



Principal Teachers Hub Referral Arrangements

Introductory statement

Our ethos is to be a Hub which children and young people are happy to be a part of. Through excellent teaching and learning, pupils feel inspired to break the cycle of low expectations, feel valued and thus raise their aspirations for success. The whole Hub community will work together to enable our children and young people to become confident, well-rounded individuals who are able to make the successful transition back into mainstream school, higher education, training and employment.

We aim to provide a safe, inspirational and nurturing learning environment, which provides excellent teaching and learning with a diverse and individual approach to ensure that extensive, specialist interventions empower pupils to be successful. We are a caring and inclusive school where good quality, guidance and support for the whole Hub community is a high priority. We are committed to ensuring our Hub is a nurturing and stable environment in which pupils are provided with opportunities to develop their emotional well-being as well as their academic achievement.

As part of the alternative provision we will: -

- Provide a safe and stable environment to secure positive relationships
- Assess pupil needs and build on their prior learning
- Engage pupils in a personalised curriculum that helps further their learning, social and employability skills
- Offer nationally recognised accreditations and ensure pupils continue to develop their numeracy and literacy skills
- Help pupils to build their self-confidence and resilience
- Model good practice to demonstrate the importance of acceptable and appropriate behaviour
- Support pupils to translate and adapt their behaviour and reactions to interact positively with others
- Provide support and guidance for pupils and their families to access brighter futures through partnership and collaboration
- Reintegrate pupils into mainstream education, or enter into continued education, training or employment and where appropriate secure specialist provision
- Champion the pupils we serve to ensure they have access to first class services and support

Admission will be through the referral process outlined in this policy. Referrals may be made at any time throughout the year.

Number of places available

The Hub will provide education for 8 full time equivalent pupils aged 10 – 16. These places will be a mix of full time and part time places. *Please note that full time equates to no longer than 18 hours a week.*

Registration arrangements

Where students are on the roll of another school and attend for a short period of time (i.e. mostly fixed period exclusions or a school educating a child off-site) the student will be dual registered at his current school and Principal Teachers Hub.

Where students are not on the roll of another school (i.e. mainly where they have been permanently excluded) they will be registered at Principal Teachers Hub.

For those students that are permanently excluded from school we will work with the LA to support the process of finding a new school, where appropriate.

Students supported by the school

The Hub will specialise in providing places for:

- Those who have been permanently excluded or who are at risk of permanent exclusion;
- Those who are subject to fixed period exclusions
- Those who are being educated off-site due to a medical issue
- Those who have moved into area and are unable to attend the school that currently holds there registration due to travelling distance
- Those new to the authority who were previously educated in a PRU or alternative setting
- Those new to the authority who have a history of disrupted education
- Those referred for alternative provision on either a full-time or part-time basis

Referral arrangements

To acquire a place at the Hub, children must be referred by an educational establishment or local authority (commissioners). Commissioners will use the agreed referral form.

Commissioning process

Point of contact

The point of contact for commissioners is Mary Morgan or Emily Alderson (Hub Managers).

Commissioners

We will take commissions from many stakeholders, including parents, virtual schools, local authorities (social worker, SEND school etc) schools and academies. When a place is commissioned, a contract agreement will be negotiated and drawn up to provide a place under an agreed Outline

Service Specification. The Specification will set out the obligations of the Hub, the commissioner and the child's host school so that all parties are clear about: what will be delivered; how; when; at what price; the responsibilities of the parties to the agreement to maintain the highest level of support to the child; and what monitoring arrangements will be agreed to review the contract performance. The Hub will seek and welcome contractual arrangements with key local authorities proximal to the Hub. The contract monitoring review process will be on a six weekly basis in agreement with the commissioner. The Hub will collate demographic and outcome data gathered in relation to the pupils' needs, attendance, academic performance and behavioural presentation in the school. This will be reviewed jointly with the local authority commissioner on an agreed schedule.

Funding

Commissioners will be charged a fixed daily rate for a school place, unless otherwise negotiated. The rate will be inclusive of all teaching materials, one to one teacher, TA and Thrive practitioner. Thrive assessment and action plan and attendance to all necessary meetings - including child protection, VEMT, reviews.

Induction

The admission procedure is as follows:

A. Block funded commissioned places

Block funded commissioning processes will be specified in a commissioning contract and will broadly follow the process below:

Stage 1) Commissioning body, school or panel submits the Principal Teachers Hub Referral Form, to the Hub Manager. The placement will then start within 5 working days. All pupils will start on a standard band other than prior agreed commissioned bespoke packages.

Stage 2) From date of admission over the next 4 working weeks Principal Teachers Hub will assess the needs of the child, risk assess and review their provision. The Hub manager will then feedback to the commissioner, school or placement panel to either concur that the package cost is acceptable or submit a request for additional funding based on evidence of need. The commissioner or panel will then review the information and make a decision on that case and feedback an agreement to fund or justification or questions as to why the funding has been denied at this time. At this point both parties will commit to open discussion and clear communication on the case in hand.

Stage 3) All placements will be reviewed every four weeks and if there are changes then a new stated higher or lower band/package cost and justification will be submitted. The commissioner, school or panel will then review the information and make a decision on that case and feedback an agreement to fund or justification or questions as to why the funding has been denied at this time. At this point both parties will commit to open discussion and clear communication on the case in hand.

B. Individually commissioned packages for high need pupils

Stage 1) Commissioning body submits a fully completed Principal Teachers Hub Referral Form to Principal Teachers Hub Manager.

Stage 2) Principal Teachers Hub will review the information and cost the package for agreement with the commissioner.

Stage 3) Once cost is mutually agreed the Commissioner sends back the signed agreement to the Hub manager, who will then sign the referral form and the package will start for the pupil within 5 days or as soon as is practicable.

Stage 4) All placements will be reviewed every four weeks and if there are changes then an amended agreement will be sent to the commissioner with new stated higher or lower cost stated and justification. Once this is agreed with a date on change then a new agreement will be signed.

All placements are maintained on the basis of a continued referral. In the case of permanent exclusion, this is usually until the pupil either reaches the end of compulsory education, is readmitted to a mainstream school or moves out of area. In the case of medical referrals, the referral will end if the pupil ceases to be treated by the NHS service that referred them. In the case of hospital admissions this is when the pupil is discharged, no longer being treated or when the consultant does not consider that there is a need for an ongoing referral following a review (often at the end of a requested assessment period).

In all other cases, the placement ends when the commissioner ceases to fund the place.

The admission of students with special educational needs.

Students with a statement of special educational needs or education health and care plan naming the Hub will be admitted.

Criteria to be applied in respect of other pupils when oversubscribed.

The following oversubscription criteria will apply when there are more referrals than places available, in order of priority:

1. Students who are or were previously looked after by a Local Authority (as defined by the Children Act 1989)
2. Students who live closest to the school in a straight line. Distance will be measured from the front door of a student's home to the front door of the Hub. If pupils live exactly the same distance away from the Hub, random allocation will be used to determine who will be admitted, with the process undertaken by someone independent of the Hub.

Offers

If we can accept a referral we will write to the commissioner accepting the referral, including financial requirements, the support to be offered, a start date, the date by which the offer should be accepted and the address to which to respond.

Procedure following an offer

When offer letters are sent, if the commissioner fails to accept the place by the date set out in the letter, it will be assumed that commissioner no longer wants the place and the offer will be withdrawn.

Appeals against any refusal to accept a referral

The commissioner should write to Rebecca Morgan (Proprietor) outlining reasons supporting the referral and any supporting documentation. Rebecca Morgan will consider this and reply within 15 days, stating the Hub's position. If a place is not granted after that process, the commissioner may make a final appeal and request a review from the Hub. Cases will then be heard by at least 3 persons unconnected to the Hub within 20 days of the final appeal being received and final outcomes notified within 5 working days of the hearing.

Complaints

Any objections to this policy or its application should be raised with the Hub through its normal complaints process.

If the complainant is not satisfied with the resolution, they are able to complain to the Education Funding Agency (EFA) at Academy.QUESTIONS@education.gsi.gov.uk.

Equal Opportunities

The academy is committed to equal opportunities and admits students across the full spectrum of academic abilities. All students have equal access to the curriculum and there is a learning support programme for students with special needs.

Review

This policy will be reviewed annually and any amended policy for the following September will be published on the school's website before the end of the preceding September (i.e. the policy for 2019 referrals will be published in September 2020). The policy will remain on the website throughout the school year.

Links to other policies

This policy should be read in conjunction with the school's other policies SEN policy,

- curriculum,
- induction process,
- equal opportunities policy,
- complaints procedure,
- assessment policy,
- safeguarding policy;

Referral Information

Young Person's details including;

- Names
- Gender
- Address
- Name of referring school/ most recent school attended;
- Previous schools
- Year group
- UPN
- Ethnicity
- FSM
- PP
- EAL, 1st language, home language
- CiN
- CP
- LAC
- CAF

Parent. Carer details

- Names
- Relationship to young person
- Address/ contact details
- Parental responsibility contact details

Ability and Potential

- % Attendance
- Exclusions – No. incidents and No. days
- KS1 outcomes
- KS2 Teacher Assessment/ SATS
- KS3 Progress/ Teacher Assessment
- KS4 Predicted Grades
- Examining body (if accredited rate stated)
- Other assessments including;
- Reading age
- Spelling age
- CATS/ other
- PASS/ other attitudinal assessments
- Assessment reports from external professionals

- Option choices/ subjects currently studying

Agency Involvement

- Agency
- Lead Professional
- Intervention/support
- Date started and completed

Reasons for Referral

- Current challenges for the learner
- Learner needs not being met in school
- Preferred programme of study/ intervention (linked to 'ability & potential section)
- Expected duration of placement
- Expectations of placement outcomes (linked to 'ability & potential section)

Safeguarding

- Assessment of potential risk factors including;
- Offending
- Bullying
- Arson
- Physical assault
- Young carer
- Self-harm
- Sexual exploitation

Parental Consent

- Confirm parents are aware of the referral
- Confirm parents agree to the referral

Reviewed in September 2022

Review Date: September 2024

Next Review Date: September 2025