The Lioncare School

School Admissions, Exclusions & Disruptions Policy & Procedure

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Policy Statement

The main criteria, based on evidence available at the point of referral and through an initial assessment process, for enrolment and admission of a child to The Lioncare School are;

- Agreement by all relevant persons, based on available evidence and initial assessment, that our psychodynamic practice-model of therapeutic education is likely to be effective in meeting that child's academic, social and emotional needs
- Attendance at The Lioncare School is likely to improve the child's outcomes over time
- That The Lioncare School is the most appropriate educational environment for that child
- That The Lioncare School can provide a safe environment for the child to learn and grow
- That attendance of the child at our School will not impact adversely on other children attending our school
- Written agreement by the child's placing authority to fund the placement of the child at The Lioncare School
- Agreement by the child's parent(s)/carers/legal guardian to work in partnership with the school

Referral

Children must be aged 6 years or over upon enrolment and admission, and can remain enrolled and attend up to and including the age of 16 years (i.e. year group 11). Usually, but not always, these children have had traumatic early experiences that have impacted on their education, and working with this in a psychodynamic and psychologically informed manner is the heart of our specialty. Usually, but not always, children have an additional diagnosis of an additional need; typically this may be an autistic spectrum condition, Attention Deficit Hyperactivity Disorder (ADHD), or a mild or global learning difficulty or disability.

Key to our admissions process is establishing that our approach will meet all the child's needs, or whether an alternative specialist SEN setting would be more appropriate. There are two main routes for referral to The Lioncare School:

For an Integrated Education and Residential Placement:

Initial enquiries from placing authorities should be made to The Lioncare Group's referrals team:

Lioncare House
58a Livingstone Road
Brighton & Hove BN3 3WL
E: referrals@lioncare.co.uk
T: 01273 720424

The chief operating officer obtains and collates all relevant and necessary information and, following consultation with the leadership team of The Lioncare School (being the headteacher, school operations manager and therapeutic support team manager) and with the referring placing authority, makes an initial assessment as to the viability of The Lioncare School as an appropriate education placement for the child.

If it is agreed that The Lioncare School is an appropriate education placement for the child, the chief operating officer coordinates the completion of any procedure such as placement proposal form (or similar) required by the referring placing authority, and will ensure all contracting arrangements are in place. As part of this process, contact with the virtual school and/or SEN team will be established.

For an Education Only Placement (i.e. 'Day-Pupils'):

Many of the children who attend The Lioncare School live within the organisation's therapeutic children's homes, i.e. they have an integrated education and residential placement. However, some children who attend The Lioncare School have been referred and placed on an education-only or 'day-pupils' basis. Currently 35.7% of children

attending The Lioncare School are 'day-pupils' and 64.3% are children who live in one of The Lioncare Group's children's homes and attend The Lioncare School.

We have successfully worked in partnership with a number of families who have fostered or adopted children, or have look after children from their extended family, or who believe that an alternative approach to education is preferable and/or necessary for their child.

Assessing these referrals requires close collaboration between the school, the family/carers, the placing authority and any other agency involved in supporting or funding the placement. Referrals for 'day-pupils' come via placing authority purchasing and commissioning teams, and follow the placing authorities set procedures and systems.

Anyone other than a placing authority who is interested in or enquiry about a 'day-pupil' (education-only) placement should email referrals@lioncare.co.uk and will need to provide the following information:

- their name, role and contact information
- the child's name and date of birth
- the child's family situation
- a brief summary of the child's educational history and current placement (if any)
- name and contact details of the child's SEN caseworker for the placing authority (if known)

A member of the referral team will then arrange a telephone conversation to assess the viability of the placement, including the role of the placing authority. If appropriate, the next step is a meeting with the child and arranging them to visit the school. A series of meetings will be planned appropriate to the situation of the child; these may include an observation of the child in their current school or education setting, meetings with the child's parents/carers, visiting the child at their home, professional meetings involving those in the child's professional network.

Simultaneously the school will work with the placing authority to establish that all relevant information has been shared. As The Lioncare School's primary role is to work with children with disrupted early years, it is likely that social care documentation may be requested. If such requests are refused, it may be that assessment for a placement at our school cannot be continued. If these stages indicate the placement is likely to be successful, then it is usual that the school will need to be named on the Education, Health and Care Plan (EHCP) if one is in place. As each placing authority has different arrangements for this, a planning meeting will be held to determine next steps.

Refusal of a Placement

The Lioncare School reserves the right to decline a referral and refuse to offer a placement for a child in the following circumstances and based on evidence available at the point of referral and through an initial impact assessment;

1. lack of agreement by all relevant persons that our psychodynamic practice-model of therapeutic education is likely to be effective in meeting that child's academic, social and emotional needs
2. attendance at The Lioncare School is unlikely to improve the child's outcomes over time
3. that The Lioncare School is not the most appropriate educational environment for that child
4. that The Lioncare School cannot provide a safe environment for the child to learn and grow
5. the child has severe or profound learning disability, severe sensory or cognitive impairment, or has a severe physical disability requiring specialist and/or a high level of nursing or health care and that are beyond the ability and resources of the school to accommodate and meet
6. The Lioncare School primarily manages children with emotional and behavioural difficulties. Children may have features or traits of high-functioning Autistic Spectrum Disorder (ASD) along with emotional and/or behavioural and/or social and attachments difficulties, meaning they present as a child with complex needs. However, it must be made clear that The Lioncare School is not a specialist placement for children with Autistic Spectrum Disorder. The Lioncare School would not be an appropriate placement for a child requiring a school that specialises in Autistic Spectrum Disorder.
7. whilst it may transpire through the course of a placement (following admission) that a child begins experiencing or developing mental health problems, The Lioncare School is not intended as positive placements for those children with clinically diagnosed and severe mental health disorders. We would consider

a placement in a healthcare setting to be more suitable and appropriate

8. that attendance of the child at our school will impact adversely on other children attending our school
9. lack of written agreement by the child's placing authority to fund the placement of the child at our school
10. lack of agreement by the child's parent(s)/carers/legal guardian to work in partnership with the school, and/or evidence that such a partnership is not achievable or sustainable.
11. whilst restrictive physical intervention is used as a last resort in some situations, we are not a secure setting. The Lioncare School would not be considered a positive and appropriate placement for a child presenting on referral as regularly and/or routinely requiring a high level of restrictive physical intervention and/or physical containment, or displaying high levels of excessive and extreme violence or sexually harmful behaviours towards adults or other children; this links to points 4 and 7 above.
12. whilst we would endeavour to continue to work with a child already placed at our school, and alongside other professional agencies, if that child were to develop substance dependency during the course of their placement, we cannot offer placements for children who present on referral or admission with drug or alcohol or substance addiction or dependency; again this links with points 4 and 7 above.

Initial Impact Risk Assessment

Where initial indications are that we may be able to offer the child an appropriate placement at our school, we carry out an initial impact risk assessment. The initial impact risk assessment model we use at The Lioncare School was originally devised and tested and developed for use within our children's homes, and is in accord with sections 8.3., 11.4. and 11.5. of the Guide To The Children's Homes Regulations Including The Quality Standards April 2015 and The Care Planning Standard and The Positive Relationships Standard. When compiling the initial impact risk assessment, we aim to work closely with the referring placing authority to understand the child's relationship history.

We take in to consideration the needs and presenting behaviours of the child being referred and the needs and presenting behaviours and composition of the current group of children attending The Lioncare School. We assess the likely impact that the child's arrival may have on the whole-school children's group, and also what impact other children may have on the referred child. We use the information made available to us by the placing authority and cross reference this with information we hold and know about the individual risks of children currently placed at our school and of the whole-school children's group. We aim to determine as best we can, those children on referral for whom The Lioncare School can offer a safe and appropriate learning environment whilst ensuring and maintaining the safety and wellbeing of the current group of children attending our school.

For children moving into our residential settings the initial impact risk assessment is compiled by the registered manager, shared with The chief operating officer and signed off by the chief executive officer. This is also shared with and discussed with the headteacher and school operations manager as part of our planning for transition into school. For education only placements the headteacher, school operations manager or therapeutic support team manager compiles the initial impact risk assessment and this is signed off by the chief operating officer.

We will only accept placements for children where we have satisfied ourselves that The Lioncare School can respond effectively to the child's assessed needs as recorded in the child's relevant plans, and where the impact that the placement will have on the existing group of children has been fully reflected on, considered and thought through.

We will challenge any referring placing authority who asks us to accept a child in the absence of a complete and current relevant plan and necessary supporting documentation, as the expectation that a placement of a child would go ahead, without the necessary information, is inadequate in relation to the role of the placing authority. It is essential that we understand what will be required of us before we accept responsibility for a child's placement, to avoid disruption and instability for the child in future and for other children attending The Lioncare School.

We will liaise with social workers and placement officers where information is vague, and record this within the initial impact risk assessment we are compiling about the child. We will also question social workers and placements officers if information within the placing authorities needs assessment on the child is vague, and we will not stop questioning until we are satisfied that we have the information we need to keep safe the child and other children and adults working in the school.

All information in referral documents will be used as it is all relevant to the quality and efficacy of the initial impact risk assessment. The initial impact risk assessments will always be completed prior to any offer or agreement being made in respect of offering the placing authority a placement for the child at The Lioncare School.

We will only offer a placement to, and admit children to our school, where we have fully considered the impact that the placement may have on the existing group of children, and the impact the children in placement may have on the child being placed.

Likewise, we will only admit a child to our school, once we have received written confirmation from the placing authority of the agreed fee, and confirmation that funding arrangements are in place. This would then need to be set out in the Individual Placement Agreement (I.P.A.) that must be signed by both parties (the placing authority and chief executive officer of The Lioncare Group) prior to the placement commencing. In the unusual case of the placement being made through a private or alternative arrangement, other contractual arrangements will be established and must be met in full prior to agreement for the child to be admitted to The Lioncare School.

Admission Process and Procedure

When all matters relating to the referral and placement of a child at The Lioncare School have been agreed and concluded, the following procedure is followed:

A date for the child to begin attending our school is agreed between the headteacher and the placing authority and/or relevant person and in consultation with the chief operating officer and chief executive officer of The Lioncare Group. For a child who is being admitted to one of our children's homes attending The Lioncare School as part of their Care Plan, the admission date would be agreed at an initial placement planning meeting. A child's start date at The Lioncare School is decided on an individual basis, and is dependent on the child's needs and abilities, and prior school experiences, giving recognition to the difficulty in readjustment they may be experiencing if they have also recently moved into one of our therapeutic children's homes or experienced some other change in their living arrangements.

Where the child has recently moved to one of our children's homes, they and their casework manager in the home are invited to visit school. It is usually expected that a child would be ready to begin attending some provision within school within 2–4 weeks of moving to the home. However, this may be increased if it is agreed that the child requires a longer period in which to settle into the home environment or if they move in over a holiday period. After a week or two settling into the home there will be some first contact, often in the form of a visit to the school. Over a series of events, they are introduced to the adults in school, and the other children. One child is encouraged to show the visiting child around, and presents them with a welcome book which the child will be encouraged to read at their leisure with their caseworker once they return to the home setting.

For children who are referred for school only placements, the above procedure will be followed but personalised, and dependent on the child's individual circumstances. The child and their parent(s)/carers/legal guardian will always be invited to visit the school and there will usually be at least one visit to the school prior to the placement starting and in most cases a school adult will have carried out a home visit as part of the assessment procedure.

Baseline Assessment

Over the initial 8–12 weeks of the child's placement at The Lioncare School, information relating to their ability, academic attainment, presenting behaviours, emotional functioning, social skills, and any learning difficulty is ascertained and forms the basis of a baseline assessment report; this allows the school to develop a baseline measurement (i.e. how was the child when they started at the school) against which their relative progress during their time at the school can be compared. The aim of the baseline assessment is to determine from the beginning what the child can do, and what they find difficult. The report follows the school's 3-tiered therapeutic curriculum model. It sets out an academic baseline and related targets for good progress; it then describes the child's functioning in groups and communities and how we will work to develop social and behavioural skills and strategies to improve participation and to prepare children for their next steps in life and learning. Finally, the baseline will look at the personal development needs of a child by considering, through observation and a range of formal and informal tools, the work that is need to support a child to develop their identity, attachments, communication, capacity to keep safe, ability to meet their own primary needs and other emergent areas. This is recorded on our C2020 curriculum template.

During the baseline assessment period, the whole team working around the child continually monitor the child's ability to cope in their environment, and with their peers and where children have started part time, we re-evaluate the attendance level accordingly to work towards full time provision. Some children will start full time but if observation shows that this is too much or difficult, amendments may be made.

It is not typical for a child to start their placement at The Lioncare School with a smooth transition from another setting. In the majority of cases, there may have been substantial gaps between settings, multiple settings or other

reasons why easily validated data may not be available. It is unusual for children starting at The Lioncare School to have experienced attending a similar small-sized independent setting with a therapeutic curriculum, such as The Lioncare School. Therefore, one important function of the baseline assessment is to confirm for ourselves that we can appropriately meet presenting needs. This is why it is essential that the baseline assessment process is not rushed, and may where necessary be extended: space and time is needed to properly observe, evaluate and adjust personal and social functioning.

When a child starts at The Lioncare School, their special needs class teacher takes responsibility for initiating and planning for the baseline assessment process and procedure. This is monitored by the headteacher. In some cases, much can be done before a child starts their first day; in other cases, considerable work needs to be done to find the information. The exact arrangements for the baseline assessment process may change depending on whether the child is undergoing, or has undergone, statutory assessment for an Education, Health and Care Plan. If appropriate, arrangements will be made for assessment by a consultant educational psychologist, speech and language therapist and/or occupational therapist, subject to the correct permissions and agreements given.

The final baseline assessment report and associated dependent paperwork (namely the live monitoring form, safeguarding risk profile and positive behaviour support plan) is normally expected to be published at the 12-week stage of a child's placement; this roughly corresponds to one full school-term.

As the special needs class teacher gathers valid and reliable evidence, it feeds into the planning for the child immediately; to be clear, the 8-12 weeks baseline assessment process and procedure does not delay the child accessing our curriculum and opportunities to make progress. Where children are also placed within our own children's homes, the safeguarding risk profile and positive behaviour support plan generated by the care team in the home is used by the education team in our school until sufficient observation and analysis has been carried out to establish school specific risk management plans, behaviour support strategies, positive handling, sensory diets and, where relevant, restraint reduction plans. After the baseline assessment report has been signed off, it is shared across the child's network. When the child reaches year nine, the report is amended to outline the pathway plan for accreditation and post-16 plans.

Psychodynamic Assessment of Emotional Need

Within the baseline assessment period (i.e. the initial 8-12 weeks of a child's placement at The Lioncare School), we aim to undertake a psychodynamic assessment of emotional need meeting and publish our report on the findings of this assessment. The findings from psychodynamic assessment of emotional need are also incorporated into the final baseline assessment report, to assist us in forming a wholistic and comprehensive understanding of the whole child in the here-and-now as they begin their journey at The Lioncare School and with The Lioncare Group.

The model of psychodynamic assessment of emotional need used by The Lioncare Group (developed from the original Caldecott College assessment programme) starts where other more broadly-based social care assessments, chronologies, records, and CLA review systems finish. It focuses on the child's emotional world, that part of the personality which, through chronic suffering, triggers anti-social behaviour and problems of care and management. But therapeutic intervention has to be informed by understanding not just of useful theory but by an understanding of what has happened to the child, when, why and how and where are we now? The other more broadly-based yet important social care assessments, chronologies, records, and CLA review systems deliver this overview for us.

The breakdown of the personality into pathological acting-out is triggered in the here and now by something often quite inoffensive, but is caused at root by traumatic events in early life — neglect, abuse, premature separation(s) from the primary carer. If this emotional deprivation is not addressed, then we can confidently predict a journey through life marked by regular contact with either the criminal justice or mental health systems or both, accompanied by another set of family problems. Research undertaken by the Dartington Social Research Unit showed how careers through care, based on earlier experience, could be forecasted. It also helped identify the kinds of intervention which make a difference if initiated soon enough along the way.

The psychodynamic assessment of emotional need is an assessment model designed to provide diagnosis and practical signposts for practitioners: teachers, residential care workers and field social workers, day centre staff, foster carers and nurses. Modern social care for children is a complex and skilled discipline which requires sophisticated tools for both assessment and intervention. This assessment programme assists the process because it can guide both decision-making about placement and about suitable treatment/education.

20 dimensions of a child's personality have been identified, which are considered necessary to address if intervention is to be successful. These are grouped into three sections.

Section one comprises those dimensions which lie at the heart of a healthy personality. If the assessment score is low, mainly types A and B, then the child must not be fostered or adopted except by skilled therapists capable of providing 24-hour therapeutic management. These are very ill children who must have their primary needs met to make good what they missed or suffered in early childhood. Similarly, if residential care seems to be a positive choice in the light of A and B scores, then it is vital that the residential facility operates a treatment regime which this assessment programme helps to satisfy.

Section two consists of those dimensions which can take us forward as practitioners but also provide further help in diagnosing problems and suggesting practical methods. For example, if a child cannot play, that may not be a reason for rejecting fostering as a placement but it is one of the most important parts of our practice if we are to help them to grow. And the same can be said for communication. Failure to communicate verbally would not block a foster placement, communication by other means such as smashing or burning property must.

Section three offers a number of dimensions which are very much part of the way forward and must be among the objectives of a treatment programme.

Disruptions and Exclusions Policy and Procedure

The following factors may affect the decision as to whether The Lioncare School remains an appropriate and/or safe setting for meeting the needs of an individual child:

- Lack of cooperation, support and/or partnership working by the child's parent(s)/carers/legal guardian
- Disengagement and/or an unresolvable break-down in the working relationship between the placing authority and The Lioncare School
- Evidence of active sabotage of the placement by the child's parent(s)/carers/legal guardian
- The child displaying high levels of excessive and extreme violence, or sexually harmful behaviours towards adults or other children
- Confirmed propensity towards arson (fire setting) by the child
- The child clearly and consistently stating they do not want to attend The Lioncare School and acting in such a way that indicates continuation of the placement should be detrimental to their well-being.

Exclusions

The Lioncare school does not use temporary or permanent exclusion as a behaviour management measure. Children who are in need of therapeutic education have in the past often broken-down multiple placements through behaviour that has been deemed as unacceptable. A policy of exclusion runs the risk that the emotional difficulties underlying this behaviour, and the inherent communications being conveyed by the behaviour, are not given due consideration. Individual children may have used a cycle of disruption and exclusion to withdraw from the intense and difficult challenge of being educated. Therefore, we believe exclusions are inherently non-therapeutic as they can replicate and deepen unhealthy feelings and experiences of rejection and abandonment.

Adults at The Lioncare School will, wherever possible, support children to stay in school when their behaviour becomes challenging, using a range of strategies to keep everyone safe and to maintain a suitable learning environment for others. Close liaison between home and school may result in a child having a brief 'cooling-off' period out of the building if necessary; where possible and safe to all. We endeavour to avoid giving out the message that children who can't manage are sent home.

Part of the decision making around cooling off periods will be made in consultation with the wider network that is The Lioncare Community; for example, if extremes of behaviour or incidents are causing a disruption to the learning of others, then home and school may plan for a supported reintegration over time, involving additional community meetings for all or part of the school. If challenging behaviour has reached the threshold where the police have been asked to intervene (see our positive behaviour and relationships policy) there may be a period out of school with the primary purpose being to allow parent(s)/carers/legal guardians or other agencies to support the child in understanding the processes they are involved in. During this period, essential plans for reconciliation and reparation will be made and implemented, to facilitate the child's return to school.

Where possible, the school will use a restorative justice meeting to address challenging interpersonal behaviours. Whilst the intention will be to do this the day after an incident, if all parties cannot attend, a risk assessment will be carried out to establish if it is safe for all children to attend in the interim.

There is some behaviour that may require a professionals' meeting to be called to discuss and determine together the best ways to support the placement, or to review whether the placement continues to be in the best interest of all involved. These may include:

- An unacceptable risk to adults or other children within the school
- Fire setting
- Persistent absconding resulting in high-risk situations.
- Disagreement in the network around the child, including an irretrievable breakdown in the relationship between home and school, or the school and parent(s)/carers/legal guardian/placing authority

If a child is in need of frequent cooling off periods due to persistent damage and/or harm (potential or actual) to others, the headteacher will discuss the situation with the leadership team of The Lioncare Group in order to decide whether a disruption of placement meeting, or in the case of 'day-pupils' an emergency annual review, is required.

Disrupting Placement Procedure

It is the stated intention of The Lioncare Group to maintain placement stability for every child where possible, through being 'good enough' to work with and alongside the child in reaching a healthy resolution to difficult situations, however hard this may be. This is what makes The Lioncare Group a truly "outstanding" provider.

However, it is an unfortunate but important fact that some children will only respond to, and are actively searching for, the ultimate boundary of having their placement ended. For these children, other systems may be an insufficient deterrent, and their levels of unacceptable behaviour and/or actions will continue or increase despite the efforts of the adults caring for and educating them.

In this situation the headteacher will authorise initiation of the disrupting placement procedure. The procedure below is based on the child also living in one of our children's homes. In the case of 'day-pupils', the same steps will be taken but the details modified for the circumstances of the individual child and their network. In such circumstances the chief operating officer will oversee this process.

The chief operating officer is responsible for organising discussion between all relevant agencies (including professional consultants, the placing authority, the child's IRO, the team, and the child) regarding the continuing appropriateness of the current residential placement. If it is felt that the child's placement is breaking down, that all possible intervention and means have been sought and exhausted, and that the behaviour and actions of the child meet the criteria set out below, the disrupting placements procedure is enacted.

The procedure involves a 3-stage process of formal meetings of increasing severity:

Stage 1: 1st Disruptions Meeting	The first meeting is called in response to, and only after, all possible alternative interventions to help the child to moderate and manage their behaviour have been tried and exhausted, and when it is recognised that the child's placement is potentially breaking down i.e. the current situation leaves the team of adults feel their ability to continue caring for and supporting the child is in question.
Stage 2: 2nd Disruptions Meeting	If the child's level of unacceptable behaviour or actions continues after the first meeting, then a second meeting is called. At this meeting the placing authority will be advised to begin seeking an alternative placement for the child, in preparation for the possibility that the child's current placement may need to be ended, and in order to maintain good practice by reducing uncertainty and promoting good planning through ensuring continuity of care for the child in a placement that can best meet their needs.
Stage 3: 3rd and Final Disruptions Meeting	If the child's behaviour or actions warrants a third and final meeting, the chief executive officer will authorise the chief operating officer to give notice to all interested parties that the child's placement within The Lioncare Group is terminated and that the child needs to be moved to the alternative placement identified at the second meeting. Time scales and arrangements for this move will be formalised at this meeting.

Criteria for Initiation of the disrupting placement procedure:

- Continued and persistently high levels of violence and aggression towards adults or other children employed/residing within/educated by The Lioncare Group.

- Continued and persistent levels of absconding that is deemed to place the child in situations of unacceptable danger or risk.
- Continued and persistent refusal by the child to attend their education setting.
- Continued and persistent creation by the child of situations in which the teams (in the home or/and in the school) can no longer guarantee their safety and welfare or that of others and/or that creates unacceptable levels of disruption and distress to other learning and working within The Lioncare Group or the surrounding community

Aims and Objectives of the Disrupting Placement Procedure:

- Empower the child to make decisions and choices affecting the continuation of their placement within The Lioncare Group.
- Provide the child with a clear message that their current behaviour or actions are unacceptable and that their placement within The Lioncare Group may be ended.
- Provide the child with an opportunity to review the consequences of their actions with an aim to recognising and accepting the boundaries being set.
- Formally recognise and acknowledge the severity of the current situation for both the child, and for the other children and adults being affected by the disruptions.
- Assist the child in owning for themselves the current phase of their life history, and provide them with more healthy and positive alternatives and opportunities to re-engage in their process of care and education to promote better outcomes for themselves.

Exemptions from the procedure:

Certain specific behaviours or actions are considered too great a risk to the safeguarding, welfare, and protection of the child, other children in placement, adult carers/educators, the home or school, or the surrounding community.

In these cases, the disruptions procedure outlined above will not be initiated. Instead, the organisation will terminate the child's placement with immediate effect and, in the case of a residential placement, work with the placing authority to secure an appropriate alternative emergency placement within 72 hours. The Lioncare Group will endeavour to contain and manage the child to the best of its ability during this 72-hour period.

The behaviours or actions that this section refers to are as follows:

- Directions from the Police to end the placement; this may be due to persistent criminal activity, high risk of sexual exploitation, or the child persistently going missing from their education/care setting and deemed to be highly vulnerable
- Recognition that the child is in need of interventions greater than can be provided by The Lioncare Group (i.e. The Lioncare Group is no longer an appropriate placement to meet the child's needs).
- Allegation of the child perpetrating sexual abuse against another child in placement: The Lioncare Group would attempt to work with the situation without the need to permanently remove the child. However, it is recognised that safeguarding procedures may well determine otherwise.

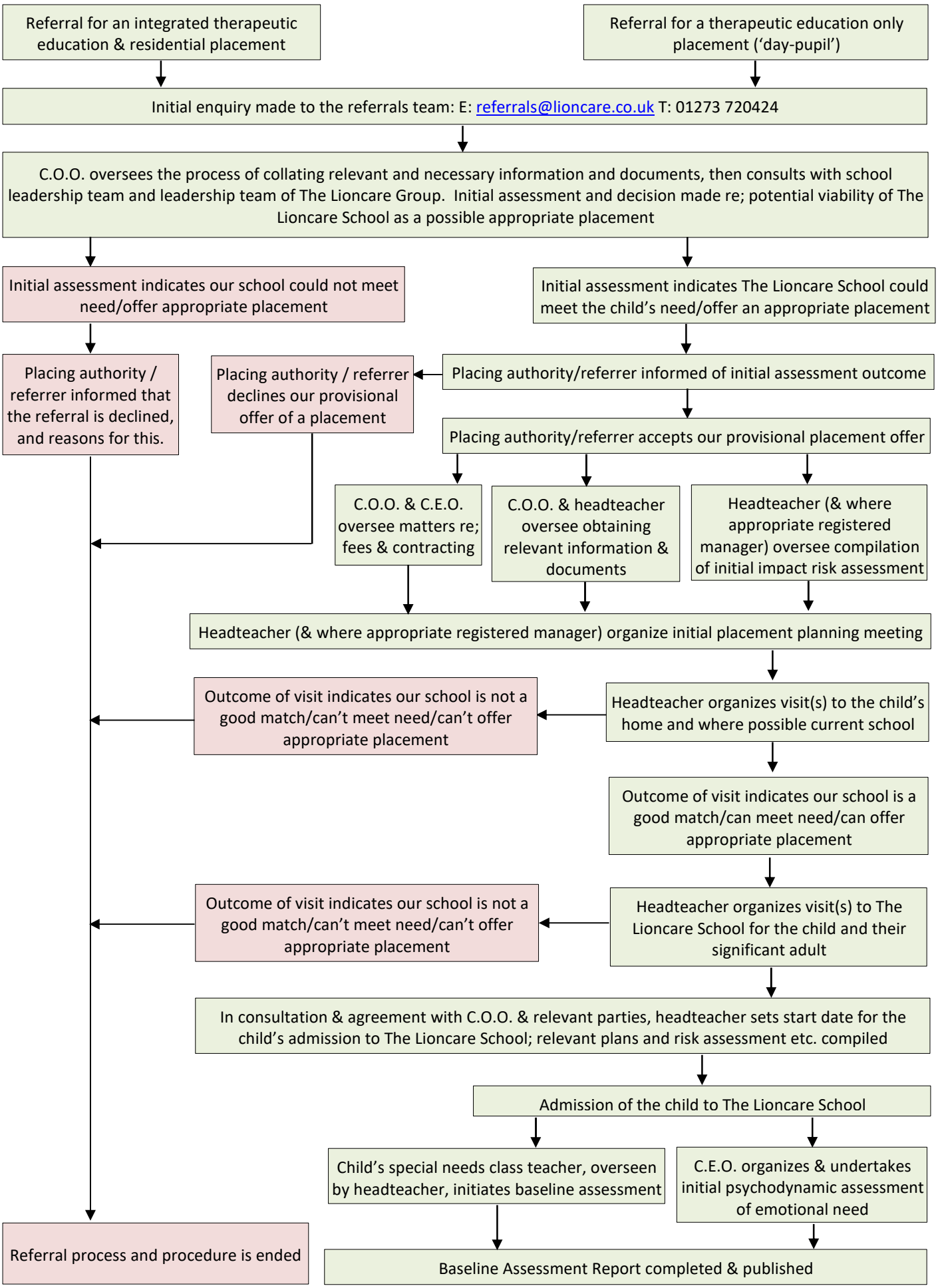
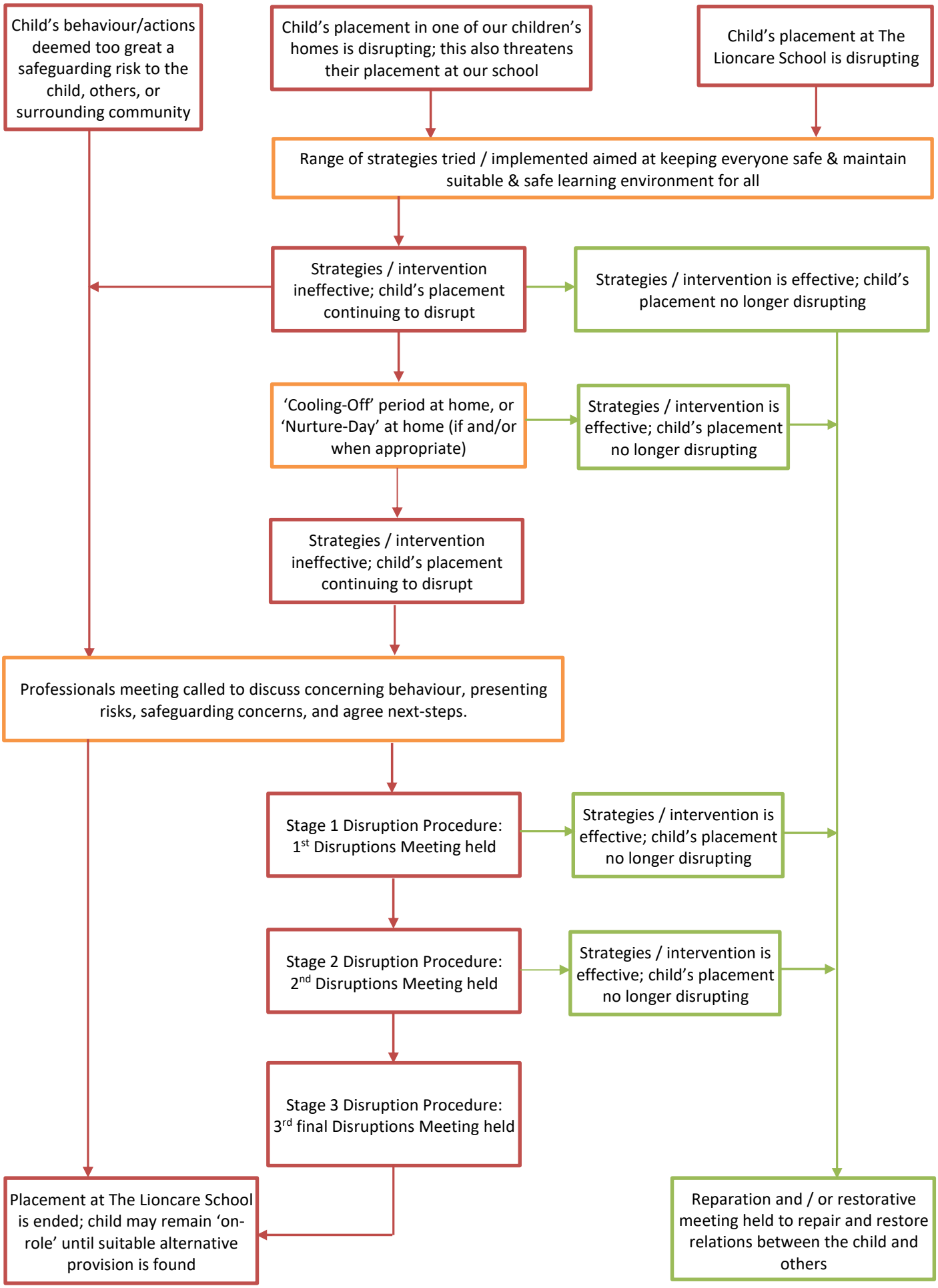
Ending Education Only ('Day-Pupils') Placements

In the case of education-only ('day-pupils'), if and when The Lioncare School has determined that an unacceptable level of disruption of the child's placement has been reached, the headteacher will inform the placing authority of their concerns and indicate that they may no longer be able to meet needs.

If possible and with the agreement of all parties, an emergency review of the Education, Health and Care Plan would be arranged; this ensures all relevant parties and agencies are involved in ascertaining the best next steps, and minimises any risk of the child being out of education.

In most cases, the child will stay on roll until a transition to a new provider is underway. The Lioncare School will aim to work positively with requests to provide education off site, or via a third-party tutoring service during these transitions, unless to do so might in some way risk compromising in some way the safeguarding and well-being of adults or the child/other children.

Referral and Admission Procedure Flow-Chart



Disruptions & Exclusions Procedure Flow-Chart