



Admissions Policy

Co-ordinator	EHT
Date of Completion	September 2024
Date of adoption by Governors	September 2024
Date to be reviewed	September 2026

Introduction

The purpose of this document is to define arrangements for admissions to Downs View School and Link College and the process of consultation with Governors.

Downs View School and Downs View Link College are designated as the Eastern Learning Disability Hub and all pupils must have a learning disability – generally recorded as a Cognition and Learning need on their EHCP, to meet the admission criteria.

Downs View School and Link College is statutorily registered to admit pupils aged between 3 and 19 years.

All pupils must have an EHCP to meet the admission criteria for Downs View School and College.

Cognition and Learning must be one of the Categories of Need.

Pupils with SEMH as their primary need do not meet the admissions criteria.

Parents /carers who feel that Downs View could meet their child's needs are welcome to contact the school and discuss with the Head Teacher about their child's needs and the provision we offer. We offer regular open mornings at the school site which you can book onto. If you wish to visit the college site, there is an open evening in October.

Admission Process

Parents/carers who wish to request a place at Downs View School or College should discuss this at their child's Annual Review at the current school. An emergency Annual Review may need to be called for this purpose.

In the case of pre –school children the parent/ carers request placement at the EHCP meeting (called a Co-Production Meeting) that finalises the content.

Parents of Y6 pupils will need to name Downs View as their preference at their child's Y6 Transition Review, which will be held before October half term in their Y6. All preferences then go to the Phase Transfer Panel which is held in December of that year. Parents are then notified which Secondary school they have been allocated in January.

Parent/carers of any child who has an EHC Plan have a right to ask for Downs View to be named in the plan.

The Casework Officer for the child will then send a Governors' Consultation form to the Head Teacher, who has 15 days to respond on behalf of the Governors.

If a child's parent/carer makes a request for a particular school, the local authority must comply unless the Head Teacher states that placement:

- would be unsuitable for the age, ability, aptitude or SEND needs of the pupil
- the attendance of the pupil there would be incompatible with the efficient education of others (NB : 'others' are pupils with whom the pupil will directly come into contact with on a regular day to day basis), or the efficient use of resources
- there are no spaces in the class to meet their needs and age

Assessment Placements

Children and young people without an EHC Plan can be placed in specialist schools only in the following exceptional circumstances:

- To be assessed for an EHC Plan with the agreement of the local authority and the Head Teacher
- A sudden change in a child's circumstances with the agreement of the local authority and the Head Teacher. The local authority would immediately initiate an EHC Plan assessment

Dual Placements

Children with EHC plans can attend more than one school under a dual placement.

If parents do opt for a dual placement they will need to be aware that, should they wish to convert to a full-time place this may not be able to happen until the following academic year, as another pupil may have the other part of the space.

Governor Consultation

The fifteen-day time limit gives insufficient time to consult adequately with all Governors so this Policy delegates responsibility to the Chair of Governors and the Head Teacher to make representations on behalf of the Governing Body. Where the Chair of Governors deems necessary an extraordinary meeting of the Full Governing Body will be convened to discuss a proposed admission.

Going Over Commissioned Numbers

The Local Authority may request that we take a pupil that will take us over our commissioned numbers.

We are aware of the pressure on places in maintained specialist settings and will of course always try to support the Local Authority and families by accommodate a child. However, financial sustainability and wellbeing of existing pupils and staff at Downs View must take priority.

Appendix A

Updated Guidance for Schools on the Use of Reduced (also known as parttime) Timetables

Background

This guidance has been revised to ensure that it reflects the current statutory framework so that all schools in Brighton & Hove follow best practice and meet legal and safeguarding requirements.

It is intended to support all schools, including Academies, Special Schools, Pupil Referral Units, and alternative provision settings. Reduced timetables are often referred to as “part-time timetables” or “reduced educational provision.” The use of reduced timetables should not be confused with ‘flexi-schooling’ – where an elective home educated child attends school for a part of their learning and learns at home for the rest of it.

The term reduced timetable (RTT) is used in this guidance.

For children with Special Educational Needs, SEN legislation, and the SEN Code of Practice must also be followed. The local offer information on SEN statutory requirements is available here: [SEND Local Offer](#)

Legal Position

“Can a school place a pupil on a part-time timetable?”

As a rule, no. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.”

All schools have a statutory duty to provide full-time education for all pupils according to their age, aptitude, and ability - taking into account any special needs.

It is unlawful for a school to impose a RTT; written agreement is always required from the parent/carer (or the Virtual School for looked after and previously looked after children and/or the SEN team at the Council (where appropriate). However, it is accepted that a RTT may be appropriate provided that the setting can demonstrate that this guidance has been followed.

The use of a RTT should be an exceptional measure in any school. The use of RTTs within schools should not be seen as a long-term solution.

Safeguarding

Where a pupil is not in school, their vulnerability is clearly increased. Therefore, when deciding whether a reduced educational provision is appropriate, consideration must always be given to the welfare and safety of the child/young person. Particular consideration should also be given to the increased risk to the children and young people to ‘child sexual exploitation,’ substance misuse, self-harming, radicalisation and other potential abuse or criminal activity.

Therefore, a risk assessment (Appendix 2) must be completed and shared with the parent/carer and a copy of it kept on file within school.

Medical absence

Reasonable adjustments should be made to accommodate pupils who would otherwise struggle to attend school due to illness or a medical condition. Schools should request written medical evidence in all cases when pupils are reported to be unable to access regular education provision. Schools should agree and implement an Individual Healthcare Plan, in accordance with the statutory guidance.

Pupils unable to access any education due to health needs and therefore coded as ‘1’ (illness) should not be reported as an RTT.

Mental Health Needs

For those children or young people who have high anxiety and who experience varying degrees of emotional school avoidance, colleagues/departments within schools should work together to identify attendance issues early on, by completing the Attend Form and then coordinating a support response. For

some children and young people this may mean support is offered by class teachers/individual members of staff or a named lead practitioner while for others, a referral to [Schools Wellbeing Service](#), and to [CAMHS](#) – if the severity thereof, warrants it - should be considered.

2. What is a reduced timetable?

A young person is on a RTT when their timetable consists of something less than that which is provided to the majority of the young person's peers in that setting. It refers to a reduction in hours rather than subjects.

When might a reduced educational provision be considered?

A RTT should only occur in exceptional circumstances where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances may be:

1. As part of an in-school support package

School, parent/carer, and other professionals may agree that a short-term, maximum of eight weeks, RTT, alongside other targeted forms of support, will enable a young person who has become disaffected, regain success.

This arrangement must be a closely monitored intervention to ensure that it is being effective in supporting the individual needs of the pupil. There should be plans in place to address any underlying issues – dysregulation for example – and that sufficient adjustments are to be made in school, for the pupil to be able to return to full-time provision.

2. To enable reintegration

A RTT can be part of a planned reintegration into school for a pupil following an extended period out of school for reasons such as a medical procedure, trauma, exclusion, non-attendance, and emotional school avoidance.

3. At risk of exclusion

A RTT timetable must not be used as a disciplinary measure. However, in limited circumstances, a RTT may also be used as a method of managing pupils at risk of exclusion. Brighton & Hove City Council regards reduced educational provision as the last resort and least desirable method of managing pupils at risk of exclusion. This 'intervention' is viewed as highly intrusive and may only be chosen – if at all – after other strategies have been implemented and exhausted and other appropriate agencies, including the Brighton & Hove Inclusion Support Service (BHISS) have been contacted and involved and the graduated approach has been implemented (LA Suspension and Permanent Exclusion Guidance). Children with an Educational Health Care Plan (EHCP) must not be placed on a reduced timetable unless such an arrangement is

agreed to by the Brighton and Hove SEN Team. Without an agreement from the Virtual School Head or the appropriate social worker, Children in Care, must not be placed on a reduced timetable.

Recommended good practice Stage 1

Before considering a RTT, the assess, plan, do and review cycle should be implemented. This should be coproduced with the pupil, parents/carers.

Assess (information gathering and assessment)

- Log any concerns raised by pupil, parents/carers, class teacher, etc.
- Log meetings/conversations with parents/carers regarding these concerns and actions taken, to address issues raised.
- Consider together with the pupil and the family whether any factors may be impacting on the pupil's dysregulation at school or an ability to reintegrate into school life. Appropriate assessment should take place to identify the needs of the young person and what their behaviour may be communicating.
- Use the ATTEND process to identify 'push and pulls' factors - if there is persistent non-attendance. Include capturing the voice of pupil and parents.
Fill in forms and create an action plan based on factors.
- Consider the need for and identify sources of support and advice for the parents/ family.
- Consider involving external agencies e.g. support services and setting up a Team Around the Child process.
- Even if the pupil's main presenting problem is social, emotional and mental health needs they may have undetected needs in other areas of development. At the initial assessment phase, consider the young person's needs 'in the round':
 - Physical, sensory, medical, Communication and interaction , Cognition and learning
 - Social, emotional, mental health
- Consider further assessment into these areas through Health/BHISS to provide advice.
- If the pupil is not already on 'SEN Support,' consider if this is now appropriate.

Plan

- School staff, parents/carers and other professionals should meet to discuss the current situation and plan next steps. Wherever possible the pupil should be included in this discussion, or their views should be gathered in advance of the meeting and it should be agreed at the meeting who will explain the plan to them.

- Clarify whether the young person has 'unmet needs' that require targeted support. Use information from the information gathering /assessment phase.
- Use the ATTEND process to form an action plan to address factors .
- Develop a Specific, Measurable, Achievable, Relevant, Time-bound (SMART) plan with no more than three specific goals and appropriate resources.
- Clarify whether staff need any additional training or guidance, and if so, who will provide this.
- Establish how the effectiveness of the plan will be monitored and evaluated.
- Consider baseline measures, scales, questionnaires etc.

Do

- Implement support over the agreed time period, ensuring there is clear, ongoing communication with the pupil, staff and the pupil's family.
- Implement ATTEND action plan.

Review

- Review the response to intervention in coproduction with the pupil and parents/carers.
- Keep written records of all review meetings.
- Review actions on the ATTEND plan.

Stage 2

In exceptional circumstances and where the above has been implemented with rigour, school staff might consider whether a time limited, short-term RTT would be helpful as part of the next assess, plan, do, review cycle.

Schools should not consider a RTT for a pupil without the involvement of the pupil's family and external agencies or implement one without the approval of the parents. Professionals who might be involved include School Attendance Officers, Early Help, Social Care and Educational Psychologists. Professionals should support schools to consider the interactive factors that may be present to determine whether the use of a short term RTT may be appropriate.

In considering the appropriateness of a RTT, a risk assessment (Appendix 2) must be completed to clarify any potential risks to the welfare/safeguarding of the pupil and the family during the time they are not in school, and any wider impact on the family e.g. a parent who might lose their job if they have to be at home with their child.

Stage 3

If it is considered that a RTT may be appropriate:

- This should be considered and confirmed, if appropriate, at a meeting with parents/carers, young person – if possible - and other professionals.

- Parents should be signposted to the SENDIASS service at Amaze so they can receive impartial information and advice.
- Written parental consent must be provided and evidenced on the young person's file along with the timeframes agreed (no more than four weeks). Without parental consent, a reduced timetable cannot happen, and alternative solutions must be sought.
- Dates for regular review meetings and a proposed date for returning to fulltime education must be agreed as part of the written plan for the pupil and a continuation of the assess, plan, do, review cycle must take place
- Include from the outset how the timetable can be gradually increased.
- Work must be provided for any time that a pupil is not attending school.
- Consider how work, and learning aids, for when the pupil is not at school, will be provided, sent home and marked, and how the pupil will feel 'included'
e.g. how the pupil will continue to have contact with the rest of their class and key staff for example, and how they feel about the arrangement.
- Consider how parents/carers will be supported during the time when their child is not in school, considering the pressure this may place on home life, employment and other responsibilities.
- Once a RTT is being implemented, the pupil should be marked as an authorised absence (C code) for the part of the day they are not in school.
- Inform the Local Authority using the RTT form (Appendix 1). The RTT form should be emailed to: HiddenChildren@brighton-hove.gov.uk
- Carry out a multi-agency review – if needed - before four weeks have passed. Consider progress towards goals set at start, consider what level of additional provision has been put in place and its effectiveness. Ensure that the pupil and parents/carers are included in this review.
- Agree and record what progress has been made towards building up to fulltime provision
- In the light of the review, make any adjustments to provision, and the amount of time attending school

Stage 4

If the young person's needs are not met at Stage 3:

- As an outcome of the ongoing review consider an extension to the reduced timetable arrangements for a maximum of a further four weeks. Discuss with everyone involved what arrangements can be adjusted to support greater success. If goals are not being achieved, time in school is not increasing or progress is only being made with a very high level of specific additional support, it may be appropriate to consider a referral for support via an alternative provision.
- Seek further support - BHISS specialist teacher - for example.

- An Educational Psychologist may need to evaluate if there are any other 'undiagnosed needs' which have not been adequately addressed. All recommendations given, should form the basis of a new assess, plan, do and review cycle.

EHCP pupils

This guidance should also be followed for those children, or young people, who have an EHCP. If, after consulting with further services, colleagues, parents/carers, it seems further intervention is necessary, then an emergency annual review should be scheduled, to discuss whether any changes are needed with the agreed provision.

Other considerations:

- The risk of exploitation and radicalisation is something schools should always consider; vulnerability to this is increased as the child/young person may become more accessible, but also isolated and disengaged and therefore susceptible to being groomed.
- Ensure that the impact of a RTT on travelling and transport arrangements does not discriminate against the pupil or impede their access to education.
- Any planned interventions - missed out while on a RTT – would need to be reconsidered.
- The use of a RTT should not delay the use of SEND processes to meet a young person's needs.
- Ensure that arrangements for a RTT do not discriminate against a pupil's access to free school meals.
- The Headteacher must be totally satisfied that suitable arrangements are in place to ensure the safeguarding and care of the pupil during the period when they would otherwise have been expected to be in school and secure a written agreement from the parents or carers about who is responsible for the welfare of the student for the sessions in question.
- A risk assessment must be undertaken and a record of this kept on file.
- All appropriate people should be informed: Virtual School, SEN etc.

Steps for Monitoring and reviewing a reduced timetable

The school is required to:

- Ensure that the pupil and parents/carers are part of the monitoring and reviewing process.
- Notify the LA via RTT form once it has been agreed with parents or carers.

- An email should be sent to HiddenChildren@brighton-hove.gov.uk informing the Hidden Children officer that a child is on a RTT.
- Record the pupil's attendance, using the appropriate registration code; in order that the school can monitor and evidence when the pupil began and ended their reduced educational provision.
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff. Records of these reviews must be kept on file. These might need to be reviewed by the Hidden Children Officer, SEN Team and head of the Virtual School as appropriate.
- Ensure effective communication with parents or carers and key professionals with regard to progress towards the pupil's full re-integration to school.
- A RTT means by agreement with the pupil, parent/carer and school, the number of hours spent in education are reduced for a time limited period of no more than eight weeks.
- The Headteacher must agree a reduced timetable.
- The arrangement for pupils with medical needs must follow children with health needs guidance.
- A risk assessment must be completed.
- A reintegration plan must be in place.
- Work must be prepared for the time that the pupils is not at school and all work sent home must be marked when returned.

Recording attendance

It is important that schools act to ensure that the DfE regulations in respect of attendance are correctly observed for pupils on a RTT .

The registration codes applied will depend on the precise arrangements for providing education.

Registration codes:

C Code

- To be used when a pupil has a reduced educational provision that includes sessions which have been mutually agreed not to involve attendance at any other institution or supervised activity.
- The sessions agreed not to involve attendance should be recorded as authorised absence.
- The school should be satisfied that appropriate arrangements are in place for the care and welfare of the pupil during the time when they would otherwise be at school. This is particularly important for pupils in the Primary phase.

The use of the B code is not appropriate for a (RTT)

W Code

- To be used if a pupil, in the final two years of compulsory education, is attending an approved work experience placement and is otherwise attending sessions at school.
- Attendance monitoring arrangements should reflect those applied for off-site provisions as above.

Risk Assessment

The risk assessment should include the safety and wellbeing of the pupil as well as the risk of the pupil engaging in criminal activity or substance misuse whilst not in receipt of education during the school day.

Consideration must be given to the safety and wellbeing of the child as well as the entitlement to full-time education – the welfare of the child is paramount.

These factors must be taken into account when undertaking a risk assessment:

- The child is 'looked after' by the local authority (Social Care must be consulted and the Virtual School need to agree to the use of a RTT) .
- The child is subject to a Child in Need or Child Protection Plan – or concerns (Social Care must be consulted).
- The risk of the child/young person to 'child sexual exploitation' as this will increase their vulnerability.
- The risk of the pupil engaging in criminal activity (Youth Offending Service/Adolescent Pod should be consulted in the case of known offenders).
- The risk of substance misuse (RU OK should be consulted in the case of known substance misusers) while not in receipt of education during the school day.

Norman Haskins

March 2022

Review date: November 2024

Appendix 1.

Reduced Timetable Form (RTT)

Name			
DOB	Year Group	School	
Start date			
Proposed end date (6-8 weeks)			
Review dates			
Reason for reduced timetable (please tick)	Reintegration	Emotional or Social Needs	Reduce risk of exclusion
Prior to starting RTT	Yes/No	Details	
Does the pupil have an Education, Health and Care Plan (EHC Plan)?	Y/N		
Have BHISS advised strategies 'assess, plan, do, review' been used?	Y/N		
Parental agreement to RTT obtained or Virtual School/SW if CIC	Y/N		

Risk Assessment has been undertaken re: when pupil not in school	Y/N	Please provide completed Risk Assessment
Statutory safeguarding checks undertaken	Y/N	
Appropriate work is provided and marked when pupil not in school	Y/N	
It is time limited, reviewed and with a clear plan to increase time spent	Y/N	
in school and reintegrate		
Headteacher's Signature		Date

