



## **GOLDEN HILL (SHORT STAY) SCHOOL**

# **ADMISSIONS POLICY**

Date: October 2015

## **Admissions Policy**

### **Policy and Guidance**

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## **1. Audience**

This Policy is intended to inform Lancashire Authority Pupil Access Team (PAT), Schools Forum, Virtual Schools and Primary Mainstream schools of the Admission procedures for both permanently excluded and referral In-House pupils to Golden Hill (short stay) School .

It states the procedure by which Lancashire Authority commissions pupil places at Golden Hill (short stay) School for pupil's permanently excluded from Districts 6, 7, 8 and 9.

It describes how and when mainstream primary pupils are admitted to Golden Hill (short stay) School on the basis of Referral In-House pupils.

The Policy includes appendices including:

Pupil Access Team paperwork for requesting admission to Golden Hill (short stay) School for permanently excluded primary pupils; GHIST Referral paperwork detailing how mainstream school can access support for pupils in the mainstream setting and Golden Hill (short stay) School 's In-House Pupil Referral paperwork.

This Admissions Policy should be read in conjunction with the Service Level Agreement between Lancashire Authority CYP and Golden Hill (short stay) School , 2015- 2016.

## **2. Permanently Excluded Pupils Admission to Golden Hill (short stay) School.**

Lancashire Local Authority commission pupil places for primary pupils who are:-

- Permanently excluded from mainstream school  
Or
- Who for other reasons would not receive suitable education
- Requests for pupil admission to Golden Hill (short stay) School for the above reasons, are made by the Pupil Access Team (PAT) via the Request for Tuition Form. Requests are emailed to the Head Teacher of Golden Hill (short stay) School who responds within 24 hours to indicate if the request can be met.

Lancashire Authority commission Golden Hill (short stay) School for 40 pupil places. If there are less than 40 permanently excluded pupils at Golden Hill (short stay) School a pupil place may be applied for by mainstream schools and will be discussed at the Admissions Panel who will make a decision regarding the offer of a short term placement.

In most cases pupil admission will be no later than 6 days from the pupil's permanent exclusion from mainstream school, "however a pupil's admission date maybe affected by the time required to acquire necessary information from parents and mainstream school to carry out risk assessments, (and) to ensure the appropriate provision has been planned, taking into account the needs of the pupil." (SLA Lancashire Primary Pupil Referral Units and Lancashire CYP 2015- 2016)

### **The Admissions Meeting for Permanently Excluded Pupils**

The Admissions Meeting provides an opportunity for the pupil, parents/ carers and Social Worker (if appropriate) to visit the school and meet with the Head Teacher. A member of the Pupil Access Team (PAT) also attends this meeting.

The Admission meeting includes:

- A tour of the school and an opportunity to meet the staff and pupils
- School Information shared via discussion and copies for the Parents/carers to take away including: the Positive Behaviour, Care and Control and Attendance Policy.

The Head Teacher outlines the length of stay at Golden Hill (short stay) School (up to 2 terms) the process of reintegration to a new mainstream school and sets a provisional exit date for the pupil

The Pupil Access Team member discusses options for future mainstream primary placement and undertakes to investigate the preferred choices of parents/carers.

Once a new mainstream placement has been secured by Pupil Access (usually by the first IEP meeting 7- 8 weeks) the Pupil Access Team inform parents/ carers and Golden Hill (short stay) School and communication links are established by Golden Hill (short stay) School including an invitation to visit Golden Hill (short stay) School , and attend the pupil's first Education Planning Meeting ..

### **The Reintegration Meeting for Permanently Excluded Pupils**

When the permanently excluded pupil is ready to reintegrate into the designated mainstream primary school an Reintegration Meeting is held, attended by parents/ carers, a member of the SLT of the new mainstream school and of Golden Hill (short stay) School and any other professional agencies involved in supporting the pupil. (e.g. social worker, Educational Psychologist)

The Reintegration Meeting is a planning process by which all those involved in supporting the pupil contribute in order to ensure the process of reintegration is successful and sustained.

The Reintegration package for each pupil is bespoke. It must build on the individual pupil's strengths whilst identifying any potential risk factors he/she may face and clearly identify strategies which will support the pupil. As important as supporting the pupil will be supporting the mainstream school. Relevant staff training/ guidance should be identified.

Golden Hill (short stay) School will identify an Reintegration key worker for each integrating pupil. This key worker will be pivotal in ensuring good communication links between mainstream school, Golden Hill (short stay) School and parents.

Reintegration will usually take place over a 6 week period and conclude with a Review Meeting in the mainstream school.

### **3. Referral In-House Pupil Admission to Golden Hill (short stay) School**

#### **The Pupil Referral Admissions Panel Meeting**

The Pupil Referral Admission Panel will meet termly to consider nominations from Golden Hill's Intervention Support Team (GHIST) for In-House referral placements to Golden Hill (short stay) School .

#### **The Aims of the Pupil Referral Admissions Panel are:**

- To promote inclusive practice within mainstream primary school
- To encourage early pupil intervention
- To empower mainstream schools in addressing pupils' social, emotional and mental health needs.
- To encourage professional services to work proactively to support pupils with social, emotional and mental health needs.
- To ensure equality of access for pupils with social, emotional and mental health needs to Golden Hill (short stay) School's In-House provision.

#### **Members of the Pupil Referral Admission Panel include:**

- The Head Teacher of Golden Hill (short stay) School : Allison Collinge and the Deputy Head Teacher/ GHIST Lead Sue Payne
- Pupil Access Team
- A SENDO/ IDSS Representative
- Two Members of Golden Hill's Members' Committee
- A Head Teacher from District 6, 7, or 9.

The Pupil Referral Admissions Panel Meeting will only be quorate if at least 4 members attend.

## **The Pupil Referral Admissions Panel Meeting Procedure**

Pupils nominated for an In-House Referral placement at Golden Hill (short stay) School will be known to the Golden Hill Intervention Support Team (GHIST) and will have received 6- 12 weeks of inclusion support in their mainstream school.

The Golden Hill Intervention Support Team (GHIST) keyworker will present a Pupil Case Overview. Also available at the meeting will be the Case Panel Preparation paperwork, information from the mainstream school e.g. Educational Psychologist report, CAMHS update etc.

Integral to the Pupil Case Overview will be a clear rationale for admitting the pupil with specific targets for the referral placement.

Members of the Pupil Referral Admissions Panel will consider the request for an In-House referral placement in relation to the benefits for that pupil of withdrawal from mainstream for the period of a term.

The Pupil Referral Admissions Panel will consider whether the targets identified can be realistically achieved within the time frame of 1 term and therefore whether or not it will be of benefit to both the pupil and mainstream school to offer an In-House Referral placement at Golden Hill (short stay) School.

Following the decision of the Pupil Referral Admission Panel the mainstream school will be contacted by the Golden Hill Intervention Support Team (GHIST) Manager: Sue Payne.

If the Pupil Referral Admission Panel decide not to offer an In-House placement clear feedback will be given to the mainstream school as to how this decision was made with recommendations from Golden Hill (short stay) School for future action to support the pupil (which may include continued Golden Hill Intervention Support Team (GHIST) support for the pupil in mainstream school; sign posting to other relevant agencies, etc.)

If the Pupil Referral Admission Panel decide to offer an In House placement the mainstream school will be asked to arrange a Referral Placement Planning Meeting which will allow Parents, a member of the Senior Leadership Team of the mainstream school and Golden Hill (short stay) School to clarify the conditions of the In-House Referral placement, including the pupil's targets and focus of the placement and the timescales for entry and exit from Golden Hill (short stay) School . It is expected that respite admissions will return to their mainstream school from the date specified at the Referral Planning Meeting. At this meeting a Pupil Placement Contract will be shared with parents and mainstream school and signed by all parties: Parents, SLT mainstream school and the SLT member from Golden Hill (short stay) School.

If Parents/ Carers agree to their child attending Golden Hill (short stay) School on a referral In-House placement a subsequent pupil admission meeting will be held at Golden Hill (short stay) School at which the parents/ carers, a member of the SLT of the mainstream school and the pupil are shown around the school and sign all relevant admissions paperwork.

During the pupil's In-House Referral placement at Golden Hill (short stay) School a Meeting will be held to monitor and evaluate the pupil's progress towards the identified targets and to reflect on the impact of the placement for the pupil in regard to their social, emotional and behavioural needs. Parents, a member of the SLT of mainstream school, a SLT of Golden Hill (short stay) School and any other relevant professionals will be invited to attend. An Educational Report will be produced by Golden Hill (short stay) School and a review of the Pupil's In-House Admission Individual Education Plan will be evaluated.

During a pupil's placement Golden Hill (short stay) School will chair TAF meetings. As the mainstream school still holds the main responsibility for the pupil it is expected for them to continue to be lead professional for the TAF i.e. inviting agencies, parents/carers and other relevant parties. The mainstream

school is responsible for minuting and recording the outcome of the meeting. The lead professional is still responsible for distributing the minutes to all parties including Golden Hill (short stay) School.

A Reintegration Planning meeting will be held towards the end of the pupil's placement at Golden Hill (short stay) School. This meeting will establish and agree a Reintegration Plan and will clearly outline:

- Strategies and approaches to support the pupil's social, emotional and behavioural needs.
- Suggested on- going programmes of support (e.g. counselling, emotional literacy etc. with resources identified) to be actioned by the mainstream school
- Suggested future referrals to, if appropriate, CAMHS, Educational Psychologist.
- The level of TA support that will be expected from the mainstream school during the re-integration process and following this
- A named person from the mainstream school who will work with Golden Hill (short stay) School to facilitate the reintegration
- The mainstream school and Golden Hill (short stay) School working together to keep parents informed of the reintegration process

Reintegration support may be offered and will be a bespoke package which best supports the needs of the pupil.

# Appendix 1: Pupil Access Team Request for Pupil Tuition at Golden Hill (short stay) School



LANCASHIRE PUPIL REREINTEGRATION SERVICE REQUEST FOR TUITION OUT OF SCHOOL FOR NON – MEDICAL REFERRALS			
<b>Pupil:</b>		<b>DoB:</b>	
<b>Yr Group:</b>		<b>Ethnicity:</b>	<b>UPN No:</b>
<b>Parent/Guardian:</b>		<b>Contact No:</b>	
<b>Address:</b>			

Are Parents aware of this request? ?

Is the Pupil Looked after?

<b>School:</b>		<b>LEA School No:</b>	
<b>Contact Person:</b>		<b>Tel No:</b>	

Pupil entitled to Free School Meals

<b>If SEN, please state stage:</b>					
<b>Category and date of final statement</b>					

<b>Educational Psychologist:</b>		<b>Tel No.</b>	
<b>Education Welfare Officer:</b>		<b>Tel No.</b>	
<b>Other Service Involvement:</b>		<b>Tel No.</b>	

<b>Permanent Exclusion Date:</b>		<b>Exclusion Data attached:</b>	
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Pupil New to Area:

Details in Brief:

Please find attached documentation for a pupil Perm Excluded from:
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<b>Referred By:</b>		<b>Date:</b>	
<b>PUPIL ACCESS TEAM – AREA EAST</b>			





**PUPIL REFERRAL REQUEST FOR  
GOLDEN HILL INCLUSION SUPPORT  
(GHIST)**

**To be returned to:**

**Sue Payne (Deputy Headteacher/GHIST Lead)**

**Golden Hill (short stay) School, Earnshaw Drive, Leyland, Lancashire, PR25 1QS**

**(01772)904783**

**September 2015**



**N.B. A CAF MUST BE SUBMITTED WITH THIS REFERRAL FORM**

**Please attach the following with the referral form:**

**TICK**

Common Assessment Form (CAF) and TAF Meeting Minutes	
Chronology of Action	
Class Teacher/SENCO/Headteacher summary (Proforma and Appendix 1included)	
Attendance (print out from SIMS)	
Assessments	
Evaluated IEPs/IBPs	
'All About Me' Profile	
Fixed Term/Permanent Exclusion information	
Child's View	
Parents/Carers View	
Boxall Profile Assessment (OPTIONAL)	
Behaviour Logs/ABCs plus Evaluations	
<b>Reports from other services and agencies involved:</b>	
IDSS	
CAMHS / Medical Reports	
Children's Social Care	
Voluntary Agencies	
Other	

SECTION 1: THE CHILD			
Child's First Name:		Family Name:	
DOB:		UPN:	Date on role:
Year Group:		Male	Female

FAMILY DETAILS			
PARENT/CARER		PARENT/CARER	
NAME:		NAME:	
RELATIONSHIP:		RELATIONSHIP:	
ADDRESS:		ADDRESS:	
POSTCODE:		POSTCODE:	
TELEPHONE NO:		TELEPHONE NO:	

**CHILD'S HEALTH DETAILS**

Any medical conditions? (e.g. ADHD, ASD, DYSPRAXIA, EPILEPSY)

Is the child taking any medication? (if yes please give details)

Is the child or has the child been known to Social Care?



If yes, please give details:

Is the pupil eligible for Pupil Premium?

Yes

No

If 'Yes' briefly state how this money has been spent:

<b>Current level of support (and dates)</b>	<b>Learning</b>	<b>Behaviour</b>
SEN Support in School		
SEN Support Plan		
EHC Plan Draft		
EHC Plan		

Is the pupil attending full time?

Yes / No

Recent Exclusions:	Yes / No
If Yes date(s) of Exclusions:	

**SECTION 2: THE SCHOOL**

School Name:

School Address:

LCC School Number:

Telephone Number:

**Headteacher:**  
Name:  
  
Email:

**SENCO:**  
Name:  
  
Email:

**Class Teacher:**  
Name

Email:

**TA:** (if applicable)  
Name:  
Email:

**IDSS SENDO:**  
Name:

**Link EP:**  
Name:

**DSP Staff Member:**  
Name:

**LA Adviser:**  
Name:

Previous school(s) the pupil has attended:

**MAINSTREAM SCHOOL'S SUMMARY OF NEED TO SUPPORT REFERRAL TO GHIST**

(Please refer to Appendix A)

**SUMMARY OF THE PUPIL'S DIFFICULTIES:**

**EMOTIONAL:**

**SOCIAL:**

**BEHAVIOURAL:**

**MEDICAL:**

**LEARNING:**

**OTHER:**



**SECTION 3: STANDARDISED ASSESSMENTS**

**If the child is Early Years, please attach EYFS Profile**

		<b>PIVAT Score</b>	<b>Nat. Curric Level</b>	<b>Comments</b>
<b>PIVAT</b>	Speaking & Listening: Listening			
	Speaking & Listening: Speaking			
	Reading			
	Writing			
	Using & Applying			
	Number			
	Shape, Space & Measures			
	Interacting & Working with Others			
	Independent & Organisation Skills			
	Attention			

		<b>SATS</b>	<b>Date</b>	<b>Current Teacher Assessment</b>	<b>Date</b>
<b>ACADEMIC ABILITY</b>	Reading				
	Writing				
	Numeracy				

**Other Tests:**

<i>Name of Test</i>	<i>Scores</i>	<i>Comment</i>



## **PUPIL'S VIEWS**

**What problems are you experiencing at school?**

**What do you think school has done to help you?**

**How do you think school could help you more?**

**Who else could help you?**

**Date pupil's views sought:**

**Name and position of adult providing support when seeking pupil's views:**



## **PARENT /CARERS VIEWS**

**What problems is your child experiencing at school?**

**How has the school supported your child with these difficulties?**

**In what other ways do you think school could help you, your family and your child differently?**

**Who else could help your child and your family? Are you receiving support from parent partnership, social care, CAMHS, Best Start, Children's' Centre or any other service?**

**Date Parent/Carer's views sought:**

**Name of Parent/Carer and relationship to the child:**

**I confirm that I agree to the terms of the referral process and agree that relevant data can be shared with professionals working at Golden Hill and, in addition:**

- **Professionals at IDSS (Educational Psychologists, SENDOs and SEN Officers).**
- **CAMHS (if they are working with the child).**
- **Any other professionals involved in supporting the child.**

Print name of person completing this form:

Position in school:

Parent/carers signature:

Date:

Head Teacher's signature:

Date:

**It is essential that this form is accurate and complete. Incomplete forms may be returned.**

## Appendix A

### Emotional -

- Emotional well being: secure, stable, anxious, intolerant? (usually emanating from home, but could be disaffection with school if child has felt unsuccessful in the classroom)
- Emotional intelligence? Does this child know what he/she is feeling, why, or how to control it?
- Attachment: Is this child able to form positive attachments with adults both at home and at school.
- Self-esteem: as a learner, as a friend, as a child liked by adults and pupils?
- Self-image: poor, dysfunctional, unrealistic, egocentric, arrogant (all of these may however be symptoms of low self esteem)?
- Empathy: consideration for others, sympathetic, remorseful?
- Conscience: has this child developed a conscience, follows rules, wants to please, understands right from wrong?
- Trust: Does this child trust adults to advise and support him/her? Or does this child need to have control?

### Social -

- Has this child developed appropriate social skills? Does he/she need to be directly taught these skills?
- Can he/she develop reciprocal relationships with peers?
- Can he/she develop trusting relationships with adults?
- Can he/she trust adults enough to relax and enjoy social interactions?

### Behavioural -

- Does this child comply with teacher requests?
- Does this child demand adult attention in negative ways?
- Does this child demand peer group attention through disruptive behaviour?
- Does this child lose control?
- Does this child become angry, upset or frustrated?

### Environmental -

- Some children may be hungry, tired, poorly clothed, withdrawn or exhibit a sudden behaviour change.

### Appendix 3: Pupil In-House Referral Panel Meeting Agenda



To be completed by Golden Hill (short stay) School 's Head Teacher Allison Collinge and emailed to the Pupil In-House Referral Panel Members prior to the Meeting, with a current class list.

<b>Date:</b>	<b>Starting Time:</b>	<b>Venue:</b>
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#### 1. Pupil In-House Referral Requests for Admission to Golden Hill (short stay) School

Pupil Name	DOB	Yr. Gp	Mainstream Primary School/ District	GHIST Key Worker

Pupil's Name.....  
DOB.....  
Yr Gp.....  
Mainstream School/ District.....  
GHIST Key Worker.....

**Notes**

**Panel Decision**

**Pupil's In-House Targets/ Suggestions to Mainstream School for Next Steps**



**Appendix 5: In-House Referral Pupil Placement Targets**



<b>Name of Pupil</b>		<b>Mainstream School</b>	
<b>DOB</b>		<b>GHIST Key Worker</b>	
<b>Yr. Group</b>		<b>Golden Hill (short stay) School Class Teacher and TA</b>	

<b>Golden Hill (short stay) School Placement and Meeting Dates</b>
<b>Pupil Entry to Golden Hill (short stay) School :</b>
<b>Pupil Exit to Mainstream School:</b>
<b>Pupil Education and IEP Review Meeting:</b>
<b>Pupil Reintegration Meeting:</b>
<b>Pupil Targets of Golden Hill (short stay) School Placement</b>
<b>Target 1</b>
<b>Target 2</b>
<b>Target 3</b>
<b>Target 4</b>

## Appendix 6: In-House Referral Pupil Placement Contract



Name of Pupil.....

<b>Mainstream School</b>		<b>Short Stay School</b>	<b>Golden Hill (short stay) School</b>
<b>School number:</b>		<b>School number:</b>	<b>07/141</b>
<b>District:</b>		<b>District:</b>	<b>East Lancashire</b>
<b>Tel no:</b>		<b>Tel no:</b>	<b>01772 904780</b>
<b>School email:</b>		<b>School email:</b>	<b>bursar@goldenhill.lancs.sch.uk</b>
<b>Head Teacher</b>		<b>Head Teacher</b>	<b>Allison Collinge head@goldenhill.lancs.sch.uk</b>
<b>SENCO</b>		<b>SENCO</b>	<b>Allison Collinge</b>
<b>Class Teacher</b>		<b>Class Teacher</b>	
<b>Teaching Assistant</b>		<b>Teaching Assistant</b>	

Name of Pupil	DoB	Year Group
(Mainstream School)	Mainstream Teacher/TA	Mainstream Class
Golden Hill (short stay) School	Teacher/TA	Class

<u>Targets for the Respite Placement</u>	
Golden Hill (short stay) School will	
(Name of Mainstream) will	
Parents/Carers will	
Start Date of Placement:	End Date of Placement:
Date of First Review	
Keyworker from (mainstream school) including email address:	
Keyworker from Golden Hill (short stay) School including email address:	

### Notes

The keyworker is responsible for ensuring communication between Golden Hill (short stay) School and (mainstream school) takes place regularly and that the pupil is made to feel that they are still a part of their school. The keyworkers will facilitate the reintegration of the pupil when the time comes.