



Entry and Exit Guidance document

2023 2024

V.1.0

PLC referrals, roles and responsibilities, operational information
and guidance for schools and partner organisations.

Content

- **1.0** - **The role of Pathways Learning Centre** - **Page 4**
 - 1.1 - Overview
 - 1.2 - Student eligibility
 - 1.3 - Core function
 - 1.4 - Who we support

- **2.0** - **Referrals and admissions** - **Page 5**
 - 2.1 - Referrals and admissions Panel (RAP)
 - 2.2 - RAP dates and deadlines
 - 2.3 - RAP decisions and admissions

- **3.0** - **Entry and exit criteria** - **Page 6**
 - 3.1 - Guiding principles
 - 3.2 - Routes into PLC
 - Route 1 - Permanent Exclusion
 - Route 2 - Medical
 - Route 3 - Mental Health
 - Route 4 - Hard to place / mover in to LA
 - Route 5 - EHCPs
 - Route 6 - Children in Care at risk of exclusion
 - Route 7 - Bespoke route
 - 3.3 - Transition support

- **4.0** - **Funding** - **Page 15**

- **5.0** - **Review of placements** - **Page 16**
 - 5.1 - Review frequency
 - 5.2 - Review meetings
 - 5.3 - Revolving door for dual registered students

• 6.0	-	Roles and responsibilities	-	Page 17
○ 6.1	-	Statutory guidance		
○ 6.2	-	General guidance		
○ 6.3	-	LA responsibilities		
○ 6.4	-	School responsibilities		
○ 6.5	-	Pathways Learning Centre's role		
○ 6.6	-	Alternative Provision general guidance		
• 7.0	-	Referral and Admissions Panel (RAP)	-	Page 22
○ 7.1	-	Role of RAP		
○ 7.2	-	RAP outcomes		
○ 7.3	-	Unsuccessful placements at PLC		
○ 7.4	-	Membership of RAP		
• 8.0	-	The Fair Access Protocol (FAP)	-	Page 23
• 9.0	-	Further supporting information	-	Page 23
○ Appendix A	-	PLC referral form		
○ Appendix B	-	PLC review of placement proforma	-	Page 24
○ Appendix C	-	Year 11 single roll protocol	-	Page 25

1. The role of Pathways Learning Centre

1.1. Overview

The Local Authority has a statutory duty under Section 19 of the Education Act 1996¹ to make arrangements for the provision of suitable *‘education from school or otherwise than at school (EOTAS), for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.’*

In addition, the DFE Statutory guidance, *‘Alternative Provision – Statutory guidance for Local Authorities January 2013’*² sets out a clear definition of alternative provision:

Education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed term exclusion; and pupils being directed by schools to off-site provision to improve their behaviour.

Pathways Learning Centre (PLC) provides the short stay educational provision on behalf of the Local Authority, as defined above, for students who are resident in South Gloucestershire³. However, schools remain responsible for arranging provision for pupils on fixed term exclusions and pupils being directed off-site to improve their behaviour.

1.2. Student eligibility

A. Pathways Learning Centre provides statutory short stay educational provision for students who are :

1. Permanently excluded from school. These students are placed on the roll of PLC from Day 6 of the exclusion until they are named to a new school by the Fair Access Panel (FAP).⁴
2. Unable to attend school because of significant medical needs, who will be absent for 15 days or more, and whose needs cannot be reasonably met by adjustments within the home school. These students would typically be under the care of a Consultant Paediatrician.
3. Unable to attend school because of significant mental health difficulties and whose needs cannot be met in a mainstream provision. These students would typically be under the care of Child and Adolescent Mental Health Service (CAMHS).

B. In addition Pathways Learning Centre also provides short stay educational provision for :

4. Any new resident of South Gloucestershire who was previously attending an out of authority Pupil Referral Unit (PRU/AP) as a result of permanent exclusion
5. Students in receipt of an Education Health and Care Plan (EHCP) and commissioned by the South Gloucestershire EHCP Team. eg. Students with EHCPs waiting for placement at a specialist provision
6. Students who are in the care of the LA (CIC) and who are at risk of permanent exclusion
7. Specific bespoke student programmes commissioned directly by schools or other Local Authorities

¹ <https://www.legislation.gov.uk/ukpga/1996/56/section/19>

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf

³ PLC is commissioned for 170 places during 2023 – 2024. Referrals exceeding this number may be placed on a waiting list or until additional funding is agreed

⁴ EHCP students who are permanently excluded are not allocated a new school via FAP but via the EHCP team. Students excluded from two schools within two years, or Year 11 students excluded from Term 3 onwards remain at PLC.

1.3. Core function

Pathways Learning Centre delivers education and therapeutic support for children and young people (CYP) who are unable to attend a mainstream school and may require a more tailored or bespoke offer. In the vast majority of cases, CYP attending PLC fall into the 'Social, Emotional and Mental Health' (SEMH) difficulties category, or those with specific medical needs which cannot be met within the mainstream setting.

PLC is a short stay school and is therefore a temporary provision for the majority of students, supporting CYP for no longer than necessary, but always considering what is in their best interests. This includes reintegration to mainstream school, an alternative specialist setting, or successful transition to Post 16 education, employment or training.

The decision to move on is made by the Fair Access Panel (FAP) for permanently excluded CYP and by professionals attending a Team Around the Child (TAC) review meetings for all other students.⁵

1.4. Who we support

We support children and young people (CYP) of compulsory school age with a range of complex medical, additional, or special educational needs. This includes those that have been permanently excluded (PEX) from school, those unable to attend mainstream school due to medical needs and those under the care and guidance of Tier 3 professionals such as CAMHS.

Children and young people may experience a wide range of co-presenting needs, which manifest themselves in many ways. These needs may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressed behaviours. These behaviours often reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

CYP often have a history of Adverse Childhood Experiences (ACEs) such as family breakdown, domestic violence, trauma including bereavement and neglect. Other children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder, Oppositional Defiance Disorder (ODD), Conduct Disorder (CD) or Pathological Demand Avoidance (PDA)

⁵ Students with EHCP are always placed by the EHCP Placement panel

2. Referrals and admissions

2.1. Referrals and admissions panel (RAP)

Admission to PLC is via the Referrals and Admissions Panel (RAP). In all cases a 'Single Referral Form' must be completed ([referral form link](#)). Referrals are usually completed by Schools, medical professionals, or 0-25 team. **We are not able to accept direct referrals from parents.**

2.2. RAP dates and deadlines

The Referrals and Admissions Panel (RAP) meets monthly to assess all referrals. All RAP dates are posted on the PLC website ([link](#)). PLC receives multiple referrals each month; so in order to provide adequate processing time and pre-panel consideration, it is necessary to apply a strict cut-off date for referrals to be received. Typically, 5 days before the panel meeting. However, where possible the head of PLC will ensure that urgent referrals are considered between panel meetings.

Please see 'The role of the Referrals and Admissions Panel' (7.0) and 'Entry and Exit Criteria (3.0)' below for further guidance

2.3. RAP outcomes and admissions

RAP panel outcomes will be returned to referrers within three school days. Where possible, PLC will hold admissions meetings for all successful referrals within two weeks of the panel meeting. Students placed on the waiting list will be highlighted to referring schools and an indication of their position will be given.

Permanently excluded students are always placed on the roll of PLC from day 6 of their exclusion.

3. Entry and Exit Criteria

3.1. Guiding principles

- a. Pathways Learning Centre is commissioned for 170 students who are residents of South Gloucestershire. Where numbers fall below this figure we aim to progress successful referral as per 2.3. However, where referrals received would take PLC over their commissioned number, PLC must ensure there is agreement to fund the placement and that the appropriate staffing and resources to meet the needs of the student are in place, before the placement can be progressed
- b. Therefore, for all students who meet the entry criteria outlined below, a waiting list may be required where numbers exceed the total commissioned places. Any placement of students on the waiting list will be subject to 3.1.a, or places becoming available due to the transition of other students back to their home school
- c. Any student who moves out of South Gloucestershire when on the roll of PLC, will be removed from roll when the date and location of the receiving school is known. However, if more than 4 weeks has passed before this information is known, PLC will report the student through usual Child Missing Education (CME) routes before removing from roll

- d. Permanently excluded students are placed on the roll of PLC from day 6, to ensure appropriate safeguards and education continues until an alternative school is agreed via the Fair Access Process (FAP) (Section 8.0). It is assumed that all permanently excluded students will return to a mainstream school as soon as possible, as outlined in statutory guidance⁶, and therefore the placement at PLC should be for the shortest duration possible.
- e. Students permanently excluded twice, but more than two years apart, are eligible for placement in mainstream school, as per the FAP protocol (Section 8).
- f. Once the FAP panel have identified a suitable alternative school, the student must be placed on the receiving school's roll within 10 days of the FAP decision (Section 8).
- g. In some cases⁷ the FAP panel may request an extended DUAL placement at PLC, for a maximum of 10 weeks after the student has been placed on the roll of the new school. This is to provide the receiving school with extra transition planning time, to increase the likelihood of a successful transition for the student.
- h. Students who have been excluded twice from mainstream schools within two years, or those Year 11 students excluded from the start of Term 3 onwards, will not be placed by the FAP panel and will remain at PLC.
- i. All Children under the care of the local authority (CIC) who are placed at PLC to prevent a permanent exclusion, **will return to their home school after 12 weeks**. It is the responsibility of the home school to use this time to make suitable arrangements to support the student and manage their return in a timely manner.
- j. **All accepted medical and mental health need students, will initially be accepted for a 12 week placement. (See also 'revolving door principles 5.3)**
- k. As a short stay referral school, PLC must utilise its resources effectively. Therefore, students who do not take up the offer of the placement, or reasonably engage in the programme offered, will receive 4 weeks' notice to end the placement. This includes a four-week initial review to check the placement is appropriate and the student has started to engage. **If there is no engagement⁸ in the first 4 weeks, or at subsequent review points, PLC will serve 4 weeks' notice to end the placement.**
- l. Students already accepted for an Education, Health and Care needs assessment (EHCna), will not be accepted for a place at PLC. If the outcome of the EHCna states 'specialist provision', then the EHCP team may request one of the commissioned EHCP places at PLC (see EHCP Route 5 criteria).
- m. Those students already in receipt of an EHCP can only be referred via the EHCP team where EHCP commissioned places are available.
- n. **Students with an EHCP who are permanently excluded, and where a suitable long term placement has not be found by the EHCP team, will revert to an EHCP commissioned place at PLC after the initial 12 weeks.**

⁶

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf

⁷ Where the FAP Panel have concluded that the student is particularly vulnerable and would benefit from additional time for transition

⁸ The expected level of engagement will be agreed at admission but is likely to require at least a 10% improvement compared to the level of engagement at the home school. e.g 50% attendance at school should become 60%+ of attendance within the first four weeks with a target of 90% within the 12 week placement.

3.2. Routes in to PLC

Route 1 – Permanent exclusion (PEX 1 or PEX 2)	
ENTRY CRITERIA	EXIT CRITERIA
<p>Permanently Excluded (PEX) students are placed on PLC's roll from the 6th day of the PEX.</p> <p>PLC must receive the following basic information on the first day of the PEX for this timescale to be met.</p> <ul style="list-style-type: none"> • A completed Pathways Learning Centre referral including: PLC-single-referral-form-updated-April-23-1.docx (live.com) • Exclusion letter • Risk assessment (included in referral form) <p>In addition, and before the admissions meeting, PLC must also receive :</p> <ul style="list-style-type: none"> • Attendance Cert • Latest progress report • Summary of any assessment of need eg. EP assessment • Summary of in school support • Any additional supporting documents eg APDR / SAFeh • EHCP if applicable • Details of other agency involvement <p>Please Note: PEX students with an EHCP will be accepted as a main placement for the first 12 weeks, in line with other PEX students. This will provide time for the EHCP team to source an alternative school.</p>	<ul style="list-style-type: none"> • If a PEX is rescinded by the Headteacher or overturned by the School's Governing Body, the CYP is legally able to return to the sending school and the placement at PLC will end immediately. • When a new school is named by the Fair Access Panel (FAP) the student will be removed from PLC's roll and placed on the roll of the new school after 10 working days* (as stipulated in the FAP protocol). <p><i>* Time for the receiving school to set up an admissions meeting and make arrangements for their transition. In exceptional cases the pupil may remain on the DUAL roll of PLC for up to a further 10 weeks (see 3.1.g)</i></p> <ul style="list-style-type: none"> • Pupils who have been permanently excluded from a second mainstream school (within two years), or Year 11 students excluded from Term 3 onwards, will remain on the roll of PLC. • Students with an EHCP will exit PLC to an appropriate long term setting as arranged by the EHCP Team. <p>Please note: PEX students with an EHCP who have reached the end of the 12-week transition window, must transfer to a commissioned EHCP place, if an alternative school has not been found.</p>

Route 2 – Medical referral

ENTRY CRITERIA	EXIT CRITERIA
<ul style="list-style-type: none"> The student is unable to attend school and all appropriate support and reasonable adjustments have been explored through an Individual Healthcare Plan (IHP). The CYP has already missed or is likely to miss a significant amount of education due to significant medical needs (at least 15 days), and has not responded to the reasonable adjustments attempted by the school. The student must be under the care of a consultant or specialist pediatrician and the referral must be supported by professional evidence which must state that: <i>“the student is unable to be supported by the mainstream school, even with reasonable adjustments. This is likely to be the case for (Stipulate weeks/months).”</i> Medical referrals from Hospital services will be reviewed by PLC asap. A completed PLC referral form must include : <ul style="list-style-type: none"> Supporting medical evidence Individual Healthcare Plan (IHP) Risk assessment Attendance Cert Latest progress report Summary of any assessment of need eg. EP assessment Any additional supporting documents eg APDR / SAFeh Details of other agency involvement <p>PLC-single-referral-form-updated-April-23-1.docx (live.com)</p> <p>Please note:</p> <ul style="list-style-type: none"> Lack of attendance alone would not be enough to justify a referral to PLC In some instances, an accepted referral may need to go on a waiting list. (See 3.1.b) 	<ul style="list-style-type: none"> The CYP’s medical condition or need for ongoing medical support has ended. The CYP’s medical needs have reduced in severity and can now be supported within the mainstream setting*. <p><i>*As agreed in a review of placement (RoP) meeting</i></p> <ul style="list-style-type: none"> The Review of Placement meeting (RoP) will consider: <ul style="list-style-type: none"> IS there still ongoing supportive medical evidence? Is it still in the CYP best interests to be supported by PLC? Is it still in the best interests of other CYP to be supported by PLC? Is the CYP ready to return to school? IS the CYP able to increase their contact time? Is the CYP ready to transition to another school or setting? Whether the CYP would like to return to school or other setting? <p><i>Reviews may take place less frequently if guided by medical evidence. eg. Where frequent reviews would cause unnecessary stress and anxiety to the CYP.</i></p> <p>Please note: <i>All review of placement meetings will be led by the home school for all Dual roll students, except for the 4 week desktop review which will be led by PLC</i></p>

Route 3 – Mental Health referral

ENTRY CRITERIA	EXIT CRITERIA
<ul style="list-style-type: none"> The student is unable to attend school at all, and all appropriate support and reasonable adjustments have been explored through an Individual Healthcare Plan (IHP). The CYP has already missed or is likely to miss a significant amount of education due to significant medical needs (at least 15 days), and has not responded to the reasonable adjustments attempted by the school. The student must be under the care of CAMHS or Mental Health Professional and the referral must be supported by professional evidence which must state that: <i>“the student is unable to be supported by the mainstream school, even with reasonable adjustments. This is likely to be the case for (Stipulate weeks/months).”</i> GP evidence alone would not be considered, unless it was for a Year 11 student and the GP has already referred on to higher tier services. A completed PLC referral form must include : <ul style="list-style-type: none"> Supporting medical evidence Individual Healthcare Plan (IHP) Risk assessment Attendance Cert Latest progress report Summary of any assessment of need eg. EP assessment Any additional supporting documents eg APDR / SAFeh Details of other agency involvement <p>PLC-single-referral-form-updated-April-23-1.docx (live.com)</p> <p>Please note:</p> <ul style="list-style-type: none"> Lack of attendance alone would not be enough to justify a referral to PLC In some instances, an accepted referral may need to go on a waiting list. (See 3.1.b) 	<ul style="list-style-type: none"> The CYP’s mental health needs have reduced in severity and can now be supported within the mainstream setting* <i>*As agreed in review of placement (RoP) meeting</i> Where the placement review at the end of the first 4 school weeks, or subsequent review meetings, indicates the student is not engaging (See 3.1.k.). Where ongoing supporting medical evidence is no longer available at the 12 week review of placement (RoP) meeting or subsequent RoP meetings. The RoP meeting will consider: <ul style="list-style-type: none"> IS there still ongoing supportive medical evidence? Is it still in the CYP best interests to be supported by PLC? Is it still in the best interests of other CYP to be supported by PLC? Is the CYP ready to return to school? IS the CYP able to increase their contact time? Is the CYP ready to transition to another school or setting? Whether the CYP would like to return to school or other setting? <i>Reviews may take place less frequently if guided by medical evidence. eg. Where frequent reviews would cause unnecessary stress and anxiety to the CYP.</i> Student attending PLC in Year 10 may be considered in line with the ‘PLC Year 11 single roll protocol Section 9.c’ which determines whether they will remain at PLC until the end of Year 11 and be removed from the home school roll. <i>All review of placement meetings will be led by the home school for all Dual roll students, except for the 4 week desktop review which will be led by PLC</i>

Route 4 – Hard to place / moved into the Local Authority

ENTRY CRITERIA	EXIT CRITERIA
<ul style="list-style-type: none"> The student has moved into South Gloucestershire and was previously on the roll of another Local Authority (OLA) PRU / AP. eg Permanently excluded. The student was previously Electively Home Educated (EHE) but meets the entry criteria for Route 2 and 3 (medical and mental health referrals). Parents must also agree to pursue normal admission to a mainstream school A completed PLC referral form must include: <ul style="list-style-type: none"> Risk assessment Attendance Cert (Non EHE students) Latest progress report Summary of any assessment of need eg. EP assessment Any additional supporting documents eg APDR / SAFeh Details of other agency involvement <p>PLC-single-referral-form-updated-April-23-1.docx (live.com)</p> <p>Please note:</p> <ul style="list-style-type: none"> In some instances, an accepted referral may need to go on a waiting list. (See 3.1.b) 	<ul style="list-style-type: none"> Please refer to the exit criteria for the category applicable to the student For EHE students not on a school roll, the EHE team and PLC will work with parents to progress the student being placed on a mainstream roll, so when ready, or other exit criteria are met, they can transition successfully.

Route 5 – Students with Education Health and Care Plans (EHCPs)

ENTRY CRITERIA	EXIT CRITERIA
<ul style="list-style-type: none"> • All EHCP referrals must come through the EHCP commissioning manager requesting one of the EHCP commissioned places at PLC. (In the case of a student with an EHCP who has been permanently excluded please refer to Route 1 above). • A completed PLC referral form including : <ul style="list-style-type: none"> • Copy of the EHCP • Risk assessment • Attendance Cert • Latest progress report • Details of other agency involvement • PLC-single-referral-form-updated-April-23-1.docx (live.com) • PLC consider the referral as part of the usual RAP process and confirm whether the needs of the CYP can be met. • All accepted EHCP placements, not named to PLC, are temporary until a long-term placement can be secured. • A 'Top up' funding band must be agreed before admission. • The duration of placement and the exit strategy from PLC must be agreed before admission and be reviewed after 6 months if not progressed. 	<ul style="list-style-type: none"> • The 'duration of placement' agreed at admission has lapsed and no agreement for extension agreed. • The EHCP team confirm a long term placement has been agreed and transition arrangements are in place to progress the move before the end of the agreed 'duration of placement'. • PLC has requested reasonable additional funding through the 'exceptional funding request' protocol, evidenced through a costed provision map to meet the need of the student, but the request is rejected*. • The EHCP team has agreed, in consultation with PLC, to name EOTAS/PLC provision on the EHCP section I – Placement (ie moving to single roll at PLC). • <i>*Where needs cannot be met as confirmed at an emergency annual review. A minimum of four weeks notice will be given to end the placement.</i>

Route 6 – Child in Care (CIC) at risk of permanent exclusion

ENTRY CRITERIA	EXIT CRITERIA
<ul style="list-style-type: none"> • CIC who are significantly at risk of PEX. The Head of the virtual school (VS) confirms that all reasonable adjustments have been made by the school to support the student. • CIC who meet other entry criteria outlined in any other category. • A completed PLC referral form including : <ul style="list-style-type: none"> • Risk assessment • Attendance Cert • Latest progress report • Summary of any assessment of need eg. EP assessment • Any additional supporting documents eg APDR / SAFeh • Details of other agency involvement <p>PLC-single-referral-form-updated-April-23-1.docx (live.com)</p> <ul style="list-style-type: none"> • PLC will consider what support can be provided, full or part time, as required to support the prevention of the PEX. • Placement is for 12 weeks (2 Terms) 	<ul style="list-style-type: none"> • The 12 week placement has concluded. • When a child is no longer under the care of the Local Authority, the responsibility reverts to the school to provide appropriate support and the CYP will return to school. • Where the placement review at the end of the first 4 school weeks, or subsequent review of placement (RoP) meetings up to 12 weeks, indicates the student is not engaging (See 3.1.k.). • The RoP meeting will consider: <ul style="list-style-type: none"> • Is it still in the CYP best interests to be supported by PLC or alternative setting? • Is it still in the best interests of other CYP to be supported by PLC? • Is the CYP ready to return to school? • Is the CYP in need of extended support away from the home school? • All review of placement meetings will be led by the home school for all Dual roll students, except for the 4 week desktop review which will be led by PLC • Where a RoP identifies that the CYP is in need of extended support beyond 12 weeks away from the home school, the school must consider all options available to them including support from the virtual school, cluster support, EHCna. • Additional support beyond 12 weeks may be available from PLC via Route 7 – Bespoke pathway

Route 7 – Bespoke pathway to PLC

ENTRY CRITERIA	EXIT CRITERIA
<ul style="list-style-type: none"> • A small number of placements are available to students in need of specialist support but who do not meet the criteria for entry in Route 1 – 6 above. • These are available to schools, clusters and other Local Authorities directly and are commissioned directly by them and not by South Glos LA. • Funding for placement is provided by the school or OLA and agreed prior to admission. • A completed PLC referral form including : <ul style="list-style-type: none"> • Risk assessment • Attendance Cert • Latest progress report • Summary of any assessment of need eg. EP assessment • Any additional supporting documents eg APDR / SAFeh • Details of other agency involvement <p>PLC-single-referral-form-updated-April-23-1.docx (live.com)</p> <ul style="list-style-type: none"> • PLC will consider what support can be provided, full or part time. • Placement are for 12 weeks unless otherwise agreed at admission. 	<ul style="list-style-type: none"> • The agreed duration of the placement has concluded • Where the placement review at the end of the first 4 school weeks, or subsequent review of placement (RoP) meetings up to 12 weeks, indicates the student is not engaging (See 3.1.k.). • The RoP meeting will consider: <ul style="list-style-type: none"> • Is it still in the CYP best interests to be supported by PLC or alternative setting? • Is it still in the best interests of other CYP to be supported by PLC? • Is the CYP ready to return to school? • Is the CYP in need of extended support away from the home school? • All review of placement meetings will be led by the home school for all Dual roll students, except for the 4 week desktop review which will be led by PLC • Where a RoP identifies that the CYP is in need of extended support beyond 12 weeks away from the home school, the school can request an extension to placement from PLC on a 12 week review basis*. <p><i>* This is to provide the referring professional, school, LA or agency time to progress further support, assessment of need etc to provide a suitable long term solution.</i></p>

3.3. Transition support

Transition support for students leaving PLC varies depending upon the student's needs and the exit route. For example:

- Support for permanently excluded students moving on to a new school is limited to :
 - PLC EIO / or staff member attending the admissions meeting (when 48 hrs notice is given)
 - Exit report
 - Transition of any information received from the excluding school
 - Safeguarding file transfer
- **Extended dual roll transition placements for up to 10 weeks beyond FAP will only be available where commissioned by the Local Authority, or via the receiving school or Cluster directly.**
- Transition support for Year 11 leavers to Post 16 occurs throughout Year 11 via detailed CEIAG support, plus 'post leaver' summer support (eg travel training) and post 16 leaver transition support, up to the end of Term 2 or the following academic year. eg. Working with a Post 16 College to ensure the student has settled and successfully engaging in their new course.
- **Transition support for dual registered students** in other year groups, returning to their home school, consists of :
 - Unlimited visits to PLC for any school staff to support 'keeping in touch' with pupils
 - Exit report
 - Safeguarding file transfer
- **Additional transition support from PLC staff is available through commissioned arrangements with the home school.**
- Transition support for Year 11 EHCP students is built around the EHCP annual review and post 16 planning processes, including preparation for adulthood. For students with EHCPs in other year groups, PLC will provide transition support to help with school visits to new settings. eg A move to a long term special school.

4. Funding

- 4.1. South Gloucestershire Local Authority (LA) commissions 170 places from PLC. 130 of these are 'main PRU places' to support meeting the LA's statutory duty to provide education for CYP out of education. 40 are commissioned via the EHCP team for students with EHCPs. Funding for these students is from the High Needs Block. PLC receives £10k per 'place-led' pupil, plus 'top up' funding. For the majority of students this is agreed on a fixed top up rate.
- 4.2. PLC does not receive 'place led' funding for any students above the 170 commissioned places but does receive the 'top-up' element for any breach places.
- 4.3. Any additional funding (eg 1:1 for an EHCP pupil) must be agreed via the 'exceptional funding request' route.
- 4.4. For permanently excluded and dual registered students, it is likely that the LA will look to recover some funding from the excluding schools eg AWP funding. These arrangements are between the LA and the home school.
- 4.5. Funding for Bespoke placements via Route 7 will be agreed directly between PLC and the commissioning setting. (See 3.2 - Route 7).

5. Review of placements

5.1 Review frequency (Dual registered students only)

4 week review - An initial desk top review will take place at 4 weeks to check the student is benefiting from the placement and is engaging. Expectations regarding engagement will be agreed at the admission meeting, but is likely to be at least a 10% improvement in attendance compared to pre PRU entry, rising to 90% of 'on programme'⁹ attendance within the 12 week initial placement. The four week review will be led by PLC with school and other professionals and parents invited to contribute. The outcome of the review will be communicated to all parties.

Thereafter, reviews will be led by the home school.

10 -12 weeks review – It is important that this review meeting takes place in a timely manner to ensure that a discussion regarding the student's needs takes place before the end of the initial 12 week placement. Therefore, PLC recommends that the home school arranges a review meeting in week 9 or 10 of the initial 12 week placement.

Students requiring an extension to their placement at PLC beyond 12 weeks, need to continue to have supporting medical evidence to be eligible for on-going placement.

12 weeks plus – Reviews should take place every 8 – 12 weeks, or as requested due to specific circumstances. In all cases review meeting should be aligned to reduce duplication and work load. e.g PEP meeting and review meeting combined for CIC.

Students with EHCPs will be reviewed every 12 weeks and annual reviews must take place in a timely manner. PLC will lead on all students with EHCPs who are single rolled to PLC.

5.2 Review meetings

PLC will lead the 4 week desktop review for all dual roll students. Thereafter, the home school will lead review meetings in line with the agreed timescales outlined in 5.1.

A review meeting template is available (Appendix B) and helps identify the key questions that need to be explored.

The review meeting lead must ensure all those present have the opportunity to contribute. This can be agreed virtually, or by digital record (eg e-mail) if not present for the meeting.

It is important that any on-going supporting information is recorded and any adjustments to the programme clearly agreed.

⁹ Students with medical needs may only be able to access a reduced programme

5.3 Revolving door principles

- a) In the majority of cases all Ks1/KS2/KS3 students should return to their home school after a maximum of 24 weeks. ie 2 x 12 week cycles, but in all cases must return to their home school by the end of the key stage at the latest.
- b) The home school must ensure that the family and student are aware that any placement at PLC is temporary, and the intention should be to return to school after 12 weeks, unless there is on-going supporting medical evidence that states it is not in the best interests of the child to return.
- c) The home school must stay in contact with the student and family throughout their placement at PLC to ensure the students maintains their sense of belonging to their home school
- d) Mainstream schools may want to consider EHCna requests for students whose additional needs may meet the criteria for consideration of SEND as their needs and barriers to learning are significant enough to prevent them attending mainstream school long term. ie. If they need to remain at PLC beyond 12 weeks.
- e) Year 10 dual roll pupils must return to their home school after a maximum of 24 weeks (2 cycles) unless a roll status review has taken place in Term 5 or 6 of Year 10, which has concluded that it is not in the best interests of the student to return before the end of Ks4. In such cases the 'Year 11 change of status protocol' must be completed by the end of Term 1 in Year 11. (See Year 11 change of status protocol Appendix C and 5.3)
- f) Year 11 dual roll pupils still on roll by the end of Term 2 are likely to remain at PLC until the end of the year.

5.3 Year 11 review of roll status meeting

Year 11 students who have previously been on the Dual roll of PLC during year 10, may be considered for a move to single roll at PLC. The review meeting for this process must take place during Term 6 of Year 10 so that the process can be completed by the end of Term 1 Year 11 (See Year 11 review of roll status process Appendix C). Year 11 students starting at PLC during Year 11 will remain dual roll for 12 weeks before consideration will be given to moving to single roll at PLC.

6. Statutory guidance summary – Roles and responsibilities

6.1. The statutory guidance referred to in this section has been taken directly from:

1. DFE – Alternative Provision – Statutory guidance for local authorities – January 2013¹⁰
2. Ensuring a good education for children who cannot attend school because of health needs – Statutory guidance for local authorities – January 2013¹¹
3. Supporting pupils at schools with medical conditions – Statutory guidance for governing bodies of maintained schools and proprietors of academies in England. December 2015.¹²

Please refer to these documents for further detail and additional clarity.

6.2. General guidance and duties

- While ‘full time’ is not defined in law, pupils in alternative provision should receive the same amount of education as they would receive in a maintained school. Full time can be made up of two or more part time provisions.
- All pupils must, wherever possible, receive full time provision in total, unless a pupil’s medical condition makes full time provision inappropriate.
- Some complex and/or long term health issues may be considered disabilities under equality legislation.

6.3. The Local Authority (LA) responsibilities

- LAs are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who, because of illness or other reasons, would not receive suitable education without such arrangements being made.
- While there is no statutory requirement as to when suitable full time education should begin for pupils placed in alternative provision for reasons other than exclusion, LAs should ensure that such pupils are placed as quickly as possible.
- LAs should be aware a school can only remove a pupil who is unable to attend school because of additional health needs where:
 - ***The pupil has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and; neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age.***¹³

¹⁰https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942014/alternative_provision_statutory_guidance_accessible.pdf

¹¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941900/health_needs_guidance_accessible.pdf

¹² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

¹³ DFE - Ensuring a good education for children who cannot attend school because of health needs. Jan 2013. 22a/22b.

- LAs should provide education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. Liaising with appropriate medical professionals to ensure minimal delay. *(See school responsibility regarding medical absence)*
- LAs should not have processes and policies in place which prevent a child from getting the right type of provision or withhold or reduce provision, or type of provision, for a child because of how much it costs.
- Children with health needs should have provision which is equivalent to the education they would receive in school. Recognising that if they are receiving 1:1 tuition, the hours of face to face provision could be fewer as the provision is more concentrated. (Guidance suggests that this should be a minimum of 5 hours direct contact time per week)
- Where full time education would not be in the best interests of a CYP because of reasons relating to their physical or mental health, LAs should provide part time education on a basis they consider to be in the child's best interests.
- LAs should have a named officer responsible for children with additional health needs and parents should know who that person is **(The South Glos named officer is Mike Wheeler)**
- LAs should have a written, publicly accessible policy statement on their arrangements to comply with their duty towards children with additional needs.

6.4. School responsibilities

- Governing bodies of schools are responsible for:
 - Arranging suitable full time education from the sixth day of a fixed term exclusion
 - Ensuring that all schools develop a policy for supporting pupils with medical conditions that is reviewed regularly and is readily accessible to parents and school staff
 - Ensure that a named person who has overall responsibility for the policy implementation
 - Ensure each pupil at school with a medical condition has an Individual Healthcare Plan and a clearly defined person responsible for their development
- Schools may also direct pupils off-site for education, to 'help improve their behaviour'
- Responsibility for any alternative provision used rests with the commissioner.
- Responsibility for a pupil who is Dual rolled to another setting rests with the home school.
- The law does not specify the point a child's illness becomes the LA's responsibility. Schools would usually provide support to children who are absent from school because of illness for shorter periods. ie. Less than 15 days. There may be episode of illness that last for more than 15 days that schools are still able to support as appropriate.
- A child unable to attend school because of health needs must not be removed from the home school register without parental consent and the certification from the 'school medical officer' (Mike Wheeler), even if the LA has become responsible for the child's education. Continuity is important for children and knowing they can return to their familiar surroundings and school friends can help their recovery and their educational progress.¹⁴

¹⁴ DFE - Ensuring a good education for children who cannot attend school because of health needs. Jan 2013. 23.

Schools should:

- Ensure the pupil remains on the roll of the school
- Ensure pupils are Dual registered from the beginning of the first day of which the school has commissioned the AP. For the purpose of the school census a pupil should be 'Dual Main' registered at their school and 'Dual Subsidiary' registered at the AP.¹⁵
- Ensure the child can successfully remain in touch with their school while they are away and encouraged to still feel part of the school
- Ensure that parents are given clear information about the placement: why, when, where and how it will be reviewed
- Where possible, engage parents in the decision by the school to direct a pupil off site
- The nature of the intervention, its objectives and the timeline to achieve these objectives should be agreed and clearly defined
- Maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support
- Ensure the length of time a pupil spends in AP will depend on what best supports the pupil's needs
- Keep the placement under review and involve parents in the review. Frequency of reviews is not specified but should be frequent enough to provide assurance that the off-site education is benefitting the pupil
- Maintain a full record of all placements they make, including a pupil's progress, achievements and destinations following the placement. Including the pupil's own assessment of their placement
- Should recognise any issue and barriers as early as possible and carry out a thorough assessment of the pupil's needs
- Should look to have an increased focus on the early assessment and identification of a pupil's needs before his or her behaviour has deteriorated to the extent that exclusion is the only option
- Ensure a personalised plan for intervention is prepared setting clear objectives for improvement and attainment, timeframes, arrangements for assessment and monitoring progress and a baseline of the current position against which to measure progress
- Ensure plans are be linked to other relevant information or activities such as EHCPs for CYP with SEND
- Have a plan and processes in place to reintegrate the pupil at the end of the placement
- ***If the placement doesn't end with reintegration into the school, work with the AP to ensure the young person can move on into suitable education, employment or training.***

¹⁵ DFE – Alternative Provision – Statutory guidance for Local Authorities January 2013.

6.5. Pathways Learning Centre

- PLC is the short stay school commissioned the LA to provide temporary educational provision for the CYP defined above.
- PLC's Management Committee must have a strategic role setting out and monitoring the aims and objectives of the provision to ensure children are safe, have their needs met and receive a good standard of education.
- Provision will differ from pupil to pupil, but there are some common elements that APs should aim to achieve:
 - Good academic attainment, on par with mainstream schools, particularly in English, Maths and Science, with appropriate accreditation and qualifications
 - That the specific personal, social and academic needs of pupils are properly identified and met in order to help them overcome any barriers to attainment
 - Improve pupil motivation and self-confidence, attendance and engagement in education
 - Clearly defined objectives, including next steps following the placement such as reintegration into mainstream education, further education, training or employment
 - Provide a final report on the pupil's achievements during the placement including academic attainment and progress, attendance records and any evidence of need
 - Plan for the pupil's reintegration into the school
 - The use of virtual media, such as virtual classrooms and learning platforms can provide access to a broader curriculum, but it should generally be used to complement face to face education, rather than as sole provision

6.6. Alternative Providers - General guidance

Schools / commissioners of Alternative Provision, such as those listed in the *South Gloucestershire Alternative Provision framework document*, should be aware of this general guidance for APs.

- Provide good quality provision and be registered where appropriate. (ie. Where they provide full time education to five or more full time pupils of compulsory school age, or one such pupil who is looked after or has a statement of SEN/EHCP)
- Delivered by high quality staff with suitable training, experience and safeguarding checks
- Have clearly defined objectives relating to personal and academic attainment
- Have a clear purpose with a focus on education and achievement as well as meeting the pupil's needs and rigorous assessment of progress
- Offer appropriate and challenging teaching in English, Maths and Science or par with mainstream education, unless this is being provided elsewhere within a package of provision

- Placement in AP is part of the overall planning for the CYP and is therefore subject to the normal Assess, Plan, Do, Review (APDR) cycles.

7. Referrals and Admissions Panel (RAP)

7.1. The role of the Referrals and Admissions Panel (RAP)

- The Referral and Admissions Panel exists to secure appropriate placements for students of statutory school age, resident in South Gloucestershire, who by reason of medical need or significant Social Emotional or Mental Health Difficulty (SEMHD) are unable to attend mainstream school for a period of time.
- The panel monitors the placement of all students into PLC and considers the following criteria for each case referred:
 - Is specialist alternative provision needed? ie The additional needs of the CYP cannot be met by the home school with reasonable adjustment
 - Are the referrals supported by appropriate professional services? eg. Medical professional / CAHMS
 - Can PLC offer support in addition to the support available from the home school?
 - IS there a clear time scale and reintegration plan back to school?
 - What other multi-agency support is required?
 - Are any additional funding arrangements required?
- The panel will accept students who meet the criteria above (outlined in section 3) and whose needs cannot be met in their mainstream school. For medical and SEMHD students this must be supported by the views of professionals such as CAHMS or Consultant Paediatrician (see section 3 guidance).

7.2. RAP outcomes

There are four possible outcomes from RAP:

- **Accepted** - PLC will contact the school and parents to confirm and make arrangement for admission
- **Tentative** – It is unclear from the information provided whether PLC can meet the needs of the students, or some essential information is missing
- **Declined** – PLC are not able to support at this time or the referral does not meet the criteria
- **Waiting** – The referral meets the entry criteria for support, but there are no places available. The pupil is placed on a waiting list.
- All accepted referrals will be processed for admission within two school weeks
- The panel meet nine times per calendar year during term time. Dates are sent to schools in advance and are available on the PLC website ([Link](#)). Deadline for referrals are 5 days before the Panel meeting, in order to give time to process the referral ready for Panel and to provide time for Panel members to review the documentation before meeting. This means that referrals received after the deadline may not be considered until the next calendared meeting.

7.3. Unsuccessful placements

Unsuccessful placements are extremely rare. However, the RAP Panel will refer students back to the home school and end the placement, where the placement has been unsuccessful or the student is not engaging with the offer and the place is needed for another student. This will be discussed in full with the parent/carer and school. In all cases, student placements are reviewed at 4 weeks initially and then at 12 week review intervals, unless a specific review is requested sooner (See 3.1k).

7.4. Membership of the Referrals and Admissions Panel

- Headteacher PLC
- Deputy/Ast Headteacher PLC
- Head of student Support and Intervention Manager
- Designated Safeguarding Lead
- Home tuition Coordinator
- Unit representatives (as required)
- SENDCO
- Primary or Secondary Inclusion Officers (Ref. PEX pupils)
- Primary Mental Health worker
- LA representative (Mike Wheeler)
- School representative on rotation (*TBC*)

8. The Fair Access Protocol (FAP)

All local authorities must have a Fair Access Protocol agreed with the majority of schools in its area, which aims to ensure that children who have not been able to secure a school place during the school year are offered a place at a suitable school as quickly as possible. It must also ensure that no school, including those with available places, is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour.

The South Gloucestershire Fair Access Protocol guidance can be found here:

https://search3.openobjects.com/mediamanager/southglos/directory/files/fair_access_protocol.pdf

The Fair Access Panel is in place to ensure the expectations of the protocol are met and that CYP are placed in a new school without delay. The Panel is made up of three Headteachers agreed on rotation annually, with other member acting in an advisory capacity.

For further information regarding this process please contact the Fair Access and Inclusion Officer

Rebecca.Chatterton@southglos.gov.uk

9. Further supporting information

You will find these supporting documents on the following pages for your information:

- Appendix A - PLC referral form [PLC-single-referral-form-updated-April-23-1.docx \(live.com\)](#)
- Appendix B - Review of placement meeting template
- Appendix C – Year 11 single roll protocol

Appendix B – Review of placement meeting template



Review of placement proforma

Date of meeting:	
Invitees:	
Pupil's Views:	
Parent's Views:	
Pathways Learning Centre Views:	
Sending / receiving Schools Views:	
Other Agencies Views:	
Key questions	<ul style="list-style-type: none"> • Is there supporting medical evidence to support an on going placement at PLC? • Is it still in the CYP best interests to be supported by PLC? • Is it still in the best interests of other CYP to be supported by PLC? (including the consideration of other students waiting for a placement to become available) • Is the CYP ready to return to school? • IS the CYP able to increase their contact time? • Whether the CYP would like to return to school or other setting? • Is the CYP ready to transition to another school or setting? <p>These questions are a guide. For some placements eg CIC / Route 6, other questions may be relevant. eg</p> <ul style="list-style-type: none"> • Is the CYP in need of extended support beyond 12 weeks, away from the home school?
Outcomes of Meeting / Action:	For any decision to end a placement PLC will continue to support until the end of the current term where necessary.
Next Review Date:	

Appendix C – Year 11 single roll protocol



Re: Year 11 Students Attending PLC Provision - Removal from School Roll Protocol

2023 - 2024

Dear Headteacher / Principal

To ensure that we are working in line with statutory guidance, we will be following a procedure for any requests to remove dual registered year 11 students from the roll of their 'home' school. In order to do this, three aspects need to be in place. Firstly, parents must be fully supportive of the decision. Secondly, there must be a clear statement from health professionals that the student will not be well enough to return to their home school, prior to the end of year 11, and thirdly, confirmation that the student does not intend to return to the sixth form of that school for post 16¹⁶.

Statutory guidance states that schools should only remove students from their roll, where there is a clear statement from health professionals that the student remains too ill to attend school and in addition to parents and students agreeing to the removal from school roll.¹⁷

In addition, there must be absolute certainty that the student will not require a needs assessment (na) before the end of year 11¹⁸, which could result in an Education Health and Care Plan (EHCP). In recent years PLC has seen an increase in the number of requests for EHCna during the last few months of year 11, after the student has been removed from the mainstream school roll. This has led to some significant challenges, not least the capacity of PLC to complete all the requests alone. Should this be a consideration for any dual roll year 11 student, it is best practice for both schools to continue to work together to support the best interests of the student, and therefore the student should remain dual rolled.

It is also important to remember that regardless of professional views or evidence around the student's on-going medical needs, parents will ultimately have the final say in any removal from roll.

We will continue to use the review meeting cycle during Term 1 and 2 of year 11, to discuss these issues and agree a decision. **Please confirm the name and email address of the appropriate person to contact in your school, regarding year 11 students.**

Information to parents - Attached is a sample letter for schools to use to inform parents/carers.

Removing a student from the school roll - After the review meetings have taken place and PLC has received signed copies of the parental agreement and statements from health professionals, we will move students to the single roll of PLC. We will need to receive all relevant documentation from schools by **15th December 2023** in order to change the roll status in time for the January census. We will use the day before the start of Term 3 as the last date on Dual roll, ahead of the student moving to PLC's single roll at the start of term, Tuesday 2nd January 2024.

^{18,2} https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance_-_revised_may_2013_final.pdf

¹⁸ Students already in receipt of an EHCP remain dual rolled, where the mainstream school is named on the EHCP.

Process agreement - I have also included a simple process outline with this letter. Please sign and return it to Kim.Harmsworth@pathwayslearningcentre.org to acknowledge your agreement.

I hope this provides a clear explanation of the process for this academic year, but please do not hesitate to contact me if you have any questions.

Yours sincerely,

Louise

Louise Leader

Headteacher

Pathways Learning Centre (PLC)

Overndale Road, Downend, Bristol, BS16 2RQ. Direct Tel: 01454 862640

www.pathwayslearningcentre.org.uk



Relationships Respect Empathy Perseverance

Process agreement for transferring dual registered Year 11 students to the roll of PLC 2023/24

Step 1

The home school contacts the student's parent/carer, to discuss the **possibility** of removing their child from their school roll and becoming single registered at PLC.

Step 2

The home school will source written medical advice from a consultant or relevant health professional, which confirms that the Year 11 student* is unlikely to be able to return to mainstream education during the academic year**.

Step 3

The home school arranges a review meeting to discuss the needs of the student and to agree a decision in principle. The review meeting may include other professionals for more complex cases.

Step 4

The home school contacts the parent/carer to confirm they still agree with the decision in principle and to seek the parent/carer's final signed permission to change the student's registration status.

Step 5

The parent/carer returns the written permission to the home school to confirm agreement. The school sends PLC a copy of the signed permission for removal from roll.

Step 6

When a copy of the signed parental agreement and supporting medical evidence is received by PLC, they will contact the home school and confirm the move to PLC single roll date. This is likely to be Monday 1st January 2024, ahead of the student moving to PLC's single roll at the start of term, Tuesday 2nd January 2024.

Please note

**This process cannot be carried out for a student who has an EHCP naming the mainstream school in the Plan, or where an EHCP may be required before the end of year 11 to support them being able to access education, employment or training at Post 16.*

*** For schools with sixth forms there must be a clear discussion about a student not wanting to return to the sixth form before agreeing to remove from roll.*

Please sign and return to Kim.harmsworth@pathwayslearningcentre.org

Head teacher: Date:

School / Academy:

END