

Admission Arrangements

The Grove Academy

Admission and Re-integration Policy

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Policy compiled by: John Goldring

Policy reviewed by: Catherine Farrell

Centre staff when policy was agreed: As per staff list at June 2013

Updated Nov 2016

Agreed by Management Committee:

Referral

Although initial enquiries can be made directly to The Grove Academy a collaborative referral form has to be accurately completed and submitted to the Clerk to the Collaborative in order that the child can be added to the subsequent agenda. Referrals can be made at any time and can be acted upon prior to the collaborative meeting. Discussions around suitability of placement can take place with relevant agencies prior to any action

being taken. Collaborative panels are attended by a wide cohort of agencies and meet twice per month and are hosted, on a rotational basis, by local secondary schools. The Clerk to the collaborative panel is Sarah McNulty.

In the first instance, the referral is subject to consent by The Grove Academy SLT and following approval is placed on the agenda. Referrals regarding Looked-After Children, children on the Child Protection register, children with a GP medical note and children who have been permanently excluded are automatically included on collaborative agenda due to the statutory nature of need. Incomplete or inappropriate referrals will be challenged and, if necessary, require additional supportive information to ensure that appropriate provision is actioned. Once approved, and with agreement from parents/carers, an initial tour of the Academy will be offered and a start date and placement length agreed.

The Head of Academy attends the Collaborative Panel in order to update members and challenge inappropriate referrals. More challenging cases include the direct involvement of SPTA and the LA.

Referrals can be:

- Prioritised as urgent cases e.g. Child Protection or pupil in care etc.
- Agreed in principle subject to a positive tour of the Academy, meeting with parent/carer and representatives of the school and a good quality referral being made available.
- Placed on a waiting list for admission at a later date – appropriate for schools making more than one referral at the same time or where the referral is made close to a school holiday.
- Pupils in receipt of a permanent exclusion are offered a place before the end of the 6th day that they received the exclusion.

All prospective pupils, including those that are permanently excluded, are expected to attend an initial visit to The Grove Academy. This forms a crucial part of the admission procedure as it helps form a “picture” of the pupil, it gives an indication as to their level of commitment and attitude and it gives an opportunity for the admission paperwork to be completed by parents/carers. It also affords the opportunity for parents/carers to discuss further concerns/issues and meet those staff who will be involved in working closely with them and their child. Exceptions are made with regard to pupils who present with serious medical conditions.

Placements will begin at the start of a term. Only statutory pupils will be admitted during the course of a term.

The type of placement offered may vary but will include one of the following unless the nature of the pupils distinct needs require a very specific programme to be arranged:

- A six week (half term) KS3 placement with a view to a quick return to school.

- A twelve week (term) KS3 assessment placement with a view to a return to school.
- A twelve week KS4 placement – offered in extraordinary circumstances to offer a “time out” for both pupil and school.
- A KS4 placement for the remainder of their compulsory school career under LAD arrangements.
- A pure Individual Tuition package – usually reserved for those pupils unable to attend school due to illness or medical issues.

During and towards the end of the placement, reviews are convened to discuss academic and behavioural progress and make any necessary arrangements for future plans. Parents/carers and a representative from school is expected to attend these meetings together with members of other agencies involved.

Initial Procedures

Following a successful initial interview and visit, a place is offered and the elements are finalised to support the referral:

- Parents/carers sign appropriate documentation relating to external trips/visits
- Parents/carers state whether they agree to photographs of their child being taken and subsequently displayed
- Emergency contact details and pertinent medical information is declared
- Start dates are confirmed.
- A Key Teacher is appointed to take the lead on target-setting, review arrangements and offer coordination of future plans and events.
- Letters are sent to school, home and relevant staff (if necessary) to inform of arrangements.

Pupil Exit

Before pupils are returned to school, they experience a number of reintegration days which are supported according to the child's or school's needs. Leaving The Grove Academy can take a variety of routes and the following list demonstrates a number of options available:

- Return to school along with specific guidance relating to managing an individual pupils' needs
- Return to school with specific support from The Grove Academy
- An extension of the Academy place may be required to ensure that reintegration is successful
- A move to a Special School may be appropriate for those pupils with an Education, Health and Care plan.
- A Fresh start in a new school – either under the In Year Fair access Protocol or Managed Move Procedure.
- Transfer to an alternative PRU Provision either as short term respite or a permanent basis.

Occasionally it may be advisable to continue a placement across a key stage. Although this situation is rare and will only be used when there is a likelihood that the pupil will be Permanently Excluded or a Special School placement is being processed and a return to mainstream is not deemed appropriate

Reports and reviews

Every pupil is allocated a Lead Teacher on admission to The Grove Academy. It is their responsibility to ensure that pupil documentation is made available to all staff concerned. The lead teacher is the first point of contact for parent/carer concerns and is responsible for formally feeding back behavioural and learning progress via the report system.

Subject staff are responsible for setting on-entry and exit Assessments and ensuring data is shared via the internal assessment systems in order to inform planning

Staff send weekly (or fortnightly) reports home to parents/carers and/or offer regular feedback via telephone/email/text. Parents/carers are encouraged to make a response to this feedback either by return post (SAE provided), email or text. Regular reviews are vital especially at the point of reintegration. All partner agencies are encouraged to attend but in the event of non-attendance then comprehensive minutes are provided.

Leaving Report/Review

If a pupil is due to leave The Grove Academy then a review should be held to ascertain this. Pupils and school are presented with a folder documenting examples of work completed over the placement in each of the curriculum areas. Detailed analyses of targets are also included as are comparables between a pupils academic, behavioural and attendance data. This visually demonstrates the progress the pupil has made during their time at The Grove Academy.

Reintegration

Reintegration to school is thoroughly and thoughtfully planned. The Behaviour and Inclusion Support Worker or relevant staff member of the Academy will liaise directly with the appropriate school-based person in order to plan a series of days/half days to support the pupil back into mainstream. This period can range from 1 week to 6 weeks depending on individual needs. Schools receive detailed recommendations of how to manage an individual's behaviour and strategies are suggested to assist a smooth and successful reintegration. It is anticipated that schools follow the professional advice (in the form of discussion and our written Behaviour Protocol) that the Academy offers with regards to the successful management of an individual's behaviour. Following the reintegration period, the Behaviour and Inclusion Support Worker will make contact with the school in order to ensure that all is well. If necessary, staff may be available at short notice to offer further support. We encourage schools to keep us up to speed with how well the pupils are settling back and positive reports are most welcome.

In order for The Grove Academy to work effectively and support the needs of pupils, parents and schools, it is vital that all parties, associated with the welfare of an individual child, are open to dialogue and are able to work together in a constructive manner to best meet their needs.