



ALP Commissioning and Referral Arrangements

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|-------------|--------------|--------|--------------|
| Author | Wendy Yeo | Source | New |
| Date | January 2022 | Review | January 2023 |
| Review Body | Trust Board | Status | Statutory |

Ratification

| Role | Name | Date |
|-------------------------|--------------------|-----------|
| Chair of Trustees | Trust Board | June 2023 |
| Chief Executive Officer | Kaye Palmer-Greene | June 2023 |

Details of Policy Updates

| Date | Details |
|------|---------|
| | |
| | |

Note

The job title Headteacher is interchangeable with Head of School in all North Star Academy Trust Policies

Introductory statement

North Star Academy is an Alternative Learning Provision (ALP) meeting the needs of students both with and without Education Health and Care Plans (EHCP). North Star ALP specialises in providing short, medium and long-term placements for learners. The school is committed to promoting inclusion and raising standards of achievement and behaviour by focusing on proactive early intervention for students aged 7 - 16.

North Star ALP seeks to re-engage its students into mainstream education or special education, and assist them in achieving their vocational, academic or educational goals. Admission will be through the referral process outlined in this policy. Referrals may be made at any time throughout the year. North Star ALP does not accept applications from parents/carers or self-referrals from potential students.

Number of places available

The school will provide education for 85-day places for students aged 7-16 years. The allocation of the overall number of places across each age range may vary to meet demand.

In exceptional circumstances, where a Local Authority requires an additional placement at the school above the funded placement number, the terms for admitting the additional placement will be agreed between the Local Authority and the school on a case-by-case basis.

Registration arrangements

North Star ALP supports schools in reducing fixed term and permanent exclusions and works with the local authorities to place students in appropriate settings.

North Star ALP admits learners who have been referred to them by a Local Authority and when admitted these learners will remain on roll at their commissioning schools, but spend an agreed time being educated within our ALP. We will also accept referrals from schools that are willing and able to fund the placement.

Where students are not on the roll of another school (i.e. where they have been permanently excluded or have just moved into that authority) they will be registered at North Star ALP.

Students supported by the school

Students are likely, but not exclusively, to have experienced social, emotional, mental health or behavioural difficulties. Students who will benefit from a placement at North Star ALP are likely to fall into the following categories: -

- Students who have had or are 'at risk' of permanent exclusion (PEX) from a mainstream school.
- Students who have become disengaged with education to such an extent that continued placement in their setting is no longer desirable.
- Students who have social and emotional issues which are impacting on their education. This may manifest itself through negative and challenging behaviours.
- When a Local Authority's Inclusion Panel, Fair Access Panel (FAP) or equivalent considers the student is 'hard to place' and possibly not suited to a mainstream placement.

Referral arrangements

Students are admitted following a referral directly from their school where the school is funding a placement, or through the Local Authority Inclusion Panel/Fair Access Panel. Before any admission is agreed, the process requires the referring school to complete a Change of Provision (CoP) form (or equivalent) and a risk assessment. Where risk is identified as high or unacceptable then further information will be required, possibly from other agencies working with the student. Out of county referrals may be made at any time throughout the year, all referrals made to North Star ALP must use the referral form (Appendix A).

Commissioning process

Point of contact

The point of contact for commissioners is the Principal Designate.

When the commissioner is a local authority, it will be able to purchase places at the school. A contract agreement will be negotiated and drawn up to provide a number of places under a Service Level Agreement (SLA).

The SLA will set out the obligations of the school, the commissioning authority and North Star ALP so that all parties are clear about:

- The provision available to the student
- When the transition will take place and how it will be planned
- The agreed funding for the placement
- The responsibilities of the parties to the agreement to maintain the highest level of support to the student
- What monitoring arrangements will be agreed to review the contract performance
- How the student's readiness to leave the ALP will be established
- When and how the transition from the ALP will be planned

The school will seek and welcome contractual arrangements with key local authorities proximal to the school. The contract monitoring review process will be on a six-weekly basis in agreement with the commissioner. The school will collate demographic and outcome data gathered in relation to the students' needs, attendance, academic performance and behavioural presentation in the school. This will be reviewed jointly with the local authority commissioner on an agreed schedule.

North Star ALP will also provide similar contracting procedures for individual schools and academies.

Funding

Each full-time equivalent place in alternative provision free schools will attract base funding of £10,000 per place.

The Local Authority will, in addition to this, provide 'top-up' funding (which must be agreed before placement) to cover the total cost of provision. This top-up funding is based upon the student's assessed needs and the cost of meeting those needs in the school and will come from the Local Authority or the commissioning school. Prior to agreeing a referral, North Star ALP will agree the level of 'top-up' funding with the commissioner.

Induction

A referral meeting will happen before transition to establish objectives and next steps. Invited attendees will include; the student, parents/carers, agencies involved with the student, mainstream school staff (where applicable) and special educational needs (SEN) staff (where applicable). These objectives and next steps will then be reviewed* (after an agreed period of time) in the following areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning
- The progression of a student's academics, as well as their learning gaps

**profile based on materials developed by Rebecca Doyle (2001) and Jane McSherry (1999)*

The data collected in these areas tracks progress and informs planning for transition back to the mainstream host school or negotiated transfer to an alternative mainstream school. An overall score of 70% indicates readiness to return to mainstream. Where data tracks below 70%, a further review meeting is set for 6 weeks on from the post referral meeting date. The same process will inform next steps and educational routes; mainstream, assessment for EHCP, special or longer-term placement at North Star ALP.

Where North Star ALP is indicated as a longer-term need, a 12 month follow up meeting will determine next steps and educational routes. This meeting is informed by continuous robust data as well as frequent communication with the above parties.

The admission of students with identified special educational needs.

For a student to be admitted the ALP must be named, following consultation with the Local Authority, in the student's education health and care plan (EHCP).

The school will admit students in line with its legal responsibilities, the SEN and Disability (SEND) Code of Practice and data protection rules.

The school will receive formal requests for placements directly from Local Authorities.

The senior leadership team will consider each prospective student on their individual needs and with reference to relevant legislation.

Through consultation with the Local Authority we will ensure we can meet the students' needs as defined by the EHCP and that the school has the space, staffing, capacity and resources to accommodate the student within its existing operational organisation. This may include discussion with current providers as well as visits to the student in their school setting. The ALP will have established through risk assessment that there is no unacceptable risk associated with placement at the ALP.

Where the student's needs can be met, the school will negotiate with the relevant Local Authority to agree funding that will be required to support the outlined provision. Following agreement, the student will be admitted into the school.

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

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

1. Students who are or were previously looked after by a Local authority (As defined by the Children Act 1989)
2. Students who have needs that are the most closely matched to the provision offered by the ALP.
3. Students who live closest to the school in a straight line. Distance will be measured from the front door of a student's home to the front gate/door of the school. If students live the same distance away from the school, random allocation will be used to determine who will be admitted, with the process undertaken by someone independent of the school.

Offers

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

If we feel that a student may need additional resources, we will ensure that these resources can be provided by North Star ALP before a place is offered (or within an agreed timescale).

Procedure following an offer

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

Once the placement has been accepted and the funding agreed and the admission form has been signed by the Local Authority, parent and learner, the school will agree a smooth and timely transition into the school that suits the needs of all parties. This period of transition will be used to ensure that the ALP is the right place for the learner to ensure the continuity of education and a successful placement.

Appeals against any refusal to accept a referral

The commissioner should write to Principal Designate outlining reasons supporting the referral and any supporting documentation. In case of an appeal, a hearing will be held by at least three representatives of the North Star ALP Local Governing Board within 20 days. A decision will be notified within 5 working days of the hearing.

Equal Opportunities

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

Review

This policy will be reviewed annually, the next review is January 2023

Links to other policies

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

- SEN policy
- Curriculum policy
- Equality policy
- Assessment policy
- Safeguarding policy

Referral Form for North Star ALP

Please Note: Incomplete referral forms will not be accepted

1. Referring School

| | | | |
|----------------------|--|-------|--|
| Current School | | | |
| Named School Contact | | | |
| Tel. N°. | | Email | |

2. Student Details

| | | | |
|---------------------|--|-----------|---------------|
| Name | | UPN N°. | |
| Date of Birth | | Gender | Male / Female |
| Current School Year | | Ethnicity | |
| Contact Address | | | |
| | | | |
| Tel. N°. | | Email | |

Medical Needs *(please provide details)*

| | |
|----------------------|--|
| Medical | |
| Known Allergies | |
| Dietary Requirements | |
| Accessibility Issues | |

Parent / Carer Information

| | | | |
|---------------------|---|-------|---|
| Parent / Carer Name | | | |
| Tel. No. | | Email | |
| *Consent | Has parental consent been sought and given for this referral? | Yes | <input type="checkbox"/> consent must be agreed |

3. Education Profile

Student's prior attainment

| | Key Stage 2 | Key Stage 3 |
|-------------------------------|-------------|-------------|
| Numeracy/Maths | | |
| Literacy/English (Lit & Lang) | | |
| Science | | |
| ICT | | |
| SEAL/PSHE | | |

If information is not available please supply a teacher assessment

Attendance Information

| Current Attendance (%) | Authorised Absence (%) | Unauthorised Absence (%) | Date of last Attendance | Is the student expected to attend 5 days/week? |
|--|------------------------|--------------------------|--|--|
| | | | | YES / NO |
| If no, please provide further details: | | | | |
| EWS Involvement | | YES / NO | If yes, please provide contact details | |
| Name | | Tel. N°. | | |

Exclusion history over last 12 months

| Dates of exclusion | | Length of exclusion (days) | Reason for exclusion |
|--------------------|----|----------------------------|----------------------|
| From | To | | |
| | | | |
| | | | |
| | | | |
| | | | |

Details of any previous secondary schools attended

| Name of Schools | From | To |
|-----------------|------|----|
| | | |
| | | |
| | | |

4. SEND Profile

Please tick all the boxes that apply to the student

* Support Plan *EHCP *attach with referral

Please provide details of the student's:

| | |
|----------------|----------------------------------|
| Primary Need | |
| Secondary Need | |
| Tertiary Need | |
| IEP | YES / NO If yes please attach |

| | |
|--|--|
| Does the student have a specific diagnosis? (e.g. ADHD, ASD, Epilepsy, Dyslexia) | YES / NO If yes, please specify |
| Does the student have a Risk Assessment in place? | YES / NO If yes, please attach |

5. Social Profile

| | |
|--|--|
| Is the student open to social care? | YES / NO If yes, please provide contact details |
| Name | Tel. N° |

| | |
|--|--|
| Does the student have a Early Help Assessment (EHP) | YES / NO If yes, please provide contact details |
| Name: | Tel. N°. |

| | |
|--|--|
| Is there an active team around the student process? | YES / NO If yes, please provide contact details |
| Name of Lead Professional: | Email |

| Known Issues | Support provided by School |
|---|----------------------------|
| | |
| | |
| | |
| Family Overview (i.e. Position of student in relation to siblings, parental details etc.) | |

Other Agency Involvement (tick all that apply)

| | Current | Expired | Contact Name | Email |
|----------------|---------|---------|--------------|-------|
| YOT | | | | |
| FiF/Early Help | | | | |
| Social Care | | | | |
| IYSS | | | | |
| Police | | | | |
| CAMHs | | | | |

| | | | | |
|---------------|--|--|--|--|
| LPW | | | | |
| BDP | | | | |
| Other (state) | | | | |

6. Current Status

Does the student fall in to a vulnerable group? YES / NO If yes, tick all that apply

CiC/former CiC Traveller student Student of asylum seeker
 Young carer Teenage parent School refuser
 Young offender Eligible for FSM EAL

| | |
|----------------------------|--|
| 1st language/home language | |
|----------------------------|--|

7. Reason for Referral

Please provide specific reasons for the referral

8. Student Profile

Please rate the student’s skills in each of the following areas

| | Excellent | | | Poor |
|---|-----------|---|---|------|
| Attendance | 1 | 2 | 3 | 4 |
| Time Keeping | 1 | 2 | 3 | 4 |
| Confidence | 1 | 2 | 3 | 4 |
| Interaction with other students | 1 | 2 | 3 | 4 |
| Interaction with Teachers | 1 | 2 | 3 | 4 |
| General behaviour | 1 | 2 | 3 | 4 |
| Attitude to home life and current situation | 1 | 2 | 3 | 4 |
| Parental engagement with school | 1 | 2 | 3 | 4 |

Provide details of the student's interests and aspirations