

REFERRAL & ADMISSIONS POLICY

Date Reviewed	November 2019
Approved by Governing Body	
Policy Review Date	November 2021



POLICY STATEMENT

Hampshire County Council has a statutory obligation to provide full time alternative education for pupils living in Hampshire who have been permanently excluded from either a mainstream or special school, and for pupils who because of illness or emotional vulnerability would not receive suitable education without such provision. This duty also extends to pupils attending a Hampshire school who for reasons of illness or emotional vulnerability are unable to attend their home school. One of the ways Hampshire discharges this duty for secondary aged pupils is by commissioning a number of places in Pupil Referral Units. In Hampshire these are called Education Centres.

The purpose of the Education Centre is to provide pupils with:

- **High quality education having due regard to their individual needs**
- **Opportunities for re-engagement with the learning process in a variety of appropriate settings**
- **An environment in which pupils can develop their social skills and prepare for their future life as well adjusted, healthy and useful members of society**

The Education Centre will aim to reintegrate pupils into appropriate mainstream education, special school or a suitable post 16 destination. Reintegration will be supported through an agreed period of induction. This Policy aims to be clear, fair and objective and complies with all relevant legislation.

REFERRAL AND ADMISSIONS PROCEDURES

There are four routes into the Education Centres for all pupils, including those with Special Educational Needs and Children in Care:

Permanently Excluded

If a pupil has been permanently excluded from mainstream or special provision, there is ongoing dialogue between school or SEN Service and the Education Centre to ensure that the needs of the child can be met. We are committed to meeting the statutory requirements of providing education after day six.

Medical Needs

These are children and young people who are temporarily unable to attend school on a full time basis because of their medical needs. These children and young people are likely to be:

- Children and young people suffering from long-term illnesses
- Children and young people with long-term post-operative or post-injury recovery periods

Emotionally Vulnerable

Children and young people with long-term mental health problems

N.B. For the purposes of this policy statement, “long-term” is defined as any period exceeding 15 continuous school days of absence from school because of medical needs. Education provision for absences of up to 15 days remains the responsibility of the pupil’s home school.

Dual Placements

The Education Centres maintain effective local links with schools and a school may directly apply for an intervention place for pupils at serious risk of permanent exclusion. The Local Authority Area Strategic Manager should be informed by the Education Centre Manager/ Headteacher and agree to any placement being funded from the places commissioned by the Local Authority. If the child has a statement of special educational needs then the SEN Service also needs to be informed. Intervention places are usually negotiated between School and Education Centre with a transition plan and a set of agreements, after which the pupil will return to the home school or a pre-determined school through either a managed move or local placement panel. In such an event, full approval will be sought from parents/carers. Early intervention work may support re-integration into mainstream schooling. Additional consideration of the suitability of placement is given to cases where pupils have a broad range of complex needs.

HOW TO REFER

In order that referrals can be properly considered supporting evidence should be provided using the Education Inclusion Service referral form (as an appendix to this policy).

WHO CAN REFER?

Admission to an Education Centre is via referrals from schools for dual registered provision and from the Education and Inclusion Service for those pupils who are emotionally vulnerable, medically unwell or permanently excluded.

Permanently Excluded

Permanently excluded pupil placements will be managed by the Inclusion Teams based in Alton (East) and Winchester (West) in conjunction with the Education Centres as set out in the DfE guidance to schools and Local

Authorities. All permanently excluded pupils will be admitted by the appropriate Education Centre; the Centre will deliver full time education from the sixth day following a permanent exclusion.

Medical Needs and Emotionally Vulnerable

Referral to the Education and Inclusion Service must be made by the young person's home school and must be made via the Education and Inclusion Service referral form.

In addition, referrals might be supported by other services and medical agencies as appropriate. Referrals should be submitted to the Inclusion Support Service Manager. The ISS will decide, on a 'case by case' basis, whether or not a pupil will be referred on to the appropriate Education Centre.

Dual Placements

Before a child can be dual registered schools must provide a range of information to ensure the Education Centre's intervention can be successful. The information must contain evidence of the ongoing interventions already tried by the school, essential baseline data relating to current and past attainment, social/emotional information, details of any special educational needs, the consent of parents / carers to spend time at the Education Centre, evidence of consultation with the young person. The Headteacher will decide each admission on a case by case; the Area Strategic Manager will be kept informed about new placements offered through dual registration and his agreement obtained where funding is being provided through the places commissioned by the Local Authority .

The responsibility for a pupil receiving dual registered provision continues to rest with the school and on-going contact between school and Education Centre must always be maintained so that there is ongoing sharing of information about the young person.

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