



QUORN HALL
SCHOOL

Admissions Policy

Person Responsible: Headteacher

Last reviewed on: April 2021

Next review due by: April 2022

Created: January 2012

Revisions: January 2013, March 2013, July 2014, November 2014, September 2016, September 2017, September 2018, April 2020

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 students aged 6–17, currently with a provision to admit up to 85 students. Quorn Hall School is part of a wider group of specialist schools operated by Cavendish Education Group for children and young people with a range of special educational needs and disabilities, including social and communication disorders and Specific Learning Difficulties.

Student class sizes are managed to ensure small groups (generally no more than 6–7 students) per class, which provides students 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 student.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 students 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 students meet the eligibility criteria, a place will only not be offered if, after assessment, it is considered that Quorn Hall School would not have suitable provision to meet the student's needs.

2.1 Eligibility criteria

The eligibility criteria for students 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 students being placed at another suitable provision, and potentially remaining out of education.

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>

- The student must have a proposed draft, or final Education, Health and Care Plan (EHCP).
- The student, academically, is working towards their expected levels² and showing readiness to learn.
- 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 student may be private (including international) fee paying or local authority funded. Referral circumstances of private fee-paying students will be at the Headteacher's discretion.

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

All referrals are considered on an individual basis and Quorn Hall School will only decide *not* to offer a place, to a student 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 student;
- (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 student 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 students, 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 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 student 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.

² This follows the spirit, and reflects the wording of, section 39(4) of the Children and Families Act 2014

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 request a copy of the school prospectus, 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.
- All appointments and visits are subject to local and national restrictions in place during the COVID-19 pandemic.
- Tours of the school may be conducted virtually during the COVID-19 pandemic.

3.2. Application Stage

- Applications for student placement can be made by parents/carers with parental responsibility directly, or by contacting the local authority, and sending Quorn Hall School the student'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 student's needs and to support their assessment;
 - confirm in principle that Quorn Hall School may be able to meet the needs of the student and to arrange further assessment; or

- advise that Quorn Hall School is unable to meet the needs of the student at this time.

3.3 Assessment Stage

- Where Quorn Hall School may be able to meet the needs of the student in principle, an assessment will be arranged. Assessments vary depending on timescales, availability and the student's needs and may involve:
 - attending Quorn Hall School, for approximately half a day;
 - visiting the student's home; and/or
 - visiting their current education provision.
- Following assessment Quorn Hall School will notify those with parental responsibility and the local authority that Quorn Hall School is either:
 - offering a place, and will prepare a report outlining the offer;
 - unable to meet the student's need 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 those with parental responsibility and the local authority within 10 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.
- All visits to Quorn Hall School and to a student's home will be conducted in line with the COVID-19 pandemic regulations in place at the time of the visit.

Typical Assessment Visit

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

- a tour of the school;
- a meeting with a member of the senior leadership team;
- an educational assessment;
- 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 student 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 six 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 (or private fee payer), that sets out the terms and conditions of the student's placement at Quorn Hall School.
- A start for the student will be agreed, and the IPA must be signed by the local authority (or fee payer) and received by Quorn Hall School at least two weeks before placement starts. A student 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 student, which may include:
 - visit days to Quorn Hall School before the student is on roll;
 - a part-time timetable and schedule for gradually increasing attendance;
 - aims for the student's transition including individual strategies relating to each student 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 student information forms.
- Previous school files and other relevant professional reports will be requested from the local authority, including safeguarding records.
- The SENCO and Psychology 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 Student 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 students.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



