



Admissions Policy

**Approved by the Management Committee
Hawkswood Group**

Date of Next Review: July 2024
Ratified: July 2023

1. Fair Access Panel Admissions

- 1 The general admissions procedure is for schools to refer a child to the Fair Access Panel (FAP) in order to request, and be considered for, a place at a Hawkswood provision. For admission to Hawkswood Primary PRU and Burnside PRU this occurs if a child's social, emotional, behavioural or mental health makes vulnerable to exclusion or in circumstances where timely early help and intervention is considered appropriate given the context for the child.

At Hawkswood Secondary Therapeutic referrals are made for children already at tier 2 or 3 on the NELFT mental health intervention scale, but are 'ready to learn' and can access a learning environment. Hawkswood Therapeutic is part of a group of AP's who provide support for children with acute mental health needs. Some pupils who are unable to access learning will be allocated to purely therapeutic provisions in the borough such as The Oak.

- 2 A panel of head teachers, Educational Psychologist, Safer Schools Officer and CAMHS, chaired by the Head of the Youth and Family Resilience Team will listen to the case and decide collectively if the child would benefit from a period of intervention at one of the Hawkswood provisions. Sometimes in exceptional circumstances, we may have to run a waiting list for entry to one of our most suitable provisions.
- 3 Special attention is always given to parental wishes and the voice of the child if they have expressed a preference. Pupils sometimes write directly to the Fair Access Panel providing their views. These are always given high consideration and balanced with the wider contextual information in reaching a decision that is in the best interests of the child.
- 4 If the panel are in agreement with an allocation, then the parent will be informed in writing of the panel's decision and the Head or Deputy of the PRU will contact the parent to arrange an admissions meeting.
- 5 Our aim is to admit new pupils within 10 working days. Sometimes this may take a bit longer if additional meetings are to occur before the process can be completed.
- 6 Pupils are also admitted following a direct referral by the Local Authority if they need to access our specialist SEND provisions at Hawkswood Primary and Secondary Therapeutic. This will be via a consultation from the SEND officer and agreement that Hawkswood can meet the needs of the child.

2. How children are selected?

The process of selecting children is as followed:

- 1 A concern regarding a student is raised by the school/parent as it is considered that the child will potentially need access to specialist intervention in order for them to be successful in education or for their future lives.
- 2 A referral is made to FAP (Fair Access Panel) by the mainstream school providing the context and this includes what early help has already been accessed, with the impact of this.
- 3 Referrals are discussed at panel and if a Hawkswood Group School is seen as a possible intervention that will assist the child to be successful, the admission process begins.
- 4 Looked After Children and those with Education, Health and Care Plans have additional consideration when considering and delivering their pathway.
- 5 Unless supported by a recommendation by children's services due to safeguarding concerns, Hawkswood do not offer placements to siblings in the same setting. This can be detrimental to the success of the placement and therapeutic processes.
- 6 Pupils who have not been able to begin or fully engage with the allocated provision within a 6-week period will be re-referred to the Fair Access Panel for a placement review. If it is deemed that the placement is no longer suitable, then the placement may be withdrawn or an alternative placement, deemed more suitable may be offered.

Pupil Referral Units and Alternative provision in the London Borough of Waltham Forest provide education to borough children and young people between KS1 - 4 who at some point in their education, are unable to attend mainstream school.

Schools and Academies in the LA collaborate in the process of identification and evaluation of pupils' needs, the placement of pupils in Pupil Referral Units, or Alternative Provision, as required and the monitoring of outcomes for pupils educated out of school through a Fair Access Panel (FAP).

3. Social, Emotional and Mental Health (SEMH) Provision

- Hawkswood Primary PRU and SEMH provision, and Hawkswood Secondary Therapeutic and SEMH provision both include a Special Resourced Provision (SRP) for pupils with Social Emotional Mental Health needs.

- To access a place at Hawkswood Therapeutic SRP, pupils typically have a combination of significant mental health needs at Tier 3-4 with CAMHS, as well as having an Education Health Care Plan for SEMH
- Pupils who require access to each SRP at Hawkswood, referrals would come directly via the SEN team. The SEND Case Officer from the Local Authority SEN Team will consult the Headteacher directly for a place, and if threshold is met we will be dual named provision on the pupil's EHCP.
- If the Headteacher believes the school can meet the child's needs, without detriment to the current pupil population, then the child will be offered a place.
- As part of the admissions procedure there will be a number of visits to the school for the child and parents.
- We recommend that pupils have a part-time timetable with transitional learning up to full time hours for two weeks prior to attending full time to ensure induction and success into our high standard of learning culture and aspiration.
- This process can involve a home visit and a holistic well-being review.
- Pupils will have a carefully identified and personalised Pupil Profile to provide strategies that will support curriculum delivery and planning. This will cover holistic aims in supporting them to be fully rounded and enabled to have the attitudes, behaviours and skills for a successful life (with reference to the Gatsby benchmarks [https://careercompanion.co.uk/img/Gatsby/Gatsby%20Benchmark%20Toolkit%20-%20Full%20Document%20\(Lo-Res\).pdf](https://careercompanion.co.uk/img/Gatsby/Gatsby%20Benchmark%20Toolkit%20-%20Full%20Document%20(Lo-Res).pdf))

4. Preparation for students joining a Hawkswood School

Before the student joins a Hawkswood provision the school will make sure things are in place, so there that is a smooth and positive start for the student. Preparation will include gathering information about the new student to make sure their needs are met (this will initially be the FAP referral or information from local authority partners). It may also involve further contact and discussions with the referring school to ensure the needs of the student are met. Key workers from the referring school may be expected to attend transition meetings. Other forms of information could include the following: EP report, Risk Assessment, contact with outside agencies involved with the student, behaviour reports and other information from the referring school.

The Hawkswood School Headteacher or transition senior leaders will make contact with the family. The student and the family will be invited to an admissions meeting at the school. This will involve the student meeting a number of key staff and getting a feel for the school so that both sides are able to support a smooth and successful transition and also to ensure that there are agreed expectations. During this admissions meeting the school will aim to get to know the student and their family better and find out what they would like their future pathway to be.

A key focus of our way of working is to hold parents and carers as invaluable partners in deciding the next steps and progression for the child.

One of the aims of the admissions meeting is information gathering, so that the school is in the best possible position to meet the student's needs. At this meeting key documents will be signed and discussed. The school will outline their expectations and give information about the provision. All Hawkswood schools have their own information and induction booklet/ package that outlines the key things about the school.

Typically there will also be a visit arranged before the student joins the school. This enables the child and parent the opportunity to see the school and familiarise themselves with the surroundings and staff, it is also an opportunity for staff to get to know the student and the family.

Contact will also be made with any professionals involved with the student. In some instances the student may be given an induction timetable to help them get to know the school. Before the student starts at the school staff will be given relevant information about the student to ensure there is a positive start and the student's needs are met by starting to create the IEP with agreed success steps and strategies of support.

Early in the placement assessments will take place to understand the child's academic ability and any emerging needs.

There are other things that take place before the student starts at the designated school. This varies between provisions, but can include the following: DUST questionnaire, 'pen portrait' of the student, therapeutic assessment, liaising with schools police officer etc. Members of the staff team are informed about the new student in a number of ways so that there is a collaborative approach and welcome. This helps the staff members meet the needs of the students coming to a Hawkswood provision. The methods of communication used may vary between provisions, but they include: Class profiles/lists, FAP documentation kept electronically (securely) so staff have access, daily briefings, induction meetings and then the results shared with staff, 'pen portrait' of student, mentor's feedback from meeting the student and family and the student's file from their previous school.

5. The Induction Process

The induction process for new students is important and taken very seriously by the Hawkswood group. We want to make sure that all students have a positive start with us, so they feel part of the Hawkswood family. Each of the provisions has an Induction Handbook for Parents and Students. This gives all of the information needed to make a positive start at the new school.

The induction process will be slightly different depending on the school, but will have a number of common threads. The process might involve a staggered start over the first few weeks. An induction day may involve students completing baseline tests/assessments, which will help the school with future planning to meet the student's needs.

The student might also spend time with one of our Learning Mentors. This could involve a discussion about the student's future aspirations or some other issue/topic depending on the individual student. Other parts of the induction process could involve the following: therapeutic assessments, meeting with the CAMHS therapist, introduction to key staff and so on.

6. Support provided by Hawkswood Schools for students

All the schools in the Hawkswood Group provide on-going support for the students in their care. Students will receive a range of support to meet their individual needs. Support will also be provided so that students can move on successfully to their next educational pathway having been given tailored ambitious careers guidance and preparation enabling all of our young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience.

The skills and expertise available within the Hawkswood Group and beyond mean that students can be offered a full range of interventions and support to ensure the best chance of success and wellbeing throughout life. The following interventions and support could be offered to the students in our care:

- CAMHS therapist on-site at Hawkswood Therapeutic School
- In-house Educational Psychologist
- Mental health counselling and well-being support
- Anger management and coping with stress
- Individual literacy and numeracy support
- Healthy lifestyles coaching
- Initiatives to support those at risk from gang involvement
- Resources to support those at risk from sexual exploitation
- Safeguarding interventions to support young people to keep themselves safe from harm including from unhealthy peer influences
- Tutors in some of our provisions
- Working with external agencies
- Daily target sheets with personalised targets
- A curriculum designed to meet the needs of our students
- On-going mentoring
- Small class sizes
- Differentiated personalised curriculum
- Speech and language therapist when needed
- A positive ethos in all of our provisions
- Emphasis on quality teaching in all our schools
- All staff members expected to provide pastoral and academic support
- Key members of staff who offer individual support
- Group mentoring sessions in some of our provisions
- Briefings/Meetings to discuss student well-being
- LSA in each classroom in some of our provisions
- Positive phone calls home and communication with families
- Allocated Behaviour Lead