

1.0 Terms of Reference

- 1.1 This policy has been written for all staff at Northern House School (PRU); service users (pupils), parents, carers and governors. All staff should have a working knowledge of this policy.
- 1.2 Copies of this Policy may be obtained from;
 - 1.2.1 Available electronically on the School Website
 - 1.2.2 Reference copy in the main School Office
 - 1.2.3 Hard copies for reference are filed in the Staff Room
 - 1.2.4 Shared Area – Electronically
- 1.3 Edition, review, frequency;
 - 1.3.1 Edition 1 released in September 2016
 - 1.3.2 The Objectives will be reviewed every 2 years or when the MAT Board feels a revision is needed
- 1.4 Relevant Statutory guidance, circulars, legislation and other sources of information are;
 - 1.4.1 Exclusion form Maintained Schools, Academies and Pupils Referral Units in England DFE-57501-2012
 - 1.4.2 OFSTED Subsidiary Guidance January 2014-110166
- 1.5 The designated lead member is Adam Price, Headteacher (01902 558149)
- 1.6 This policy has been written for all staff, parents, carers, service users (pupils) and governors at Northern House School (PRU)
- 1.7 The Rationale and Purpose of this policy
 - 1.7.1 The purpose of this policy is to ensure that there is a coordinated approach to the access of placements. To monitor and direct transition in and out of the Centre. To ascertain whether all other options have been exhausted. To prioritise the places according to need
- 1.8 Definitions and key terms used in this policy
 - 1.8.1 PRU – Pupil Referral Unit (Short Stay School)
- 1.9 The policy is broken down into the following sections
 - 1.9.1 Introduction
 - 1.9.2 The Aim of this Policy
 - 1.9.3 The Objective of this Policy
 - 1.9.4 Procedures and Practices
 - 1.9.5 Monitoring and Evaluation
 - 1.9.6 Appendix 1

Admissions Panel Policy (PRU)

2016/09/01 Version Number: 01 (Transferred)

A Price

Review Date: 2017/09/01



2.0 Introduction.

2.1 The Northern House School (PRU) has 48 places. The LA purchases 21 places for priority excluded pupils or pupils on the verge of exclusion. Northern House School (PRU) caters for Primary age pupils (Years: Nursery to Year 6).

2.2 Any pupil referred should be presenting continuing, concerning, challenging behaviour and they will have received substantial interventive actions from within their Mainstream schools, involving and following advice from external agencies.

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3.0 The Aim of this Policy.

- 3.1 To provide a clear transparent admissions process that is understood by service users (pupils) and service providers (staff).
- 3.2 Provide information so that schools whose pupils require additional support are clear about the availability and the nature of the support.
- 3.3 To ensure that the base and purchased funding supports the level of pupil placement/intervention.
- 3.4 To enable formulated consideration to be given to each pupil's age and their likely reception to positive intervention strategies.

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4.0 The Objective of this Policy.

- 4.1 Service users (pupils) understand the nature of the PRUs business and understand the criteria for placement.
- 4.2 That there is a clear criteria for deciding which pupils should have priority for the limited placements.
- 4.3 That the 'revolving door' is 'oiled'.

5.0 Procedures and Practices.

5.1 The Admission Panel meet in the last week of each half term to consider applicants for admission to the Northern House School (PRU).

5.2 Membership of the Admissions Panel

The panel is to be chaired by the senior EP. Membership of the Admissions Panel is to include:

- Headteacher of Northern House School (PRU);
- Deputy Headteacher of Northern House School (PRU);
- A Headteacher from a Primary school, on a rolling programme;
- SEN Start Representative;
- Clerical support.

The Chair of the Panel alongside the views of the management of the PRU will make a decision taking into account the PRU's availability of places bearing in mind the Las responsibility and duty to ensure appropriate provision.

If a decision cannot be made then the case, on receipt of the missing information, will be automatically resubmitted.

5.3 Process – Panel

All panel members will be sent copies of paperwork one week prior to the meeting.

For dual registered pupils the Panel will have to determine priority admissions based upon availability of places and the need of the child.

The Admission Panel is to communicate with schools the outcome of panel meeting.

5.4 Placements

The admission priority areas are as follows:

- Priority 1 – Pupils who have been **permanently excluded** from two or more schools;
- Priority 2 – Pupils who have been **permanently excluded** from one school and it is thought that a period of integration into the new school would be beneficial;
- Priority 3 – Pupils who have been excluded from school on three separate occasions;
- Priority 4 – Pupils who's behaviour is leading towards exclusion;
- Priority 5 – Pupils who's behaviour is causing a barrier to their or others learning.

Looked after children will take priority over all other priority areas including, children on the Child Protection Register.

Pupils who have been permanently excluded

The short term admission of these pupils does not have to go via the admissions panel as its imperative that these pupils are re-entered into a learning environment at the earliest possibility. However, if they have an EHC Plan/Statement they should not come to the PRU and the appropriate setting must be found through SEN Start through an immediate review of the statement by the referring/excluding school.



All other Pupils must be on the register of mainstream provision

For pupils still attending mainstream schools a menu of support packages will be determined. These will include the nature of the intervention and associated costs. Appendix 1 (this will need to be drawn up and agreed). These support packages will be time-limited with a clear agreed exit point through regular review meetings at the PRU.

A menu of support packages will be agreed for September 2015. This will eventually include differentiated funding, determined by the nature of the intervention.

In the interim all pupils who attend mainstream school will be offered single or a collection of determined sessions agreed by the panel.

5.5 Process – Referring Agent

All referrers must complete a referral form and attach all relevant information (Appendix 2). It's important that a written record of previous interventions, including who has led these, for how long and the measured impact, accompanies the referral.

For all pupils not permanently excluded there must be a written report from an EP supporting the need for a PRU placement. This report does not have to reflect a full psychological assessment. It can be based on an extended consultation with other staff involved with the pupil.

An in depth psychological assessment should be completed following the 6 week review, if though necessary.

5.6 Dual placements and outreach

The rationale behind any dual placement is that the PRU should be adding value to what the mainstream school can offer and vice versa. The effectiveness of partnership is important and thus schools need to be working with the PRU to establish effective learning strategies that meet the needs of the pupils.

Where it is appropriate for the pupil the Mainstream school has the responsibility of starting and maintaining the EHC Plan, ensuring that the family has been referred to Early Help, CIN or CP as appropriate and where necessary, a package of parental support, such as Webb-Stratten parenting classes, has been put in place.

5.7 Integration of pupils

If the pupil who has been referred has had no formal education over a significant period of time, the panel may decide to introduce the pupils gradually through a part-time timetable. In this situation the arrangements need to be rigorous, well monitored and aspirational, aiming to get the pupil into the unit fulltime as quickly as possible.

The same applies to a pupil with extreme behaviours.

5.8 Pre-admission meetings

All agreed placements will have a pre-admission meeting. If the pupil is dual registered, a representative from the Senior Leadership Team (a person able to make decisions on behalf of the Headteacher) of the referring school will attend the meeting alongside all other relevant parties, such as involved agencies.

- The signing of the paperwork agreement to Northern House School (PRU) protocols and procedures, with timescales, should not exceed 12 weeks.
- Protocol has been established for LAC pupils regarding legal guardianship and responsibility.

5.9 Reviews

All pupils will have a 6 week review from the date of admission. If a school has been named for a pupil who has been excluded then a representative from the Senior Leadership Team of that school should attend the 6 week meeting. If a place has not been agreed then a representative from the Area Team should attend the meeting.

At the review meeting a Key worker from Northern House School (PRU) will be identified. This person will be the conduit through which all correspondences and initial contact is made. The Key worker will hold regular meetings with their pupil to ensure that we fully understand the wishes and views of the pupils.

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6.0 Monitoring and Evaluation.

6.1 The management committee will review admissions and integration meetings each term as part of the boards meetings.

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Appendix 1 – Referral Form (Drafted Version)

Northern House School (PRU)

Referral to KS1 & KS2 Pupil Referral Unit

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N.B. Incomplete forms may result in delaying the referral process.

Please email completed form to a.price-pru@northernhouse.org.uk for the attention of Adam Price.

Name of Child:			
Date of Birth:		Year Group:	
Referring school:			
Date of referral:			
Reason for Referral: (Give details of incidents and or behaviours affecting ability to engage with school)			
	<i>Continue onto a separate sheet if necessary</i>		
Strategies already put in place (and time period):			
	<i>Continue onto a separate sheet if necessary</i>		
Other agency involvement:			
	<i>Continue onto a separate sheet if necessary</i>		

Form continues on page 2 (must be completed)

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Please tick all that apply:

Statemented / EHC

- | | | |
|--|------------------------------|----------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Started |
| <input type="checkbox"/> LAC | <input type="checkbox"/> FIF | <input type="checkbox"/> CIN |
| <input type="checkbox"/> Early Help (must be actioned) | <input type="checkbox"/> CP | |

EYFS Targets/Results (Please complete and put initial in box, i.e. E, S or C)

E – Emerging S – Secure C – Confident and Independent

- | | | | | | | |
|------------------------------|-----------------------------|-------------------------------|----------------------------------|----------------------------|----------------------------|---------------------------------|
| <input type="checkbox"/> C&L | <input type="checkbox"/> PD | <input type="checkbox"/> PESD | <input type="checkbox"/> U the W | <input type="checkbox"/> M | <input type="checkbox"/> L | <input type="checkbox"/> EA & D |
|------------------------------|-----------------------------|-------------------------------|----------------------------------|----------------------------|----------------------------|---------------------------------|

(Please attach and tick all of the below information)

Key Stage Targets/Results (Please Complete)

KS1 Results

- | | | |
|----------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Numeracy |
|----------------------------------|----------------------------------|-----------------------------------|

Current year assessment breakdown of assessment criteria

- | | | |
|----------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Numeracy |
|----------------------------------|----------------------------------|-----------------------------------|

End of KS Targets

- | | | |
|----------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> Numeracy |
|----------------------------------|----------------------------------|-----------------------------------|

Additional supporting information required

- | | | |
|---|--|-------------------------------------|
| <input type="checkbox"/> Last School Report | <input type="checkbox"/> Behaviour Plan/Log | <input type="checkbox"/> EP Report |
| <input type="checkbox"/> Boxall Profile | <input type="checkbox"/> Medical Information | <input type="checkbox"/> Exclusions |
| <input type="checkbox"/> Attendance | | |

For Office Use Only

Date Referral Received	Actions