



## **Residential Admissions Policy**

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D Hart	May 2020	May 2020	May 2021

## **Introduction**

Shenstone Lodge School is a special school for students with Social, Emotional and Mental Health needs. It is based across two sites. The Brades Lodge Site is in Tividale, West Midlands and Shenstone Lodge School is near Lichfield, Staffordshire. The Shenstone Lodge site is also offers residential opportunities to its pupils.

The number of places across the school is determined by Sandwell Local Authority on an annual basis. This includes a number of residential places for students from Monday to Thursday during term time on the Shenstone site.

Shenstone Lodge site currently supports children from Y2 –Y7 and The Brades Lodge site Y7 –Y11.

All students have an Education, Health and Care Plan, with the category of need being Social, Emotional and/or Mental Health Needs.

It is important to note that this policy will be subject to regular review as the requirements within the new SEND code of practice develop within Local Authorities.

## **Residential Admissions Criteria**

Residential places are normally only available for children currently on roll of a specialist school for SEMH. All residential placements must be agreed by the Local Authority through Provision Panel following a joint re-assessment of need by and Educational Psychologist and Social Care at annual review.

Residential placements are not:

- Made simply because they are requested by a parent/carer or another agency
- An alternative respite facility
- An alternative for families who are unwilling to work with Social Care
- A permanent arrangement, but are reviewed regularly

The criteria for residential placement should be read in the context of the wider criteria for working with pupils experiencing SEMH difficulties within Sandwell's SEND Handbook for Education Providers.

## **Admissions criteria**

Pupils may be placed in residential SEMH provision under 1 of the 3 categories below.

### **1. Transport**

Children for whom the length of time of home-school travel to an appropriate special school is considered excessive and detrimental to the child and to the achievement of his/her educational outcomes.

## **2. Educational grounds**

Pupils placed in SEMH residential placements must have one of the below listed needs and require one of the listed provisions.

### **a) Needs/difficulties**

- i. Pupil's SEN mean that he/she is unable to generalise skills from the classroom to other environments and outside community, unlike other pupils without SEN.
- ii. Pupil has severe or multiple needs which may manifest themselves in extremely challenging and unhealthy/unsafe behaviours despite a consistent and well-planned programme of support. These behaviours may include:
  - The pupil has an increased level of risk of harming self and others despite high levels of specialist therapeutic intervention
  - The pupil requires prolonged periods of crisis co-regulation: de-escalation can take several hours and requires more than 1 member of staff
  - The pupil is experiencing extreme levels of social isolation
  - There is a deterioration in attendance and increased levels of absconding

### **b) Educational provision**

- i. As a result of the difficulties identified, the pupil reasonably requires the below educational provision and it is an efficient use of resources:

Child's educational needs cannot be met in day provision and he/she requires educational provision during and after school hours (24 hour curriculum). The said provision may include therapies and activities outside of school hours, which enables him/her to develop their emotional regulation and the skills of daily living; and such skills to translate into all areas of his/her life and functioning.

## **3. Multi-agency placements**

Children for whom a combination of day care facilities (educational, health, therapeutic and care) cannot fully meet the child's needs: to the extent that, barriers to satisfactory educational progress and to the child's access to those facilities, would exist unless a continuous educational and care regime is provided. In such cases, it is expected that a co-ordinated plan, jointly agreed and funded between at least two of the three participating services (i.e. education, social care and health) requires a residential placement to improve measurably a child's educational progress and achievements. For some children who are in foster care, a planned, short term placement in their school's residential provision may be identified as being beneficial to the child and his/her family and may be agreed by the participating services.

## **Referrals**

Referrals are made through the statutory annual review process. If it is felt appropriate due to need, an interim review can be requested.

## **Procedure**

- a) Discussion with parent/carer about needs highlighted and the opportunity for residence to be an additional intervention during the waking day hours.
- b) Request for educational psychology to complete an assessment of need.
- c) Request for any other supporting information from external agencies if involved.
- d) Report compiled by Head of Care, combining key points from the criteria
- e) Statutory review held and all paperwork submitted for consideration
- f) School to be notified after 2 weeks if the placement has been agreed or refused.
- g) If agreed, The Head of Care will liaise with the parent/carers to commence the admission of the child, agreeing nights and process. Residential staff will start admission paperwork with the child and introductions. The SEN team will amend and finalise the Education, Health and Care Plan to add residence with the usual monitoring arrangements
- h) If refused parent/carers have the right to appeal decision.