



# The Attic Admissions Policy

<b>Date of policy</b>	June 2017
<b>Date of review</b>	June 2020
<b>Date ratified by Management Committee</b>	October 2020
<b>Date for next review</b>	July 2021
<b>Named Manager</b>	Andrew Alders-Dunthorne

## Referrals

Admissions to The Attic Pupil Referral Unit (PRU) are through the Specialist Admissions Process (SAP) and the Specialist Education Panel (SEP). Both of these panels are led by the Local Authority (LA).

### ***Specialist Admissions Process. (SAP)***

The process consists of a suitability panel which looks at referrals to consider suitability and what type of provision can meet need, and a placement panel to consider the most appropriate placement. There are three Suitability and placement panels: North Suffolk, South Suffolk and West Suffolk, which meet twice per academic year for primary and secondary admissions to Alternative Provisions (including PRU's) and Specialist Settings. Admissions to The Attic Pupil Referral Unit are usually through the North panels. The panels consist of representatives from Family Services, Health, County Inclusion Support Service (CISS), Multi-Agency Assessment Programme (MAAP), Virtual School, Early Help, Educational Psychologist, Heads of Special Schools and PRU's and a representative from mainstream Primaries and Mainstream secondary schools.

More information can be found on the Suffolk Local Offer page.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=0TCBACHOpRQ>

### ***Specialist Education Panel (SEP)***

This panel consists of members of the SEND team from the Local Authority. The Family Services Team (LA) can make referrals to this panel throughout the year. This would generally be for Students that have an Education, Health and Care Plan (EHCP).

### ***Referrer***

Where a Student is unable to access their learning in a mainstream school because of their complex social, emotional or mental health needs, very poor attendance, or they are at risk of permanent exclusion from the school, the mainstream school with agreement from Parents or Carers, can make a referral for an Alternative Provision (AP) placement, or a Specialist Educational placement. Where a Student has been permanently excluded (PEX) Family Services or the Alternative Tuition Service (ATS) with agreement from Parents or Carers, can also make a referral.

## Admission Process

Once a place has been allocated to one of The Attic Sites, Attic works with the Student, the Parents or Carers and their current school to enable a smooth transition. This includes:

- A tour of the Attic site with the Assistant Head, with student, Parent or Carer, to discuss what we can offer, share our expectations and make option choices where appropriate. Parents and Carers are also given information regarding how to apply for transport.
- An Induction Pathways meeting is held with the Deputy Headteacher who is also the SENCO and The Family Engagement Officer. Where a student is on roll at a school, a

representative from the school is expected to attend and where the student has been permanently excluded an invitation is sent to Family Services to attend the meeting. Parents and Carers, the Student and any other professionals working with the Student are invited to the meeting. The mainstream school is expected to complete our BESST (behaviour assessment) and our Risk Assessment, so that we can establish a baseline from which to set targets. During the meeting we use this assessment information and work with the Student, school, parents and Carers and other professionals to complete a Pupil Action Plan (PAP), which involves setting targets to address the lowest scoring areas and decide on strategies to support the student.

- If a Student has an EHCP or a Multi-Agency Assessment Programme (MAAP) report, we will plan how the strategies and interventions from these documents will be best implemented.
- The student is allocated a Key Worker who will make contact with the family before the student goes on roll.
- When the student arrives at Attic for their first day they will be put onto the Attic roll.
- The Key Worker will meet the student on their first day, ensure that all Staff are familiar with the Pupil Action Plan and know the strategies to implement. The Key Worker will be the first line of support for the student. The Key Worker will form and maintain close links with Parents and Carers.
- The Curriculum and Assessment Lead will arrange for the student to complete baseline assessments in English and Maths.
- The SENCO will arrange for assessments to be carried out to identify any learning needs, if up to date assessments have not been completed.
- The Key Worker will carry out a review meeting the first week of each half term, to review the Pupil Action Plan with the student. This will include reviewing the most recent BESST and Risk Assessment scores.
- Twice a year there will be a review day, where the Key Worker will hold the review meeting with the Student, Parents or Carers, representative from the mainstream school or Local Authority. If a student is achieving 3s or higher in the majority of BESST strands and a risk rating of 154 or lower (this would indicate that the risk rating for all hazards is low) and engagement in lessons is at least 90%, Attic would work with the school to begin the transition back to mainstream.

If a student's BESST scores and risk rating are not improving and the student/school or Local Authority/Attic/parents/carers feel that a return to mainstream is not in the best interests of the student, and the student is likely to achieve most success by remaining at The Attic, we will continue to support the Student at Attic.

## **Expectations of schools**

It is expected that where a mainstream school has a student allocated a place at one of The Attic sites they will:

- Send a representative to attend the Induction Pathways meeting.
- Complete the Attic BESST and Risk Assessment based on their knowledge of the student and bring the information to the Induction Pathways meeting.
- Provide the most recent registration certificate for the student.
- Provide results of KS2 assessments in English and Maths.
- Share successful and unsuccessful strategies that have been implemented to support the students.
- Send a representative to attend the two review meetings each academic year.
- Respond to the half termly Pupil Action Plan (PAP) review and complete the school section and return to Attic.
- Work with The Attic to plan an effective transition back to mainstream where appropriate.

## **Expectations of The Local Authority**

It is expected that where a Student is allocated a place at one of The Attic sites and the student has been permanently excluded the Local Authority will:

- Identify a mainstream school for the student (unless the student has been permanently excluded twice), so that Attic can liaise with the school and plan transition.
- Where a student is not on roll, the Local Authority will send a member of Family Services to attend the Induction Pathways meeting.

At all times we work in partnership with the Student and their Parents or Carers, the mainstream school and the Local Authority to ensure that each Student is given the best opportunity to thrive, enabling them to believe in themselves, engage in their learning and achieve.

## **The Landing**

The Landing is a primary specialist provision rather than an alternative provision and although the referral process follows the same route, the induction process differs. Once placements are accepted at The Landing Students and their Parents or Carers are invited to visit the school site out of school hours to enable them to look at the setting, meet the Staff and ask any questions they may have. They will be issued with an induction pack and Transition booklet. Further transition is planned according to the individual needs of each Student and in conjunction with Parents and Carers and the feeder primary school. The majority of Students stay at The Landing for the remainder of their Primary education.

