESIDENTIAL PROVISION:**

Transition programmes are in place for children leaving the setting and support is provided on an individual basis to children and their families. When your child is in Year 6, there will be a reduction of provision in the Autumn Term to one overnight with the placement ceasing by Easter in the following Spring Term.



### **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 Julie Machin and must be made within one month of the date of the panel decision.

It will then be submitted to the Residential Admissions Panel where it will be looked at. 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.

The Appeals Panel will consist of the Deputy Headteacher Geraldine Fallows Residential Independent Visitor TBC and a school Governor TBC.

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, you may wish to then contact:-

Lucy Bloor Headteacher  
Horton Lodge Community Special School  
Rudyard  
Near Leek  
Staffordshire  
ST13 8RB  
Tel: 01538 306214

### **Data**

Additional Staffordshire County Council Data.

By applying for residential education provision your child's personal data will be shared with Staffordshire County Council who commission this service to the school. The purpose of this information sharing is to ensure the effective and efficient delivery of the service and to ensure your child's educational needs are being met. Staffordshire County Council will not use the personal data shared by the school for any other purpose and will process your data in accordance with its obligations under the Data Protection Act 2018 and the General Data Protection Regulations 2018. To find out *more about* how Staffordshire County Council Process your personal data please see their privacy notice at [www.staffordshire.gov.uk/privacy](http://www.staffordshire.gov.uk/privacy)