



QUORN HALL
SCHOOL

Admissions Policy

Person Responsible:	Headteacher
Last reviewed on:	05/11/2024
Next review due by:	05/11/2025
Created:	January 2012
Revisions:	January 2013, March 2013, July 2014, November 2014, September 2016, September 2017, September 2018, April 2020, April 2021; 27 July 2022; 30 August 2023;

Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data/Due Diligence Checking Ltd (DBS)
- Educare / National College (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)
- Neotas (Online searches / Social Media checks)
- VWV (legal)

Where this policy refers to 'employees', the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

1. Introduction

Quorn Hall School is an independent specialist provision for children and young people who have been diagnosed with social, emotional and mental health (SEMH) as their main presenting need and meet the criteria listed below. The school offers co-educational placements for pupils aged 6–17, currently with a provision to admit up to 80 pupils. Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education Group who run a wide group of specialist schools for children and young people with a range of special educational needs and disabilities, including social and communication disorders and Specific Learning Difficulties.

Pupil class sizes at Quorn Hall School are managed to ensure small groups, generally no more than eight pupils per class – class sizes can increase to ten if appropriate in order to provide pupils with an appropriate peer group – according to key stage and ability levels. Where possible, placements will commence at the beginning of an academic term, although consideration will be given to individual circumstances. Where appropriate a gradual transition will be planned, involving multi-agency liaison and school visits.

As a registered independent school (not listed by the Secretary of State under Section 41 of the Children and Families Act 2014), those with parental responsibility and the young person concerned may request that Quorn Hall School be named in the young person's Education, Health and Care Plan (EHCP), and the local authority will consider this request. However, the local authority is not under a specific duty to secure a place, and nor is Quorn Hall School under a (section 43) duty to admit a particular pupil.¹ However, Quorn Hall School follows the spirit of the Children and Families Act 2014, SEND Code of Practice 2015, and Admissions Code (December 2014) when considering placements.

2. Criteria for admission

Places are usually offered for the start of September. However, Quorn Hall School appreciates that pupils may be out of education for a variety of reasons, when it is important for them to return to full time education. Therefore, Quorn Hall School does take admissions at other times of the year, subject to the Headteacher's discretion. All referrals are considered on an individual basis. Where pupils meet the eligibility criteria, a place will only not be offered if, after assessment, it is

¹ Education and Skills Funding Agency (4th May 2018). *Guide for independent special institutions on applying for inclusion on the Secretary of State approved list*. Retrieved from: <https://www.gov.uk/government/publications/applying-to-be-on-the-approved-list-of-independent-special-institutions/a-guide-for-independent-special-institutions-on-applying-for-inclusion-on-the-secretary-of-state-approved-list>

considered that Quorn Hall School would not have suitable provision to meet the pupil's needs, there is no space in the year group or lack of a compatible peer group.

2.1 Eligibility criteria

The eligibility criteria for pupils seeking a placement, before a referral will be taken forward, include:

- Quorn Hall School having space in an appropriate class/peer group. Quorn Hall School does not hold a waiting list, as it is felt this may hinder the process of pupils being placed at another suitable provision, and potentially remaining out of education.
- The pupil must have a proposed draft, or final Education, Health and Care Plan (EHCP).
- Details of the pupils' Social, Emotional and Mental Health needs are outlined in their EHCP.
- The pupil, academically, is ideally working towards their expected levels² and showing readiness to learn. However Quorn Hall School recognises that some pupils are not always ready to learn, and our priority is to nurture and encourage in order to improve their readiness.
- That all those with parental responsibility are in support of the placement and in agreement with the strategies and ethos of the school. Continued support of those with parental responsibility and partnership with Quorn Hall School is essential for the success and viability of any placement.
- That the pupil is local authority funded.

2.2 Assessment of whether Quorn Hall School is a suitable provision for the pupil

All referrals are considered on an individual basis and Quorn Hall School will only decide *not* to offer a place, to a pupil that meets the eligibility criteria, if:

- (a) it considers Quorn Hall School to be unsuitable for the age, ability, aptitude or special educational needs of the pupil;
- (b) and/or that the placement would be incompatible with the provision of efficient education for others, and/or the efficient use of resources.²

The Equality Act 2010 applies to all schools and school admissions, and Quorn Hall School does not discriminate on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Quorn Hall School will take reasonable steps to avoid the substantial disadvantage to a pupil with disability under the Equality Act 2010. It will use its best endeavours to make reasonable adjustments, where possible, to ensure equality of outcomes.

Quorn Hall School provides a broad and balanced curriculum of education for all of its pupils, and the national curriculum is an important element of this. Drawing on the Statutory Inclusion Statement (2000) Quorn Hall School follows the three guiding principles by 'setting suitable

² This follows the spirit, and reflects the wording of, section 39(4) of the Children and Families Act 2014
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learning challenges'; 'responding to pupils' diverse learning needs'; and 'overcoming potential barriers to learning and assessment for individuals and groups of pupils'. Admissions into Key Stage 4 will also take into account current programmes of study, to ensure the effective delivery of accredited qualifications which relate to desired destinations and outcomes.

There may be circumstances where the assessment process indicates that a pupil will require a higher level of support and resources to meet their additional complex needs. On these occasions Quorn Hall School would require complex needs funding in addition to the standard school fee.

3. Admission Procedure

Quorn Hall School's admission procedure has five stages: enquiry; application; assessment; and (if applicable) offer and transition stages. These stages are outlined below.

3.1 Enquiry Stage

- Quorn Hall School strongly encourages those with parental responsibility to visit the school prior to applying for a place at Quorn Hall School.
- Those with parental responsibility or the local authority are able to contact the Admissions Team by:
 - Email: admissions@quornhallschool.com
 - Website: <http://quornhallschool.com>
 - Telephone: 01509 414338

They may discuss the school provision and/or enquire about the admission procedure.

- Appointments to visit the school are available on request, providing an opportunity to tour the school and meet with various staff members.

3.2. Application Stage

- Applications for pupil placement are made by local authorities who send Quorn Hall School the pupil's final or draft EHCP, in addition to the appendices (supporting documentation) referred to in Section K of the EHCP.
- Following a letter of consultation and receipt of paperwork from the local authority, the Admissions Team will review the documentation and, where possible, respond to the local authority within 15 working days to:
 - confirm receipt of documents;
 - request further information from the local authority, if required;
 - send parent/carer questionnaires and school questionnaires to provide further current information on the pupil's needs and to support their assessment;

- confirm in principle that Quorn Hall School may be able to meet the needs of the pupil and to arrange further assessment; or
- advise that Quorn Hall School is unable to meet the needs of the pupil at this time.

3.3 Assessment Stage

- Where Quorn Hall School may be able to meet the needs of the pupil in principle, an assessment will be arranged. Assessments vary depending on timescales, availability and the pupil's needs and may involve:
 - attending Quorn Hall School, for approximately half a day;
 - visiting the pupil's home; and/or
 - visiting their current education provision.
- Following assessment Quorn Hall School will notify the local authority that Quorn Hall School is either:
 - offering a place, and will prepare a report outlining the offer;
 - unable to meet the pupil's needs at this current time, and will prepare a report outlining reasons why;
 - recommending a further assessment visit, to explore other aspects of the placement (such as exploring social and educational compatibility with another class group);
 - seeking further clarification from professionals as to suitability of placement (this might include an Educational Psychology assessment).
- An assessment report will be sent to the local authority within ten working days of the final assessment, outlining Quorn Hall School's decision regarding placement. Any offer letter will include details of fees, support level, proposed amendments to the EHCP and a start date.
- It should be noted that Quorn Hall School is unable to reconsider applications made for placement within 12 months of an assessment decision declining to make an offer.

Typical Assessment Visit

Where pupils are invited to Quorn Hall School for an assessment visit, this may include, but not be limited to, the pupil having:

- a tour of the school;
- a meeting with a member of the senior leadership team;
- time within a classroom alongside peers of a similar age and stage of learning.

Discussion will take place with those with parental responsibility prior to an assessment visit, to discuss how best to prepare the pupil for the assessment. Where appropriate a schedule and social story will be sent to help in this preparation.

3.4 Offer (if applicable)

- Where an offer is made, it will be held open for a period of three months from the date of the offer letter, in which time the local authority should notify Quorn Hall School of its acceptance or decline of the offer.
- Where the local authority declines an offer, and those with parental responsibility choose to appeal the local authority decision not to support placement, the offer will be held open until the outcome of the tribunal has been determined. Quorn Hall School will comply with assessments and visits as required by the Special Educational Needs and Disabilities Tribunal (SENDIST).

3.5 Transition (if applicable)

- Where the local authority confirms acceptance of an offer, the school will contact those with parental responsibility and the current school (if applicable), to commence transition planning and an Individual Placement Agreement (IPA) will be issued. An IPA is the agreement between a school and local authority that sets out the terms and conditions of the pupil's placement at Quorn Hall School.
- A start date for the pupil will be agreed, and the IPA must be signed by the local authority and received by Quorn Hall School at least two weeks before placement starts. A pupil will only be able to commence their placement at Quorn Hall School once the IPA is finalised.
- Quorn Hall School will liaise with those with parental responsibility, and the local authority to devise a Transition Plan for the pupil, which may include:
 - visit days to Quorn Hall School before the pupil is on roll;
 - a part-time timetable and schedule for gradually increasing attendance;
 - aims for the pupil's transition including individual strategies relating to each pupil and their SEMH needs.
- Quorn Hall School will send a welcome pack to those with parental responsibility, including information about the school, consent forms and pupil information forms.
- Previous school files and other relevant professional reports will be requested from the local authority, including safeguarding records.
- The SENCO and Therapy Team will plan provision of therapeutic assessment and input as outlined in the EHCP.
- Gradual transition plans will be reviewed regularly with an aim to move towards full-time attendance as soon as is appropriate. We recognise that for some young people who have become anxious about attending school, the priority will need to be forming trusting

relationships with the class team and pupil support team, helping the young person to feel safe and secure within the school setting.

4. Distance from School

Quorn Hall School notes government-issued guidance that the travel distance from home to school as a general rule should not exceed 45 minutes for primary and 75 minutes for secondary pupils.³ Quorn Hall School appreciates that due to the limited nature of SEN provision that longer journey times may be unavoidable, and so will not necessarily preclude a referral.

³ Department of Education (2014). *New home to school travel and transport guidance*. Retrieved from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/295189/Home_to_School_Transport_Consultation_Document.pdf

Appendix I: Admissions Flowchart



