



# Elemore Hall School

<b>Policy Title</b>	<b>Pupil Admission Policy and Procedures</b>
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<b>Approved by</b>	
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# **PUPIL ADMISSION POLICY and PROCEDURES**

## **INTRODUCTION**

Elemore Hall School believes that sensitive and well planned admission to the school is crucial to the success of a placement and future prospects of the young people educated here. A poor introduction and start to the school will be very difficult to overcome in the future. This document describes the admission process for all pupils joining the school

## **SITUATION**

Elemore Hall is a Durham County Council Special School. We follow the referral procedures adopted by DCC and can only admit pupils who have either been referred by or via SEN Casework in Durham local authority. Consequently the vast majority of our pupils live in County Durham, although occasionally we are asked to admit pupils from neighbouring authorities. All pupils admitted to Elemore Hall have an Education, Care and Health Plan (EHCP) identifying SEMH (Social, Emotional and Mental Health Difficulties) as their primary SEN.

## **PUPIL ROLL**

Elemore Hall School is based on three geographically separate sites. The Elemore and Windlestone sites are 'schools' for KS3 & 4 pupils who have SEMH, each site has 90 places. Our third site is PACC – this is a discreet provision for up to 20 KS4 pupils who have SEMH needs that cannot be met successfully in a school environment.

These numbers are agreed annually with Durham Local Authority and constitute the 'planned place number' for the school. Elemore Hall has increased it's pupil population in recent years but has not had a corresponding expansion of the available accommodation and infrastructure, we are now in a position where our planned place number has reached capacity and further increases in pupil numbers are not possible.

## **THE CONSUTATION PROCESS**

The process of a pupil considering a pupil for admission to the school is as follows:

- The school will receive a consultation from or via SEN Casework at Durham County Council. This will be sent directly to the Headteacher.
- The consultation should include the EHCP and any accompanying reports including information from most recent school, educational psychology, social care, health and others if appropriate.
- An initial check will be made to see if the school has capacity to admit the pupil to an appropriate class group.
- All of the information will be read through by the Headteacher and other staff where appropriate.
- A decision will be made regarding whether the school could meet need. There are three possible outcomes at this stage:- the school can meet need, the school might be able to meet need with additional support, and the school does not think it is able to meet need.

- If the school feels that it could meet need then consideration is given to whether a place could be available. Class groups will be scrutinised to check for space and appropriate mix of pupils.
- The availability of a space will depend on several factors including the size and composition of the existing cohort, the needs of the referred pupil, the planned place number of the school
- If it is felt that the referred pupil may be a suitable fit then the consultation will be returned to SEN Casework stating that we can offer a place.
- To ensure the best chance of success, the pupil, and their parents, will be invited in for a visit. As we have two sites, wherever possible we will try to accommodate pupils on the nearest site to their home address.
- During their visit to the school, the pupil and their parents/carers get the opportunity to see all areas, including living units. The young person is engaged as much as possible, to find out their views and feelings, interests and areas of difficulty. Getting to know as much background information about the pupil as possible gives a better chance that a positive start can be made into the school. The tour is usually done by the Assistant Headteacher, though other senior staff members can also fulfil this role – this is not a job for inexperienced staff. During the tour a closer assessment of the pupil and their needs is made, giving a clearer idea of the suitability of the placement.
- If the visit is successful then school will notify SEN Casework to set up a taxi as soon as possible

## **ADMISSION**

- Parents are asked to complete forms giving the school essential information such as emergency contact numbers and permission forms.
- SEN Casework at County Hall is contacted to confirm a start date for the young person to begin attending the school.
- Pupil details, including the EHCP are shared with relevant staff. Administration is completed to allow the pupil to join the school and immediately be on school systems. Files are setup within school, including main school file, casework file, and Personal & Social Skills file. Their details are also added to the main school computerised records system, and the pupil is allocated a user identification for the curriculum network.
- The school spends some of the Pupil Premium income on providing free school uniform. Pupils will be given three sets of uniform either prior to starting or on their first day.
- On arrival at the school, the pupil is greeted by a member of the senior leadership team. They are then introduced to their personal tutor, where possible, or another member of the meet and greet staff who will guide them on what to do in the morning on arrival and introduce them appropriately to other pupils and staff. The pupil is then introduced to their class group.
- During their first day, new pupils will be seen regularly by staff to ensure that they are settling in to school and the routines. At the end of the day this will be checked again and staff will contact home to reassure parents. This on-going support will

continue throughout the pupils time at Elemore, although the checking with pupils and contact with parents will become more dependent upon pupil's needs.

- At the end of the first day, the pupil's personal tutor will call home to tell parents how the day has gone and to agree arrangements for further feedback and communication.
- As soon as possible after arrival, pupils will undergo a baseline assessment in all curriculum areas in order for school to identify appropriate targets for development.

## **POST ADMISSION**

- The Personal Tutor will hold regular meetings with the pupil and also contact parents/carers approximately once a week. Building good relationships with Parents/Carers is an important part of what the school does, and we try to work in partnership with parents where possible.
- The SENCo will arrange for an Annual Review of the EHCP to take place after a reasonable time, sometimes this is done quite quickly in cases where there maybe some uncertainty about the placement, on other occasions it may be several months before a meeting is held.
- Each term the Personal Tutor will lead a Progress and Achievement Meeting for the pupil where key staff, the pupil and their parents/carers can meet to look at progress being made and set targets for the forthcoming term.

## **PACC**

Admission to PACC follows a different route. Referrals are made to the PACC Panel by caseworkers on behalf of referring schools. The panel meet monthly to look at the different referrals and to make decisions about placement.

## **REJECTED CONSULTATIONS**

- Wherever possible the school will try to admit all pupils who are referred for a place, however there are several reasons why we might tell the authority that we do not feel able to meet need, including the EHCP outlining special educational needs outside SEMH that the school is not skilled or equipped to manage, a pupil presenting too high a risk of harm to themselves or others, a pupil requiring a high level of support that we cannot provide, a pupil with a medical condition that we are unable to support. Our main reason for not offering a place to a pupil is that the school has not got a place to offer. Elemore Hall has expanded in recent years to admit increasing numbers of pupils but we have now reached a capacity figure of 180 (90 pupils on each main site). Our sites are not able to cope with anymore pupils from a space point of view – we cannot expand class groups as this is damaging to the small group structure that we aim for. We cannot create new class groups as there is no physical accommodation. We cannot increase the number of class groups because we use subject specialist teachers – all of whom are near or at timetable capacity. The reality is that our school sites are already big for a SEMH school and there is a health and safety risk of expanding further.
- If we say that we cannot meet need we will send the consultation back to SEN Casework explaining why we cannot offer a place. SEN Casework will then try to find an alternative.

- Very occasionally we will offer a place and the parent or pupil will say that they are unhappy with Elemore Hall for whatever reason. In these cases we would not immediately withdraw the place and would pass the issue back to SEN Casework to resolve.

### **SUPPORT FOR PARENTS**

Parents/Carers can seek advice and support from SEN Casework at Durham County Council – [SENCasework@durham.gov.uk](mailto:SENCasework@durham.gov.uk)

Parents/Carers can receive independent advice, support and guidance from Durham Special Educational Needs and Disability Information Advice and Support Service (SENDIAS) - 0191 587 3541 or 03000 267 007 or [sendiass@durham.gov.uk](mailto:sendiass@durham.gov.uk)