

Stevenage ESC

ADMISSIONS POLICY

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Chair of Governing Board:	Emma Flawn
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Admissions to SESC

Priority Referrals to SESC

- 1) Children who have been permanently excluded from mainstream schools (¹)
- 2) Children who are at serious risk of being permanently excluded from mainstream schools (¹)
- 3) Children with a troubled educational history (²) who have recently arrived in the area and who cannot be placed immediately in a school

(¹) Requests for admission to SESC of children who have been excluded from special schools should be considered by the Headteacher and Lead Officer outside of the Integration Panel process.

Admission will only be agreed if it is considered that the SESC will be able to meet the child's needs during his/her stay

(²) Previous history of fixed term exclusion, permanent exclusion or a history of managed move.

Looked after Children who do not have a school place (often due to a change of care placement) or who are at serious risk of permanent exclusion should be given priority treatment.

Use of the SESC

- The role of the SESC is to provide full-time education for children as an interim arrangement while appropriate substantive placements are being secured (ideally, an interim placement should be expected to last for no more than 2 terms with a review after 7 weeks; the review, however, may result in an extension to the interim period with further reviews as necessary).
- In addition to this, Key Stage 4 students can be provided for at the SESC. This provision could be provided as part of an alternative programme arranged by the child's school.

Referral Process

Permanently excluded students

Permanently excluded students are entitled to receive full time provision (25 hours) on the 6th day following on from the Headteacher's decision to permanently exclude.

- The referral process for all admissions to the SESC should be managed through the Integration Panels.
- All children who have been permanently excluded should be referred by the Integration Manager to the local ESC in order that provision can be made available to the child on the 6th day of exclusion pending the outcome of the Governing Body's hearing.
- If the Headteacher of the SESC is concerned that immediate admission may not be appropriate on health and safety grounds he/she should carry out a risk assessment and liaise with the Integration Manager so that appropriate action can be taken to reduce the assessed risks to acceptable levels. In exceptional cases it may be considered that the levels of risks cannot be reduced to acceptable levels that would enable the child to be admitted to the SESC – in such situations the Integration Manager, the SEN Team Manager (where appropriate) and the Headteacher of the SESC should work together to find appropriate provision for the child. Using day 6 money provided to the centre.

The SESC Headteacher will determine the appropriate admission process in accordance with the needs of the referred child and in accordance with the requirement to provide access to full-time education for permanently excluded pupils.

Students referred as a Managed Move

- Children who are at serious risk of permanent exclusion and need to be considered for admission to SESC should be referred to the local Integration Officer and should remain on their school roll until they have been admitted to an alternative school.
- Children with a troubled educational history, but who have not been permanently excluded (and any other children identified by the Integration Manager as a high priority) who have recently arrived in the area and cannot be placed immediately at a school should be referred through the Integration Panel process if provision at the SESC is deemed to be appropriate following a discussion with the SESC Headteacher.

From 2008 / 2009 there has been significant reductions in the numbers of students who have been permanently excluded from schools; in most cases students have been able to attend SESC on a 'managed move' basis prior to either returning to a school (mainstream or special) or agreeing to remain at SESC until the end of Year 9.

The process that has evolved has been successful because of the hard work and commitment of all of the schools and SESC in ensuring that both the student and their parents / carers understand and appreciate the need for a 'fresh start' either because of persistent unacceptable behaviour or because behaviour is unacceptable to the school and is in conflict with the policies of the school.

The process is as follows:

1. The school contacts SESC to and the local Integration Officer and alert them that a student has behaved in such a way as to make their position at school untenable. The Child and Parent/Carers will be invited to the next available Integration Panel.
 - Our expectation would be that for students who have had a 'history' of poor behaviour they would be known to us via Outreach, one other agency and would be in receipt of a CAF or an IEP. These are provided on the panel paperwork.
 - For students with a long standing history of poor behaviour that transferred from Primary, we would expect to see a EHCP assessment underway.
2. Prior to the Integration Panel Meeting the school will already have discussed with the parents and student the issues that have arisen and why a move away from the school is now required.
 - The school will provide a completed referral form in advance of this meeting, in order to 'hand over' relevant information.
 - During the Integration Panel a decision will be made about the student's attendance at the SESC or other interventions available. The length of period that they will attend the SESC for and where appropriate when they will return to their home school.

- The School will then provide The SESC with the most up to date attainment data, all of the students' exercise books and coursework before the student starts at the SESC.

3. A meeting is then arranged for the parents and student back at SESC within 5 working days. At this meeting a programme is agreed with the parents and student and a letter is sent to the school confirming that this has taken place.

- The student remains on the roll of the school until such time as SESC notify the school that the student has now reintegrated back into another school or they are removed from the school roll in the Annual Census of year eleven.

Children with Statements /EHCP's

It is appropriate for children with statements/ECHPs' attending (or excluded) from mainstream schools to be admitted to SESC as interim provision, but the following should be determined during the admission process: -

- The proposed length of the child's stay at SESC (this may be subject to review).
- The proposed substantive educational placement (e.g. special school, mainstream school). Where a child is admitted to SESC from a mainstream school reintegration to a mainstream school should be considered as the first option.
- Arrangements for the child's statement to be reviewed to ensure his/her needs can be met appropriately during the stay at SESC and to ensure the statement is still appropriate (this review should be arranged by the relevant SEN Officer).
- It may be considered that the child's educational needs can be met appropriately by SESC in order to complete their statutory education. In these cases, it will not be necessary for the Local Authority to determine the special educational provision and the SEN Officer should consult with parents about ceasing to maintain the statement (Parents retain the right to register an appeal with SENDIST if they disagree with the ceasing of the statement).
- The SESC should never be considered to be the appropriate provision on a child's statement since DfE guidance for schools and Local Authorities clearly states that if a pupil's long term needs cannot be met in a mainstream school, a special school rather than a PRU/ESC should be named on a statement of special educational need/EHCP.