



# Admissions to Residence Policy

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Queries to:	Chris Frid, Head of Care
Review Interval:	Annual

***Nurture, Grow, Flourish***

## Residential Admissions Policy

Walton Hall Academy is part of the Shaw Trust and offers Residential Education for students aged 11 – 19 years. We are a generic special school who cater for students with a vast range of special educational needs and disabilities.

Residential Education provides opportunities for our students to experience an educational supportive environment where the aim is to further develop social skills, independent living skills and support the general health and well-being of its students. This has a positive impact on their education and lifelong learning, increasing resilience and future success.

*“We believe, you achieve”*

Commissioned by the Local Authority, we aim to support students to realise their full potential through the Education Health Care Plan framework. In doing so, we ensure that our students have the right support and preparation for adulthood through:

- Independent living skills
- Good health and emotional wellbeing
- Enjoy and Achieve
- Friendship, relationship, and community
- Achieve economic well-being and employment.

Residential Education strives to provide positive outcomes for students by:

- Being a resource, which is part of an integrated student's service.
- Putting students at the heart of personalised learning.
- Engaging with key multi-agency partners to meet individual students' educational, personal, physical, communication, social, emotional health, and well-being needs.
- Developing students' key skills to support all transition phases.
- Embracing parents and carers as partners in co-working to further support shared aspirations and ambitions for students.

Our research-based practice and rigorous self-evaluation ensures that we can analyse and track individual progress and target areas requiring additional support. Our delivery is underpinned by our residential desired outcomes: -

- Create a sense of identity and belonging where students contribute and feel valued.
- Teach students the importance of respecting others.
- Promote life experiences, activities and learning opportunities that enhance overall development.
- Create new and stimulating experiences to help develop and understand healthy relationships, friendship, and self-confidence.
- Provide personalised education, quality care, support and guidance and avenues to access community links.
- Taking control of everyday life through encouraging choice and decision making

that create opportunities for students to be listened to, heard, and have a say in decisions which affect them.

- Create opportunities to lead healthy lifestyles including risk taking and making appropriate choices and decisions around keeping safe.
- Develop transitional skills preparing students for the future to fulfil their potential, building confidence through achievement at home and in the community.
- Work in partnership with social care and other multi agencies to facilitate placement stability and provide positive outcomes for families in providing 'quality time' and linked support.
- Experience success and reward through achievement
- Develop personal, social, and environmental awareness.

### Policy Statement

A residential placement will provide the appropriate environment in which students are consistently afforded the opportunities to maximise their opportunities in regard to developing their educational, personal, social and well-being. All placements will be in accordance with the Local Authorities Residential Education Provision in Staffordshire Schools and with Part 1 Subsection (6) of the Care Standards Act 2000 the school will not provide accommodation for more than 295 days a year for any individual student.

We provide a flexible approach to boarding, offering individuals a tailored programme to address their specific needs. We are commissioned by the Local Authority to provide a Residential Educational service Monday to Thursday (term time only), for students who attend our Schools Residential 1(extended day) or Residential 2(overnight) programs.

Residential practice is informed by the current and ongoing National Research, Guidance and Law. We always aim for outstanding practice against the Department for Education, Residential Special Schools National Minimum Standards (September 2022).

The Residential Provision is monitored termly through Announced and Unannounced Visits by an independent person, independent visitor, and the local authority. In addition, a Peer Head of Care and the nominated Residential Governor will also carry out regular monitoring visits.

Risk Assessments will be carried out on all students as part of the admission procedure with the risk assessment being an integral aspect of the individual students placement plan. Furthermore, students Individual Placement Plan will contain clear targets and detailed strategies of how those targets are going to be met. These targets are in addition to the targets set through their whole school Individual Learner Plans.

## Principles for Admission to Residence

1. Recognition that the provision is a resource opportunity for all students on the school roll.
2. Decision making is transparent as all placements are considered on an individual basis and go through the Residential Admission Panel.
3. The introduction into residence may be phased; and exit transition should always be planned for.
4. Exit transition in Years 11-14 – with all relevant agencies and having a personalised pathway in place to support transition to adult services. Students entering year 12 or 13 should have their residential provision gradually reduced to ensure all residential provision is terminated by the end of the student's spring term of their last year in attendance at the school, except in exceptional circumstances which will be highlighted in their penultimate residential review, clearly communicated to parents and carers.
5. Clear review process, with a minimum of one termly review as part 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. Life Skills Audit and mapping).
6. Placements will be provided to meet the SEND needs of the student and would be time limited linked to demand for places, review outcomes, behaviour across the whole school and multi-agency review requirements.
7. Personalised provision for all students.
8. Frequency, of no more than two residential sessions per week.
9. Emergency placement protocols adhered to and school to confirm the source of funding.
10. Staffing ratios are linked to risk assessment levels, and it is for the schools to determine that mix of levels is adequately staffed and students grouped appropriately.
11. Depending upon the circumstances, once panel approval has been granted and the residential placement has broken down a return to residential 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 student if they feel it is no longer appropriate for the individual or for others in the setting. The school also has the right to terminate the residential provision after a considerable number of absences have been recorded. However, contact will be made with parent and carers to discuss particular concerns and explore interventions at the earliest opportunity.
13. The panel can refuse to admit any student 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 to complete electronic residential register (dashboard register and analysis from county) and submit on weekly basis by Friday afternoon. The register must include all students accessing residential provision regardless of LA and commissioning responsibility.
15. For non-Staffordshire LA funded students, following panel agreement, the

school to confirm funding from the other LA before admission commences.

16. Parent comments - A parental written signed and dated comment and feedback for admissions, changes, reviews, panel decisions is requested.
17. Best practise to avoid any students having consecutive nights away from home at different residential provisions. Should this occur, there needs to be an agreed agency hand-over.
18. Residential review documentation must demonstrate progress and outcomes. Walton Hall Residential Education Provision uses a Life Skills Audit and mapping system.

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

- Consider whether the student'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 student on others.
- Consider the impact of others on the student.
- Discuss the groupings with the Residential Team
- Gather student information from multi-agencies and school history/incidents.
- Produce a risk assessment.
- Arrange a home/school visit or formal consultation with the parent or carer pre-admission.

**The panel decision will be based on the information gathered.**

### Residential Admission and Review Panel Meetings

1. Meetings will be held with the Residential Admissions Panel (RAP) of each setting at least once per term.
2. The Residential Admissions Panel will comprise of a combination of Principal or Vice principal, Head of Care and senior RSW.
3. Admissions and 6 monthly review paperwork to demonstrate clear progress and outcomes that inform the Local Authority and family information on attainment and progress, what impact the last 6 months of residential provision has had for the student e.g. what has been achieved – in what way has their independence skills improved, what can they do now that they couldn't do 6 months ago etc. because of residency.
4. Head of Care are to ensure all students receive their six-monthly reviews.
5. The outcomes in the school recommendation section of the review paperwork must refer to clear aspirational targets regarding the purpose of the residential provision ie: what it will give, do or make possible for the student.
6. On closure of residential placement, the final outcome must be recorded on the placement review
7. Paperwork in support of students requesting residential provision must be complete and available at the meeting otherwise the student will not be discussed. Please note that where paperwork from parents/carers is completed by a member of staff at the school it must be signed by the parent/carer.

8. Schools must provide information on what respite or other provision the student is accessing and must be shared at the meeting. Should at a later date it is discovered that the student has access to additional provision, consideration will be given of residential provision cessation at the next 6 monthly review.
9. All members of the panel to both support and challenge the school, parent/carer and student recommendations at the meeting.
10. No students in their last year at a setting should be accessing more than one session per week in the spring term, unless in an all-age provision in exceptional circumstances which will be highlighted in their penultimate residential review, clearly communicated to parents and carers.
11. Conflicts of interest must be declared at the commencement of the meeting with regard to any individual students.

### Quality Assurance and Performance Monitoring

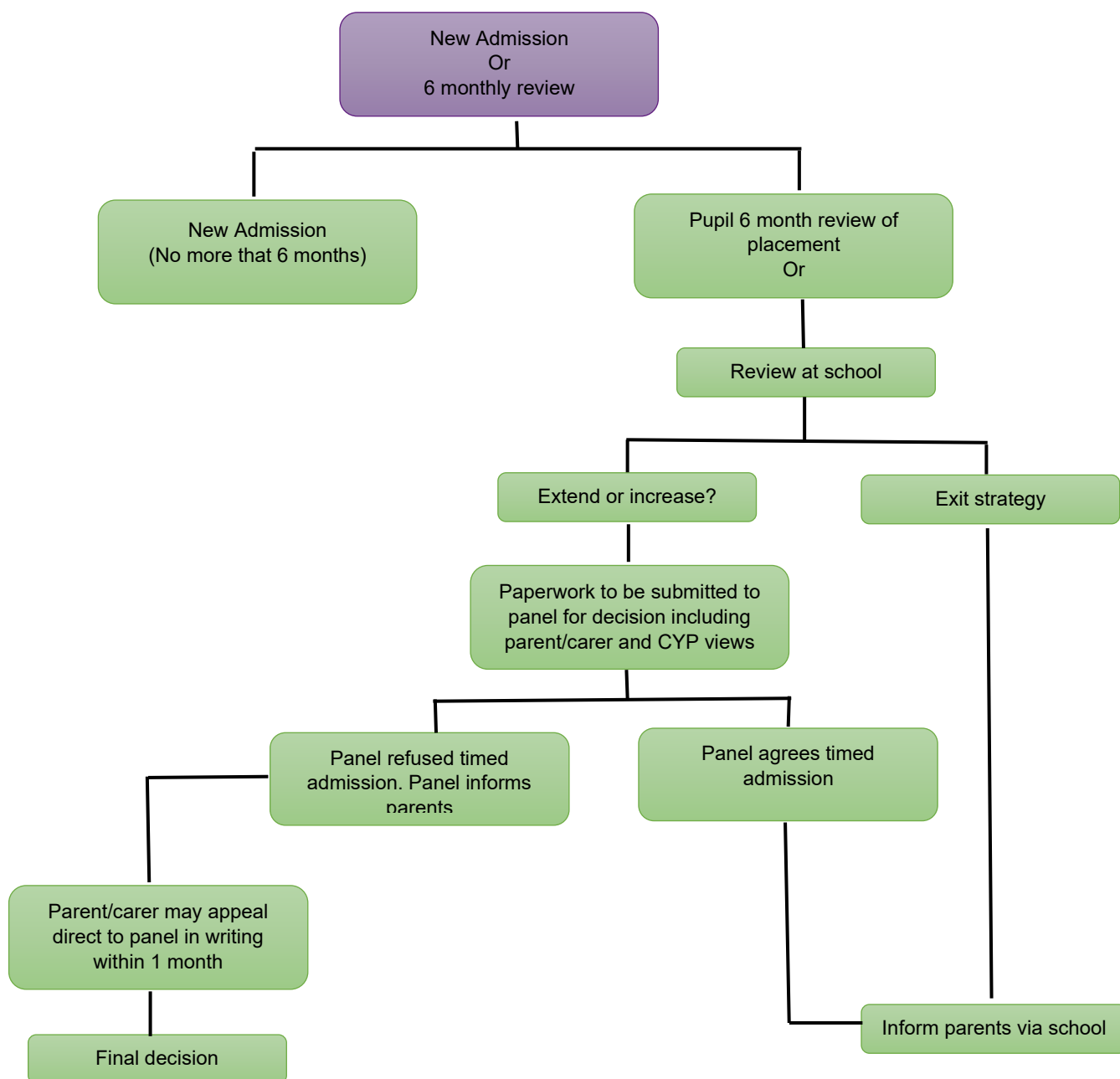
Walton Hall Academy will throughout the Local Authority Commissioning contract period demonstrate and maintain a properly documented and effective system of quality assurance in relation to the residential education provision.

Quarterly quality assurance meetings will take place with the Local Authority for monitoring and evaluating the quality of the Services and compliance with the Agreement.

Walton Hall Academy will provide the Council with an annual written report on the extent to which the Service Outcomes have been achieved in the previous 12-month period.

We will be proactive and cooperative in working with the Council to maintain and develop the Service Outcomes in order to ensure that the Services are progressively developed to meet the changing needs and demands of our students.

## Residential Admissions and Review Panel Meetings Flow Chart



## Residential (Res2) Emergency Placements Protocol

- In unique, exceptional circumstances, a student on the school roll, may be granted a fixed term placement bed 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 night that the school operates (weekends are not available).

This will provide support whilst the social worker finds accommodation for the student. An example of such a circumstance would be a family emergency/ unexpected crisis – hospitalisation / operation of parent / carer.

There is an agreed fixed rate of £220 charge per night for an emergency placement. This is in line with an average matrix level 3 student. However, for students with exceptionally high needs this would increase to £375 per night (based on risk assessment- exceptional rate).

- **ALL** emergency placements must be agreed by the Academy Principal, Head of Care (or in their absence, the Vice Principal).
- **ALL** emergency placements must be within the capability of the school managing the risk assessment and where capacity allows.
- **ALL** Emergency Placements to be recorded on the electronic register

## Appeal Process

If an appeal against the panel decision is made, additional information must be provided and the request made in writing addressed to Chris Frid, Head of Care. This must be made within one month of the date of the panel decision.

The appeal will then be submitted to the residential admissions panel meeting where it will be reconsidered.

The panel will consider the balance of the student's needs against the needs of others and will ensure that procedures have been followed appropriately. The parent/carers will receive written notice of the panel's decision following the appeal meeting.

If you are still unhappy, then you have the right to appeal again and this will then be escalated to the Head of the Academy. The appeal should be made in writing and addressed to Julie Wood – Principal, Walton Hall Academy



## Policy Review Information

Date	Details of change or review	Ratification Date
01/12/2023	Policy reviewed and formatted. Terminology changed to reflect the latest national minimum standards documentation.	
02/07/2025	Policy transferred to new template and updated.	

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**Pupil &  
people  
centred**

**Act with  
integrity**

**Be  
innovative**

**Be best  
in class**

**Be  
accountable**