Admissions Policy

Executive Head:	**D Nearney**
Chair of Governing Board:	**D Hughes**
Policy reviewed by:	**D Nearney (HfL Policy adopted)**
Date Reviewed:	**Autumn 2025**
Ratified by:	**Management Committee**
Date:	
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This policy follows the model guidance from the latest Herts for Learning Education "Admissions Policy for Schools.	

Document Control/ Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made from the previous version date (if any).

Version Number	Version Description	Date of Revision
001	NEW Nexus Federation Policy	02/09/2024
002	Reviewed, no changes	25/09/2025
003		
004		

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Admissions to SESC and NHESC

Priority Referrals to SESC & NHESC

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 NHESC 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 NHESC 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 are at serious risk of permanent exclusion should be given priority

Use of the SESC and NHESC

The role of the both SESC and NHESC 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 SESC and NHESC. This provision could be provided as part of an alternative programme arranged by the students' school.

Referral Process

Permanently excluded students

Permanently excluded students are entitled to receive educational provision on the 6th day following on from the Head teacher's decision to permanently exclude.

The referral process for all admissions to the SESC or NHESC 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 Head of Centre 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 NHESC – in such situations the Integration Manager, the SEN Team Manager (where appropriate) and the Head of Centre should work together to find appropriate provision for the student, using Day 6 money provided to the Centre.

The relevant Head of Centre 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 either SESC or NHESC, 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/ NHESC is deemed to be appropriate following a discussion with the Executive Head or Head of Centre.

Students have been able to attend SESC/ NHESC on a 'managed move' basis prior to either returning to a school (mainstream or special) or agreeing to remain at the Centre 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/ NHESC 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:

1.1. The school contacts SESC/ NHESC and the local Integration Officer and alerts 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 interventions used and referred to. 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 an EHCP assessment underway.

1.2. 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/ NHESC or other interventions available. The length of period that they will attend the SESC/ NHESC for and where appropriate when they will return to their home school.
- The school will then provide SESC/ NHESC with the most up to date attainment data, access arrangements where applicable (KS4) all of the students' exercise books and coursework before the student starts at the SESC/ NHESC.

6.3 A meeting is arranged for the parents and student at SESC/ NHESC 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/ NHESC 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 EHCPs

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

- The proposed length of the child's stay at SESC/ NHESC (this may be subject to review, should be short term in the first instance to support the reintegration of all students back to mainstream, specialist or alternative provision.).
- The proposed substantive educational placement (e.g. special school, mainstream school). Where a child is admitted to SESC/ NHESC from a mainstream school, reintegration to a mainstream school should be considered as the first option.
- Arrangements for the child's EHCP to be reviewed to ensure his/her needs can be met appropriately during the stay at SESC/ NHESC and to ensure the EHCP is still appropriate (this review should be arranged by the relevant SEN Officer).
- The SESC/ NHESC should never be considered to be the appropriate provision on a child's EHCP 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 an ECHP.