



**Tameside Pupil Referral Service**

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## **Admissions and Exit Policy 2022**

**Date of Policy:** January 2022

**Date of Review:** January 2023

**Member of staff with overall responsibility:** Executive Headteacher

**Management Committee with reviewing responsibility:** Full Committee.

### **PART ONE - ADMISSIONS CRITERIA.**

A full time placement will automatically be offered by the TPRS to pupils who

1. Are resident in Tameside and have been permanently excluded from a mainstream school, and Do NOT have an Education, Health and Social Care Plan (EHCP), and
2. Pupils with EHCPs who are at the end of their Key Stage 3 provision and are single registered at Thomas Ashton School, for whom specialist provision is still required.

Provision may be made at the TPRS for pupils who do not fit within the above criteria for a variety of reasons. Provision under this category is most likely to be for short term placement of pupils. Reasons for pupils who are not permanently excluded to be educated within the TPRS include, but are not limited to;

3. Pupils with EHCPs placed within the TPRS as Key Stage 4 transfers from mainstream school or out of borough, where it is deemed in partnerships with the TPRS, that this is the most suitable place for their education needs to be met. In these cases, it would be a requirement of the TPRS that a representative of the service be present at the Annual Review of the EHCP at the end of Key Stage 3, or at the point of transition, should that be in Key Stage 4.
4. Pupils who arrive from out of borough, where there is evidence of them attending alternative provision in their current academic year, and evidence that they may not immediately be suited for a mainstream school. These pupils have usually been permanently excluded in the preceding 12 months, although this is not always the case. In these circumstances the TPRS would always seek to have the young person dual registered with a mainstream school, so that as soon as they are deemed ready for mainstream, a transfer can take place in a timely manner.
5. Pupils from Key Stage 2 – 4 where the school has concerns over their behaviour and wish to seek a short term Intervention via a dual registered place. These are usually part time places, except in exceptional circumstances, and subject to review after 6 weeks. It is highly unlikely that a dual registered place would continue unchanged beyond 12



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weeks. Placements such as these will incur a cost to the referring school. (see also the TPRS Charging Policy)

Additional consideration of the suitability of placement is given to cases where pupils have a broad range of complex needs, in discussion with the LA and mainstream colleagues.

#### **REFERRAL OF PUPILS WHO ARE NOT PERMANENTLY EXCLUDED.**

Each proposed admission to the TPRS via any means other than permanent exclusion is discussed at a Safety Welfare and Attendance Team meetings (SWAT). The Panel is made up of the following TPRS staff;

<b>Jane Bailey</b>	Head of WBC (Chair)
<b>Dominic Warwood</b>	Head of Elmbridge School.
<b>Suzie Connor</b>	Deputy Head WBC
<b>Linda Field</b>	SENDCO
<b>Louisa Walton</b>	Pastoral Manager – Safeguarding
<b>Sarah Vella</b>	Pastoral Manager - Behaviour
<b>Chloe Vethamony</b>	Curriculum lead EBS
<b>Janine Allen</b>	Behaviour Mentor EBS
<b>Kay Power</b>	Attendance Officer

The TPRS SWAT meets on a weekly basis. This is to enable speedy allocation of cases where TPRS involvement has been identified. It is expected that the majority of referrals will come via schools, who will refer directly to the TPRS.

**Teams that fall within the remit of the LA Lead for Access and Inclusion, such as the SEN, LAC, EWS etc please be aware that requests for provision of pupils not permanently excluded, within any of our centres must be made via schools.**

#### **Single Referral Form.**

The TPRS acknowledges as a result of feedback from schools and other referring agencies that there has been a lack of clarity over how to evidence the needs of young people they wish to refer into one of our centres, or indeed over which centre is the most suitable for the young person. To address this, the TPRS has devised a single overarching referral form.

***From September 2016, all referrals for anything other than a permanent exclusion must be accompanied by the TPRS 'Intervention referral form' (Appendix 1).***



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### **The referral process**

- ✓ School makes contact with the Principal, preferably via telephone in the first instance, and requests a referral form giving the name, year group and where possible the UPN for the pupil involved.
- ✓ A referral form is sent out with a unique TPRS reference number for the pupil being referred. This is to ensure accurate chronological log can be kept of when referrals are made, and support quality assurance. Referrals made on forms generated for another pupil will be returned without consideration by SWAT.
- ✓ Once the completed referral and supporting documents are received, the referral will be added to the next TPRS SWAT (Thereby ensuring there are never more than 5 working days between a referral being received and a place being allocated in one of our Centres).
- ✓ Should there be any significant information missing from the referral form, the TPRS will endeavor to liaise with the referrer to rectify this in time, but this could cause the referral to miss the next available panel. Information sent in with the referral to include academic as well as pastoral context.
- ✓ At the panel meeting a decision will be made as to the nature of package the TPRS can offer, and a lead centre be allocated to coordinate that provision
- ✓ The named lead for the allocated place will contact the referrer within 24 hours of the decision so that the referral can be completed
- ✓ In the unlikely event of a referral being rejected at this stage, the referrer will be contacted, again within 24 hours, advised as to the reasons for the referral being unsuccessful and offered appropriate support. In the majority of cases it will be a matter of additional information needed, or if the panel feels there is still scope for the school's internal behaviour support systems to have a positive impact.

It is commonly accepted that almost all young people not permanently excluded and referred to the TPRS, are being so as a result of ongoing and pervasive social emotional and mental health difficulties. It is extremely unlikely therefore, that a pupil on roll of a Tameside School can reach the point of referral for dual registration into the TPRS without ever being eligible for access to the referring school's own pastoral support, or input from the Pupil Support Services (or equivalent intervention in the case of a school which has not bought into the Pupil Support Service). We would expect a referring school to be able to demonstrate at least 6 weeks of involvement with targeted personalised support for the



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young person being referred, beyond simply listing punitive measures such as exclusions and isolations. Where pupils have, despite the schools' best efforts, refused to engage in the process on a number of occasions this must also be evidenced.

### **Communication of panel decisions**

As well as the referring school/ agency being informed of individual decisions, copies of the TPRS SWAT decisions will be shared with the Head of Access and Inclusion. Data relating to the pupils referred to the TPRS will also form part of the reporting to the Management Committee on a termly basis.

### **Amendment to Panel Decisions**

It is possible that following allocation at one of the TPRS sites, it is deemed by the Head of Centre that the pupil has been incorrectly placed in their specific provision. In these circumstances the Head of Centre will refer firstly back to the TPRS SWAT where a more suitable setting within the TPRS may be identified. An offer to transfer the pupil to a different TPRS site will then be made to the referring school, including details of any cost implications if applicable. The school may then decline the advice to transfer, in which case it may be that the placement ends completely.

### **ADMISSION PROCEDURE – PERMANENT EXCLUSION**

- I. Permanent exclusion paperwork is forwarded to TPRS by the LA Admissions on day of exclusion, or as soon as possible thereafter. The Principal, in consultation with Heads of Centre, determines the excluded pupil's initial placement.
- II. The Tutor team from the TPRS contacts home to arrange admission meeting (letter or phone call).
- III. Representative from identified site completes an induction meeting on site, discussing options open to the parents, including possible new schools
- IV. The excluding school are contacted to complete a risk assessment, and arrange for pertinent documents (including the pupil passport) to be completed.
- V. Admission meeting takes place at the PRS and start date set (within Day 6 deadline)



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### **Considerations for Admissions**

Other complexities could make the process less straight forward for a pupil who

- Has been permanently excluded twice and therefore needs more than one short term placement.
- Has an EHCP for specialist placement or support which the TPRS cannot meet.
- Has been excluded with others for the same incident, all who could need time at the TPRS.
- Transfers to Tameside LA from an out of Borough PRU whose admission criteria is not compatible.
- Has been permanently excluded from the TPRS.
- Is awaiting outcomes of criminal charges against the TPRS.

In addition, the duration of placement may be affected by certain Child Protection, Health and Safety or Youth Justice issues arising.

Any of the above criteria may need to be addressed during placement.

### **PART TWO – EXIT CRITERIA**

Pupil Referral Units are by their very nature, designed to be a through point in a young person's education. There must be a presumption therefore, by all those within Tameside Children's Services, as well as amongst the Tameside Schools, that there needs to be in place a clear, supportive timely and transparent process - agreed by all - to enable PRU Pupils (where possible) to exit the TPRS when ready to do so. It is the responsibility of schools and the local Authority to support the TPRS as much as possible in ensuring that no pupil remains on roll and longer than is absolutely necessary.

### **REINTEGRATION OF PUPILS WHO ARE SINGLE REGISTERED AT THE TPRS**

The following applies to;

- Pupils who have been permanently excluded from one school, either in Tameside or out of Borough.



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- Those that are new/returning to the Borough and have been in alternative provision within that academic year, that the SWAT decide (for a variety of reasons) that a short period of assessment on a dual registration basis is required before a permanent place can be identified.

The reintegration process is designed to complement the expectations as set out in the Tameside Fair Access Protocol for in year transfer 2016/17 as agreed with primary and secondary schools in Tameside.

### **REINTEGRATION PROCEDURE**

This is the reintegration process for students attending the TPRS. This is different to the managed move protocol (see appendix 3 for flow chart).

1. The TPRS will have discussed choices with the pupil and the family and will offer guidance to ensure the correct choice of new school is decided. This discussion will be based on:
  - Previous allocations to the school and FAP weightings
  - Known key school information (ie. PAN figures)
  - Geographical/ transportation issues
  - Known associations that may hinder the success of the integration

Parental preference will be taken into account but this will be guided by staff at the TPRS utilising the information above.

2. Each Tameside school should have an identified member of staff with whom the TPRS can have communications, and with whom discussions can take place about the suitability of a place.
3. The TPRS will send the initial referral form to the identified person at the new school. It is expected that the representative shares this with their own staff and that necessary discussions take place. There is an expectation of a response to this information within two school days of it being received.

**If the school has an objection to the placement, this MUST be raised at IYFAP and the reasons discussed. The determination for pursuing the placement at the**



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**school, or asking for an alternative placement, will be made by IYFAP. The IYFAP panel will remain sovereign for all decisions made.**

4. For Years 10 and 11 the student will remain dual registered with the TPRS for their remaining period in full time education.

For Years 7-9 the pupils will be dual registered for a twelve week period. In either case new school is the main school and TPRS the subsidiary school.

**For either group the reasons for a failure of a placement must be raised at IYFAP.**

5. During the Induction Meeting a Pupil reintegration agreement /support plan (appendix 2) will be completed and agreed by the new school, the TPRS, family and child.
6. There is a need for regular communication with school, family and the TPRS to ensure the success of the pupil's reintegration. Support strategies and any issues that arise should be discussed regularly, not just at the review meetings.
7. At each review meeting there should be representatives from the school, the pupil, their family and the TPRS.
8. The meeting should be bespoke to the specific needs of the pupil, but at each review meeting there should be a discussion of the Pupil reintegration agreement/support plan as well as any support strategies that have been put in place.

#### **Additional Information:**

#### **What discussion has taken place regarding the allocation of the pupil and the choice of new school?**

The TPRS will endeavor to guide pupils and their families to make the right choice so that there is a successful reintegration. For example there will be a discussion linked to how the pupil will get to school and associated transport. There will be discussion relating to known associations within the school that may prevent successful reintegration. The TPRS will also have access to relevant information for each school linked to previous IFAP allocations.

#### **What information will the new school receive?**

After a school has been identified, the TPRS will send out the PRS Placement Request Form this will include key information about the student, a person centred plan, any reports or



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relevant information that have come from key professionals i.e. EP reports/ YOT reports, and an overview of progress that the pupil has made at the TPRS.

#### **What if the placement isn't working?**

As part of the reintegration agreement schools are reminded that pupils can only fail their reintegration to a mainstream school if their behaviour gave significant concern i.e. behaviour which would warrant a permanent exclusion as detailed in the school's behaviour policy

\*Unless a pupil has been permanently excluded from more than one school, the TPRS are obliged to take a pupil to Placement Panel should a parent request they do so, regardless of whether the TPRS feel that pupil is ready to reintegrate. Should this be the case, the TPRS will inform the Placement Panel of its views as part of the information submitted to panel.

\*\*The DfE guidance on Fair Access Protocol indicates that 'All schools, including Academies, are expected to respond to requests by local authorities to admit a child under Fair Access Protocols within seven calendar days'. The full Guidance document can be found by following the link below.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/275580/fair\\_access\\_protocols\\_departmental\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/275580/fair_access_protocols_departmental_advice.pdf)

#### **REINTEGRATION OF DUAL REGISTERED PUPILS.**

As part of the admissions process of dually registered pupils into the TPRS for short term interventions, the TPRS will draw up a Dual Registration. A Service Level Agreement will also be signed at this point.

In the case of dual registered pupils, it must be stressed that referrals can only be accepted where there is clear agreement by the referring school that the pupil is expected to return to them, regardless of their year group. **Dual registration placements will not continue unchanged beyond 6 weeks and a review meeting, except in EXCEPTIONAL mitigating circumstances.** Where a dual registration place goes through 2 x 6 week cycles (inc review) and it is deemed to have had no impact on the pupil's progress and behaviour, the TPRS will conclude that a dual registration intervention is not appropriate for that pupil and will end the placement.





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**Signed by**

\_\_\_\_\_ **Chair of governors**

**Date:** .....

\_\_\_\_\_ **Headteacher**

**Date:** .....

This policy will be reviewed annually



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Appendix 1

**Intervention Referral Form**

Please select type of place being requested (one only) All places allocated under the Intervention programme are subject to the TPRS Charging Policy.

6 week Outdoor Education day place	
6 Week Part time on site intervention programme	
6 week full time on site intervention programme	

All fields marked\* are mandatory and must be completed. Incomplete forms will be returned without consideration

PUPIL INFORMATION		
SURNAME*	D. O.B*	
FORENAME(s)*	GENDER*	
ADDRESS*	NCYG*	
	UPN*	
	ULN*	
	FSM?*	
	PP INDICATOR*	
	SEN CATEGORY AND NEED TYPE*	
	ETHNICITY*	
	% ATTENDANCE IN PREVIOUS TERM*	
	% ATTENDANCE FOR ACADEMIC YEAR*	
Medical/dietary note?*	IS THERE A CAF IN PLACE?*	
Looked After? (Name Authority)*	IF YES, NAME LEAD PROF.*	
CONTACT DETAILS		
PARENT/CARER*		
ADDRESS (IF DIFFERENT)		
TELEPHONE/MOBILE*		
MAIN E MAIL ADDRESS		
REFERRING SCHOOL		



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SCHOOL NAME*		TEL*		
CONTACT*		EMAIL		
PARENTAL SIGNATURE* (FOR CONSENT FOR REFERRAL )		STAFF SIG.*		
		DATE		
<b>REASON FOR REFERRAL* (please attach relevant data/information)</b>				
<b>What do you hope this referral will achieve?</b>				
<b>ATTAINMENT DATA</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Computing/IT</b>
KS2 (DECIMAL SUB LEVELS)				
KS3 (DECIMALISED/SUB LEVELS)				
KS4 PREDICTONS (FFTD)				
	<b>VERBAL</b>	<b>QUANTITATIVE</b>	<b>NON VERBAL</b>	
CAT SCORES				
Or if unavailable, any other assessment systems' estimations, e.g MidYsis, yeLLis and/or attach supporting information				
<b>OTHER AGENCIES INVOLVED, e.g. YOT, CAMHS, Inspire, Barnardo's. Ed Psych. (PLEASE INCLUDE CONTACT DETAILS)</b>				



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### Appendix 2

#### Pupil reintegration agreement /support plan

<b>Name of Pupil</b>	A.N.Other	<b>Year/Form</b>	
<b>School</b>	A School High	<b>Meeting date</b>	
<b>Attendees: A N Other (pupil), Mrs Other (mum), A Teacher (HT), A Teacher (DHT) A Head Teacher (TPRS)</b> <b>A One (TPRS outreach).</b>			

#### Admission agreement/details:

- Start date XXXX ( p/t in last week of term)
- A.N. Other to be admitted to Year 8 on a full time basis from 6<sup>th</sup> January 2014.
- Initially A.N. Other will be dual registered for a period of SIX WEEKS before first scheduled review.
- During period of Dual registration, should A.N. Other's behaviour/ give significant cause for concern, A.N. Other will return to the TPRS and their placement will end immediately.
- After 6 weeks a review meeting will be held at which the intention will be to either single register A.N. Other. During the review it may be decided that A second 6 week period of dual registration is required.
- At the review stage, should there still be no significant cause for concern, A.N. Other will be single registered at A School with continued monitoring by the TPRS via outreach. However should there be any serious issues after this time, it has been made clear to A.N. Other that their place will still be terminated via permanent exclusion if deemed appropriate. A second permanent exclusion on their record would result in A.N. Other remaining at the TPRS until the end of Year 11 with no opportunity to return to mainstream school.

Uniform was also discussed , with Mrs Other receiving the school prospectus that includes details on uniform and PE kit. Mrs Brettell reminded mum that xxxx, Pupil Support Officer with School Attendance Team would be on hand to help with any issues over uniform

A.N. Other was told about the school day, which has an 8.55 start and 3.40 finish, with 5 lessons per day. A.N. Other is on free school meals and both A.N. Other and mum understand that the fingerprint system will allow additional top up funds to be placed on A.N. Other's account.

#### First Week ...

A.N. Other is to report to Reception at the start of the school day on XXXX .A.N. Other is to report to XXXX the Head of Year /Learning Coordinator in reception. A.N. Other will be in at xxx am on the following day also for a full day. S/he is expected to wear full uniform on both days.



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### Proposed support/Actions

<b>School:</b> <ul style="list-style-type: none"><li>• Offer A.N. Other a full time placement at A School on a dual registration basis with TPRS until w/c XXXX in the first instance</li><li>• A.N. Other's progress to be reviewed w/c XXXX anx XXX with the final review xxxx. The intended outcome that A.N. Other be single registered at A School High from this date subject to satisfactory review.</li><li>• A.N. Other to be given a New Starter Report Card on XXXX , so that progress can be evidenced. To continue for 2 weeks in the first instance.(optional depending on the pupil/school)</li><li>• Allocate a 'buddy' for A.N. Other initially for 2/3 days to help with logistics and settling in.</li></ul>
<b>Lead person: XXXX (HoY?)</b>
<b>TPRS:</b> <ul style="list-style-type: none"><li>• Weekly e mail correspondence with xxx School link</li><li>• A meeting with A.N. Other during the first 2 weeks of placement, and at least one other between review meetings.</li><li>• The TPRS to collate all academic attainment information we have re A.N. Other and forward to at A School High by XXXX</li><li>• TPRS tutor/key teacher to discuss details of A School's prospectus/ transport /website with A.N. Other prior to his/her start date on XXXX, so that A.N. Other has opportunity to raise questions and seek clarification as needed.</li></ul>
<b>Lead person: XXXX (tutor)</b>
<b>Other agencies:</b>
<b>Lead person:</b>
<b>Parent/carer</b> <ul style="list-style-type: none"><li>• To monitor A.N. Other's progress via New Starter Report Card (if applicable) on a daily basis, and school planner on a weekly basis</li><li>• To ensure A.N. Other maintains positive attendance and is punctual every day.</li><li>• To ensure A.N. Other comes to school with correct uniform and with equipment they need to learn.</li><li>• To contact XXXX (School lead) as soon as possible should any issues arise outside of school which may impact on A.N. Other's progress</li><li>• <b>Any other specific request, e.g attends homework club.</b></li></ul>
<b>Contact details:</b>
<b>Pupil:</b> <ul style="list-style-type: none"><li>• To attend school on time, in correct uniform and to maintain highest standards of engagement and behaviour, in class and during breaks/lunchtimes.</li><li>• To have report card signed in every lesson and to check in with XXXX at agreed times/days (if applicable)</li><li>• <b>To make sure he shares with XXXXX in school or A ONE, any concerns or issues he feels may get in the way of being successful at A School.</b></li></ul>



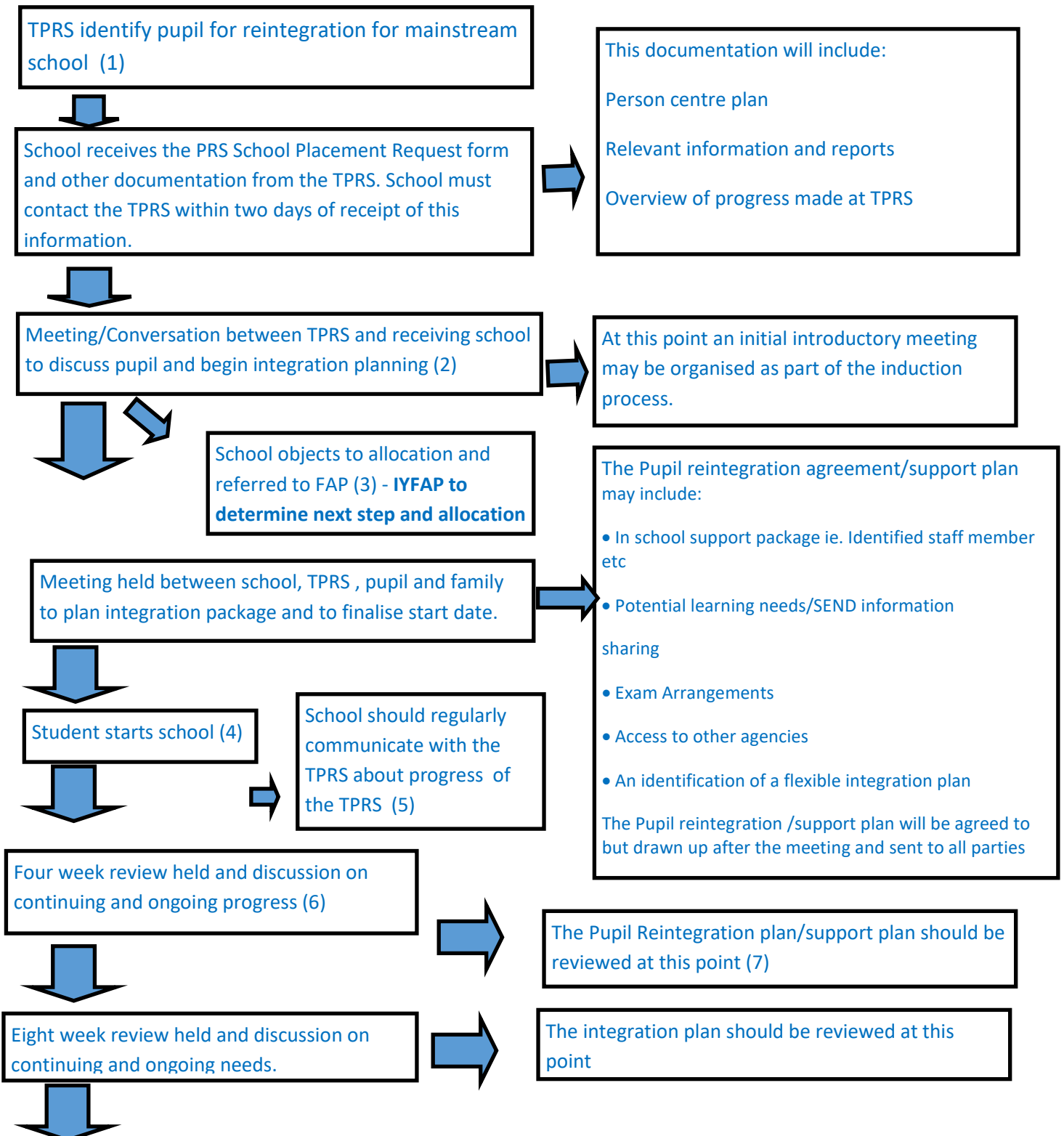
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**Review date/details:** w/c XXXX at A School High School. TPRS and parent/carer to be invited by School.

**Distribution:** All Attendees plus xxxx

### Appendix 3





## **Tameside Pupil Referral Service**

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Twelve week review held-reintegration has been successful and the pupil is added as single registration on school roll (dual registration remains in place for Y10/11 students-school main, TPRS subsidiary).