

Referral, Admission & Reintegration Policy

May 2016

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The ACE@ The Hub Centre for Education provides programmes for Key Stage 3 and 4 students who may be at risk of exclusion or have been permanently excluded from mainstream school.

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See also:

- KS3 Induction Policy
- KS4 Induction Policy



Avenue Centre for Education

1. PROVISION BY THE “REVOLVING DOOR” - (KS3):

Provision by the centre falls into five main categories

a- For permanently excluded Key stage 3 pupils:

A targeted educational programme consisting of some or all of the following:

Induction programme, Individual tuition, English, Maths, Science, Life skills, Graphics, Art, Tec, ICT, Personal Development, PHSE, Practical DT, PE, U Choose, Music, Homeskills, Social Education and Skills Development (Activities), Drama, Keyworker Time, Breakfast Club and Lunch activities.

b- For Key Stage 3 and Key Stage 4 pupils at risk of exclusion – Dual Registered Programme

Pupils at risk of exclusion may access provision at ACE @ The Hub. This is subject to the Centre's entry criteria and is dependant upon the ongoing support of the referring school. The Centre can offer a range of time limited provisions that will be, where possible, designed to best meet the needs of the pupil. Admission is based on a contract drawn up with the referring school. The respite provision for the Extended Provision at KS4 pupils is time limited and would predominately involve Outreach Support. A service agreement will be drawn up which identifies, provision, costs and transport details.

c- Outreach support for pupils who have accessed programmes at the Avenue Centre and are reintegrating into mainstream school or transferring to an alternative provision

ACE @ The Hub can currently provide limited Outreach support. The resources which are available will be focused on providing appropriate support for pupils at the critical stages of integrated plan. This support will be planned in detail and agreed with the school. The Centre will expect to work closely with a school's LS & Behaviour team / SENCO including Learning Mentors to achieve a team based approach to support a pupil during reintegration. A contract will be drawn up with the referring School.

d- Outreach service in schools for pupils deemed at risk of exclusion

Currently ACE @ The Hub can support the mainstream school setting. This is seen as an important midpoint service that can help avoid the need for a pupil to access a provision at ACE @ The Hub. Our outreach support team will meet with School staff to identify hot spots in a pupil's education provision where outreach support can be best deployed to achieve maximum positive effect. This programme will include pupil targets, assessment of key skills and participation in ACE reward and recognition schemes.

e- General support and consultancy to schools and Behaviour and Tuition Tutor team

Staff are available to discuss the work that is carried out at ACE @ The Hub and to offer advice on pupil development & behaviour management as appropriate. Consultancy includes the following areas;

Behaviour management
Teaching and learning
Reward and recognition
Multi agency interventions
Team around the child
Assessment

2. REFERRAL AND ADMISSIONS PROCEDURE:

The Avenue Centre is committed to maintaining children in mainstream education as far as is possible and is appropriate to their needs. The focus of most of its provision therefore is based on the concept of the “revolving door” whereby children are withdrawn from the class of the school as part of a planned and structured reintegration programme.

Referrals to ACE @ The Hub are accepted from schools for those pupils considered to be “at risk of exclusion” and from Admissions & Behaviour & Tuition for those pupils who have been permanently excluded.

The decision to admit a pupil will be taken by the Head of Centre following discussion with school, parents and/or other agency.

Procedures are as follows:

a- Single Registration

Referred to ACE by: Behaviour and Tuition Team / Children and Learning

- ACE @ The Hub will liaise with Behaviour and Tuition Team, Excluding School, Target School as well as the Pupil & Parents/Carer to assess whether a provision is appropriate.
- An education provision may include ACE @ The Hub and other providers e.g. Tutors if this is appropriate

Pupils who are permanently excluded from school, or who do not have a school place, enter the Centre on a single registration until they are reintegrated into a mainstream school. The Behaviour and Tuition Team will identify an exit school for the pupil as early as possible, preferably before admission ACE @ The Hub. In other cases ACE @ The Hub will refer a pupil who has been making progress on a provision programme to the Pupil Placement Panel as soon as evidence indicates that this is appropriate.

b - Dual Registration

Referral process for pupils at risk of exclusion is:

- Referring School contact Behaviour and Tuition within Children and Learning
- Behaviour and Tuition team consider the requirements of pupil and school
- Behaviour and Tuition will refer pupil to ACE @ The Hub usually via monthly SPAM meeting
- ACE @ The Hub will liaise with Behaviour and Tuition Team, Referring School, Pupil and Parents/Carer to assess whether a provision is appropriate.

Provision at the Centre for pupils under dual registration would include those pupils;

- At risk of permanent exclusion
- On long term fixed exclusion

These pupils may attend following referral by school and other agency or as part of a targeted intervention.

c- Dual registered pupils:

ACE @ The Hub offers programmes of provision based on fixed term contracts.

- The Referring Secondary School must identify and specify target areas for focus. ACE @ The Hub will usually be expecting that two measurable and achievable targets are specified and agreed in advance of admission.
- The Referring School must fully complete the ACE @ The Hub Admissions form. This will identify a pupil's needs, strengths, issues, complications, areas for concern, areas of progress, strategies employed & other support in place.
- The Referring School must complete an ACE @ The Hub Curriculum Information Form and supply, in advance, all relevant support information including IEP's and PSP's.
- The referring school must identify a mentor who will be actively involved on a planned basis throughout the period of the ACE @ The Hub provision.
- The Referring School will be expected to support the ACE @ The Hub in securing Parent/Carer/Agency involvement and communication at all stages of the provision.

3. ACE SUPPORT PROGRAMME:

- Focus on brevity and based on fixed term programmes with a maximum provision of 16 weeks being the target wherever possible.
- On entry to ACE@ The Hub a progress file will be opened for the pupil. This will be a positive record of achievement throughout the time a pupil spends on an ACE programme of support.
- Pupil Progress will be reviewed weekly by Centre staff and coordinated by the Pupil Progress Manager.
- ACE@ The Hub staff will track, measure and record the progress a pupil make towards the targets set by the Referring School
- The ACE@ The Hub pupil assessment programme (ACANTHUS) will track **Daily Key Skills** including:
 - Working & Relating to other pupils
 - Following Centre Rules
 - Staying On Task
 - Not disrupting the learning of others
 - Behaviour on transport
 - Respect to staff
 - Following staff instructions
 - Punctuality to lessons
 - Settling down to work
 - Concentration span
 - Not disruptive through leaving seat
 - Using appropriate language
 - Attitude & behaviour on & off site activities
 - Safety & Well being

Each pupil will be assessed for all of the above by the whole staff team on each day that they attend the Centre. The ACE@ The Hub database produces a weekly report which will be sent to parents/carers and stakeholders including the referring/receiving school. The “Revolving Door” Curriculum policy works on 6 half term modules per school year. Each pupil attending a provision at the centre will have a personalized timetable. For each subject on their timetable they will be set On Track Learning Targets that are designed to drive output, progress and reward. At the end of each half term module each child is assessed by each subject teacher on:

- Level of achievement in each On Track Target
- Attitude to Learning
- Overall progress in learning

A report is sent to parent/carer & stakeholders at the end of each half term

- ACE Merit based system – focus on recognizing progress
- Regular supervised visits to Referring School
- Regular visits by Referring school staff and “Pupil Mentor” to the Centre
- Self assessment of progress by pupil (shared with referring school)

4. PUPIL PROGRESS MANAGEMENT:

Stage 1: Senior Management Team Meeting with Referring School

When a secondary school identifies & refers (via LA Behaviour & Tuition Team) a pupil who they feel would benefit from a Pupil Support Programme at ACE it will be important for senior management team members from both the ACE@ The Hub and the school to meet for a background discussion which will explore reasons for referral and potential suitable pupil support programme.

Stage 2: The Referring Secondary School will supply ACE with:

- ACE@ The Hub Admissions Form
- Curriculum Information Form
- Copies of IEP's and PSP's
- Pupil Reintegration Targets
- Pupil Mentor details

Stage 3: ACE Pupil Progress Management Interview at ACE with pupil and parent / carer

This meeting would enable the pupil to visit ACE and learn more about the pupil support programmes. The timetable and centre procedures are discussed at this meeting. Expectations for behaviour, work and attendance are made clear. The route to reintegration including the reintegration targets is fully explained. Pupils will receive an induction pack and will be introduced to the ACE@ The Hub website.

Stage 4: Contracts

An ACE Contract for Referring Secondary Schools is agreed and signed.
An ACE Contract for parents or carers is agreed and signed and appointments made for baseline assessment.

Stage 5: Baseline Assessments

In order to assess individual needs, assessments are conducted to assess attitude to learning, self-esteem, and, where appropriate, ability in core curriculum subjects.

Focus on determining:

- Their wish to attend
- Best support strategy
- Most appropriate format for ACE@ The Hub Pupil Support Programme

The aims of the assessment programme include:

- Establishing that the Centre can provide a programme which can meet pupil needs
- Providing baseline information to enable ACE@ The Hub to design a personalized provision plan for each pupil
- To build the relationship/trust that ACE@ The Hub require with pupils to facilitate meeting outcomes as planned

Stage 6: Induction Programme

A number of 1-1 sessions are arranged in order to give the pupil the opportunity to build positive relationships with teachers and support staff and, if appropriate, to regain confidence in their learning. Teachers provide feedback to the Senior Leadership Team, who then determines whether the student is ready to join the group.

Stage 7: Part Timetable

Inclusion in the group usually starts with a limited timetable covering core subjects. The suitability of this timetable is reviewed with the Senior Leadership Team and maintained/increased/decreased in hours as appropriate.

Typically, a pupil will increase their timetable to include breakfast club each morning, a practical subject, limited lunchtimes and target setting.

As soon as a pupil joins the group, they are allocated a key worker. The key worker will arrange regular meetings with the pupil and their parent/carer to discuss the pupil's progress.

Stage 8: Full Timetable

The school day begins at 9.00am and ends at 2.15pm. As fully balanced a curriculum as possible is provided for pupils at ACE@ The Hub. The nature of the Centre and the range of available facilities mean that some subjects cannot be catered for.

Stage 9: Review to assess:

- Progress made
- Programme of reintegration
- Further programme of development work at ACE
- Planning for alternative provision

Stage 10: Targets, Progress and Reporting:

Targets are agreed with either the referring school or "target" school as a key part of the admissions procedure.

There would usually be two targets that focus on the core problem areas for the pupils whilst in mainstream school.

The work at ACE will focus on helping the pupil make positive progress towards achieving these targets.

Pupils will be assessed on entry (See Appendix A: Procedure for Baseline Assessment and Integration into Groups).

Pupil progress will be tracked by the Pupil Progress manager.

Teaching staff and Behaviour support staff will complete ongoing progress assessments for each pupil.

5. REINTEGRATION POLICY:

a- Reintegration into mainstream education:

New School Place

When the ACE staff team and pupils feels that re-integration is appropriate the Pupil Placement Panel are informed. The PPP will identify a new school place for the pupil and then inform ACE and parents or carers.

Return to Referring Mainstream School

When a pupil has achieved appropriate levels of progress and reached targets, the ACE staff team will recommend to the referring school that the reintegration process begins with the aim of returning full-time to school as early as possible. This would also be the case if, in rare cases, a pupil failed to make any progress at ACE.

b- Reintegration process:

If a pupil has attended ACE then the Outreach Support/Pupil Progress Management Team will have allocated a support plan for the pupil as they re-integrate back into mainstream education. ACE will work with its School Liaison Team to ensure that all areas of the reintegration plan are being addressed in the school.

Once a reintegration programme has been identified work is carried out with the pupil at ACE, to prepare them for this transition.

Role of Behaviour and Tuition Advisory Teacher;

- To support schools as the LEA representative in the development of PSP's and IEP's
- To keep in contact with ACE and School Designated Teacher
- To contact parents/carer as necessary
- To attend agreed re-integration review at school

Role of the ACE @ The Hub Outreach Support Team;

- To provide support in key, hot-spot lessons as identified by school, pupil, ACE @ The Hub
- To develop bespoke reward & recognition programme with pupil to ensure motivation & positive feedback in place
- To meet with the pupil regularly and keep in contact with BTAT
- To attend re-integration reviews at school
- To complete support programme to meet individual pupil needs.
- To keep all stakeholders informed of progress & developments

Role of the Designated School Teacher

- To retain responsibility, at the end of the programme, for keeping in touch with the BTAT
- To keep ACE @ The Hub fully informed regarding the process of the pupil
- To attend all review meetings for the pupil at school

c- Exit route into Extended Provision (KS4):

Year 9 students to be admitted into KS4 Alternative Provisions will be subject to a post Easter transition planning meeting.

Pupil & Parents/carers will have the opportunity to visit a range of available alternative providers to assess best options for a pupil in Year 10.

Entry into KS 4 Alternative Provisions will be supported during summer term by the ACE @ The Hub Outreach Support programme.

Staged Transfer to the KS 4 Alternative Provision will begin in the final half term of Year 9 (June/July)

The KS3 “Revolving Door” provision will to provide comprehensive support, referral notes, targets etc to ensure successful integration of each pupil.

6. ADMISSION CRITERIA TO EXTENDED PROVISION KS4:

The Extended Provision offers a group tuition centre for students whose behaviour has caused them to be excluded from mainstream school. It is staffed by teachers and support assistants well versed in the behaviour management techniques that enable them to deal with challenging young people. Through a modified curriculum, coupled to extensive personal and academic support with clear and reasonable boundaries for behaviour, the Extended Provision hopes to prepare students for a successful transition to adult life.

The Extended Provision does not have the expertise to provide therapeutic courses and interventions. Neither does it have the facilities to provide extended 1:1 tutoring or the full range of GCSE courses. It cannot deal successfully with students who, over an extended period, refuse to engage with the staff or comply with basic expectations or students who cannot be taken off site to access vocational or leisure facilities.

In these cases, students will be referred back to the Behaviour and Tuition Service (B&TS) who will, in consultation with the Extended Provision, arrange an alternative package of provision from a range of alternative providers in the town.

Students are referred to the Extended Provision via the Special Allocations Meeting panel (SPAM) who meet fortnightly. This panel reviews the educational provision for all students outside of mainstream education and for other students referred to it from the Pupil Placement Panel (those in care, moving into the borough, SEN issues etc). Schools, Parents and other bodies cannot directly refer students to the Extended Provision without having gone through either PPP or SPAM. A referral cannot be accepted without the appropriate forms being fully completed and the required information being to hand.

Students are initially assumed to be able to manage in small group tuition if they have been referred directly from mainstream provisions to case allocation, unless advice from other involved professionals recommends otherwise.

Students with a Statement of Special Educational Need who are referred to the Extended Provision must have their Statement reviewed BEFORE a place is offered to ensure that ACE @ The Hub is able to meet the specific requirements of the statement.

The review should involve the Special Educational Needs Assessment Team and the Deputy Head of ACE @ The Hub.

All students are interviewed by the Extended Provision on referral and a decision made as to whether to offer a part time (mornings only) trial placement. At the end of the trial period (usually 4 weeks) a further decision is made as to whether to move the student to a full time permanent placement, or refer them back to B&TS. Parents attend all meetings.

The criteria for the successful conclusion of a four-week trial period are:

- Meeting attendance and punctuality targets (90% plus)
- Ability to access the curriculum in a group setting. This is based on
 - 1) the learning focus and commitment of the student themselves
 - 2) the effect of the student's behaviour on the learning of others
- General behaviour, attitude and relationship with staff and students