



# Holte School

## Alternative Provision Policy

<b>Lead member of staff:</b>	Lee Farmer (Assistant Headteacher, Pastoral)
<b>Legislation Status: (Statutory/Non-Statutory)</b>	Non-statutory
<b>Local Authority Model Policy or School Written Policy:</b>	School Written Policy
<b>Required on school website:</b>	Yes
<b>Revision Date:</b>	May 2023
<b>Date Ratified By Full Governing Body:</b>	June 2023
<b>Signed By Chair Of Governors:</b> Ms C Hardy	C Hardy

## **1. Our vision for Alternative Provision**

1.1 Alternative Provision is educational provision for students who are not accessing mainstream education. At Holte School we acknowledge both the value and importance of Alternative Provision for some members of the school community; and appreciate that its success is reflected in the processes adopted by the school.

1.2 This policy has been developed to ensure that all students who access Alternative Provision are successful, and are safe and that the school responds appropriately to DfE guidance and the Ofsted Framework, (appendix one) relating to Alternative Provision. A copy of this policy is available on the school's website and will be issued to any parent accessing alternative provision.

1.3 The aim of this policy is to provide:

- a clear outline of the process of commissioning an Alternative Provision placement.
- a clear process with regards to quality assurance.
- guidance on the monitoring of attendance, behaviour, safety and attainment of students accessing Alternative Provision.
- guidance for all stakeholders in supporting students on Alternative Provision.

1.4 At Holte School we are committed to creating a safe and inspiring place for all children to learn and develop, this includes when an Alternative Provider is used. These are places where children's rights are respected, their talents are nurtured and they are able to thrive as individuals and as a community. The UN Convention on the Rights of the Child (CRC) is at the heart of our ethos and our curriculum.

The four guiding principles of the UN Convention on the Rights of the child state that:

1. All children are entitled to the same rights without discrimination of any kind.
2. All actions concerning children will take into account the best interests of the individual child or group of children as the primary consideration.
3. All children have the right to survival and development.
4. Children have the right to express their views in all matters affecting them.

Holte School is committed to the guiding principles of the Convention and is actively committed to promoting all articles of the convention in all areas of the school and its work. The following articles are protected and promoted through this policy – articles 3, 5, 12, 28 and 29.

## **2. Our expectations for Alternative Provision**

### **2.1 An introduction to Alternative Provision**

We have high expectations for all our students and are committed to ensuring that they are safe, receive a good education and are equipped with the necessary skills that will enable them to succeed in work and life. Alternative provision could take the form of full-time provision, at a free school or part-time provision at an independent school. Part-time placements may also be organised at football academies when requested by parents. The school may also commission short term, placements at local schools or Alternative Provision in order to improve behaviour, or address social, emotional or mental health needs. Such placements are referred to as 'off site direction'.

Courses range from GCSE subjects, trade subjects (e.g. mechanics, construction, hairdressing), to specialist areas (e.g. business, catering, childcare) to key skills classes. The qualifications students receive are nationally recognised and enable progression to further education. We always aim to ensure that students receive appropriate and challenging English and Maths teaching whilst attending alternative provision. Whilst most placements are full time, the school may access part-time placements where appropriate.

Where a pupil is referred to Alternative Provision it is our aim for them to reintegrate to mainstream provision. Such decisions are made in conjunction with parents, the child and the alternative provision and are always made on the basis of what is in the best interests of the child.

### **2.2 Commissioning Alternative Provision**

An alternative educational provision may be commissioned for a student in Year 7-11 for a number of reasons. Alternative provision could be commissioned when a student is:

- is significantly disengaged from education and as such is not making significant progress in all subject areas. Alternative provision ensures that the school can tailor educational provision to the needs of all students,
- is significantly at risk of permanent exclusion. Alternative provision is therefore a strategy to avoid permanent exclusion for pupils and to encourage inclusion in education,
- has not attended school regularly for whatever reason and is therefore unlikely to achieve an accredited qualification and become NEET (not in education, employment or training). Alternative provision provides an opportunity to engage with the factors that have prevented the student from attending school.

Holte School will not, under any circumstances, commission an alternative provision placement as an alternative to a permanent exclusion.

Alternative Provision is an appropriate and effective intervention strategy for the following reasons:

- students can choose from a variety of educational options, including GCSEs, vocational training and qualifications, and practical skills that can lead to employment, training or an apprenticeship.
- the curriculum is more flexible so that students can learn a wider variety of subjects in a variety of ways.
- students are encouraged to become more independent and more responsible for their academic and personal development.
- students enjoy their education as it meets their needs more effectively. This improves attendance to school and boosts self-esteem.

- the school from which they are referred also monitors their progress. This ensures that, often vulnerable students receive intensive monitoring and mentoring demonstrating the school's commitment to an inclusive education.

### 2.3 Safeguarding

In line with our duty to promote safeguarding and well-being for all children we only use provision that is inspected by Ofsted, e.g. free school or an independent school. The school only uses four providers commissioned by Headteacher's within the North West region of Birmingham. Where the school needs to commission additional placements in order to meet the unique needs of an individual, we will seek the advice of the City of Birmingham School and Virtual School. In some circumstances where a pupil has significant medical needs, a placement may be commissioned by a medical professional, e.g. attendance at James Brindley School.

At present we are using two providers who we have established a good relationship with. In line with Keeping Children Safe in Education (Sept 2022) we have obtained written confirmation from our alternative providers that appropriate safeguarding checks have been carried out on individuals working at both establishments. Students' welfare is monitored on a weekly basis by the school's Deputy to the Assistant Headteacher Pastoral and through monthly checks conducted by the school's pastoral leaders.

### 2.4 Placements commissioned for the current academic year

As of June 2023, pupils attend placements at the following providers:

Education Provider	Contacts
Titan St George's Academy	St George's Community Hub, Great Hampton Row, Birmingham, West Midlands, B19 3JG Head of School: Michelle Baker Telephone: 0121 296 2277 URN: 139731
Titan Aston Academy	69 Aston Road North, Birmingham, West Midlands, B6 4EA Head of School: Daniel Edwards Telephone: 0121 696 4800 URN: 146731
Orion School	Corner of Dudley Road and Western Road, Winson Green, Birmingham, B18 7QH Head of School: Murrett Mendez Telephone: 01212457200 URN: 147234

The Flexible Learning Centre	23 All Saints Road, Hockley, Birmingham, B18 5QB Head of School: Miss Shamim Akhtar Telephone: 01215547918 URN: 135561
James Brindley School	Bell Barn Road, Edgbaston, Birmingham, West Midlands, B15 2AF Headteacher - Mr Hardip Bissell 01216666409 URN: 139526

## Off-rolling

Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.

There are many reasons pupils leave school. They might move house, leave the country, or move to another, closer school when a place becomes available. None of these things is off-rolling. Other pupils might leave to be home-educated, (Elective Home Education). Where this is a parent's clear choice, without pressure from the school, it is not off-rolling.

The school will maintain accurate records of students who are removed from their roll. These records will be analysed by senior leaders and the governing body as part of the school's annual report to governors. Records will also be independently checked by the school's data manager as part of the school's quality assurance process. Such records will include details of any parents who have chosen Elective Home Education and the necessary paperwork.

In accordance with DfE statutory guidance for Alternative Provision, 2016 "pupils should be dual registered from the beginning of the first day of which the school has commissioned the alternative provision. For the school census a pupil should be dual main registered at their school and dual subsidiary registered at the alternative provision."

The school will only remove a student from their roll if they can evidence that by doing so it is clearly in the best interests of the child and does not benefit the school in any way. Such circumstances are extremely rare and must be made in consultation with the governing body, Local Authority and external agencies, where appropriate.

## Quality assuring Alternative Provision

2.5 The school fully understands that students who attend Alternative provision are often the most vulnerable students with a complex array of behavioural and emotional needs. For this reason, the school will commit to the expertise and dedication of a designated member of staff to ensure that the provision is well-organised, well-resourced and that responsive systems are in place to support the child.

2.6 Alternative provision is led and coordinated by the Deputy to the Assistant Headteacher Pastoral. The following processes and procedures will be adhered to when establishing a full-time, off-site Alternative Provision placement for students in Year 7-11:

1.	A decision is taken by the Deputy Headteacher, Inclusion about the need for an alternative provision placement. This decision is based on an analysis of the student's attainment, attendance and behaviour profile. The Deputy to the Assistant Headteacher, Pastoral, as the designated Alternative Provision lead, will source a suitable placement for the student. An assessment of the student's needs will be made and a placement will be selected that will enable the student to meet or exceed their attainment targets.
2.	The school will select a provision that is recommended by North West Sharing Panel and/or Titan. Where a new provision is sourced the Deputy to the Assistant Headteacher, Pastoral will arrange to meet the Headteacher/Head of Centre and visit the provision. The Deputy to the Assistant Headteacher, Pastoral will be responsible for ensuring effective communication between all stakeholders and will ensure that all information relating to the student is shared with the provider by means of a completed referral form.
3.	The relevant Year Manager and Year Coordinator will set up a meeting with all relevant stakeholders, including parents/carers and pupil. The reasons for the referral will be made clear to families and success criteria for the placement will be clearly outlined for all stakeholders. If the provision is an alternative to Permanent Exclusion this must be made clear so that an informed decision is made. The school will sometimes support students and their families with the costs of transport by providing a student bus pass. An Alternative Provision Contract (appendix two) will be signed by all stakeholders.
4.	All stakeholders will be invited to attend an interview at the alternative provision. At this meeting the provider's key policies, including expectations will be shared. If there is no consensus, amongst stakeholders, of the appropriateness of the Provision, an alternative placement will be sourced. At this meeting a start date will be agreed. The Year Coordinator will provide support to the student, and their family, in making the transition from mainstream school.
5.	The student will be dual registered at the school and Alternative Provision once the pupil attends the placement for the first time. The Alternative Provision will inform the relevant

	<p>Year Coordinator whenever a student is absent. Attendance records will be shared with the Deputy to the AHT Pastoral on a weekly basis and any issues will be followed up with the relevant year team. There is also an expectation that any safeguarding concerns are raised with the school's Designated Safeguarding Lead and that all alternative providers adhere to the school's Child Protection and Safeguarding policy. A copy of this policy must be issued to the Alternative Provider once the placement has started.</p>
6.	<p>A member of the pastoral team will visit the provision once every month. For a student with an Education and Health Care Plan, or significant needs (e.g. Forward Thinking Birmingham involvement) a visit must be conducted at least twice a month. During this visit the general progress of the student will be discussed and recorded, including attendance. It is expected that during this visit, if not too disruptive to the student, a brief meeting is held with the student to discuss their progress and an interim monitoring form (appendix four) is completed.</p>
7.	<p>A review of the placement will be completed once a term, in conjunction with the alternative provision, student and their parents/carers. For SEND pupils the SENCo will undertake this review. The following information must be obtained during this meeting:</p> <ul style="list-style-type: none"> <li>• Attendance certificate</li> <li>• Academic targets and current working at levels/grades</li> <li>• Comments on progress in each subject</li> <li>• Behaviour records</li> </ul> <p>A formal record of this meeting and an evaluation of the impact of the provision will be formally recorded, (appendix four). At this meeting a decision will be made regarding the future of the placement, including the potential reintegration of a pupil at the home school. The relevant year team will discuss a student's progress at least once per half term with parents.</p>
8.	<p>The Year Manager/Year Coordinator will meet with the Deputy Headteacher, Inclusion and Assistant Headteacher, Pastoral at the beginning of the term to discuss the progress of each pupil attending Alternative Provision. As part of this review process the progress of pupils educated off-site will also be evaluated. Where appropriate the school may implement additional intervention strategies to support students. This may include referrals to external agencies such as Think Family or Forward Thinking Birmingham. Following the publication of GCSE, or equivalent, results the Deputy to the AHT Pastoral will procure and record the results of students receiving alternative provision and their Post-16 destinations.</p>



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| 9. | <p>If an alternative provision placement is not effective because the student is not making expected progress – a formal meeting should be held involving the relevant Year Coordinator, student, parent/carers and provider. The meeting will reinforce the expectations of the original contract whilst seeking feasible alternatives. If a student is permanently excluded from an alternative provision placement, a meeting will be convened between the school, provider and family to discuss the next steps.</p> |
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2.7 As part of the school's programme of care, guidance and support a student may be placed in a temporary or part-time Alternative Provision placement. Students will be dual registered during the period of such placements. This may include:

- Improving behaviour placement, (six weeks) at St. Georges Academy, where students will receive intensive support managing and improving their behaviour.
- North West Collegiate Learning Support Unit placement, (2-6 weeks) at a collegiate school for 6<sup>th</sup> day provision or as an alternative to extended suspension.
- SEND placement at a North West Collegiate School Base (6 weeks) for a commissioned SEND support placement.

2.8 Where the school seeks temporary off-site provision for a student from a local school, (e.g. 6<sup>th</sup> day provision), they will complete a temporary placement referral form (appendix six). The following processes and procedures will be adhered to when establishing a temporary or part-time, off-site Alternative Provision placement for students in Year 7, 8, 9, 10 and 11:

1.	A decision is taken by the Assistant Headteacher, Pastoral about the need for a temporary, or part-time off-site provision. This decision is based on an analysis of the student's attainment, attendance and behaviour profile. A referral form, for the appropriate Alternative Provision will be completed by the relevant Year Manager and Year Coordinator outlining the needs of the student. The referral form will be shared with the provider, (e.g. St. George's Academy, Collegiate partner school) prior to any interview.
2.	The relevant Year Coordinator will arrange a meeting with parents/carers and the student to discuss off-site provision. The reasons for the referral will be made clear to families and success criteria for the placement will be clearly outlined for all stakeholders, including a structured reintegration programme.
3.	All stakeholders will be invited to attend an interview at the offsite provision. Parents/carers and students will be supported at this meeting by the Year Coordinator. At this meeting the provider's key policies, including expectations will be shared. At this meeting a start date will be agreed. The Deputy to the AHT Pastoral will provide support to the student in their transition from mainstream school.
4.	Following commencement of the placement the student will be dual registered at the school. The Year Coordinator/Deputy to the AHT Pastoral will monitor the student's attendance and welfare on a weekly basis, and amend school records as appropriate, although it is expected that the provider will inform the school whenever a student is absent. The Year Coordinator will contact parents/carer to discuss their child's progress. There is an expectation that any safeguarding concerns are raised with the school's Designated Safeguarding Person and that all alternative providers adhere to the school's Child Protection and Safeguarding policy.

5.	At the end of the offsite provision placement the Year Coordinator will organise a reintegration meeting with parents/carers, the student and Provider. This may take place at
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	the Provision or the school and will review attainment, attendance, and behaviour. A review of the placement must take place and formally recorded, (appendix seven).
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2.9 Managed Moves – a managed move to another mainstream school is an important part of the school's behaviour management process. They are used strictly in the child's best interests, are voluntary, agreed by all parties and are part of a planned intervention to support a child. Managed moves are preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy. Under no circumstances will parents be forced to accept a managed move. Managed moves will be reviewed every six weeks by the relevant Year Coordinator. At the final review a decision will be made regarding the placement. If the child is successful, they will be placed on the roll of their new school. If a pupil fails a managed move a meeting will be held in school with the Assistant Headteacher, Pastoral to discuss a programme of support which could include another managed move. The Deputy to The Headteacher, Pastoral will coordinate all managed moves at the school in conjunction with the Assistant Headteacher, Pastoral.

2.10 The school may also commission part-time placements for students to further support their personal development or academic progress. This could include part-time provision at schools (e.g. Orion School) offering vocational courses, or part-time 'day-release' to sporting academies (e.g. Birmingham City Football Club Education Academy). Placements may also be commissioned for pupils with significant medical needs who attend the James Brindley School. For such placements applications are completed following a meeting with the school, parent, pupil and the provision. The school will complete the standard safeguarding checks for alternative provision and will visit part-time provision at least once every half term. Feedback from such visits will be maintained by the Deputy to the AHT Pastoral.

#### 2.11 Alternative Provision and Special Educational Needs (SEND)

There is no obvious segregation between alternative providers that are commissioned to work with learners with SEND. However, there are situations when the conditions and difficulties presented by young people require differentiated provision. As the complexity of SEND increases, there are likely to be greater limitations on the choices of alternative provision that can be effectively accessed. The school will consult with SEN Assessment and Review Service (SENAR) before commissioning an alternative provision placement for a student with complex special educational needs to ensure that the provision is an appropriate one. SENAR will remain a point of contact for advice and support for the duration of the provision. A SEND student accessing Alternative Provision will be supported by the Year Coordinator/Year Manager and the SENCo, who will ensure that their needs are appropriately met. The SENCo will be expected to visit the pupil at the alternative provision placement at least once every term to review their progress and the quality assure the appropriateness of the provision.

#### 2.12 Evaluating Alternative Provision

Any concerns regarding a student's safety and wellbeing at the provision must be escalated to the Deputy Headteacher, Inclusion and Designated Safeguarding Lead as a matter of urgency who will make a decision regarding the continuation of the placement. If a child is withdrawn from their provision due to issues relating to safeguarding or child protection concerns must be immediately escalated to the Local Authority via Alternative Provision, Attendance & Independent Education

Service. The school will also share such information during the collegiate Sharing Panel meeting held every half term.

The Assistant Headteacher, Pastoral and the Deputy to the Assistant Headteacher Pastoral) is responsible for monitoring and evaluating the effectiveness of alternative provision. The governing body and senior leadership team will evaluate the impact of this policy by receiving data (analysed by year group, gender, ethnicity and other relevant groups) for:

- GCSE outcomes
- Progress reviews, (e.g. parent meetings)
- Quality Assurance process
- Attendance data

It is expected that the outcomes and impact of alternative provision will be evaluated every term and annually as part of the school's evaluation and improvement process.

## Appendix One

### Resources

Link to Birmingham Support Services guidance on Alternative Provision 2019

<https://www.birminghameducationsupportservices.co.uk/Services/4883#:~:text=The%20Alternative%20Provision%20Attendance%20and,receipt%20of%20a%20suitable%20education.>

Link to DfE statutory guidance on Alternative Provision 2013

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268940/alternative\\_provision\\_statutory\\_guidance\\_pdf\\_version.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf)

Link to DfE guidance on Alternative Provision

<https://www.gov.uk/government/publications/alternative-provision#history>

Link to Ofsted guidance on the use of Alternative Provision

[www.ofsted.gov.uk/resources/alternative-provision](http://www.ofsted.gov.uk/resources/alternative-provision)

Link to Birmingham LA guidance on Alternative Provision:

<http://www.birmingham.gov.uk/schooladmissions>

Link to a section on guidance on Alternative Provision for students with Special Education Needs

<https://www.local.gov.uk/sites/default/files/documents/hidden-talents-examples-t-8ba.pdf>

Link to Ofsted guidance on off-rolling

<https://educationinspection.blog.gov.uk/2019/09/06/off-rolling-an-update-on-recent-analysis/>

## Appendix Two

### Alternative Provision Contract



## Holte School

### Alternative Provision Placement Contract



Following a referral by the school the above student has agreed to attend the above provision on the given days. Below is a list of the school's expectations with regards to Alternative Provision:

- I understand that non-attendance at the provision will link to overall school attendance and if this falls below the trigger level of 90% the student may be subject to Fast-track to Attendance and continued non-attendance may lead to a legal action.
- I understand that poor punctuality at the provision could trigger interventions including legal action where appropriate.
- I understand that behaviour and expectations are clearly outlined by the provider and must be adhered to. Failure to do so will lead to fixed-term exclusions both from the provision and the school.
- I understand that parents/carers must inform the placement if the student does not attend due to illness.
- I consent to my child using the Internet facilities at the placement with prior consent from a member of staff.
- I consent to my child taking part in all of the PSHE and Citizenship programmes.
- I consent to my child's pictures/photographs being used on the placement's website, newsletters, notice boards and on conference displays.

Remember the provision is there to support your learning; our aim is to give you the best chances to succeed and believe this provision can give this chance to you. I understand that the school will regularly monitor my child's progress and will remain on the school's roll as 'dual registered' for the duration of their placement unless there are exceptional circumstances agreed by all stakeholders.

### Signatures

School senior manager:	
Alternative Provision:	
Parent:	

Pupil:	
Date:	

## Appendix Three

### Alternative Provision Review

	<h2>Holte School</h2> <h3>Alternative Provision Placement Review</h3>	
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Alternative Provision	Pupil's name:
Date:	Year Coordinator:

*On a scale of 1-5 please circle the number that most represent where the pupil is at present Key: 1 = Excellent, 2 = Good, 3 = Satisfactory, 4 = Concerns, 5 = Disaffected from Alternative Provision.*

<b>Attendance</b>	1	2	3	4	5
<b>Punctuality</b>	1	2	3	4	5
<b>Behaviour</b>	1	2	3	4	5
<b>Motivation</b>	1	2	3	4	5
<b>Concentration</b>	1	2	3	4	5
<b>Participation</b>	1	2	3	4	5
<b>Co-operation with Peers</b>	1	2	3	4	5
<b>Right equipment in class</b>	1	2	3	4	5
<b>Complete targets in lessons</b>	1	2	3	4	5
<b>Homework</b>	1	2	3	4	5
<b>Coursework</b>	1	2	3	4	5
<b>Comprehension of lesson</b>	1	2	3	4	5
<b>Presentation of work</b>	1	2	3	4	5



<b>Attitude</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Additional comments:</b>					

<b>Views of the Alternative Provider</b>

<b>Student's views</b>

<b>Parents/carers' views</b>

<b>Areas for development and support, (including SMART targets for student)</b>

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The following documents must be provided by the Alternative Provision and obtained during the review meeting:


1. Attendance certificate ☐
2. Academic targets and current working at levels/grades ☐
3. Comments on progress in each subject ☐
4. Behaviour records, (e.g. incident log) ☐

### Signatures

School senior manager:	
Alternative Provision:	
Parent:	
Pupil:	
Date of review:	
Date of next review:	

## Appendix Four

### Alternative Provision Monitoring Form

<b>Holte School Alternative Provision</b> Monitoring Form		
<b>Alternative Provision:</b>	<b>Meeting/telephone call:</b>	
<b>Date of visit:</b>	<b>Visited by, (include role)</b>	
<b>Name of pupil</b>	<b>Year group</b>	
<b>Information from monitoring visit</b>		

*Attendance and punctuality*

*Behaviour and personal development*

*Academic progress*

## **Appendix Five**

Referral form for temporary alternative provision, including 6<sup>th</sup> day provision



### **Holte School**

Temporary placement, including 6<sup>th</sup> Day provision



Alternative Provision:

Name of placement link member of staff:

Name of Year Coordinator:

Start Date of Placement:	Review Date
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## Pupil Details

First Name:		Family Name:	
DoB:		UPN:	
Year Group:	Class:	Male <input type="checkbox"/>	Female <input type="checkbox"/>
Name of parent(s)/carers:			
Current address:			
Postcode:	Tel:	Mobile:	
Emergency contact			
Name:		Tel:	
Name:		Tel:	

Aims & Objectives of Referral

Areas of concern	
Disruptive behaviour in classroom <input type="checkbox"/>	Theft <input type="checkbox"/>
Disruptive behaviour around school <input type="checkbox"/>	Threatening behaviour <input type="checkbox"/>
Difficulties with peers <input type="checkbox"/>	Bullying (physical) <input type="checkbox"/>
Refusal to follow school rules <input type="checkbox"/>	Bullying (verbal) <input type="checkbox"/>
Refusal to follow staff instruction <input type="checkbox"/>	Arson <input type="checkbox"/>



- 0 = NO KNOWN EVENT HAS TAKEN PLACE  
 1 = 1 event/incident has been reported/recorded  
 2 = 2/3 events have been recorded  
 3 = There is a pattern of these events  
 4 = In spite of intervention these events are still taking place and will re-occur

	No risk	Small risk	Medium Risk	High risk	Serious risk
Persistent defiance					
Persistent refusal to follow instructions					
Inappropriate comments towards staff					
Threatening behaviour towards staff					
Physical aggression towards peers					
Physical aggression towards adults					
Verbal aggression towards peers					
Verbal aggression towards adults					
Substance misuse					
Alcohol misuse					
Absconding					
Truancy					
Damage to property					
Arson					
Bullying peers					
Sexually inappropriate behaviour					
Theft					
Dangerous behaviour in the environment					
Possession of a weapon or tool that can be used as a weapon					

This assessment should be based on written information

## Appendix Six

Alternative Provision Referral – Titan Education Trust

## **St George's Academy Referral Form**

St George's Academy, St George's Community Hub, Great Hampton Row, Birmingham, B19 3JG

Section 1	
Date of panel:	Referring School/Organisation:
If the pupil has been referred before please state date of panel:	

Section 2 – Pupil Details	
Pupil's Name:	Male/Female:
DOB:	Year Group:
Address:	
1.Name of Parent/Carer:	Tel Number: Mobile:
2.Name of Parent/Carer:	Tel Number: Mobile:
Siblings:	Interpreter needed: Yes <input type="checkbox"/> No <input type="checkbox"/>
	Home Language:
Ethnicity:	UPN:
Religion:	ULN:
Looked After Child? Yes <input type="checkbox"/> No <input type="checkbox"/>	KS4 Pupils UCI:
Child In Need? Yes <input type="checkbox"/> No <input type="checkbox"/>	Free School Meals: Yes <input type="checkbox"/> No <input type="checkbox"/>
Country of Birth:	EAL: Yes <input type="checkbox"/> No <input type="checkbox"/>
Pupil Premium: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Most recent/previous schools attended:	
<b>SEN Information (please complete as fully as possible)</b> <b>Emotional/Behavioural/Social</b> Not on COP <input type="checkbox"/> SEN Support <input type="checkbox"/> EHC (initiated) <input type="checkbox"/> EHC <input type="checkbox"/>  <b>Cognition/Learning</b> Not on COP <input type="checkbox"/> SEN Support <input type="checkbox"/> EHC (initiated) <input type="checkbox"/> EHC <input type="checkbox"/>  <b>Communication/Interaction</b> Not on COP <input type="checkbox"/> SEN Support <input type="checkbox"/> EHC (initiated) <input type="checkbox"/> EHC <input type="checkbox"/>  Is the pupil on the SEN Register? Yes <input type="checkbox"/> No <input type="checkbox"/>  Is the pupil under statutory assessment for an EHCP?      Date started:  Does the pupil have a final EHCP date issued?      Date issued:	
Section 3 – Background details	



<b>Reason for referral</b> <i>Please complete as fully as possible:</i>		
<b>Attendance</b> (last three terms, including any records and progress reports. For any long periods of absence please state reasons. If other agencies have been involved please include details in the agency involvement section)		
<b>Behaviour</b> (including any fixed term or permanent exclusion information) <i>Please summarise behaviour concerns:</i>		
<b>Current Curriculum Arrangements</b> (please also include details of any alternative/part time/offsite education that is in place)		
<b>Academic information</b> (please include as much detail as possible, SAT's results if appropriate)		
<b>Current working levels:</b> ENGLISH _____ MATHS _____ SCIENCE _____ <b>KS2 sat's:</b> ENGLISH _____ MATHS _____ SCIENCE _____  Please comment in which subjects and/or activities the pupil has shown a positive interest or achievement?  <b><u>Please attach child's latest school report.</u></b> Report Attached <input type="checkbox"/>		
<b>Previous intervention/Support</b> (Please include any individual programmes, PEP, Crisp Assessments, Managed Moves, COBS input and Learning Mentor Involvement etc. prior to the referral to sharing panel):		
<b>Section 4 - Agency involvement</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(Contact names and numbers, past and present)</i>		
<b>Agency</b>	<b>Contact Name</b>	<b>Telephone</b>
CAMHS/TESS		
City of Birmingham School (COBS)		
Communication and Autism Team		
Education Psychologist		
Family Support Worker		
Gang intervention		
Physical Difficulty Outreach		
Police		
Pupil and School Support (PSS)		
Sensory Support		
Sexual Harmful Behaviour Team		
Social Work Support		
Think Family		
Youth Offending Team (YOT)		
<b>FCAF Initiated:</b> Yes <input type="checkbox"/> No <input type="checkbox"/> <b>Lead Practitioner:</b>		
<b>Telephone:</b> <b>Organisation:</b>		
<b>Relevant Personal or Home Circumstances</b> (Parental involvement, family structure, LACES/Foster		

Care/Children's Home, Child Protection, recent bereavement; sensitive information should not be shared at this stage unless it is essential for the panel to know):

**Additional Information** (Detailed picture of pupil, including positive attributes, any medical diagnosis, concerning behaviour with parties outside school, impact on peer group, interests and hobbies, membership of groups/clubs:

**Gang Related Issues:** Yes ☐ No ☐

### Section 5 - Risk Assessment and Safeguarding questionnaire

		0	1	2	3	4	5
<b>Weapon related</b>  <b>0 = Unlikely</b>  <b>1 = Improbable</b>  <b>2 = Small Possibility</b>  <b>3 = Possible</b>  <b>4 = Probable</b>  <b>5 = Certain</b>	Theft						
	Truancy						
	Absconding						
	Substance Misuse						
	Alcohol Misuse						
	Damage to Property						
	Arson						
	Weapon related incident						
	Physical aggression towards peers						
	Physical aggression towards adults						
	Verbal aggression towards peers						
	Verbal aggression towards adults						
	Threatening behaviour towards peers						
	Threatening behaviour towards staff						
	Bullying peers						
	Persistent defiance						
	Persistent refusal to follow instructions						
	Sexual inappropriate behaviour towards others						
	Weapon related incident						
	Dangerous behaviour in the environment						
	Confidential child protection – information available on request						

### Safeguarding Questionnaire

Does the child appear to be?	Yes	No	Not sure	Evidence/Comments
Healthy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safe from Harm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning and Developing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Free from crime or antisocial behaviour?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Free from the Impact of Poverty or worklessness?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Benefit type: N/A ☐

If you answered "no", what additional services are needed for the child or young person or their parent(s), carer(s) or family? Please note if the family speak a community language and an interpreter is required.

Suggested interventions:	<b>Suggested Agencies:</b> <table border="0"> <tr> <td><input type="checkbox"/> Education</td> <td><input type="checkbox"/> Intensive Family Support</td> </tr> <tr> <td><input type="checkbox"/> Health</td> <td><input type="checkbox"/> Job Support</td> </tr> <tr> <td><input type="checkbox"/> CAMHS</td> <td><input type="checkbox"/> Mental Health</td> </tr> <tr> <td><input type="checkbox"/> Housing</td> <td><input type="checkbox"/> Citizen's Advice</td> </tr> <tr> <td><input type="checkbox"/> Criminal Justice</td> <td><input type="checkbox"/> Early Support Service</td> </tr> <tr> <td><input type="checkbox"/> School Support</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> FSST</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<input type="checkbox"/> Education	<input type="checkbox"/> Intensive Family Support	<input type="checkbox"/> Health	<input type="checkbox"/> Job Support	<input type="checkbox"/> CAMHS	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Housing	<input type="checkbox"/> Citizen's Advice	<input type="checkbox"/> Criminal Justice	<input type="checkbox"/> Early Support Service	<input type="checkbox"/> School Support	<input type="checkbox"/> Other	<input type="checkbox"/> FSST	<input type="checkbox"/> Other
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<input type="checkbox"/> School Support	<input type="checkbox"/> Other														
<input type="checkbox"/> FSST	<input type="checkbox"/> Other														
<b>Risk assessment and safeguarding questionnaire completed by:</b>  <b>Name:</b> <b>Title:</b> <b>Date:</b>															
<b>Recommendations to panel for suitable placement</b> ( <u>environment</u> : not named schools/placements)															
<b>If placement at St George's is refused or rescinded would this student face Permanent Exclusion from Home School?</b>															
<b>Section 6 – Declaration</b>															
<p>I confirm that the Fair Access Protocol has been explained to the Parents/Carers and they are aware of the panel's purpose and process.</p> <p><b>Name:</b></p> <p><b>Position:</b></p> <p><b>Organisation:</b></p> <p><b>Email:</b>                      <b>Phone:</b></p> <p><b>Date:</b></p>															

