



London Borough  
of Hounslow



Hounslow  
Education  
Partnership

# Support for the Education of Vulnerable Young People in Hounslow

## Operational Guide

2019-2020

October 2019

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# Support for the Education of Vulnerable Young People in Hounslow Operational Guide

2019-2020

## 1. Introduction

This document outlines the system, structures, policies and procedures enabling the educational support of vulnerable young people in Hounslow.

It is the expectation that most pupils who are vulnerable will come to the attention of the Admissions Team through the in-year admissions procedures. However, if at any time a school identifies a pupil who could be categorised as meeting the criteria for Fair Access described in this guide, they should notify the Admissions Team to enable the necessary action to be initiated.

NB Processes set out in this guide do not apply directly to:

- Looked After Children (LAC), either Hounslow or other Local Authority;
- Have previously been looked after, are adopted; or have special guardianship;
- Have an Education Health and Care Plan naming a school

The law requires that children and young people in any or all of these categories must be admitted.

This guide will be reviewed on an annual basis by the Admissions Forum as part of the annual statutory consultation and by the Hounslow Education Partnership Board.

## 2. Definitions

These definitions appear in the text below and are provided here for reference.

### 2.1 The Fair Access Protocol

This is a locally agreed protocol that is binding on all schools.  
Please see Appendix 1. (Dated 2018)

### 2.2 Fair Access Admissions

Fair Access is a principle applied to any pupil or category of pupil of compulsory school age, where there is difficulty securing a place through standard admissions procedures given their status as part of a vulnerable group. Fair Access placements are considered outside of an individual school's admission criteria and must take priority above applicants on a waiting list and irrespective of number on roll.

### 2.3 Permanent Exclusion

DFE guidance to parents states that: "Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day."

### 2.4 Managed Transfers

A Managed Transfer arrangement is designed to secure a conflict-free transfer for pupils for whom a permanent exclusion would otherwise be necessary. Members of Hounslow Education Partnership (HEP) have established a protocol for students in Years 7 to 9 inclusive, Years 7 – 11 inclusive for Looked After Children. Non-HEP members are not able to use these arrangements with HEP schools as an alternative to permanent exclusion. (See Appendix 3)

### 2.5 Naming of a provision for a pupil.

This is the process undertaken by the Fair Access Panel when it considers the most appropriate educational placement for a pupil. In some cases, following reflection on further evidence it is deemed necessary to rename to an alternative provision

## 2.6 High Needs Funding

High Needs funding is part of the Dedicated Schools Grant (DSG) and is managed by the LA to support pupils in all school phases.

As well as providing support for pupils with SEND in a range of settings, High Needs funding is also intended to support good quality alternative provision for pupils who cannot receive their education in schools.

Local authorities and institutions are expected to collaborate on all aspects of high needs funding to develop more efficient ways of working and provide better outcomes for children and young people.

## 2.7 Partnership Funding

This funding is raised from the secondary school members of the Hounslow Education Partnership (HEP) on an annual basis, based on a per pupil rate for the numbers of pupils in Years 7-11.

Partnership Funding supports the following for those HEP members which subscribe:

Year 10 and Year 11 pupils who would have normally been admitted to mainstream schools but for whom alternative provision would best support their needs. Alternative provision such as West Thames Year 10 Trading Places, West Thames Year 11 Fresh Start, an outreach programme, other AP placement or a Year 11 ESOL course.

## 2.8 The rationale for the use of High Needs or Partnership Funding

The fine line between High Needs and Partnership Funding is based on the following distinction:

- Partnership Funding applies  
Pupils who would have ordinarily been placed in mainstream but are placed in Alternative Provision or ESOL courses on the recommendation of Fair Access Panel.
- High Needs Funding applies  
Pupils who are deemed to be so complex that they are unable to succeed within any mainstream school and require personalised learning in an Alternative Provision setting. They are likely to have multi-agency involvement, such as YOS, Police, Troubled Families and Social Care. They typically require wrap-around support.

Both of these budgets are capped and reviewed on an annual basis.

## 2.9 Services offered by Woodbridge Park Education Service

- Pathways – primary preventative provision (see Appendix 5) commissioned and funded directly by school subscriptions
- Gateway – secondary preventative provision (see Appendix 5) commissioned directly by Secondary Schools
- 6 day provision to the LA for permanently excluded pupils.

## 2.10 Services offered by West Thames College

- Year 10 Trading Places – an alternative provision for pupils at risk of permanent exclusion, commissioned by individual schools. The students remain on roll at the commissioning school and are their responsibility.
- Year 10 Trading Places commissioned and funded by HEP for students with complex needs coming through Fair Access. The pupil will go onto the Woodbridge Park Education Services roll, which they manage on behalf of HEP.
- Year 10 Trading Places Plus – as above with wrap-around care commissioned and funded by High Needs is available only to the LA. The pupil will go onto the Woodbridge Park Education Services roll, which they manage on behalf of the LA.
- Year 11 Fresh Start – an alternative provision for pupils at risk of exclusion commissioned and funded by Individual Schools. The students remain on the roll of the commissioning school and are their responsibility.

- Year 11 Fresh Start commissioned and funded by HEP for students with complex needs referred through the Fair Access Panel. The pupil will go onto the Woodbridge Park Education Services roll, which they manage on behalf of HEP.
- Year 11 Fresh Start Plus – as above with wrap around care commissioned and funded by High Needs. Available only to the LA. The pupil will go onto the Woodbridge Park Education Services roll, which they manage on behalf of the LA.
- Year 11 ESOL courses – for early stage language learners. The pupils will be admitted directly up to the 1<sup>st</sup> November and will be placed on the College roll.

#### 2.11 Services offered by HEP schools

Two HEP schools a year will agree to offer suitable provision to ESOL learners who arrive after 1<sup>st</sup> November of Year 11. These schools will need to be confirmed by the Partnership at the beginning of each Academic Year. They will be subsidised by the partnership to the sum of £500.00 per student. No partnership funding is available for Year 10. The two schools who have agreed to enrol this academic year (2019/20) are:

- Logic Studio School for late arrivals to the education system with good English
- Kingsley Academy for late arrivals with limited English

### 3. Operational Policies and Procedures

#### 3.1 What is Fair Access?

In summary: Fair Access is a process to support any pupil or any category of pupils, who are likely to be refused admission to a suitable mainstream school.

#### 3.2 The Fair Access Panel – Terms of Reference

Please see Appendix 2. (Dated 2018)

##### The function of the Fair Access Panel

In summary: To ensure that access to education is secured quickly for children who have no school place, and to ensure that all schools and academies in an area admit their fair share of vulnerable pupils.

The panel will scrutinise documentation relating to Permanent Exclusions, Managed Transfers, Fair Access Admission and placements, complex admissions and assessment reports from Woodbridge Park Education Service.

For Year 6 pupils who have been permanently excluded or managed transferred in the Spring or Summer Term, Panel will take into account the circumstances and any possible victims to ensure that they are not placed in the same provision.

The panel's role is to:

- Consider and confirm placements
- commission and fund placements and to identify the relevant funding stream
- ensure that placements are made according to the agreed principles
- allocate either High Needs Funding or Partnership Funding according to placements using the agreed criteria
- regularly monitor the progress of pupils into placements
- monitor and manage the use of the High Needs and Partnership budget allocations for alternative provision and to consider reports on a half termly basis.

#### 3.3 Decision Making at the Fair Access Panel

The Fair Access Panel monitors and makes recommendations of the most appropriate provision for the pupil using the information that has been gathered from a wide range of agencies, including the

recommendation of the headteacher of the previous school in cases of Managed Transfers and Permanent Exclusions.

### 3.4 Deciding whether or not the case is Fair Access

The Fair Access criteria contained in section 3 of the Fair Access Protocol will be used to determine whether the case is eligible (See Appendix 2)

Criteria	Placement	Funding
Meets Fair Access and suitable for mainstream	Mainstream school	School's budget
Not suitable for mainstream	Woodbridge Park Education Service	Commissioned by High Needs annual budget
Not suitable for mainstream and requires a more specialist alternative Provision	Other alternative Provision	Commissioned by High Needs (or Partnership funding if in Yr10 or 11 with less complex needs)

### 3.5 Managed Transfers (See Appendix 3)

The Fair Access Panel examines the Managed Transfer referral of years 7 - 9, takes reports/information from any agencies involved with the young person and makes a recommendation for the next placement as follows:

Criteria	Placement	Funding
Suitable for a named Mainstream school	Mainstream school	Funding follows pupils from the previous school
Assessment required: primary age	6 weeks at The Bridge	Included in Pathways Subscription
Assessment required: secondary age	6 weeks maximum at relevant WPES Key Stage	Funded by the school making the MT at a rate of £100 a day: total maximum: £3,000
Woodbridge Park Education Service deemed most suitable provision	Full time place at Woodbridge Park Education Service	High Needs commissioned place
Requiring highly specialised Provision	Full time at a specialised alternative provider	Commissioned by High Needs

Primary schools may only use the Managed Transfer process if they have signed up for the Pathways project otherwise, they must Permanently Exclude a pupil.

The process is as follows for Primary Managed Transfers:

The pupil is Managed Transferred with the agreement of the child's family/carer and then is placed at Woodbridge Park Education Services and funded by the school's subscription, which has already been paid.

The pupil has a period of 6 weeks at Woodbridge Park, following which a report is taken to the Fair Access Panel (FAP) with a recommendation that either the pupil is ready to be allocated a mainstream school place or that they take up a High Needs funded place at Woodbridge Park until ready for re- integration back into mainstream. FAP makes the decision on the next steps for the pupil.

WPES will charge a secondary school a daily fee for the period a pupil is placed at WPES following a managed transfer until the pupil is moved onto a new mainstream school.

Secondary Schools may only use the Managed Transfer process in Years 7 to 9

Managed Transfers and the receiving school – The trial period.

When a pupil who has been subject to a Managed Transfer is admitted to the receiving school there is a period of the remaining part of the half term and two complete half-term blocks. During that time the school may refer the pupil back to the Fair Access Panel should the placement be breaking down due to behaviour. Advance warning of a possible breakdown is required as this may enable future planning.

Funding: schools should receive recouped residual AWPU and Pupil Premium funding.

In the case of the trial placement failing there will be recoupmnt from the school which hosted the trial.

### 3.6 Permanent Exclusions

These cases are referred by the LA to Woodbridge Park Education Service for Day 6 provision whilst the exclusion process is completed, and the outcome of a future placement is determined.

The Fair Access Panel examines the permanent exclusion paperwork and with any information from a range of agencies makes a recommendation on the next placement for the young person, which may include the following options:

Criteria	Placement	Funding
Suitable for mainstream	Mainstream school	School Funding follows pupils from the previous school
Not suitable for mainstream	Full time place at Woodbridge Park Education Service	High Needs budget (LA commissioned places)
	A place at another alternative Provision	Partnership or High Needs funding

NB: Whilst reported to FAP, pupils with an EHCP or who attend a Special School, who have been permanently excluded – their placements are decided by the SEN Panel and funded from High Needs. These pupils cannot be offered a Managed Transfer.

Permanent Exclusions and the receiving mainstream school – No trial period.

Schools will be expected to admit pupils as above and there will be no trial period for the placement.

Funding: schools should usually receive recouped residual AWPU and Pupil Premium funding.

### 3.7 Equity in the placement of pupils into mainstream schools.

When placing a pupil into a mainstream school, the Fair Access Panel uses an In-Out Tracking Grid which records the number of permanent exclusions or managed transfers that a school has made and also the number of permanent exclusions, managed transfers or fair access placements that have been admitted to the school.

Placements from the Fair Access Panel are made into those schools who have excluded the highest number of pupils whilst also considering a number of other elements such as:

- Social contacts of the pupil which might be detrimental to the success of the placement or to the stability of the school;
- Concerns from agencies about placing in a particular school;
- Number of pupils already placed by FAP in each year group at the school

The Fair Access Panel recommendation is therefore based on balancing exclusions and admissions shown on the In-Out grid and any intelligence that various agencies have shared.

### Partnership Funding 2019-2020

The current School Admission Code was established and issued under Section 84 of Schools Standards and Framework Act 1998. The Code applies to all schools including Academy and Voluntary Aided Schools and imposes mandatory requirements relating to School Admission and places a statutory duty to act in accordance with the relevant provisions of the Code.

Each local authority must have a Fair Access Protocol and all admission authorities must participate in the Fair Access Protocol in order to ensure that unplaced children are allocated a school place quickly.

The majority of Hounslow secondary schools have decided to contribute to a Gold Package to support the education of vulnerable young people in Hounslow.

The rate for this package has been set for each school as £20 per pupil based on the school census.

The total subscription yields in excess of £250,000 and will support the education in alternative provision of approximately 36 pupils and had all schools decided to contribute this number would have increased to 40 pupils over an academic year. If the funding is not spent, it will be returned to the schools by HEP.

#### Non-Partnership Schools

Schools not contributing to this provision will be expected to take their "fair share" of vulnerable pupils and it will be the responsibility of the Fair Access Panel (FAP) and in particular the HEP Director to ensure that this is the case.

It is expected that each of the schools will take 2 more pupils than those subscribing each academic year. These will be pupils, as above, who might have previously been placed by the partnership in alternative placements.

In considering placements, FAP will consider initially placing at Non-Partnership Funding schools and if then this is not appropriate will refer to the "In-Out" placements chart.

It is fully recognised that any placements into these Non-Partnership Funding schools must be in accordance with the Admissions and Fair Access Codes.

These arrangements will need to be reviewed on an annual basis alongside the expenditure of the funding and calculation of annual subscriptions.

### 3.8 Timescales

At the end of each Fair Access Panel meeting the panel will recommend a school and the relevant LA officer will contact the named school with the recommendation.

Fair Access Panel Meeting 1	Receiving school is named LA Officer sends paperwork to Head at named school
Within 5 school days	School may refer the case back to the Fair Access Panel with new and relevant information about the pupil
Fair Access Panel Meeting 2	School has agreed to accept pupil or is referring back: in this case the Fair Access Panel decides whether or not the placement stands (is there any new information). Following the decision both school and family are made an offer in writing
Within 5 school days	Named school makes contact with the family.

Following an agreed placement of a pupil into a school the named school will admit within a reasonable period of time, no more than 10 days after the school has been informed of the placement.

Charges in the case of schools not admitting pupils within the timescales:

Where a pupil has been attending interim provision at Woodbridge Park Education Service for a longer period of time that will incur a daily charge payable by the School to Woodbridge Park Education Service by the receiving school.

- Primary schools: Pathways schools - £50 a day – non-Pathways schools £100 a day
- Secondary schools: Hounslow Education Partnership Funding schools £100 a day and non- Partnership Funding schools - £200 a day.

### 3.9 Tracking Pupils as they move into placements:

At each Fair Access Panel meeting the panel reviews the progress of pupils into their next placement and may take a range of actions including:

- Contacting the receiving school or alternative provider for a progress report,
- Contacting a range of agencies, Education Welfare Service, Social Care etc. who may be able to support the process of the pupil moving into the placement.

It is the responsibility of the Fair Access Panel to safeguard the pupil at this stage and to influence the speedy admittance of the pupil into their next provision.

### 3.10 Giving schools credit on the In-Out Grid.

The Fair Access Officer will bring to the Fair Access Panel any cases that are Fair Access so that schools may be given credit for admitting these pupils. These admissions may take place from early years through to Year 11

Fair Access admissions will be credited on the Fair Access Panel In-Out Grid in order to ensure equity.

## 4. Admission of Year 11 Pupils

Pupils who arrive late into the borough during Year 11 will be allocated to a School with the support of a Headteacher Advisory Group. The purpose of this group is to provide advice and support to the LA Admissions Team in their statutory admissions duties under the Admissions Code in respect of these pupils, (See Appendix 4.)

The overall aim of the group, LA and schools working together, is to ensure the most appropriate admission which is in the very best interests of the pupil with a view to securing successful outcomes for the pupil, whilst at the same time recognising the primacy of parental preference.

## 5. Woodbridge Park Education Services to Schools

Woodbridge Park Education Service is Hounslow's Pupil Referral Service, which offers:

- a professional, qualified and experienced team of specialists
- experienced Team Teach trainers
- a wide range of intervention programmes to support pupils
- a wide range of training packages for staff
- a strong collaborative link with a range of services

### 5.1 Primary provision – Pathways (See Appendix 5) The following Pathways are offered:

#### Pathway 1 (Advice / Support)

- Telephone support and advice is free of charge for HEP schools.
- Contact visits for assessment / assessment of need is £100 for HEP schools.

#### Pathway 2 (Outreach)

- In-school targeted individual support – reducing the frequency, intensity and complexity of incidents of problem behaviour for pupils not responding to whole school behaviour policies – providing more focused, intensive outreach support for pupils within a multi-agency approach to tackling often complex problems. This is charged at £35 per hour for HEP schools.

#### Pathway 3 (Preventative Programme)

- Learners at risk of exclusion attend enrichment programmes at The Bridge, Bedfont Lane, Feltham.
  - Early years and KS1 and Y3 – nurture group provision

- Year 4, 5 & 6 - enrichment support programmes
- Day 6 provision primary

Charges: There is an annual charge based on approximately £5.30 - £7.00 per pupil based on the school census and a daily charge of £50 with a 12 weeks placement costing: £3,000 collected at the start of commissioned placement SLA with the school. Non-subscribing schools will pay £150 per day for off-site provision.

What happens at the end of a placement if the child is not able to return to mainstream school?

When a pupil is referred by the school to Pathways for a 12 week placement, which the school funds at a rate of £50 a day giving a total charge of £3,000, prior to admission to Pathways it is important that the school advises the family that should it be considered that it is not possible for the child to return to mainstream then the school will need to look at alternatives to support the pupil.

At the end of the 12 weeks placement Pathways will advise the school of the current situation and what is thought to be in the best interests of the child.

Accounting notes:

Woodbridge Park Education Service engages with primary schools annually in April to see if they wish to subscribe to Pathways. There may be changes in the level of charges due to uptake.

## 5.2 Secondary provision – Gateway (See Appendix 5)

Gateway provides a preventative programme and Day 6+ provision (for Fixed Period Exclusions) for secondary schools.

- The preventative programme is organised in 1 week plus blocks and up to 6 weeks at a cost of £100 per day giving a full course cost of £3,000.
- For fixed period exclusions cover for Day 6+ provision is also costed at £100 a day and as long as least 3 days' notice is given to Gateway, students can commence provision on any day of the week and for a minimum of 2 days.
- Schools can purchase block places which will reduce the daily cost. These places can be used flexibly as long as a minimum of 3 days' notice is always given. An annual block place for 38 weeks will cost £15,000.

Accounting Notes:

- There is no annual subscription for this service.
- Non-Hounslow Education Partnership schools will be charged at a rate of £200 per day under the same arrangements as detailed above
- Schools are not responsible for managing day 6 provision for permanently excluded pupils as these are managed by WPES on behalf of the LA.

## 5.3 Woodbridge Park Education Service Commissioned Roll

Woodbridge Park Commissioned Roll is where pupils attend other alternative provisions. The service involves: safeguarding checks, monitoring achievement, attendance and evaluating outcomes on behalf of HEP or the LA. Monitoring will take place termly and be reported back through the Management Committee termly.

The following groups of pupils will be on the Woodbridge Park Education Service Commissioned roll:

- West Thames Trading Places Plus and Fresh Start Plus pupils are funded by High Needs and placed by the Fair Access Panel;
- Pupils attending other specialist alternative provisions funded by High Needs placed by FAP;
- West Thames Trading Places and Fresh Start pupils who are funded by the Partnership

All decisions on pupil placements for the Commissioned Roll are made by the Fair Access Panel and monitored by the LA's Placement and Monitoring Manager. Maintained by mutually agreed Service Level Agreements, Woodbridge Park manages a LA roll of 30 and a HEP roll of 20.

#### 5.4 Woodbridge Park Education Service Programmes: Governance and Quality Assurance Governance – Pathway, Gateway and Woodbridge Commissioned Roll

Woodbridge Park Education Service regards accountability for the outcomes of vulnerable pupils as very important. It is a localised service to schools and other stakeholders and works closely with partner organisations. Governance is through a Management Committee that undertakes regular visits to the sites and is involved in the development of the service as well as robustly challenging practices in a shared drive to further improve outcomes for young people. The Headteacher provides required termly progress reports as part of the newly commissioned services and reports the findings to the Management Committee including:

- Admission
- Attendance
- Exclusions
- Progress in course attended, Welfare.

WPES will be the roll for these students and will maintain basic oversight and communication with alternative providers. If a student on the managed roll fails at an alternative provision, they can be referred to FAP by Woodbridge Park only if they are not able to offer suitable alternative provision back at Woodbridge.

Quality Assurance protocols are in place and regular monitoring of key requirements is undertaken by the Headteacher with the strategic leadership team of the Service.

The financial sub-committee retains overall financial control, monitoring and evaluating expenditure and reporting to the full Management Committee. Finances linked to Gateway will be presented termly to the finance sub-committee of Woodbridge Park Education Service

### 6. West Thames College Services

West Thames offers the following courses. (details in Appendix 6)

#### 6.1 Year 10 Trading Places

This is an alternative provision offered to schools for pupils at risk of exclusion. These students remain on roll of the commissioning school. They will be transferred to Fresh Start in Year 11 and again will remain on the roll of the commissioning school.

Woodbridge Park will also use this provision for HEP students referred from FAP

Year 10 Trading Places Plus This is based on the Year 10 Trading Places model but with the addition of the support of a variety of other agencies and wrap-around forms of additional care - available to the LA through the FAP

#### 6.2 Year 11 Fresh Start

This is an alternative provision offered to schools for pupils at risk of exclusion, or for whom this is the natural progression from Year 10 Trading Places

Woodbridge Park will also use this provision for HEP students referred from FAP

Year 11 Fresh Start Plus This is based on the Fresh Start model but with the addition of the support of a variety of other agencies and wrap-around forms of additional care. – available to the LA through the FAP.

Courses	Funding streams
Year 10 Trading Places (School responsibility or Woodbridge Park)	Commissioned directly by individual schools or commissioned by Woodbridge Park on behalf of HEP
Year 10 Trading Places Plus (LA)	High Needs – an annual block commissioning arrangement with the LA Not available to schools only FAP
Year 11 Fresh Start (School responsibility or Woodbridge Park)	Commissioned directly by individual schools or commissioned by Woodbridge Park on behalf of HEP
Year 11 Fresh Start Plus (LA)	High Needs – an annual block commissioning arrangement with the LA Not available to schools only FAP

### 6.3 Places commissioned directly by schools.

Schools may directly commission places on these courses. There is a set of protocols, tracking and reporting procedures which enable the school to fulfil its responsibilities in respect of the pupil. (See Appendix 6)

### 6.4 Places commissioned by the LA – Plus courses.

The LA commissions a number of places annually for particularly complex young people in cases where it would be extremely unlikely for the young people to be successful in a mainstream school. These pupils are on the roll of Woodbridge Park Education Service under the arrangements for Woodbridge Park Education Service Managed roll and a sub-committee of the WPES Management Committee is accountable for their progress. (See the most current West Thames College – LA SLA: Appendix 7)

### 6.5 Places commissioned by the Partnership.

These places are allocated by the Fair Access Panel and are funded by the Partnership. These pupils are also on the roll of Woodbridge Park Education Service under their Commissioned Roll arrangements.

### 6.6 Pupils moving from Year 10 Trading Places to Year 11 Fresh Start

Pupils funded by individual schools or by the Partnership for Year 10 will then move to Year 11 Fresh Start and will continue to be funded by either the individual school remaining on their roll or by the Partnership on the roll of Woodbridge Park.

### 6.7 ESOL student courses.

Under the current funding arrangements, the College is able to admit Year 11 pupils onto ESOL courses. These students are directly enrolled at West Thames. The college receives funding for these places up until 1<sup>st</sup> November but after this date HEP will fund a further 8 places. Once these places have been used additional ESOL students in Year 11 will be offered a place at one of the two school that have been identified to enrol these students and put on suitable provision. In 2019/20 this will be:

- Logic Studio School for new arrivals with good English
- Kingsley Academy for new arrivals with little English

The number should be no more than 6 in each school without additional permission from these schools. After which any late arrival will be allocated to the most appropriate school, prioritising those who are not HEP Gold members

The Fair Access Protocol (updated September 2018)

1. Background

- 1.1 The School Admissions Code (updated February 2012) requires local authorities to have a Fair Access Protocol in place, which ensures that access to education is secured quickly for children who have no school place and that all schools in an area admit their fair share of the most vulnerable children, including those whose behaviour has been challenging. All schools and academies must agree and participate in the Fair Access Protocol and will be expected to admit children above their published admissions number if the school is already full.
- 1.2 The Admissions Team would normally be the first point of contact for parents/carers resident in the Hounslow Borough seeking a school place for their child. In the majority of cases, children will be allocated a school place in accordance with normal in-year admission procedures.
- 1.3 In accordance with 3.23(b) of the Code, local authorities must produce an annual report on admissions to the Adjudicator, which must include an assessment of the effectiveness of Fair Access Protocols and co-ordination in their area, including how many children were admitted to each school under them.
- 1.4 The London Borough of Hounslow has a Fair Access Panel and Terms of Reference (attached as Appendix B) to achieve the best possible outcomes for resident children that are considered Hard to Place and/or vulnerable.

2. Safeguarding

In all cases the LA's duty to safeguard the child is paramount. Children out of school may be at risk; with the Admission Team, Education and Early Intervention and other relevant representatives of the LA must do their utmost to ensure that children are not out of school for extended periods of time.

3. Definitions and Criteria

Children to be placed under this Protocol will live in the London Borough of Hounslow.

- Children who have been permanently excluded from their last school placement, were attending a Pupil Referral Unit or Alternative Provision;
- Children where there is evidence that they were at risk of permanent exclusion prior to leaving their last school;
- Children who are ready for reintegration from a Pupil Referral Unit or secure units;
- Children removed from school and unable to find a place after several fixed term exclusions;
- Children who have applied to return to mainstream schooling after a period of elective home education and whose application for a school place through the normal in year admission process is refused;
- Children returning from the criminal justice system who are registered with the Youth Offending team;
- Children without a school place who have a history of serious attendance problems (80% or less) in the last 12 months, as assessed by the attached Education Welfare Officer;
- Children of Gypsies, Roma and Travellers, refugees and asylum seekers;
- Children who are homeless;
- Children with unsupportive family backgrounds for whom a place has not been sought;
- Children who are carers;
- Children with special educational needs, disabilities or medical conditions (but without an Education, Health and Care Plan);

- Children who have been out of education for 8 school weeks or more where there are complex family issues or entrenched behaviour concerns;
- Children subject to a child protection plan;
- Children newly arrived from abroad with no English or experience of school.

#### 4. Principles

- All primary and secondary schools, academies and free schools within the London Borough of Hounslow agree to fully participate and work within the Protocol.
- All Schools (including Academies) should work together collaboratively considering the needs of the child and those of the school. There is no duty to comply with parental preference when allocating places through the Protocol, but it is expected the wishes of the parent are considered.
- The operation of Fair Access is outside the arrangements of co-ordination and is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures.
- When seeking to place a child under the Protocol, all schools will be treated in a fair equitable and consistent manner.
- All schools, including Academies are expected to respond to requests by the local authority to admit a child under Fair Access protocol within seven calendar days.
- The fact that the published admission number may have been reached in a year group should not be given as a reason for not admitting a pupil under this protocol.
- Admission authorities will not refuse to admit a child thought to be potentially disruptive or likely to exhibit challenging behaviour because the child is first to be assessed for special educational needs (paragraph 3.13 of the School Admissions Code).
- Admissions authorities will not cite oversubscription as a reason for not admitting a child under this Protocol unless an extra child would breach the Infant Class Size Regulations and the child to be admitted could not be treated as an excepted child.
- Under no circumstances will a school ask a parent/carer to withdraw a child from the school's roll. If a school continues to face difficulty with a child on their roll, such as poor attendance or challenging behaviour a referral should be made to the appropriate agency. If information comes to light that a school has taken a child off roll inappropriately and has not sought the appropriate support the local authority will refer to the Director of Education and Early Intervention Services.
- Fair Access placement decisions are made in the knowledge of the number of other panel placements of permanently excluded and pupils with an Education Health and Care Plan, including those changing school as the result of a 'managed transfer', recently admitted to the school.
- Any out of borough in year applicants who meet the criteria in Section 4 will be referred to their home local authority by the In-Year Admissions Team. In these cases, parents will be advised of their right to appeal against this decision.
- Fair Access placements are considered outside of an individual school's admission criteria and must take priority above applicants on a waiting list (if there is one in operation and irrespective of number on roll).
- Schools cannot insist that an admission appeal be heard before a pupil is admitted under the protocol.
- The educational needs of the pupil will be the prime factor in deciding a placement, but every effort will be made to ensure that practical issues regarding travel, including arrangements regarding siblings are considered.

- The protocol applies to pupils who are identified as hard to place from Reception through to Year 11.
- Whilst each LA's Fair Access Protocol covers only the schools in its local authority area, it will sometimes be necessary to approach neighbouring authorities to request consideration under its Fair Access Protocol if all options within the borough have been exhausted.
- Children who have been assessed as 'hard to place must receive priority for admission over others on waiting lists or awaiting an appeal.
- Where a Hounslow Borough school has been identified as an appropriate placement for the child, the school will be expected to admit the child without unnecessary delay.
- In the event of a school refusing to accept the admission the Local Authority will direct or instruct the school to admit. The governing bodies of schools which are their own admissions authority may refer a direction to the Schools Adjudicator who will determine which school is to admit the child. For Academies, the LA will apply for a direction to the ESFA.
- Where a parent expresses a preference for a school and a place cannot be offered, the parent must be informed of the right of appeal. The Admission authority for that school must inform parents of their rights. The child's name will also be added to the waiting list for the school in accordance with the admissions criteria for that school.
- If the parent/carer rejects the school or alternative provision offered to the child, they will still have the right to appeal for a place at the preferred school(s). The appeal panel will be informed that places have been allocated according to the criteria of the Fair Access Protocol which must be taken into account.

## 5. Roles and Responsibilities

Hounslow's Access to Education Team Leader, in conjunction with the In-Year Admissions Officers will:

- Identify fair access children, through receipt of an in-year application or via a referral received from social care or another local authority;
- Gather all relevant information to present to the Fair Access Panel;
- Present and monitor the cases for consideration by the Fair Access Panel;
- Keep a log of all placements made through the Fair Access Protocol and this data will be circulated to all schools at the end of each academic year.
- Where a school wishes a pupil to be considered under the Fair Access criteria in the light of additional information or previously unknown circumstances, (e.g. court order, further information that meets Fair Access criteria), they should contact the Access to Education Team Leader with supporting evidence for the Local Authority to decide if the case meets the criteria.

## 6. Process

The Fair Access Panel:

- Will meet weekly during term time to place Fair Access pupils.
- Will consider the cases referred as Fair Access and will determine which school or alternative education provider the pupil should be allocated.
- Will make a decision based on the child's needs and the previous placements for schools and education providers. As far as possible in making its decision the Fair Access Panel will consider, where appropriate, the pupil's religious affiliation and any other factors specific to that pupil. When a school admits a pupil under the scheme, the school will be credited with taking a Fair Access pupil. Schools would be expected to admit within 10 school days of the Fair Access Panel notification of decision.
- Will not normally place the pupil in a school where an appeal was held but was unsuccessful.

## 7. Reintegration

Decisions on Fair Access Placements will be notified by the Access to Education Team Leader for formal notification to the parent or carer. Schools must contact the parent to arrange admission. Once the Fair Access Panel has identified a school, an offer letter will be sent to the parent by the Access to Education Team. Schools must notify the Access to Education Team Leader of the admissions date in each case confirming that the child is on roll.

The school must complete a CFAN if a parent refuses the place, or the child or young person does not start school within 10 school days of the agreed start date. If a School Attendance Order is required, the school identified by the Fair Access Panel will remain the designated school.

Subsequent Fair Access Panel meetings will review prior placements to ensure that these children and young people continue to receive full time education.

## 8. Excluded children or children at serious risk of exclusion

Managed Moves- do not form part of the Fair Access Protocol. However, in some circumstances, it may be appropriate for a pupil to transfer from one school to another for a fixed period whilst remaining on the roll of the first school as an opportunity for a fresh start. Such arrangements require the full knowledge and co-operation of all the parties involved, including parents, pupil, both schools and the LA and should proceed in accordance with locally agreed practices. If the managed Move is successful, the child is transferred to the roll of the new school at the end of the fixed period.

How managed Moves operate will depend on local arrangements and will be determined by collaborations of Headteachers in their localities. Whilst managed moves are not enshrined in legislation in the same way as pupils with Fair Access Status, it is recognised best practice for panels to take account of managed moves and their wider implications for schools when considering pupil placements under the Fair Access Protocol.

The Managed Moves will be credited on the Fair Access Panel In-Out grid.

## 9. Children with an Education, Health & Care Plan (EHCP) and Looked After children

The provision of the Fair Access will not apply to a looked after child, previously looked after child or a child with an Education Health and Care Plan naming the school in question. These placements of children are managed through a separate process.

Children who are waiting for an EHCP will continue to be considered under the normal admissions process, including the Fair Access protocol if appropriate.

## 10. Financial Arrangements

Where schools are asked to accept children above their admission number these will be funded according to Hounslow's pupil-based formula. When a child is excluded from one of the Hounslow schools, the remaining portion of that child's AWPU (age-weighted pupil unit) will be recovered from the school and passed to the admitting school. These arrangements apply to children up to and including year 11.

## 11. Record Keeping

A log of all placements made through the Fair Access Protocol will be maintained by the Access to Education Team Leader and this data will be circulated to all schools at the end of each academic year. This data will also be available throughout the year if requested. By working in partnership, the schools and local authority can be alert to school's circumstances e.g. numbers on roll, recent admissions, managed transfers. Information regarding placements will be published by the Local Authority at regular intervals, as determined by the Admission Forum.

Monitoring and Evaluation will include:

- The success of the managed transfers and supported managed transfers
- The exclusion rates – in particular the exclusion of vulnerable groups
- The numbers of pupils reintegrating successfully back into mainstream
- Educational attainment and other outcomes, including attendance

Finance and monitoring of placements will be managed by the Placement and Monitoring Manager.

#### 9. Annual Review of Protocol

The Fair Access Protocol will be reviewed by the Local Authority's Admission Forum and will form part of the annual statutory consultation process, which is required on Admission arrangements.

September 2018

<b>Pupil Details:</b>	<b>CONFIDENTIAL</b>
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<b>Existing school:</b>			
<b>Forename:</b>		<b>Surname:</b>	
<b>Address:</b>			<b>Post code:</b>
<b>Parent/Carer Name:</b>			
<b>Contact Telephone Number:</b>	<b>Home:</b>	<b>Mobile:</b>	
<b>DOB:</b>	<b>Year group:</b>	<b>UPN:</b>	<b>Male: Female:</b>
<b>Fair Access Category, please specify:</b>			
<b>Religion (if known):</b>		<b>Home Language:</b>	
<b>EAL stage:</b>	<b>Looked After Child: Y N</b>	<b>Social Care Involved: Yes No</b>	
<b>EHCP:</b>	<b>EHCP: under assessment</b>		

<b>Information Required:</b>
------------------------------

<b>Stated School Preference:</b>			
<b>Previous School History: (inc dates)</b>		<b>From:</b>	<b>To:</b>
		<b>From:</b>	<b>To:</b>
<b>Date last in school:</b>			
<b>Academic Attainment:</b>			
<b>Attendance Summary:</b>			
<b>Fixed Term Exclusions:</b>			
<b>Permanent Exclusions:</b>			
<b>Managed Transfer:</b>			

<b>Reason for Referral:</b>
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**Parents Comments:**

**Pupils Comments:**

**Schools Comments:**

**Any Other Relevant Information:**

Reported Compiled by:

Signed: \_\_\_\_\_

Date:

## Appendix 2

### Fair Access Panel Terms of Reference

#### Background

The work of the Fair Access Panel (FAP) is to ensure that – outside the normal admissions round – unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum.

#### 1. Function.

The Fair Access Panel will:

- 1.1 Adhere to the principles of the Local Authorities Fair Access Protocol.
- 1.2 Scrutinise documentation relating to Fair Access Placements
- 1.3 Ensure that placements are made according to the agreed partnership model of “one-in one-out” whilst considering a range of other factors which might include the unbalancing of cohorts, social factors, distance etc.
- 1.4 Can consider assessment placements. These placements may be of six- or twelve-weeks’ duration following which the case is referred to the FAP for either in the case of a six-week placement a further period of assessment or in the case of a twelve-week placement a recommendation or “naming” or a permanent placement.
- 1.5 Take submissions from schools and other settings on proposed placements where they meet the Fair Access criteria and where new information is being submitted to the FAP, for example social contacts within the setting which may affect the success of the placement, the FAP may consider making an alternative placement.
- 1.6 Monitor placement time scales which include: the five working days that settings have to consider the proposed placement from the initial recommendation of the FAP and following ratification or “naming” of the provision at the following FAP a further five working days for the setting to begin to engage with the pupil’s family setting.
- 1.7 To allocate either LA High Needs Funding (non-statemented) or School Partnership Funding in cases in which young people are placed at Woodbridge Park Education Service or an alternative provider.
- 1.8 To monitor the progress of pupils into placements on a weekly basis and to challenge settings which are not adhering to the timescales for engagement with the pupil’s family setting as above. (1.4). This is a “Safeguarding” function of the group.
- 1.9 Not use the Fair Access Protocol as a means to circumvent the normal in year admissions process. A parent can apply for a place as an in-year admission at any point and is entitled to an appeal when a place is not offered.

## 2. Governance

The work of the Fair Access Panel is overseen by a Senior LA officer (Head of School Organisation and Inclusion). The Local Authority will provide an annual Fair Access Report to the Admission Forum.

The Local Authority is required to submit the statutory annual report to the Office of Schools Adjudicators which includes how well the Fair Access Protocol supports the admission of pupils.

## 3. Membership

The membership of this group is as follows:

Head of School Organisation and Inclusion  
Hounslow Education Partnership Director  
Access to Education Team Leader  
Children Missing Education officer  
Inclusion Manager  
Placement and Monitoring Manager  
Head of Woodbridge Park Principal  
Educational Psychologist Headteachers  
(on rota basis see below)  
Operational Manager of the Youth Offending Team  
The Adolescent Team, Team Manager  
Head of Special Educational Needs  
Police officer school's team

Clerk - In attendance but not a member of the panel

Schools: This representation is organised on a half-termly basis by the school's partnership.  
Primary Head x 2  
Secondary Head (note non-HEP schools are also invited to be included in the rotation)

Other colleagues may be invited to meetings to provide information on particular cases. We also encourage school colleagues to observe meeting as part of their induction, should it be appropriate.

Observers may be invited with the agreement of the Chair of the Fair Access Panel but will not have voting rights.

## 4. Chair

The meeting will be chaired by the Local Authorities Inclusion Manager and the Vice Chair will be the Director of the Hounslow Education Partnership.

## 5. Minutes

These are taken by a Clerk and are circulated after each of the weekly meetings together with the data of placements to schools.

## 6. Meetings

Will take place on a weekly basis during term time at 8.15am on a Wednesday morning at Hounslow House.

## 7. Standing Items on the Agenda

- Apologies
- Minutes of the previous meeting with updates on the progress of individual cases
- New individual cases:
  - Scrutiny of paperwork
  - Discussion
  - Recommendation and allocation of funding – either LA or School Partnership funding
  - Placements and in the case of main-stream settings referral to the “one-in one-out” chart
- Review of the progress of placements – previous cases pupil by pupil.
- General issues raised
- AOBs.

## 8. Monitoring

A log of all placements made through the Fair Access Protocol will be maintained by the Access to Education Team Leader and this data will be circulated to all schools at the end of each academic year. This data will also be available throughout the year if requested. By working in partnership, the schools and local authority can be alert to school's circumstances e.g. numbers on roll, recent admissions, managed transfers. Information regarding placements will be published by the Local Authority at regular intervals, as determined by the Admission Forum.

Monitoring and Evaluation will include:

- The success of the managed transfers
- The exclusion rates – in particular the exclusion of vulnerable groups
- The numbers of pupils reintegrating successfully back into mainstream
- Educational attainment and other outcomes, including attendance

September 2018

## Appendix 3

### Managed Transfer via the Fair Access Panel (Updated 2019)

#### Operational Procedures

##### Introduction:

The Managed Transfer arrangement is designed to secure a conflict-free transfer for pupils for whom a permanent exclusion would otherwise be necessary. This only applies to pupils in Years 7 to 9 inclusive, Years 7 – 11 inclusive for Looked after Children.

For that reason, the DFE Model Letter 4 has been amended to allow for the conversion of a permanent exclusion to a Managed Transfer. All Managed Transfers will be determined and overseen by the Fair Access Panel (FAP).

The role of the FAP is to determine the most appropriate placement for excluded pupils and either place pupils in the WPES or, where appropriate, name another mainstream school. This will continue to be the case where a permanent exclusion has been converted to a Managed Transfer.

Managed Transfers to mainstream schools will be supported by a trial period which will include the remaining weeks of the half term in which the pupil left their current school plus two complete half terms.

There will be a pre-placement interview, a support plan written in consultation with the previous school, Home School Agreement or pupil contract and regular contact between the school and home during the placement and the school will advise the family of the end date for the trial period. The school will undertake to advise the FAP concerning the progress of the trial placement on a regular basis. The school will contact the family at the end of the placement to advise them of the outcome of the trial period.

##### Procedure:

Where a pupil reaches the point of permanent exclusion, and the school takes the view that a managed transfer may be appropriate, parents/carers will be sent the Amended Model Letter 4 (Managed Transfer) informing them that their child has been permanently excluded. A copy of the letter and the Permanent Exclusion/Managed Transfer paperwork should also be sent to the Exclusion Team at Hounslow House for the FAP agenda and to Woodbridge Park Education Service (WPES) for Day 6 provision planning.

Parents/carers will be advised that there is the possibility of a Managed Transfer and offered a date to meet to discuss this option within 2-3 days.

Where the parent/carer agrees to consider a Managed Transfer and attends the meeting, they will be informed of the role of the FAP. They must also be advised that there is no right of appeal in a Managed Transfer.

In the case of a Managed Transfer to another mainstream school, parents need to be advised that there will be a trial period that will include any weeks remaining of the current half term, plus two complete half terms. Parents should also be advised that there will be a pre-placement interview, a Home School Agreement or pupil contract, and that there will be regular contact between school and home to support the trial period. The school will report on the progress of the placement to the FAP at regular intervals. Parents must also be advised that there is no right of appeal should the trial period be terminated by the school.

Throughout the trial period the pupil is on the receiving school's roll.

If the parent/carer indicates that they are willing to have a Managed Transfer they may sign the form at the meeting or may be given a copy of the Agreement to Managed Transfer form to take away from the meeting with a date for its return.

If the parent decides not to accept a Managed Transfer, then the permanent exclusion proceeds as normal.

Where the parent/carer agrees to a Managed Transfer, as a converted permanent exclusion, the interim education provision will start from the 6<sup>th</sup> day but will be covered by the Authority's permanent exclusion 6<sup>th</sup> Day Interim Education arrangements.

Upon receipt, a copy of the parent agreement form together with a copy of the exclusion's documentation will be sent to the Exclusions Team for notification to the FAP.

The case will be considered by the FAP and a decision made on placement.

Schools should note that, if subsequently, the parent decides that they do not wish to have a Managed Transfer, the permanent exclusion process should be reinstated.

This procedure is available to Hounslow schools who contribute to Partnership Funding.

## Appendix 4.

### Year 11 Admissions Advisory Group

#### Terms of Reference (October 2017)

##### 1. Function

The function of this group is to support and to give advice to LA admissions in their statutory admissions duties under the Admissions Code in respect of Year 11 pupils who come into the borough late during Year 11.

The overall aim of the group, LA and schools working together, to ensure the most appropriate admission which is in the very best interests of the pupil with a view to securing successful outcomes for the pupil, whilst at the same time recognising the primacy of parental preference.

These cases may be in one or more of the following categories:

- Standard admissions but where they may need to be specific curriculum/course matching
- EAL early stage learners who may be new to the country
- Admissions under the Fair Access Protocol

In considering advice the group will take account of:

- Knowledge of schools' individual curriculum packages
- Any EAL provisions that have been established in individual schools
- ESOL courses at West Thames College

In some cases, it may be necessary to refer cases to the Fair Access Panel (FAP)

##### 2. Governance

This is an advisory group and the ultimate responsibility for the allocation of admissions placements lies with the LA, who will take the final decision on the allocation of a place in a school in accordance with the Admissions Code.

##### 3. Membership

A group of self-nominated head teachers will make themselves available to support LA colleagues on this group.

##### 4. Meetings

The group will be convened as is considered appropriate by the LA Admissions Team. Some advice might be sought by email and other means.

##### 5. Agenda and paperwork

To be shared with the group as appropriate taking into account the Admissions Code.

##### 6. Minutes of meetings

Minutes of meetings will be taken and decisions recorded in detail, pupil by pupil with a rationale of the decision made and the funding details in order to ensure transparency.

##### 7. Review and Evaluation

It may be considered appropriate to review the work of this group on an annual basis and to take a report on the pupil outcomes of admissions where advice and support was given by this group.

##### 8. Review

It is recommended that these Terms of Reference are reviewed on an annual basis.



## Appendix 5 Woodbridge Park Services to Schools – Pathways (primary) and Gateway (secondary)

### Pathways

“Building capacity in schools to better manage pupils/students with social, emotional and behaviour difficulties.”

Prevention, Early Intervention and Staged Intervention – a multi-tiered approach to social, emotional and behavioural support, offered by The Bridge

The aim of the model is preventing the need for exclusion through early intervention and staged intervention. The multi-tiered approach to social, emotional and behavioural support covers a wide range of approaches and provision through stages of intervention from school-based support and intervention to extended enrichment provision delivered at The Bridge.

Support should be appropriate, proportionate and timely. Early and staged intervention provides a framework to schools for additional support where behaviour, for whatever reason, becomes more challenging and needs targeted support.

Each stage will include identification and assessment of learning need, appropriate planning mechanisms, and types of provision which may be put in place. Movement between the stages usually follows the exhaustion of the provisions at the level below. It is likely that evidence of such provisions will be required before moving to the next level, although in some cases acceleration through the stages, or intervention at a later stage may be required to meet the individual needs of the learner.

Outreach support is aimed at keeping pupils in their own schools. Referrals to the service are made through the Primary Behaviour Panel. This panel act as gatekeepers and decide which children should be allocated one of the enrichment programme places. Only if intensive outreach intervention fails to give pupils enough support in school are they given places on the enrichment programmes at The Bridge. This enables extended intervention and support to be targeted at those pupils with the highest level of need.

### Service description

Providing support, advice and training to mainstream schools to enhance schools' capacity to promote inclusion, good behaviour and healthy emotional well-being for all pupils with Social, Emotional and Mental Health difficulties (SEMH).

The service aims to support schools to:

- Maintain a low percentage of permanent and fixed term exclusions compared to the national average.
- Maintain high levels of pupils with SEMH needs in mainstream schools.
- Ensure that all pupils referred are provided with support and/or placed in appropriate settings within a reasonable time frame.

The Bridge offers:

- a professional, qualified and experienced team of specialists
- experienced Team Teach trainers
- a wide range of intervention programmes to support pupils
- a wide range of training packages for staff
- a strong collaborative link with a range of services

### Pathway 1 (Advice / Support)

In school support - preventing the development of problem behaviour.

Increasing levels of support and specialist help. The emphasis is on building capacity at local level to support learners rather than referring them on. This support tier would be free to schools pending whether they require further specialist support from The Bridge.



### Pathway 2 (Outreach)

In school targeted individual support – reducing the frequency, intensity and complexity of incidents of problem behaviour for pupils not responding to whole school behaviour policies – providing more focused, intensive outreach support for pupils within a multi-agency approach to tackling often complex problems.

### Pathway 3 (Preventative Model)

Learners at risk of exclusion attend enrichment programmes at The Bridge.

- Early years and KS1 and Y3 – nurture group provision
- Year 4, 5 & 6 - enrichment support programmes

The cost of a pupil attending the programme is dependent on whether a school has a Service Level Agreement (SLA) with WPES.

The aim of these programmes is to raise self-esteem and reduce problem behaviour. This planned support enables the learner to work intensively towards specific goals, for example learning techniques which support improved behaviour.

The support provided helps the child or young person to remain on their school roll, hopefully reducing the likelihood of the move towards being permanently excluded. Support from staff can be planned and delivered through a team around the child model.

Staff delivering the enrichment programmes work closely with staff from the learner's mainstream school. Effective coordination between The Bridge and the mainstream school ensures that both can build effectively on the learner's prior achievements. An important measure of the enrichment programme is successfully supporting learners return to full-time mainstream education.

The underlying principle of the learning package is that learners should remain the responsibility of mainstream schools and that in most circumstances' plans should include a full return to the mainstream school.

This model needs to be operated along the principles of a preventative model rather than a last resort model. The Bridge Sub-Committee need to be the "gate keeper" panel into this provision.

What happens at the end of a placement if the child is not able to return to mainstream. When a pupil is referred by the school to Pathways for a 12 week placement, which the school funds at a rate of £50 a day giving a total charge of £3,000, prior to admission to Pathways it is important that the school advises the family that should it be considered that it is not possible for the child to return to mainstream then the school will need to look at alternatives to support the pupil.

At the end of the 12 weeks placement Pathways will advise the school of the current situation and what is thought to be in the best interests of the child.

### **Accounting notes:**

Woodbridge Park Education Service engages with primary schools annually in April to see if they wish to subscribe to Pathways. There may be changes in the level of charges due to uptake.

### The Outreach Service

Outreach had to be reduced over the last few years due to the large numbers of pupils admitted into the Bridge; prior to this there were 4 members of staff who were supporting schools on average 30 pupils each year. The impact of this was over 95% of these pupils successfully remaining in their mainstream placement and with no further referral to WPES. (March 2018).

### Funding Pathways

Primary Partnerships in March 2018 made the following recommendation that there should be an annual charged based on approximately £5.30 per pupil and a daily charge of £50 with a 12 weeks placement costing: £3,000



## Gateway

In partnership with local secondary schools WPES supports Day 6+ Fixed Period Exclusions, Day 1 LAC, and development of preventative programme to prevent permanent exclusions.

This provision known as Gateway will:

- Be time limited with clear admissions criteria and outcome expectations
- Offer a range of support to a limited number of pupils
- Offer up to 12 weeks' maximum (60 school days) Gateway is a time limited intervention
- support transition back into a mainstream educational placement

The purpose of the Gateway Preventive programme is to:

- Support pupils in their self-management and readiness for learning;
  - There are 5 main areas linked to this - Self-control and management of behaviour, Social skills, Self-awareness and confidence, Skills for learning, Approach to learning
- The Head of Gateway & requesting school will determine the length of provision
- WPES has a named member of staff who teaches & supports reintegration to support student return to their referred school or Managed Transfer receiving school.

Gateway is not a long-term provision for secondary aged students - it's a preventative model

### Process

- A WPES Gateway application must be submitted by the school.
- During placement at Gateway, the pupil will be dual registered with WPES and their 'home' school.

### The provision

- Gateway dedicated entrance/exit/own playground area/prepared school lunches on site/Specialist staff on site/use of specialist teaching areas to enhance curriculum
- Gateway staff part of the whole WPES staff team - with access to CPD/JDs/PM
- Named Member of Staff from WPES Leadership to oversee programme - wealth of experience in preventative programmes modelling



## Appendix 6

### West Thames Alternative Provision Courses

#### Year 10 Trading Places

Extract from publicity material:

- "This course may be for you if you feel that the school environment is not right for you and you would benefit more from the different environment offered by the college.
- You will do all your studies at college instead of school and we will keep in touch with your school and your parent/carer about your attendance and progress.
- You will come into West Thames College in Isleworth or the Skills Centre in Feltham full-time for one year, starting in Year 10.

What are the entry requirements? There are no entry requirements, but you should have an interest in learning new skills. You need to be referred by your school to do this course. You will have an initial assessment in English and maths at your interview, so we can develop the right programme for you.

What will I study? Your course involves both practical and written work. You will spend some time in vocational areas and build a portfolio of written work. We will discuss the vocational areas on offer at your interview. Vocational areas include construction, motor vehicle, engineering, and hair and beauty. We will support you to find a beneficial work placement and monitor this to ensure your success. Additional components address real issues which may affect your life and bring about improved participation as a young citizen. We will help you to reach your potential and work towards GCSE Maths and English. Group sizes are small, so you will get lots of one-to-one support from your teacher and the support assistant, both in the practical and writing sessions.

Facilities: You can use the college's facilities and learning resources and take part in sport and leisure activities.

How will I be assessed? You will meet your tutor regularly to set individual targets. This will help you to complete your coursework, fulfil your potential and complete your qualification.

Next steps: At the end of the course you will have gained a vocational qualification and GCSEs. This will enable you to go on to the Fresh Start Year 11 programme."

Funding: Places on this course may be commissioned by individual schools or by FAP. In the case of FAP placements these are Partnership funded.

#### Year 10 Trading Places Plus

This is based on the model above but with the addition of the support of a variety of other agencies and wrap-around forms of additional care, available only to the LA.

Funding: Places on the Plus course are funded from High Needs.

#### Year 11 Fresh Start

Extract from publicity material:

"Fresh Start is for Year 11 students who want to pursue an alternative curriculum in college. They may be facing difficulties with the school curriculum or have outgrown the school environment and would prefer to continue their education at West Thames College. The programme includes a week-long summer school for new students to help you become familiar with the college environment. It includes trips out, cake making, drumming, sports and T-shirt designing.

What do we offer? A variety of pathways which may include: sports, travel and tourism, GCSE English and Maths, functional skills in ICT, numeracy and communications, art, design and media plus many more options.



Our very experienced and understanding staff have worked with a variety of young people to support them in enjoying college and gaining qualifications.

We also offer an enrichment programme which includes: a reward scheme, student activities programme, student of the month and student of the year awards, a reading scheme, individual agencies working with young people projects, outside speakers and regular trips out.

A highlight of the year is the presentation evening where parents, carers, students and staff come together to celebrate students' success.

**Facilities:** As a member of the college you will enjoy first class facilities. You will be able to use the state of the art gym and sports hall, as well as the student common room and the extensive library and IT suites. You will have access to a dedicated careers adviser at the college who can help you find part time work and develop your CV.

All the staff on the Fresh Start team are on hand to help you with any difficulties or issues you may experience and will endeavour to make your experience at college a safe and enjoyable one."

**Funding:** Places on this course may be commissioned by individual schools or by FAP. In the case of FAP placements these are Partnership funded.

### Year 11 Fresh Start Plus

This is based on the model above but with the addition of the support of a variety of other agencies and wrap-around forms of additional care, available only to the LA.

**Funding:** Places on the Plus course are funded from High Needs.

## Alternative Provision Fresh Start & Trading Places Protocol 2018-19

### A. Student Supervision (where relevant)

Woodbridge Park Education Service or the Individual Commissioning School Responsibilities	College Responsibilities
1. Where relevant, undertake a formal assessment of risks involved in placing students on off-site activities in agreement with the college. This will involve giving the college reasonable advance information on students including motivation for the vocational study, academic and behavioural background and any involvement with other outside agencies.	1. Agree risk assessments and arrangements with Woodbridge Park Education Services. Work with the Woodbridge Park Education Services to ensure placements are appropriate for the students. Have the right of veto for students who it is felt will not benefit from the provision
2. Consult with college to negotiate the supervision required, taking into account student maturity, experience, behaviour, age, wishes of parent/ guardian etc. Note a) Parents must be informed that the level of supervision is not the same as at Woodbridge Park Education Service. b) Where students cannot be supervised during non-contact time a generic risk assessment will be required for a number of students who fall into the same category.	2. Negotiate and agree level of supervision with Woodbridge Park Education Services. Where students are very immature it may be that the placement is not appropriate without extra support from the Woodbridge Park Education Service.
3. Inform parents of all arrangements, implement suggestions/ feedback from parents and obtain their prior consent for all arrangements.	3. Adhere to agreed arrangements between the Woodbridge Park Education Service and parents. Inform Woodbridge Park Education Service of any letters sent to parents.



Woodbridge Park Education Service or the Individual Commissioning School Responsibilities	College Responsibilities
4	4. Responsible for the Health and Safety of anyone on college premises e.g. even for students not involved in an activity or lesson. Ensure parents know of different start and finish times. Consider if these impose any significant increase in risk.
5. Check that the college has implemented the actions agreed for safe supervision.	5. Assess the risks of placing any student with a group which they are unused to and take any action to counter this.
6. Ensure that the annual protocol is received and understood by the Woodbridge Park Education Service and that the letter of engagement is received and acted on by the Woodbridge Park Education Service representative and other relevant staff.	6. Issue the protocol and the letter of engagement by the end of September each year.

#### B. Reporting Attendance

Woodbridge Park Education Service Responsibilities	College Responsibilities
1. Negotiate with the college a method of informing the Woodbridge Park Education Service weekly of any absence. Explain to college there is a legal requirement to keep a check on attendance.	1. Negotiate a procedure for reporting absence with the Woodbridge Park Education Service prior to the commencement of any placements.
2. Establish a system that is workable and takes reasonable steps to pick up on students not attending.	2. Ensure weekly attendance reports are sent out to the named contact at the Woodbridge Park Education Service.
3. Provide college with a contact name for reporting absence.	3. Ensure Woodbridge Park Education Services have provided a named contact before commencement of placement.

#### C. Approved External Qualifications

Woodbridge Park Education Service Responsibilities	College Responsibilities
1. Ensure that the curriculum being followed meets the key Stage 4 statutory requirements and that external qualifications are approved for use pre-16.	1. College to provide information about the qualifications that can be offered pre 16
2. Woodbridge Park Education Services in conjunction with parents and students will need to decide if courses leading to a college certificate will be in the long-term interests of the student involved.	2. Ensure that each student on a course that does not have an external qualification receives a college certificate

<p>3. To ensure that there is a process which results in the student receiving either a national or college certificate for the work completed.</p>	<p>3. Ensure that addresses for students are up to date and that certificates can be sent on to the student where these are issued after the end date of the course.</p>
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#### D. Child Protection: Vetting arrangements for staff and volunteers

Woodbridge Park Education Service Responsibilities	College Responsibilities
1. Ensure that students are well matched with their placements, taken into account their level of maturity, experience and behaviour. Where it is found that a student is not well matched the Woodbridge Park Education Service retains responsibility for the learning programme of that student.	1. For students on full time college courses pre 16 brief them about child protection issues before they go on work placements and encourage them to report concerns.
2. Check that the college police check staff who will be working with, or will come into contact with Woodbridge Park Education Service link students	2. College staff working with students under the minimum Woodbridge Park Education Service leaving age should be police checked.
3. Brief students about child protection issues before they go on to college and encourage them to report concerns.	3. Ensure that teaching and non-teaching staff that have not yet been police checked do not have substantial unsupervised access to students.
4. Agree a named individual to take responsibility for making known the policy and procedure on bullying before placements begin. Share the policy and procedures with the college. Do everything possible to prevent bullying.	4. Become familiar with the policies and procedures used within the Woodbridge Park Education Services to tackle bullying. Do everything possible to prevent bullying.

#### E. Health and Safety

Woodbridge Park Education Service Responsibilities	College Responsibilities
1. Liaise with college regarding health and safety and provide termly update of parents' contact details.	1. To carry out agreed health and safety procedures. Ensure that college records regarding contact names for each student are up to date
2. Agree procedures and named contacts before any work placement.	2. Agreed procedures and named contact with employer, Woodbridge Park Education Service before any work placement begins.
3. A student on work placement is in the care of the college provider	3. Discuss procedures to support a student's needs whilst on work placement with the Woodbridge Park Education Service. A student on work placement is in the care of the college provider.
4. Make the college/ provider aware of any particular medical needs or requirements of a student and discuss procedures necessary to support these needs.  Obtain consent form from parents before sharing medical information.	4. Keep lists of any particular medical needs or requirements of students in a central location in case of emergencies.

5. In the event the college are unable to support the student, the Woodbridge Park Education Service should consider how the student's safety can be protected while on placement at the college.

5. If the college are unable to support the student and the Woodbridge Park Education Service cannot provide support it may be that the placement will be terminated.



Woodbridge Park Education Service Responsibilities	College Responsibilities
6. Make arrangements with the college to ensure notification immediately of all accidents.	6. Report all accidents, assaults and serious or fatal accidents to the named Woodbridge Park Education Service contact or Head immediately by telephone.
7. Ensure that students have access to the right protective clothing and equipment. Agree with college the procedure if kit is lost.	7. Complete Health and Safety procedures with all students during induction. Make clear the requirement to wear protective clothing

#### F Normal professional exchange of information required to support students appropriately

Woodbridge Park Education Service Responsibilities	College Responsibilities
1. Obtain explicit consent if sensitive data is being disclosed	1. Obtain explicit consent if sensitive data is being disclosed
2. To ensure that arrangements are in place for students who receive free Woodbridge Park Education Service meals to receive these at college	2. To put in place a sensitive procedure for students to receive free lunches where they are entitled to this.

#### G Tracking and Monitoring of Student Progress

Woodbridge Park Education Service Responsibilities	College Responsibilities
1. To reinforce the content of the learning contract and the class code of conduct.	1. Provide an induction programme which introduces the student to the college, the course and covers health and safety, equal opportunities and something on learning styles and ways of working. During induction the learning contract will be signed and the college code of behaviour will be discussed and a class code of conduct agreed.
2. To agree with the college the process and the procedure for reporting on student progress	2. To provide termly progress reports x 3 in line with college calendar progress reporting.
3. To ensure that they are aware of the college disciplinary procedure and that they support these processes, particularly in relation to exclusion from college.	3. To keep the Woodbridge Park Education Service informed of any causes for concern in behaviour or work and to involve the Woodbridge Park Education Service representative at the first possible opportunity if the discipline procedure is to be used.
4. To ensure that the students keep a record of college work in a folder which can be used to help the student to revise and reflect on learning.	4. To ensure that all students keep an up to date record of their learning and that this is regularly checked by the teacher.
5. To agree the process for informing the Woodbridge Park Education Service and all Woodbridge Park Education Services about the achievements of the students	5. To provide clear information to each student, parent and the Woodbridge Park Education Service about achievement/s. To produce information annually on Woodbridge Park Education Service link achievements.



#### H. Agreeing the offer and admissions

Woodbridge Park Education Service Responsibilities	College Responsibilities
1. To actively participate in admissions arrangements.	1. To involve all Woodbridge Park Education Services in discussions which leads to needs led offer than can be afforded.
2. To positively promote the college's offer to the student.	2. To produce a Course information booklet each year by the end of October
3. To ensure that the admissions deadlines are adhered to.	3. To produce a clear application pack with clear deadlines which are notified with at least 4 weeks' notice.
4. To confirm with each student the programme and the arrangements for the first week prior to the end of the Woodbridge Park Education Service year.	4. Letters of offer to be sent directly to students and the parent/guardian and a copy to the Woodbridge Park Education Service prior to the end of the Woodbridge Park Education Service year.

#### I. Withdrawals and Disciplinary Procedures

Woodbridge Park Education Service Responsibilities	College Responsibilities
1. Where a student is withdrawn before the end of the course, the Woodbridge Park Education Service can recommend an alternative student to take the place (subject to receipt of written consent from the alternative student's parent or guardian.)	1. The college shall accept the alternative student if, in the college's view, the student is suitable to join the course. In the absence of an alternative student no charge will be made if students are withdrawn within the first 42 day of the course. Pro-rata refunds will be made after this point.
2. To reinforce the college's disciplinary procedure to students on the course	2. The college will use its disciplinary procedures to deal with any unacceptable conduct or a failure to meet acceptable standards. The college will inform the Woodbridge Park Education Service if the disciplinary procedures are invoked, and the Woodbridge Park Education Service will be invited to send a representative to any hearing. Student will not be temporarily excluded for more than 5 days in line with current legislation relating to pre-16's. In the case of Looked After Children, disciplinary hearings will be held on the same day.



## Appendix 6 – Information required by WPES following a PEX or Managed Transfer

To make an accurate assessment of need and starting points on entry into the service, Woodbridge Park will require the following to be submitted to the Fair Access Panel on referral:

- The standard LBH exclusions notification paperwork (LA)
- A completed (by relevant member of Woodbridge Park Education Service staff) copy of the attached McSherry Scale assessment (WPES)
- Clear indication of current academic performance, progress and targets (WBES)
- Reading Age and Spelling Age (WBES)

On transfer onto the Woodbridge Park roll, WPES staff will request and require from schools without delay:

- Copies of or original Maths, English and Science workbooks / exercise books to support effective baselining on entry to the service



## Appendix 7 – Gateway Referral Paperwork

# WOODBIDGE PARK – GATEWAY 6<sup>th</sup> DAY PROVISION REFERRAL FOR FIXED PERIOD EXCLUSIONS

Please find below explanatory notes on the paperwork required to be completed, by the School and when, for ALL notifications of Hounslow Fixed Period exclusions.

**FOR 6<sup>th</sup> DAY FIXED PERIOD EXCLUSIONS PROVISION PURPOSES:  
PLEASE COMPLETE: Sections A, B, C and D and forward ON DAY 1 of the exclusion where possible to: [clogan7.313@lgflmail.org](mailto:clogan7.313@lgflmail.org)"**

**Although we cannot replicate a mainstream curriculum fully at Gateway, we do aspire to provide as much learning continuity as possible.**

**In order to assist us with this, please provide the following information with your referral:**

- Current progress data
- Examples of written work and Maths work
- Copies of schemes of learning for key subjects with an indication as to where the student is at in their learning at present



**SECTION A – WOODBRIDGE PARK EDUCATION SERVICE AND STUDENT DETAILS:**

<b>EXCLUDING WOODBRIDGE PARK EDUCATION SERVICE:</b>	
FORENAME OF CHILD:	SURNAME OF CHILD:
DOB: DD/MM/YY	GENDER:            MALE            FEMALE
UPN:	YEAR GROUP:
ADDRESS:	
	POST CODE:
HOUNSLOW LA PUPIL:        YES    NO	OTHER LA: (PROVIDE DETAILS)
FREE WOODBRIDGE PARK EDUCATION SERVICE MEALS (FSM) REQUIRED:	Yes    No

**SECTION B – EXCLUSION DETAILS**

TYPE OF EXCLUSION		DATE OF FIRST DAY OF EXCLUSION: DD/MM/YY
FIXED PERIOD:	DAYS	DATE OF RETURN: DD/MM/YY
LUNCHTIME:	1/2 DAYS	DATE OF RETURN: DD/MM/YY
PERMANENT:	DATE OF DISCIPLINE COMMITTEE / REINTEGRATION MEETING, IF REQUIRED DD/MM/YY	
<b>MANAGED TRANSFER:</b> (PLEASE ENSURE PARENTS/CARERS SIGNED AGREEMENT LETTER IS ATTACHED)		
<b>PRIMARY REASON FOR EXCLUSION (NATIONAL CATEGORY) – PLEASE CROSS ONE REASON ONLY</b>		
PHYSICAL ASSAULT AGAINST PUPIL	PHYSICAL ASSAULT AGAINST ADULT	
VERBAL ABUSE/THREATENING BEHAVIOUR AGAINST PUPIL	BULLYING	
VERBAL ABUSE/THREATENING BEHAVIOUR AGAINST ADULT	HOMOPHOBIC BULLYING	
SEXUAL MISCONDUCT	RACIST ABUSE	
DAMAGE	DRUG AND ALCOHOL RELATED	
PERSISTENT DISRUPTIVE BEHAVIOUR	THEFT	
OTHER (PLEASE DEFINE IN "ANY ADDITIONAL INFORMATION" BOX)	<b><u>THIS CATEGORY SHOULD BE USED SPARINGLY</u></b>	
ANY ADDITIONAL INFORMATION IF REQUIRED:		

**SECTION C – MONITORING INFORMATION:**

ETHNICITY:	RELIGION:	HOME LANGUAGE:
	YES    EHCP/STATEMENT	UNDER ASSESSMENT )



<b>DOES THE PUPIL HAVE SPECIAL EDUCATIONAL NEEDS?</b> IF YES, PLEASE TICK SEN STAGE	NO		
<b>IS THE PUPIL IN PUBLIC CARE?</b> Public Care means either: • The child is accommodated by a Local Authority, and placed with a foster carer or in a children's home, or • The child is subject of a care order (s. 31 Children Act 1989)	YES	NO	DON'T KNOW
<b>DOES THE PUPIL HAVE A PSP / IEP / PEP (PLEASE ATTACH)</b>	PSP YES NO	IEP YES NO	PEP YES NO

**SECTION D – DAY 6 PROVISION AT GATEWAY, IF REQUIRED:**

<b>DAY 6 DATE: DD/MM/YY</b>		<b>NUMBER OF DAYS REQUIRED AT GATEWAY:</b>	
<b>WOODBRIDGE PARK EDUCATION SERVICE CONTACT:</b>	<b>NAME:</b>	<b>TELEPHONE NUMBER:</b>	
<b>PARENT/CARER NAME:</b>			
<b>CONTACT TELEPHONE:</b>	<b>HOME:</b>	<b>WORK:</b>	<b>MOBILE:</b>
<b>OTHER CONTACT DETAILS – NAME:</b>			
<b>ADDRESS:</b>			
<b>POST CODE:</b>			
<b>CONTACT TELEPHONE:</b>	<b>HOME:</b>	<b>WORK:</b>	<b>MOBILE:</b>

<b>DOCTOR'S SURGERY AND TELEPHONE NUMBER</b>	<b>ANY KNOWN MEDICAL CONDITION:</b>
<b>ADDRESS:</b>	
<b>CONTACT TELEPHONE:</b>	

**CURRENT PROGRESS DATA:**

ATTENDANCE	YEAR 7 %	YEAR 8 %	YEAR 9 %	YEAR 10 %	YEAR 11 %
<b>ATTAINMENT SUMMARY:</b>	<b>KEY STAGE 3</b>		<b>EN LEVEL:</b>	<b>MA LEVEL:</b>	<b>SC LEVEL:</b>
	<b>KEY STAGE 4</b>		<b>EN LEVEL:</b>	<b>MA LEVEL:</b>	<b>SC LEVEL:</b>
<b>MIDYIS BAND:</b>			<b>YELLIS BAND:</b>		

<b>CURRENT PERFORMANCE DATA:</b>
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**PLEASE SUBMIT EXAMPLES OF WRITTEN / MATHS WORK AND ALSO EMAIL SCHEMES OF LEARNING FOR KEY SUBJECTS TO ASSIST CONTINUITY IN LEARNING**

**EXCLUSION DETAILS:**

<b>SUMMARY OF REASONS FOR PERMANENT EXCLUSION:</b>
<b>PUPIL BACKGROUND:</b>
<b>SUMMARY OF REASONS FOR <b>M</b>ANAGED <b>T</b>RANSFER:</b>
<b>PUPIL BACKGROUND:</b>

**AGENCY INVOLVEMENT:**

EARLY INTERVENTION INVOLVEMENT:	DATES:	REASON:	OUTCOME:
BEHAVIOUR SUPPORT:			
LEARNING SUPPORT:			
CAMHS:			
EPS:			
EWO:			
FAMILY SUPPORT:			

OTHER AGENCY INVOLVEMENT:	DATES:	REASON:	OUTCOME:
BRIDGE OUTREACH KS1/2:			
SOCIAL CARE:			
YOT / POLICE:			
OTHER:			

WOODBRIDGE PARK EDUCATION SERVICE SUPPORT STRATEGIES / INTERVENTION	DATES:	OUTCOME:

<b>PARENTAL INVOLVEMENT:</b>
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<b>CONCLUSION / HEADTEACHER GUIDANCE:</b>

<b>NAME OF PERSON COMPLETING FORM &amp; DESIGNATED POST (BLOCK CAPITALS)</b>	
<b>SIGNATURE:</b>	<b>DATE:</b>



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## **WOODBIDGE PARK – GATEWAY PREVENTATIVE PROGRAMME REFERRAL FORM TO BE COMPLETED BY SCHOOL**

### **FOR PREVENTATIVE PROVISION PURPOSES:**

**PLEASE COMPLETE AT LEAST 3 DAYS PRIOR TO PROVISION BEING  
NEEDED and send to: [clogan7.313@lgflmail.org](mailto:clogan7.313@lgflmail.org)"**

**Although we cannot replicate a mainstream curriculum fully at Gateway, we do aspire to provide as much learning continuity as possible.**

**In order to assist us with this, please provide the following information with your referral:**

- Current progress data
- Examples of written work and Maths work
- Copies of schemes of learning for key subjects with an indication as to where the student is at in their learning at present
- **COPIES OF ANY CURRENT PASTORAL / INCLUSION SUPPORT PLANS**



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**WOODBIDGE PARK EDUCATION SERVICE/COLLEGE AND STUDENT DETAILS:**

<b>WOODBIDGE PARK EDUCATION SERVICE:</b>		<b>YEAR GROUP:</b>
<b>FORENAME OF CHILD:</b>	<b>SURNAME OF CHILD:</b>	
<b>DOB:</b>	<b>GENDER:</b>	
<b>ADDRESS:</b>		
		<b>POST CODE:</b>
<b>FREE WOODBRIDGE PARK EDUCATION SERVICE MEALS (FSM) REQUIRED:</b>		
		<b>YES</b>

<b>DESIRED START DATE:</b>	<b>DESIRED END DATE:</b>	<b>NUMBER OF DAYS REQUIRED:</b>	
<b>WOODBIDGE PARK EDUCATION SERVICE CONTACT:</b>	<b>NAME:</b>	<b>TELEPHONE NUMBER:</b>	
<b>PARENT/CARER NAME:</b>			
<b>CONTACT TELEPHONE:</b>	<b>HOME:</b>	<b>WORK:</b>	<b>MOBILE:</b>
<b>OTHER CONTACT DETAILS – NAME:</b>			
<b>CONTACT TELEPHONE:</b>	<b>HOME:</b>	<b>WORK:</b>	<b>MOBILE:</b>

<b>DOCTOR'S SURGERY AND TELEPHONE NUMBER</b>	<b>ANY KNOWN MEDICAL CONDITION:</b>
<b>CONTACT TELEPHONE:</b>	

**MONITORING INFORMATION:**

<b>ETHNICITY:</b>	<b>RELIGION:</b>	<b>HOME LANGUAGE:</b>
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**Dream, Believe, Achieve, Succeed**

<b>DOES THE PUPIL HAVE SPECIAL EDUCATIONAL NEEDS?</b> <small>IF YES, PLEASE TICK SEN STAGE</small>	YES	WOODBRIDGE PARK EDUCATION SERVICE ACTION PLUS Educational Health and Care Plan
<b>IS THE PUPIL IN PUBLIC CARE?</b> <small>(e.g LAC, Foster placement etc)</small>		YES DETAILS:  NO

<b>REASON FOR THE REQUEST TO EDUCATE AT GATEWAY</b>	
<b>WHAT DO YOU WANT TO SEE IMPROVE / CHANGE FROM THE TIME AT GATEWAY?</b>	

**CURRENT PROGRESS DATA:**

ATTENDANCE	YEAR 7 %	YEAR 8 %	YEAR 9 %	YEAR 10 %	YEAR 11 %
<b>ATTAINMENT SUMMARY:</b>		<b>KEY STAGE 3</b>	<b>EN LEVEL:</b>	<b>MA LEVEL:</b>	<b>SC LEVEL:</b>
		<b>KEY STAGE 4</b>	<b>EN LEVEL:</b>	<b>MA LEVEL:</b>	<b>SC LEVEL:</b>
<b>MIDYIS BAND:</b>			<b>YELLIS BAND:</b>		

**CURRENT PERFORMANCE DATA:**

**PLEASE SUBMIT EXAMPLES OF WRITTEN / MATHS WORK AND ALSO EMAIL SCHEMES OF LEARNING FOR KEY SUBJECTS TO ASSIST CONTINUITY IN LEARNING**

**WOODBRIDGE PARK EDUCATION**

<b>SERVICE SUPPORT STRATEGIES / INTERVENTION</b>	<b>DATES:</b>
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**PARENTAL INVOLVEMENT:**

**CONCLUSION / HEADTEACHER RECOMMENDATION FROM ORIGINATING WOODBRIDGE PARK EDUCATION SERVICE:**

**NAME OF PERSON COMPLETING FORM & DESIGNATED POST (BLOCK CAPITALS)**

**SIGNATURE:**

**DATE:**

\*In accordance with section 29A of the Education Act 2002 (amended by Section 154 of the Education and Skills Act 2008), the Head teacher has the power to direct a pupil to be educated off-site to receive education provision which is intended to improve behaviour.

NB\* It must be made clear to the pupil and parents that this is NOT an exclusion and is to address the pupil's behaviour with help from the IEC. The governing body/Head does not need to obtain permission from the parents to send the pupil off-site

**ALTERNATIVE PROVISION – (GATEWAY AT WPES)**

**ACTUAL START DATE:  
DATE:**

**ACTUAL END**

**NUMBER OF DAYS REQUIRED:**



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## **SEMH scale children with social, emotional and behavioural difficulties**

This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area.

It is a specific, quantitative assessment tool to help analyse behaviour and highlight specific areas that need further development.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

**Allocate a score of between 1 and 4 to each of the statements as follows:**

- **1= rarely fulfils this criterion**
- **2= sometimes fulfils this criterion**
- **3= frequently fulfils this criterion**
- **4= almost always fulfils this criterion**

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score below 218 (70%) gives an indication that the pupil clearly has a deficit in terms of ability to engage in a mainstream environment.

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform person-centred planning.



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<b>1. Self-Control and Management of Behaviour</b>				
Can accept discipline without argument or sulking.	1	2	3	4
Can arrive in classroom and settle down quietly and appropriately.	1	2	3	4
Does not leave the room without permission.	1	2	3	4
Can accept changes to plans or disappointments with an even temper.	1	2	3	4
Shows some self-discipline when others try to encourage bad behaviour.	1	2	3	4
Is aware of normal sound levels and can be reminded of them and respond appropriately	1	2	3	4
Does not seek confrontation during unrestricted times e.g. break	1	2	3	4
Behaves in socially acceptable manner in public e.g. outings	1	2	3	4
Can maintain appropriate levels of behaviour when the classroom routine is disrupted	1	2	3	4
Will abide by accepted rules of an organised game	1	2	3	4
Goes to and stays in designated areas when requested e.g. playground, hall, etc	1	2	3	4
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn	1	2	3	4
Behaves appropriately in all areas of the school building	1	2	3	4
<b>Score</b>	<b>/52</b>			



**Dream, Believe, Achieve, Succeed**

<b>2. Social Skills</b>				
Can cope with large numbers of people.	1	2	3	4
Can accept that teacher time needs to be shared.	1	2	3	4
Can ask a question and wait for the answer.	1	2	3	4
Has appropriate communication skills e.g. asking questions and listening.	1	2	3	4
Can work alongside others in a group situation without disruption.	1	2	3	4
Interacts in positive ways with peers.	1	2	3	4
Apologises without reminder.	1	2	3	4
Asks permission to use objects belonging to another person.	1	2	3	4
Shows empathy for and comforts peers in distress.	1	2	3	4
Chooses own friends and maintains appropriate friendships.	1	2	3	4
Makes and accepts normal physical contact with others.	1	2	3	4
Accommodates other children who ask to join in an activity.	1	2	3	4
Is self-reliant in managing own hygiene and basic needs.	1	2	3	4
Shows genuine interest in the news and activities of another child.	1	2	3	4
Contributes actively to games with two or more children.	1	2	3	4
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc.	1	2	3	4
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue.	1	2	3	4
Addresses adults and children appropriately by name and with eye contact.	1	2	3	4
Shares legitimately required equipment with another pupil.	1	2	3	4
Can take turns in question and answer sessions.	1	2	3	4
<b>Score</b>	<b>/80</b>			



**Dream, Believe, Achieve, Succeed**

<b>3. Self-awareness and confidence</b>				
Willing to ask for help.	1	2	3	4
Can accept responsibility for actions without denial.	1	2	3	4
Can acknowledge own problems and is willing to discuss them.	1	2	3	4
Can risk failure.	1	2	3	4
States feelings about self, e.g. happy angry, sad, etc.	1	2	3	4
Maintains appropriate eye contact.	1	2	3	4
Contributes to class discussions.	1	2	3	4
Participates in group work, making constructive suggestions and adapting ideas.	1	2	3	4
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc.	1	2	3	4
Participates in large class activities e.g., role plays, performances, etc.	1	2	3	4
Accepts public praise and congratulations appropriately e.g. when good work is shown to peers, etc.	1	2	3	4
Shows pride in achievements and presentation of work.	1	2	3	4
Has self-esteem for self.	1	2	3	4
<b>score</b>	<b>/52</b>			



<b>4. Skills for learning Dream, Believe, Achieve, Succeed</b>				
Can work alone without constant attention for brief periods.	1	2	3	4
Can attempt to listen to explanations and instructions and attempt to act on them.	1	2	3	4
Understands the structure of the day.	1	2	3	4
Understands the role of the teacher and other adults in the room.	1	2	3	4
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc.	1	2	3	4
Understands that there are different places for lessons other than the classroom e.g. library, hall, off site activities and can behave appropriately.	1	2	3	4
Can constructively use unstructured time in the classroom.	1	2	3	4
Can organise him/herself if help is not immediately available.	1	2	3	4
Responds appropriately to personal request from teacher.	1	2	3	4
Will work alongside another pupil without attempting any distractions.	1	2	3	4
Can organise the materials needed for a task and clear them away appropriately.	1	2	3	4
Shows appropriate levels of curiosity when changes to the room routines are observed.	1	2	3	4
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support.	1	2	3	4
Shows a willingness to improve own literacy and numeracy.	1	2	3	4
Can read sufficiently well to understand basic instructions needed for completion of tasks.	1	2	3	4
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks.	1	2	3	4
Does not get up and wander around the classroom without a purpose.	1	2	3	4
Needs a mainstream curriculum.	1	2	3	4
Does not get impatient if help is not immediately forthcoming.	1	2	3	4
Is willing to try to complete a task independently.	1	2	3	4
Pays attention to class discussion and instructions.	1	2	3	4
<b>Score</b>	<b>/84</b>			



**Dream, Believe, Achieve, Succeed**

<b>5. Approach to learning</b>				
Is prepared to work in lessons.	1	2	3	4
Uses appropriate language and gestures.	1	2	3	4
Wants to be reintegrated.	1	2	3	4
Has parent/carer support.	1	2	3	4
Is courteous and shows positive attitude towards staff.	1	2	3	4
Can show an interest in lessons.	1	2	3	4
Treats school property with care	1	2	3	4
Listens with interest to class explanations.	1	2	3	4
Can accept disappointments e.g. when not chosen to participate in an activity.	1	2	3	4
Will sit appropriately without causing a disturbance in both class and general school areas on request.	1	2	3	4
Shows a sense of humour.	1	2	3	4
<b>Score</b>	<b>/44</b>			



## TOTAL SCORES

AREA	SCORE ( / 70% of total available)	GREEN if towards possible total AMBER if at or just above 70% of total RED if below 70% of total
Self-Control and Management of Behaviour	/ 52	
Social Skills	/ 80	
Self-Awareness and Confidence	/ 52	
Skills for learning	/ 84	
Approach to learning	/ 44	
<b>Overall total</b>	<b>/ 312</b>	