



Hidelow Grange School

Admissions Policy

	Last reviewed: March 2023 Sam Goodchild
Written: March 2018	Next review due March 2024
Author: Becky Cooper	
Role: Head teacher	
Implemented: March 2018	

CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

1. Admissions policy

This policy describes our process for admitting and inducting new students from the point of referral to their full admission into life at Hidelow Grange School.

School Admissions Register- 'School Roll'

In accordance with the School Attendance Guidance (DfE 2019) Hidelow Grange School fulfils statutory requirements to hold and maintain an accurate school roll. This records personal details of each pupil, their date of admission (the date they are entered on the attendance register); contact details for parents and carers; and the address of their previous educational placement. The school notifies the relevant Local Authority when a child is added to the school roll and shares the details the school has recorded about the child on the roll. The school roll is updated with details of changes of address.

A child will only be removed from the school roll when the school is notified that the child has started at another educational provision; or when the child has moved beyond reasonable travelling distance to the school and agreement has been given by the relevant Local Authority that the school should remove them from their roll. When a child is removed from the school roll, the school informs the Local Authority that they have done this, giving the full name, date of birth and address of the pupil, the date when they were deleted and the address of their next educational provision if applicable.

Referral

All referrals to the school will be discussed at the monthly Risk and Referral meeting. This meeting is attended by the Head of Service for Branas, the Clinical Operations Manager, the Headteacher for HGS and the Registered Manager for Hidelow House. The meeting will discuss the suitability of the referral and will make a decision whether or not to offer a place at the residential setting of Hidelow House and subsequently to the school. See *Branas Referral and Placement Policy* for further detail.

Following the decision to offer a place, all paperwork will be circulated to the Registered Manager and Headteacher who will be able to use this to draw up an individual Induction Plan.

At this point the Headteacher will send a copy of the School Prospectus and all statutory school policies and documentation as required by the Independent School Standards to the referring LA.

Induction to the school

In order to draw up the most suitable plan, the Headteacher will contact the previous educational setting and the placing Local Authority to request the following documents:

- Child Protection file
- Outcomes from end of Key Stage testing in Year 2 and 6
- Education, Health and Care Plan – if one exists
- Individual Education Plan (IEP)
- Personal Education Plan (PEP)
- School reports
- Educational Psychology reports
- SEN information including JCQ applications for access arrangements
- Courses and qualification pathways that the young person has begun in their previous setting
- Qualifications and awards already completed
- Risk Assessment completed in discussion with previous educational setting (see Appendix 1)

The Headteacher will use this information to draw up an Induction Plan which will be shared with the teaching staff and Registered Manager.

The Induction Plan will usually start with two planned visits to the school – these may take place outside school hours or at times when the school is quieter. The first visit is to introduce the young person to the staff and building; to share our expectations and New Learner information and as a first opportunity for the young person to ask questions. The second visit will usually be with the form tutor who will complete an **Individual Pupil Interview**. The interview takes up to 1 hour and aims to gain comprehensive background information. This process means that idiosyncratic detail often missing from formal assessment information comes to light and assists in informing the learner's profile.

The areas discussed in the interview are:

- Previous schooling – chronology and transitions;
- Educational experience – relationships, teachers and extra-curricular;
- Difficulties and behaviour – triggers, patterns and solutions;
- Curriculum consideration – such as aspirations, previous performance and qualifications;

See *Appendix 2: My Profile*

Following these two meetings, the school staff will begin the process of gathering baseline assessment information. This will include information about the young person's academic and cognitive functioning particularly in reading, spelling and maths; and about their social and emotional needs using the Boxall Profile. This information will be gathered through formal assessment and informal teacher assessment.

The baseline assessment data will be used to inform the targets for an Individual Education Plan and programme of study for the remainder of the placement at Hidelow Grange School.

Admission onto the school roll

The Induction Plan will set out the timeframe by which the young person will be admitted into the school and formally enrolled on the Admissions Register. The Headteacher will consider all the information detailed above when reaching his decision about how long this process will take. All young people will be enrolled into full-time education within two weeks of their arrival at Hidelow House. The Headteacher will seek to avoid any unnecessary delay and to limit disruption to the child's education. However, it may be necessary to arrange 1-1 sessions in school for some young people prior to their formal admission onto the school roll.

As soon as a young person has been registered on the school roll, the Headteacher will write to the Social Worker, the Virtual School, the previous educational setting and the Registered Manager to inform them.

At this point, the Headteacher will make arrangements to hold a PEP review. This should take place within 20 school days of the child's enrolment.

Review

This policy will be reviewed on an annual basis by the Head Teacher and Head of Education Services.

It will be due for review in **March 2024**.

Roles & Responsibilities

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- [Branas Policy on Referral and Placement](#)
- [Safeguarding Policy](#)
- [SEND policy](#)
- [My Profile](#)
- [Guide for Learners](#)
- [Pupil Assessment Policy](#)
- [Individual Subject Policies](#)
- [Hidelow Grange School Statement of Independence](#)
- [School timetable and term dates](#)
- [Behaviour Policy](#)
- [Attendance Policy](#)
- [Quality Framework](#)

Pupil Risk Assessment

Name

Date

Highlight in red for reported actual incidents
Highlight in yellow for alleged incidents

Pupil Risk Assessment

Name

Date

Risk Assessment has been considered but having taken all current information into account no Risk Assessment is deemed necessary at this time for this pupil.

HAZARD	EVIDENCE – previous incidents Are they reported, or alleged? Are there known triggers?	WHERE & HOW OFTEN	Existing Controls In addition to high ratio of skilled staff	RISK H.M.L. consider severity and likelihood	Additional Necessary Actions by staff to lower risk	STAFF RESPONSIBLE	DATE on going
Non-Physical Actions Verbal bullying, abuse, threats	Behaviours- <ul style="list-style-type: none"> • Low level verbal annoyance • Directed and spiteful insults against person • Foul language • Threats to person • Threats against other people • Threats against property • Threats of malicious allegations Triggers-	School Home Community based PRU More than once daily Daily Several times per week Weekly Occasionally Last occurrence more than a year ago	<ul style="list-style-type: none"> • Points Sheets • Contact with home • Contact with significant others • Isolation • Reduced Timetable • Careful grouping with other pupils 	Likelihood High Medium Low Severity High Medium Low			
Risk To Property Personal property furniture, fittings, building, cars	Behaviours- <ul style="list-style-type: none"> • Steals • Damages by fiddling • Damages maliciously • Damages in temper What likely to be damaged- Triggers-	School Home Community based PRU More than once daily Daily Several times per week Weekly Occasionally Last occurrence more than a year ago	<ul style="list-style-type: none"> • Points Sheets • Contact with home • Contact with significant others • Isolation • Reduced Timetable • Careful grouping with other pupils 	Likelihood High Medium Low Severity High Medium Low			
Physical Actions Against Pupils including group dynamics, hitting, pushing	Behaviours- <ul style="list-style-type: none"> • Sly incitement • Throws things • Hits • Kicks • Violent Retaliation • Sexual Risk • Alone • With others Triggers	School Home Community based PRU More than once daily Daily Several times per week Weekly Occasionally Last occurrence more than a year ago	<ul style="list-style-type: none"> • Points Sheets • Contact with home • Contact with significant others • Isolation • Reduced Timetable • Careful grouping with other pupils 	Likelihood High Medium Low Severity High Medium Low			

<p>Physical Actions Against Adults including aggression, sexual behaviour</p>	<p>Behaviours-</p> <ul style="list-style-type: none"> • Unprovoked violence • Reactive Violence • Thoughtless actions liable to cause injury • Malicious actions liable to cause injury • Sexual Behaviours <p>Triggers-</p>	<p>School Home Community based PRU</p> <p>More than once daily Daily Several times per week Weekly Occasionally Last occurrence more than a year ago</p>	<ul style="list-style-type: none"> • Points Sheets • Contact with home • Contact with significant others • Isolation • Reduced Timetable • Careful grouping with other pupils 	<p>Likelihood</p> <p>High Medium Low</p> <p>Severity</p> <p>High Medium Low</p>			
<p>HAZARD</p>	<p>EVIDENCE – previous incidents school / home / other Are they reported, or alleged? Are there known triggers?</p>	<p>HOW OFTEN e.g. once daily</p>	<p>Existing Controls In addition to high ratio of skilled staff</p>	<p>RISK H.M.L. consider severity and likelihood</p>	<p>Additional Necessary Actions by staff to lower risk</p>	<p>STAFF RESPONSIBLE</p>	<p>DATE on going</p>
<p>Aggravated Violence Severe, repeated, use of weapons</p>	<p>Behaviours-</p> <ul style="list-style-type: none"> • Malicious attack using weapons on staff • Malicious attack using weapons on pupil • Malicious attack using weapons on other people ie Parents/siblings/other • Has history of carrying a knife • Has history of carrying other weapons <p>Triggers-</p>	<p>School Home Community based PRU</p> <p>More than once daily Daily Several times per week Weekly Occasionally Last occurrence more than a year ago</p>	<ul style="list-style-type: none"> • Points Sheets • Contact with home • Contact with significant others • Isolation • Reduced Timetable • Careful grouping with other pupils 	<p>Likelihood</p> <p>High Medium Low</p> <p>Severity</p> <p>High Medium Low</p>			
<p>Absconding</p>	<p>Behaviours-</p> <ul style="list-style-type: none"> • Walking out of class – remaining in building • Walking out of building – remaining in vicinity • Leaving the site-returning home • Leaving the site to unknown destination • History of being reported MISPER <p>Triggers-</p>	<p>School Home Community based PRU</p> <p>More than once daily Daily Several times per week Weekly Occasionally Last occurrence more than a year ago</p>	<ul style="list-style-type: none"> • Points Sheets • Contact with home • Contact with significant others • Isolation • Reduced Timetable • Careful grouping with other pupils 	<p>Likelihood</p> <p>High Medium Low</p> <p>Severity</p> <p>High Medium Low</p>			

<p>Medical Risk</p> <ul style="list-style-type: none"> - personal - selfharm - substance abuse - puts self at risk - alcohol, tobacco, drugs 	<p>Behaviours –</p> <ul style="list-style-type: none"> • Eating disorder • Known to physically self harm • Known to abuse alcohol • Known to use cannabis • Known to use other illegal drugs • Known to abuse solvents • Known to abuse petrol • History of overdose • <p>Triggers -</p>	<p>School Home Community based PRU</p> <p>More than once daily Daily Several times per week Weekly Occasionally Last occurrence more than a year ago</p>	<ul style="list-style-type: none"> • Points Sheets • Contact with home • Contact with significant others • Isolation • Reduced Timetable • Careful grouping with other pupils 	<p>Likelihood</p> <p>High Medium Low</p> <p>Severity</p> <p>High Medium Low</p>			
<p>Other</p>	<p>Behaviours –</p> <p>Triggers -</p>	<p>School Home Community based PRU</p> <p>More than once daily Daily Several times per week Weekly Occasionally Last occurrence more than a year ago</p>	<ul style="list-style-type: none"> • Points Sheets • Contact with home • Contact with significant others • Isolation • Reduced Timetable • Careful grouping with other pupils 	<p>Likelihood</p> <p>High Medium Low</p> <p>Severity</p> <p>High Medium Low</p>			

Please refer to Pupil Referral Services Policy: Anti-bullying; Behaviour; Child Protection; Drugs Education; Health and Safety; Physical Contact. GCC SHE unit policies on Knives and Weapons Risk Assessment subject to termly review or post-incident review.

Completed by _____ Key Teacher Signed by _____ LCM

Appendix 2: Guide for Learners

Appendix 3: My Profile

Appendix 1 – Hidelow Grange School MASTER Timetable

Hidelow Grange School TIMETABLE 2022- 23 MASTER

		Tutorial	Lesson 1	Lesson 2	Break	Lesson 3	Lesson 4	Lunch	Reading	Support	Lesson 5	Lesson 6	
		8.50-9.00	9-9.45	9.45-10.30		11-11.45	11.45-12.30		1:00-1:15	1:15-1:45	1:45-2:30	2:30-3:15	
MONDAY													
Pinnacle	BP, LH		Maths	English		Life Skills	Maths		All staff and pupils	Numeracy	English	ICT	
Ragged Stone	JLT, PC		English	DT		DT	English			Art	Science	Science	
Jubilee	RS, CD		Science	Maths		English	Science			Literacy	Life skills	Art	
TUESDAY													
Pinnacle	BP, LH		Life Skills	Maths		English	Project		All staff and pupils	Literacy	ICT	Project / Art	
Ragged Stone	JLT, PC		Science	English		Maths	Science			Numeracy	English	DT	
Jubilee	RS, CD		Maths	Science		Science	English			History	Life Skills	ICT	
WEDNESDAY													
Pinnacle	BP, LH		Project	English		English	DT		All staff and pupils	PE			
Ragged Stone	JLT, PC		Maths	Science/DT		ICT	English						
Jubilee	RS, CD		English	History		Science/DT	Maths						
THURSDAY													
Pinnacle	BP, LH		Maths	Art		English	Maths		All staff and pupils	Tutor 1:15-1:30	1:30 – 2:05	2:05 – 2:40	2:40 – 3:15
											BP: English LH: Maths	BP: Art LH: English	BP: Maths LH: Art
Ragged Stone	JLT, PC		English	Maths		Life Skills	Art				PC: DBT JLT: Art	JLT: Maths PC: DBT PC: Math	English
Jubilee	RS, CD		History	English		Maths	English				CD: Hand-writing (sg) RS: DBT	CD: Art RS: DBT RS: Art	History
FRIDAY													
All			Enrichment										