

Saxon Hill Academy Sleepover Club



Residential Admissions Policy April 2017

Taking Pride in Success.



Residential Admissions Policy.

Saxon Hill Academy is a mixed gender school for pupils aged from 2-19 who have complex physical, medical, sensory and learning needs.

The residential education provision of the school known as Sleepover Club enables pupils to develop their social, physical and independence skills within a safe, vibrant and homely environment. Our highly skilled team provide tailored therapies and learning, providing best outcomes for the pupils and building strong relationships between the school and families.

Vision

Through our activities, we support pupils to realise their full potential promoting their self-esteem and well-being.

Using Research Based Practice and rigorous self-evaluation, Sleepover Club aims to provide pupils with opportunities to extend their ability to:

- Develop independence - physically, intellectually and socially
- Develop self-esteem and confidence
- Work towards the stages of Self-actualisation and fulfilment
- Have an awareness of others' needs through group living and showing respect and tolerance towards each other
- Acquire knowledge, skills and understanding appropriate to the development of their independence
- Enhance their communication skills to enable them to develop their own decision-making, choice making and to be able to express their feelings
- Develop their own attitudes, values and beliefs and the ability to express them
- Respect the values and beliefs of others
- Develop creativity, imagination, curiosity, enquiry and problem solving
- Experience success and reward through achievement
- Develop personal, social and environmental awareness
- Have an enjoyment of learning through the development of life skills
- Have the concept of their role as citizens in society
- Integrate into the wider community

Target setting identifies areas for development and is tracked and monitored using a 'Continuum of Skills Development' tracker which measures in percentages progress made for each individual on their current targets.

Policy Statement – 'Every Child Matters'

Commissioned by the Local Authority, we are responsible for meeting the over-riding objectives for engagement with pupils with disabilities and centre our offer on the principles of the "Every Child Matters" framework. In doing so, we ensure that our pupils have the right support to

- Stay safe
- Be Healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well-being

All placements offered will be in accordance with the Local Authority's 'Strategic Residential Educational Provision in Staffordshire Special Schools for Staffordshire Pupils' and with Part 1 Subsection (6) of the Care Standards Act 2000. This states that the school will not provide accommodation for more than 295 days a year for any individual child.

Our residential education provision is commissioned from Monday-Friday during term time only for pupils of Saxon Hill Academy either as Res 1 (extended day) or Res 2 (overnight) placements. Our practice is governed by the Department for Education National Minimum Standards for Residential Special Schools and is rigorously monitored each term by Announced and Unannounced visits from representatives commissioned by the Local Authority and also a peer Head of Care. In addition, monitoring visits are also carried out by the school Governor for Residence and an Independent Visitor.

As part of and prior to the Admissions process, Risk Assessments are carried out for each individual to ensure that their needs can be met.

Principles for Admission to Residence

1. Recognition that provision is a resource opportunity for all the pupils on the school roll (providing that they are in full time education).
2. Decision making is transparent as all placements are considered on an individual basis and are deliberated by Saxon Hill Academy Residential Admissions Panel.
3. Integration is embedded with school and families. The introduction to residence may be phased and exit transition should always be planned for.
4. Pupils entering NCY 14, or their last year in school, should have their overnight residential provision (Res 2) gradually reduced to one extended day (Res 1) from the start of the Autumn Term to ensure that all provision is terminated by the end of the Spring Term. If there should be any exceptional circumstances, these must be identified in their penultimate residential review and clearly communicated to parents and carers.

5. There will be a clear review process at least twice annually of the placement plan. Accountability for this to be actioned rests with the individual school. The review information must provide the LA and family with information on attainment and progress on the agreed outcomes (e.g. independence, physical and social/communication skills).
6. Placements will be provided to meet the SEND needs of the pupil and would be time limited depending on demand for places, review outcomes and multi-agency review requirements.
7. There will be personalised provision for all pupils.
8. There will be a frequency of no more than two residential sessions per week.
9. Emergency placement protocols will be adhered to and the school will confirm the source of funding.
10. Staffing ratios are linked to pupil RA levels. It is for the school to determine that the mix of levels is adequately staffed and that pupils are grouped appropriately.
11. Depending upon the circumstances, once panel approval has been granted, if the residential placement breaks down, a return is permitted within six months without requiring updated panel approval, dependent upon vacancies.
12. The school has the right to terminate the residential placement for a pupil if they feel it is no longer appropriate either for the individual or others in the setting. The school also has the right to terminate the residential education provision after a considerable amount of absences have been recorded. However; contact should be made with parents or carers to discuss particular concerns and explore interventions at the earliest opportunity.
13. The panel can refuse to admit any pupil whose risk assessment is exceptional should they feel the risk is too high for any individual or staff within the setting. This includes exceptional medical risks for who expected competencies are over and above what residential staff can deliver.
14. School will complete electronic residential registers and submit them to the LA on a weekly basis by Friday afternoon. The register must include all pupils accessing residential provision regardless of LA and commissioning responsibility.
15. For non-Staffordshire LA funded pupils, following panel agreement the school will confirm funding from the other LA before admission commences.
16. Parents will provide a signed and dated written contribution for admissions, reviews and panel decisions.
17. It is best practice to avoid any pupils having consecutive nights away from home at different residential provisions. If this cannot be avoided, there needs to be an agreed agency handover of the pupil.
18. Risk Assessment amendments during a residential placement should be fed back to the commissioner with a copy of the new or amended risk assessment.
19. It is best practice for parents to provide two weeks' notice of alternative respite being offered to their child so that the place may be offered to another pupil during their absence to enable them to have a residential opportunity.

20. Residential review documentation must demonstrate clear progress and outcomes for pupils

Actions Required by the School Prior to an Application Being Submitted to Panel.

- Consider whether the pupil's needs can be met safely
- Is the provision suitable and is it likely to offer a positive experience or outcome?
- Consider the impact of the pupil on others
- Consider the impact of others on the pupil
- Discuss the groupings with the Residential Team
- Gather pupil information from multi-agencies and school history/incidents
- Produce a comprehensive risk assessment
- Arrange a home/school visit or formal consultation with the parent or carer pre admission.

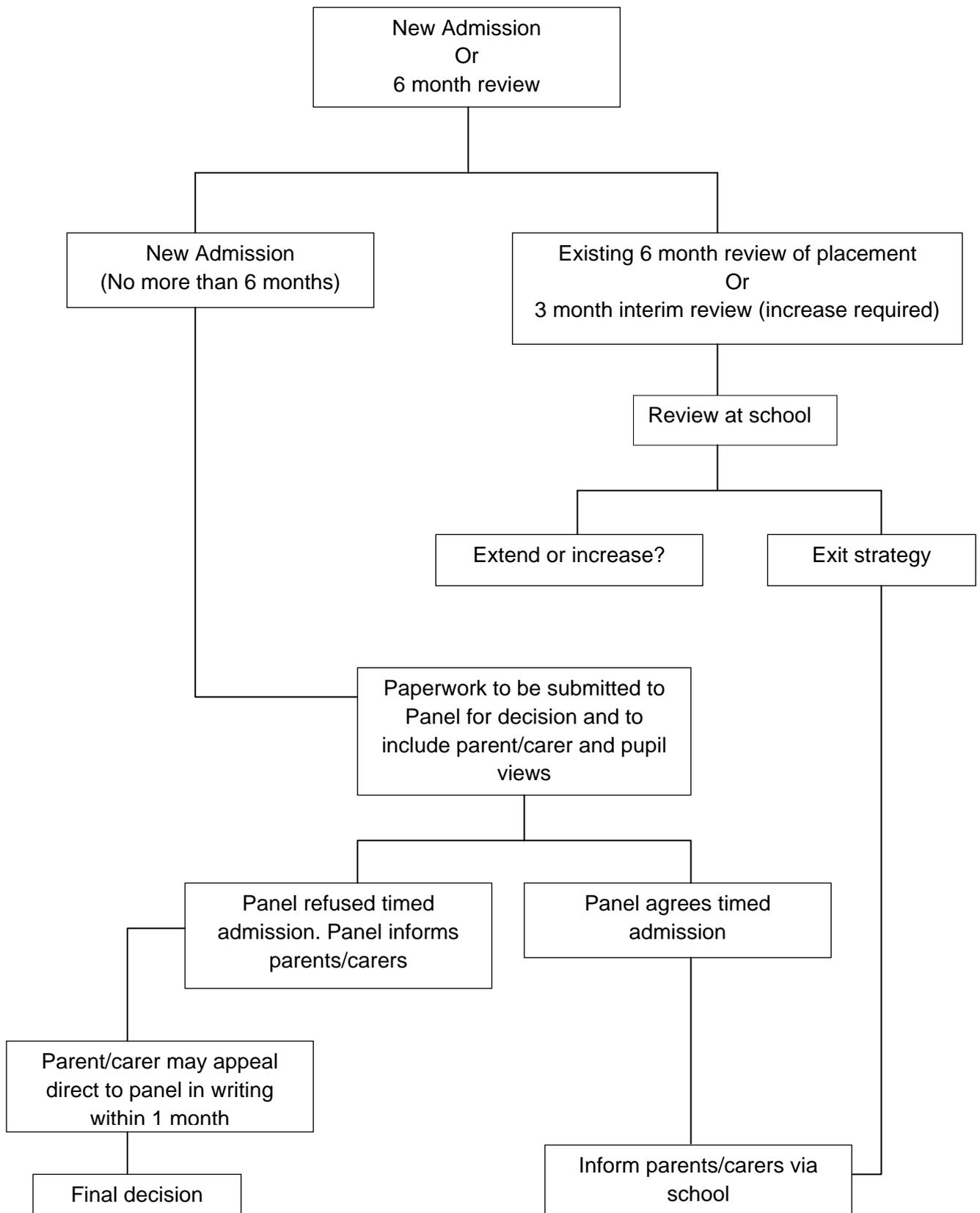
The panel decision will be made following consideration of all the above mentioned information.

Residential Admission and Review Panel Meetings

1. Meetings will be held with the Residential Admissions Panel of the school at least once per term.
2. The Residential Admissions Panel will comprise of a combination of the Head Teacher, a member of the Senior Leadership Team, Head of Care, Deputy Head of Care, Senior Shift Leader and the Governor for residence.
3. Admissions and 6 monthly review paperwork will be submitted to the Residential Admissions Panel prior to the meeting. Ideally, the list of pupils who are to be reviewed should be forwarded in advance.
4. It is the responsibility of the Head of Care to ensure that pupils receive their six monthly reviews.
5. Clear definition of the impact that residential education provision has had on the pupil should be included in the 'outcomes' section of the review document.
6. For the outcomes in the school recommendation section of the review document, we will be clear in our desired outcomes for what the residential provision will afford for the pupil.

7. On closure of a placement, the final outcome will be recorded.
8. Paperwork in support of pupils requesting residential provision must be complete and available at the time of the meeting in order for them to be considered. If paperwork from parents/carers is completed by a staff member, it must be signed by the parent or carer.
9. Schools must provide information on what respite or other provision is being accessed by the pupil and be shared at the meeting. If it is discovered at a later date that they have access to additional provision, consideration will be given of residential cessation at the next six monthly review meeting.
10. All members of the panel will be expected to support or challenge the school, parent/carer and pupil recommendations during the meeting.
11. No pupils in their last year at the school should be accessing more than one session per week in residence in the Spring Term prior to them leaving unless exceptional circumstances have been agreed and communicated to parents and carers during their penultimate residential review.
12. Conflicts of interest must be declared at the commencement of the meetings with regard to any individual pupil.

Residential Admission and Review Panel Meetings Flow Chart



Residential (Res 2) Emergency Placements

Protocols

- In unique exceptional circumstances, a pupil on the school roll may be granted a fixed term placement bed in the school without going through the Admissions Panel.
- The placement is only agreed where capacity allows
- The placement will be time limited and not exceed **8** sessions within an academic year.
- The emergency placement will **ONLY** be for the nights that the setting operates (Mon.-Thurs. term time only).
- The offer of a placement will support the pupil while the Social Worker sources accommodation for the individual.
- An emergency placement may be offered if there is a family emergency – hospitalisation / operation of a parent/carer.
- An offer may be made if there is an unexpected crisis situation within the family of the pupil.
- There is an agreed fixed rate of £220 charge per night across the residential special schools (average matrix 3 Level pupil). However; for pupils with exceptional high needs, this would increase to £375 per night (based on RA exceptional rate).
- **ALL** Emergency Placements must be agreed by the Head of the school and within the capability of the school managing the risk assessment and where capacity allows.
- **ALL** Emergency Placements should be recorded on the electronic register submitted to the Local Authority.

Appeal Process

If you wish to appeal against the panel decision, then you must be able to supply additional information. The request must be made in writing addressed to the Head of Care of the school and must be made within one month of the date of the panel decision.

The appeal will then be submitted to the next Residential Admissions Panel where it will be reviewed by the panel members. They will consider the balance of the child's needs against the needs of others and will ensure that procedures have been followed appropriately. Parents/carers will be contacted in writing soon after the appeal with the agreed outcome.

If you are still unhappy with any decision that may be made, the second stage of the appeal is to contact the Head Teacher, who with the Designated Residential Governor who will consider your appeal.

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