

Diagram

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**New Start Centre**

(PRU South)

Silver Street,

Brecon,

Powys

LD3 8BL

**Pathway Education Centre**

(PRU North)

The Old College

Off Station Road

Newtown

Powys

SY16 1BE

Powys pupil referral service

Admissions policy

**Pupil Referral Service – ADMISSIONS POLICY**

**1. Context**

The main bases at Brecon and Newtown are registered as one Pupil Referral Service for Powys and share a Management Committee consisting of local authority representatives, PRS staff members, parent members and community members in accordance with Welsh Government regulations.

The Management Committee has conferred responsibility for admissions to the service to the Powys Inclusion Panel which constitutes:

* ALN managers
* Head of PRU North,
* Head of Mid and South
* Representatives from Secondary and Primary Schools
* Representatives from other agencies (CSC, Health etc.) as appropriate
* Members of the Management Committee if appropriate

Regular termly updates regarding admissions, reintegration and student cohorts are given to the Management Committee.

**2. Admission Criteria**

In order to be considered for a placement with the Service, students must meet one or more of the following criteria:

* Who have been permanently excluded;
* Who are at the risk of permanent or long term exclusion with clear evidence of a graduated response to behaviour and need;
* Who are unable to attend school for medical reasons;
* Young parents/pregnant school girls who are unable to maintain their mainstream placement.

**3. Registration Status**

Students admitted to the PRU will have their registration status determined and recorded by PIP.

* Permanently excluded students will be single registered to the PRU
* At risk of permanent exclusion or long term exclusion will be dual registered
* Provision directed by SEN Statutory Panel will remain on school roll and recorded as EOTAS
* Young Parents/Pregnant Students will be dual registered

**4. Inclusion Pathway Guidance Notes**

Introduction

The Inclusion pathway and guidance notes have been produced in order to achieve a transparent and unified approach, across the authority. The Inclusion Pathway aims to support schools through a clearly defined process which may include support from other agencies. The inclusion Pathway should be read in conjunction with other guidance including:

* PIP terms of reference
* Exclusions from Schools and Pupil Referral Units – Welsh Government Guidance
* CYPP Family and Behaviour Support Service
* Inclusion and Pupil Support NAWC 47/2006 (awaiting an updated version)
* Secondary School Behaviour Guidance 086/2010
* The School Behaviour Policy

Inclusion Pathway

**Behaviour Problems**

* It is good practice that parents are involved at an early stage, and all through the process.

**Outreach Support**

* To provide advice and support to staff in mainstream settings on the use of effective strategies for working with pupils with a variety of Additional Learning Needs/Special Educational Needs (ALN/SEN)
* To provide advice and training on a whole school and individual basis in order to enhance the capacity of mainstream schools.
* To work in partnership with the LA in order to deliver specialist training.
* To work in partnership with parents/carers to provide support, advice and guidance, particularly at times of transition.
* To work in partnership with a range of professionals, including educational psychologists, health and social services professionals, LA advisory staff and those from the voluntary sector in order to meet a child’s holistic needs.

**ALN Consultation and Support**

* Refer to the joint notification process Powys Inclusion Panel (PIP) form.

**Individual Plan Completed**

This is a general term that includes the following to address in school concerns and is determined by what, if any stage a child is at on the ALN pathway.

* One Page Profile
* Universal Learning Plan (ULP)
* School Individual development Plan (School IDP)
* Local Authority Individual Development Plan (LA IDP

All of the above used in this context should include targets to support social and emotional development. At this stage this is not a Pastoral Support Programme because no other relevant agencies are involved. This plan should set out the in-school strategies being used and should support any referral to PIP and Recorded on Tyfu.

The plan should be shared with parents as well as the pupil.

**In-School Strategies**

This is where the plan has identified further strategies to be tried by the school before referral to PIP. Please refer to the PIP Inclusion Pathway for details of what should be provided to evidence the implementation, monitoring and evaluation of all such strategies.

**Pastoral Support Plan (PSP)**

The suggested format for a Pastoral Support Programme can be found in the PIP referral documentation.

**PIP**

The panel meets fortnightly to consider and monitor cases.

Possible outcomes are:

* Referral back to school (this may be because further strategies can be implemented at school level)
* Specific intervention may be provided by the Service for an agreed fixed period
* A young person’s education is provided through the PRS

**5. Admission Process**

1. Admissions will only be considered in the light of appropriate and accurate referral documentation (see Inclusion Pathway) and with the agreement of the school to their continued involvement in the pupil’s education.
2. The initial Admission meeting will require attendance by the appropriate Head Teacher, the student, parents/careers and significant others, as appropriate e.g. Youth Offending Service worker; extended family. This will take place, ideally at the base centre from where the student will be working – alternatively, this can be completed at the referring school or a community venue, as convenient to all concerned.
3. The mainstream school will be required to provide information regarding the pupils’ level and curriculum and relevant coursework etc. Prior to any referral to PIP.
4. At the admissions meeting, specific targets will be identified and appropriate strategies and timetables negotiated with students, parents/carers, referring school and PRS staff. This programme will be regularly monitored (termly as a minimum) via Pastoral Support Plan meetings considering their progress from the termly report and feedback from the student and significant others in their lives.
5. Baseline assessments will be carried out with the agreement of all present – this is aimed to ensure students have work aimed at the appropriate level and to identify any specific learning issues and to enable progress to be clearly monitored.
6. A one page student profile will be initiated – this will include important information to and for the student. This will be important for all staff working with the student, to make them aware of the main issues affecting any progress and to negotiate appropriate targets with the student.
7. Timetable: following the admission meeting, a finalized timetable will be circulated, with a confirmed start date. Transport will be discussed to facilitate the timetable. Any further significant changes to the timetable will be agreed via a Pastoral Support Plan review, to ensure that changing needs are met.
8. Information re. PRU: expectations and responsibilities of all concerned are outlined and essential information e.g. dates; phone numbers are shared.
9. Risk Assessment: consideration will be given to the circumstances surrounding the student referral to the Pupil Referral Unit and whether there is a need for a Risk Assessment to keep everyone safe. If this is the case, full agreement should be sought from parents/careers and the student, who are an integral part of this process.
10. Student Registration: the status of registration will have been agreed at the PIP (excluding any students who have been permanently excluded as they will be singly registered with the service).
11. Future Contacts: contact between all parties and agencies is agreed at this time.