

## Admission Arrangements

### Admission and Reintegration Policy 2017-8

Policy written:	Sep 2008
Policy reviewed:	Nov 2014
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Policy reviewed:	Nov 2016
Policy Rewritten:	Sep 2017 (revised April 2018)
Policy rewritten by:	John Warren
Policy reviewed by:	Catherine Farrell
Policy next due for review:	Sep 2018

Centre staff when policy was agreed: As per staff list at Sep 2017

Agreed by Management Committee: Sep 2017

### Referral Process

From September 2017, TGA will offer three types of placement:

- statutory placements for permanently excluded pupils or LA-directed pupils;
- statutory placements for medical pupils;
- preventative placements; from September 2017, preventative placements will be charged for as outlined below.

For all placements, the procedure is for a collaborative referral form to be accurately completed by the host school, signed by parents, and submitted to the Clerk to the Collaborative in order that the student 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 currently Sarah McNulty.

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 always included on the collaborative agenda due to the statutory nature of need, once correctly completed and signed. For the new preventative placements, initial enquiries can be made directly to The Grove Academy, but must go through the collaborative process.

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 or carers, an initial placement interview and tour of the Academy will be offered and a start date, terminal date agreed.

The Head of Academy attends the Collaborative Panel in order to update members and challenge inappropriate referrals. More controversial cases may include the direct involvement of Delta Academies Trust 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 or 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 on the 6<sup>th</sup> day after they receive the exclusion.

All prospective pupils, including those who are permanently excluded, are expected to attend an initial placement interview at The Grove Academy. This forms a crucial part of the admission procedure as it helps: form an initial impression of the pupil; gives an indication as to their level of commitment and attitude and gives an opportunity for the admission paperwork to be completed by parents or carers. It also affords the opportunity for parents or carers to discuss further concerns or 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. 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 or 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 placement meeting and visit, a place is offered and the following elements are finalised to support the referral:

- Parents or carers sign appropriate permissions and documentation relating to external trips or visits.
- Parents or carers state whether they agree to photographs of their child being taken and subsequently displayed.
- Three different emergency contacts and contact details must be provided by parents or carers.
- Pertinent medical information is declared.
- The physical restraint policy is explained.
- The attendance policy is explained.
- The testing policy is explained.
- The start, termination and reintegration dates are confirmed.
- A Lead Teacher is appointed with overall responsibility for reporting on pupil progress and liaising with parents, school and agencies.
- Letters are sent to school and relevant multi-agency staff, if necessary, with placement details.
- An admission letter and information pack is sent to parents.

## **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 according to staff availability. Leaving The Grove Academy can take a variety of routes and the following list demonstrates a number of possible options:

- A return to school along with specific guidance relating to managing an individual pupil's needs.
- A 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 under the In-Year Fair-Access Protocol.
- A transfer to an alternative PRU Provision either as short term respite or on 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. Meeting notes will be distributed to all staff and relevant agencies. The Lead Teacher is the first point of contact for parent or 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 reports (or fortnightly for medical placements) home to parents or carers and offer regular feedback via telephone, email or text. Parents or carers are encouraged to make a response to this feedback either by return post (SAE provided), email or text. An interim review will be held to discuss student progress and reintegration strategies. These meetings 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.

On cessation of the placement, pupils and school are presented with a folder containing examples of work completed over the placement in each of the curriculum areas. These include: a graph of student reward points; progress grades in core subjects; units of sound literacy results; individual entry and exit results from non-core subjects, and attendance data. This visually demonstrates the progress the pupil has made during their time at The Grove Academy.

### **Reintegration**

Reintegration back into school is thoroughly and thoughtfully planned in the final review meeting with the host school or school offering a place for a statutory student. This may involve input or support from other agencies involved with the student. The TGA Deputy Headteacher and Behaviour and Inclusion Support worker will liaise directly with the appropriate school representative and parents in order to plan a series of reintegration days and support sessions to facilitate a student's return into mainstream education.

Pupils will return to school with a TGA Reintegration Booklet which follows the reward-points system used at The Grove Academy. This will be explained in the final review. Teaching staff at the host school should complete this during the Reintegration process and maintain effective communication about student progress with TGA through The Behaviour and Inclusion Support Worker, currently Mrs Fiona Hirst.

Mrs Hirst will support the pupil on reintegration days as far as possible. Due to the demand on this service, post-placement such support has to be targeted. Schools should ideally identify those lessons in which support would be most effective. Staff comments and marks in the Reintegration Booklet will help to identify these. Following the reintegration period, Mrs Hirst will periodically liaise with the school in order to ensure that all is well.

The Grove Academy will provide detailed recommendations of how to manage an individual's behaviour with suggested strategies for assisting a smooth and successful reintegration. It is anticipated that schools will follow the professional advice that the Academy offers with regard to the successful management of an individual's behaviour.

We encourage schools to maintain post-placement communication with The Grove Academy on how well the pupils are settling back into school 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, communicate effectively and work together in a constructive manner to best meet his or her needs.

### **Statutory Placements:**

- **Permanently-Excluded or Local Authority Directed pupils**

- TGA nominally offers twenty LA commissioned places for statutory pupils: permanently excluded, LA-directed and medical placements.
- TGA always reserves the right, as an academy school, to refuse admission to pupils who would pose a serious threat to the well-being of staff or pupils or for whom complex needs cannot be met.
- TGA will start a permanently-excluded pupil on the 6<sup>th</sup> day of a permanent exclusion. However, it is incumbent on the excluding school to give sufficient notice to TGA and the LA to enable this process to occur within the legal framework.
- The aim of TGA is always to re-integrate permanently-excluded pupils back into a mainstream school at the earliest appropriate opportunity in the interest of pupils' educational progress.
  - According to government guidelines this is within 6 weeks following an exclusion.
- Interim reviews will be held termly or following any serious incident or cause for concern.
- The LA will fund transport for eligible students, as per LA transport policy, on statutory placements involving permanently excluded, medical or LA-directed placements.

- **Medical pupils**

- TGA offers 13 weeks (termly) medical placements or less with an interim review. For physical conditions, a consultant's letter is required as supporting evidence stating the reason why the CYP cannot access mainstream provision. For cognitive or mental health conditions, a clinical psychologist or psychiatrist's evidence is required. Following an initial termly placement, additional medical evidence will be required to justify the continuation of the placement.
- For requested placements for pupils with a psychological illness, evidence from a consultant or CAMHS psychologist is now mandatory before a placement can be started; a supporting GP's letter is no longer acceptable.

- TGA has capacity for four in-centre medical groups on 1:4 ratios. It offers two 1:1 home tuition slots for appropriately certified medical students.
- The aim of TGA is always to re-integrate medical pupils back into their mainstream school at the earliest appropriate opportunity in the interest of pupils' educational progress.
- All medical or psychological reports must specifically state why a pupil is unable to access a mainstream provision; if home tuition is requested, reports should clearly explain why a pupil is unable to access school or TGA-centre-based tuition. Such placements are always time-limited and primarily designed for post-operative situations.
- Pupils remain the responsibility of their host school. It is incumbent on the pupil's school to provide appropriately differentiated work if requested for medical pupils, maintain attendance records and effectively communicate and liaise with TGA about pupil progress. Schools also retain responsibility for exam entries and fees.
- A host school representative should attend all placement and reviews meetings. These will take place at the TGA centre, unless there is a medical reason that necessitates a meeting at home. □ Parents need to inform TGA in the event of pupil absence by 8.30 on the morning of absence. Parents also need to be aware that timetables and staffing may be subject to change at short notice.
- From September 2017, TGA will no longer normally offer home tuition for social anxiety or related mental health issues. Pupils referred for social anxiety or related mental health problems should attend the medical groups timetable for 1.45-3.00 Monday to Thursday.
- **Schools should allow at least two weeks for the processing of a new placement.**

### Non-Statutory Placements:

- **Preventative pupils**
- TGA offers 13 weeks (termly) preventative placements with an interim review for pupils at risk of permanent exclusion. TGA offers one intervention programme per pupil, subject to the availability of places. Preventative places are now charged for at the rates detailed below.
- TGA offers 4 'Core Offer' KS3 preventative places and 4 'Core Offer' KS4 preventative places. There is a very limited capacity for 'Bespoke' placements.
- Placements cannot be extended or pupils re-referred for a further preventative placement.
- All preventative placements have to be pre-booked prior to the start of the term of the TGA placement commencing; all procedures, paperwork and placement interview need to be completed before the commencement of a TGA placement.
- **Schools should allow at least two weeks for the processing of a new placement. Longer notice is required if schools wish to have pre-placement support from the Behaviour and Inclusion Support worker.**
- Pupils remain the responsibility of their host school. It is incumbent on the commissioning school, to maintain attendance records and effectively communicate and liaise with TGA about pupil progress. Schools also retain responsibility for exam entries and fees.
- The host school is also responsible for the transport costs of preventative placements.

- A host school representative should attend all placement and reviews meetings. These will normally take place at the TGA centre.
- Parents need to inform TGA in the event of absence by 8.30 on the morning of absence. Parents also need to be aware that timetables and staffing may be subject to change at short notice.
- Preventative placements are provided at the discretion of TGA, subject to availability. Statutory placements take precedence over preventative placements; TGA reserves the right to return pupils before the completion of their intervention programme should demand for statutory places exceed capacity.

### **The Grove Academy Preventative Places Funding Policy**

- TGA's **Core Offer** is equivalent to the Delta AP academies Tier 2 funding rate, predicated on a 1:4 teaching ratio.
- TGA's **Bespoke Offer** is equivalent to the Delta AP academies Tier 3 funding rate, predicated on a 1:1 teaching ratio or higher. This will be for the most challenging pupils.
- TGA will offer a two weeks' assessment period in which testing and observations can take place. If concerns are raised at a pupil's ability to work within the 1:4 setting, or serious safeguarding or well-being concerns arise as a result of student behaviour, a review will be held to discuss the areas of concern with the host school.
- TGA may then offer a 'Bespoke' placement package, subject to staff and resource availability, and the host school's acquiescence.
- As an academy, TGA reserves the right to cease a preventative placement after the two weeks' assessment period due to very poor attendance or for behaviour that poses a significant risk to the wellbeing of staff and students.

### Preventative Placement rates 2017-18

TGA Core Offer (≈ Delta AP Tier 2)	Daily Rate inclusive of Pupil Premium
<ul style="list-style-type: none"> <li>▪ Ratio of 1:4 with a high quality core curriculum offer delivered by TGA teachers with additional HLTA support</li> <li>▪ Initial assessment of literacy and numeracy</li> <li>▪ Initial assessment of pastoral needs using SDQ questionnaire</li> <li>▪ Additional psychometric testing to identify possible cognitive issues where appropriate</li> <li>▪ Individualised literacy programme including Accelerated Reader and Dyslexia Action Units of Sound programmes</li> <li>▪ Bespoke numeracy programme focussing on core skills</li> <li>▪ Specialist and tailored teaching approaches to support full access to core academic and therapeutic curriculum including creative arts, technology and outdoor education to improve educational engagement</li> <li>▪ Full access to life skills and enrichment activities, trips and visits</li> <li>▪ An individualised and evidence-based personal development programme to develop empathy, self-reflective awareness of behaviour and selfmanagement strategies</li> <li>▪ A personal challenge programme to develop life skills and personal qualities such as resilience and selfreliance</li> <li>▪ Staff support to facilitate and develop effective communication skills to improve social interaction</li> </ul>	<p><b>The first two assessment weeks are charged at a daily rate of £66</b></p> <p><b>Subsequent weeks are charged at a daily rate of £45</b></p>

and curriculum access; SALT intervention where appropriate

- For some pupils, specialist support and intervention to address mental health needs
- SENCo advice to support application of EHCP where appropriate.
- Staff trained in the use of physical restraint in line with specialist advice and TGA Positive Behaviour Policy
- Access to personalised mentoring programme with trained staff
- Where necessary, pupils will receive an individualised support plan to promote full attendance and punctuality, as well as home visits for parent support
- Comprehensive liaison and representation at external professionals' meetings
- A well-developed programme for young people at risk of offending, including anti-social behaviour strategies, close liaison with relevant police, community workers, YJS and other relevant support agencies
- Parent support and advice programme
- Exit testing and behavioural protocol with behaviour recommendations.
- Personalised intervention programme with Behaviour & Inclusion Support worker, including both pre-placement and postplacement support in school
- SENCo support in EHCP processes where appropriate

<b>TGA Bespoke Offer (≈ Delta AP Tier 3)</b>	<b>Daily Rate inclusive of Pupil Premium</b>
<p>In addition to the Core offer:</p> <ul style="list-style-type: none"> <li>▪ Enhanced staffing levels (1:1 or higher) of an individually-tailored curriculum to support reengagement; to ensure safety within the school and individual safety and well-being</li> <li>▪ Highly personalised provision designed to support the challenging and complex needs of the student and promote engagement</li> <li>▪ Targeted, individual support available for most of the school day as a result of risk assessment due to challenging or high risk behaviour</li> <li>▪ Planned interventions to support with emotional needs and regular support from mental health specialists (as agreed by all agencies and parent or carer)</li> <li>▪ Emergency placements with significant multi-agency input</li> <li>▪ Time-limited placement with frequent review to ensure that TGA can continue to meet need</li> </ul>	<p><b>Minimum daily rate of £90 per day - subject to availability and assessment of need</b></p>