

Referral and Admission Policy

James Brindley Academy

Date ratified by the Governing Board: 11th February 2019

To be reviewed annually by:
Full Governing Board

Referral and Admissions Policy

1 Introduction

1.1 Rationale

James Brindley Academy (JBA) provides education to children and young people who are either hospital in-patients or pupils unable to attend a mainstream or special school by reason of their mental health needs, neurodevelopmental difficulties and/or Autism (ASC). Hospital pupils may be from Birmingham or other Local Authorities, pupils in teaching centres must be from Birmingham Local Authority catchment area, defined by home address postcode, unless agreed by Birmingham in advance of placement.

For most pupils their placement at JBA is time limited with an anticipated return to mainstream; alternative or post-16 provision. This varies depending on the nature of the medical needs and associated recovery.

It is essential that a referral to JBA is part of an integrated support plan for a pupil which is underpinned by the work of all professionals involved and which has clear goals or outcomes for return to school, or other provision.

This policy has been developed to ensure that both referring and interested parties e.g. other schools, SENAR (Special Education Needs Assessment and Referral Service) and parents, understand easily how places for JBA will be allocated and that the academy complies with the requirements of:

- [Section 84 of the School Standards and Framework Act 1998 \(SSFA, 1998\)](#)
- [Schools Admissions Code \(DfE, 2015\)](#)
- [School Admission Appeals Code \(DfE, 2012\)](#)
- [The School Admissions \(Appeals\) \(England\) Regulations 2012](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [SEND Code of Practice: 0 to 25 years \(DfE, 2015\)](#)
- [Supporting Pupils at School with Medical Conditions \(DfE, 2015\)](#)

1.2 Aims

This policy aims to:

- ✓ Make clear the admission criteria for the different JBA education provisions.
- ✓ Identify the number of places available for each type of provision offered.
- ✓ Provide clear information on who can make referrals, when they should be made and the process involved.
- ✓ Set out the prioritisation of referrals placed on a waiting list when the provision is at capacity.
- ✓ Make clear the responsibilities of the academy, home school, parents and Birmingham Local Authority with regard to pupils placed at JBA.
- ✓ To identify the timescales associated with the referrals process.

2 Policy

- Details of how to make a referral to JBA will be available on the Academy's website and will be kept up to date.
- Referrals will only be considered where they are submitted by the appropriate party and will not be considered if received directly from parents.
- Referrals to JBA should only be made once the pupil's home school has exhausted strategies to aid the pupil's inclusion within their home school and evidence of 'reasonable adjustments/ graduated approach' as depicted by the [Equality Act 2010](#) / [SEND Code of Practice](#) should be provided within the referral documents by the home school.
- Where a pupil's referral is accepted by JBA the referring school must not remove the pupil from their roll, unless written confirmation is received from JBA that this is appropriate.
- Referrals will be dealt with as quickly as possible and in alignment with this policy, with the focus on the best interests of the pupil.
- The Governing Body will act as the admission authority for the academy.
- Updates to this policy, where there is a change in admission arrangements and/or criteria will be consulted upon publicly. Where there is no change the arrangements will be consulted upon publicly at least once every 7 years.

3 Referrals to different James Brindley Academy Provisions

All referrals must be made only after the pupil's home school has considered and attempted all appropriate strategies to support the pupil's continued access to education within the current establishment; to ensure that the pupil has access to mainstream education, wherever possible, as indicated within the SEND Code of Practice 0-25 years. Where the pupil is not currently on roll with a school the Local Authority should make the referral. For a list of suggested strategies please refer to [appendix 1](#), please note this is not an exhaustive list. Where it is evident that the child is likely to require additional support at JBA or to access post-16 high needs funding/specialist provision, the home school may be requested to begin the Education Health Care Plan (EHCP) assessment process ([appendix 2](#)).

If, as part of the assessment process, there is evidence of "high risk" associated with a pupil where there is a history of violence, aggression/confrontation or [sexually harmful behaviours](#) the Academy may reject the referral if it is evident that the pupil's attendance would be incompatible with the provision of efficient education of others. JBA's Transitions Team will endeavour alongside partners to signpost to alternative suitable provision.

3.1 Northfield (KS3) and Parkway (KS4) Referrals & Admissions (Incl. Criteria)

Pupils referred to the KS3 (Northfield) or KS4 (Parkway) Teaching centres will be made directly from the pupil's current home school in consultation with other professionals from such partnership organisations including SENAR, Forward Thinking Birmingham, Educational Psychology, Birmingham Health and Social Care etc. Evidence of this partnership working should be included in any referral to JBA, clearly indicating the reasonable adjustments and strategies attempted by the referring school with evidence that these have been implemented.

In addition to home school referrals, SENAR referrals will also be considered for placement at the KS3 and KS4 centres.

All referrals to the KS3 and KS4 teaching centres will be working towards a diagnosis of at least one of the following:

- ✓ Depression and/or anxiety (including serious self-harming behaviour)
- ✓ Trauma condition such as Post Traumatic Stress Disorder (PTSD)
- ✓ Psychosis
- ✓ Attachment disorder
- ✓ Obsessive Compulsive Disorder (OCD)
- ✓ Personality Disorder

It is likely that pupils will have co-existing conditions which may also be considered such as:

- ✓ Autistic Spectrum Condition (ASC)
- ✓ Attention Deficit Disorders e.g. ADHD/ADD
- ✓ Chronic fatigue / ME
- ✓ Physical health conditions
- ✓ Other mental health/neurological conditions e.g. epilepsy, Tourette's syndrome
- ✓ Gender dysphoria
- ✓ School refusal

3.2 Dovedale ASC Teaching Centre Referrals & Admissions (Incl. Criteria)

Only referrals received from SENAR will be considered for placement at Dovedale.

All pupils accepted for placement at Dovedale will have an Education, Health and Care Plan (EHCP) with an identified ASC (autism) need.

Primary pupils with EHCPs, who wish to continue or apply for a year 7 secondary place at Dovedale, should follow the SENAR processes for stating Secondary School preferences. Information can be found at the My Care in Birmingham website: [EHCP Secondary Transfer](#)

3.3 Short Term Provision (STP) Referrals & Admission (Incl. Criteria)

JBA believe every child is entitled to a full time education but accepts occasionally there will be times where a child is not medically fit to access school for a short period of time. It is always preferable for the pupil's current school to provide education whilst the pupil is unable to attend thus ensuring that the pupil is not detrimentally impacted due to their health and sustains class expectations.

Whilst a pupil is in receipt of education through STP, the home school will remain responsible for their education. Communication regarding curriculum and related work should be a frequent dialogue between JBA and the home school to ensure that the education received supports reintegration to the pupil's main school.

STP in the home for children who have Social, Emotional and Mental Health (SEMH) related problems will only be agreed in exceptional circumstances as this can exacerbate their condition and prolong absence from school.

Referrals for STP relating to pupils with physical health conditions where the home school is unable to provide alternative education provision themselves are outlined in 3.3.1 and 3.3.2.

3.3.1 Hospital Discharge Physical Health Condition or Rehabilitation (internal referral):

- ✓ Pupil discharged from an acute hospital in which they have been receiving teaching from the James Brindley Hospital Sector; and
- ✓ Pupil is likely to be unable to access education for a period of more than 3 weeks, due to a physical health condition e.g. recuperation from operation will be referred internally to STP.

3.3.2 Physical Health Condition or Rehabilitation (external referral):

- ✓ Pupil is unable to attend home school for a time limited period due to physical health condition which prevents any access to the home school or alternative education provision centre; and
- ✓ Pupil will be unable to access home school or alternative education for a minimum period of 3 weeks.
- ✓ The duration of the short term provision will be specified by the medical professional upon discharge from hospital or, where the pupil has not been an inpatient, by the consultant overseeing medical treatment. Where an extension to the agreed provision is required further medical evidence must be provided.

3.4 Specialist and Hospital provision

Specialist and Hospital provision is determined by the pupil being admitted to that setting, therefore the referral form process detailed in this policy does not apply.

4 Sector Place Numbers

| Teaching Centre | Year Group Places | | | | | | Transition | Total Places |
|-----------------|-------------------|---------------|---------|---------|---------|---------|------------|--------------|
| | Primary | KS3 | | | KS4 | | | |
| | KS2 | 7 | 8 | 9 | 10 | 11 | | |
| Dovedale | 9 (10) | 12 (16) | 12 (16) | 12 (16) | 12 (16) | 12 (16) | | 69 (89) |
| Northfield | | 44 across KS3 | | | | | 10 | 54 |
| Parkway | | | | | 48 | 48 | 10 | 106 |

For Dovedale: the number in bold represents the commissioned places available, whilst the number in brackets represents the potential places available

*Dovedale primary provision is for year 5 and 6 pupils.

Acceptance of referrals is dependent upon the pupil's needs meeting the school's referral criteria associated with the sector, and also upon vacancies being available in teaching centres or STP.

200 hours (per week) provision (equivalent of 40 pupils receiving 5 hours per week) **short term provision** is available for children and young people from 2 to 19 years of age.

If the placement is not utilised or is deemed inappropriate, the place will be closed. In this event, the referrers and home school and/or Sharing Panel will be notified.

5 How to make a referral to STP and KS3/4 Teaching Centres

Once all strategies have been exhausted by the home school, including engagement of appropriate professionals (e.g. Educational Psychology, Mental Health Practitioner), a referral can be made to JBA as detailed below:

1. Referrals will be accepted the pupils' school (where the pupil is not on roll with a school the referral should be made from the local authority, or medical professional). We cannot accept referrals directly from parents/carers. As part of the referral, it is advised that the school takes the lead, liaises with all relevant agencies and submits the form and supporting evidence.
2. Complete the [referral form](#) available on the Academy's website – it is essential that the pupil and parent's views are included.
3. Ensure that you have gathered all the required documentation as detailed in Appendix 5. NHS Staff can send medical information securely via our NHS email address, if required:

jamesbrindley.school@nhs.net

4. Send the fully completed referral form and supporting information (securely) to referrals@jamesbrindley.org.uk or alternatively by post to the following address:

Transition Team
James Brindley Academy
Bell Barn Road
Birmingham
B15 2AF

All referrals will be screened and will be returned to the referrer where there is missing information. This can impede the referral process and subsequently increase the time for a decision to be reached on placement.

6 External Referrals Process

- All referrals including those from SENAR, will be assessed against the admission criteria as outlined in this policy and considered for all provisions offered at JBA by the Transition Manager (TM). Where a referral clearly does not meet any of the criteria, the TM will note this on the file record and the referral logging system; contacting the referring party in writing to inform them of this decision. JBA will work with SENAR on complex cases to see if the need can be met with an enhanced package.
- Where the referral appears to possibly meet the admission criteria of a provision offered, the TM will take the referral to the next scheduled Internal Referrals Panel (IRP) for consideration.
- The IRP will make a decision as to whether the referral does meet admission criteria and the TM will communicate this decision in writing to the referring party, clearly identifying the rationale for the decision.
- The TM will inform the Centre Leader (CL) of the provision in which the pupil has been internally referred and request that they make contact with the parent to arrange a visit to the provision. All of the referral information will be transferred to the CL.
- The CL will contact the parent and arrange a visit within 2 school weeks of the IRP decision.

- There are two possible outcomes from the visit:
 - If the CL has no concerns and believes the placement of the pupil is appropriate, they should communicate this by email to the TM so that the pupil can be given a start date as soon as possible.
 - If the CL has any concerns that the placement is unsuitable for the pupil they should notify the TM immediately. This should be done in writing clearly setting out the rationale why they have judged that the provision is inappropriate for the pupil.
- The TM will set out clearly in writing to the referring school, the outcome of the visit identifying what the decision is and the reasons for said decision.

7 Internal Referrals Process – JBA cross sector referrals

James Brindley staff may make an internal referral to STP, as described in 3.3.2, by forwarding the pupil profile and supporting medical information, including how long the pupil will be unable to access their school to referrals@jamesbrindley.org.uk. The staff member must ensure that the home school is notified of any referral and made aware that acceptance is not guaranteed. Additionally, they must be advised to follow their safeguarding processes until provision is confirmed (please refer to the [Attendance Policy](#) for further information).

Internal transfers must not take place without the agreement of the IRP. For pupils who are currently allocated a place within JBA, where a transfer to another sector is required/ requested, an appropriate member of staff such as the CL or SENCo, must submit a sector transfer request form (appendix 7) and take the case to the IRP for discussion and decision. There must be a clear rationale as to why the transfer is proposed and it should be identified how the transfer would be in the best interest of the pupil. No transfer should be proposed without the support of the parent and communication with the pupil to understand their preference.

No pupil will be moved from the register and placed on another JBA register without internal panel agreement.

7.1 The Internal Referrals Panel (IRP)

The Internal Referrals Panel will:

- ✓ Meet weekly during term time to ensure a decision is made in a timely manner.
- ✓ Consist of a minimum of two members of the Leadership Team and the TM.
- ✓ Consider the number of places available and identify prioritisation of successful referral on the Academy's waiting list (in line with this policy section 9) if the appropriate provision is full.
- ✓ Deliberate and form a decision on the requested placement of pupils outside of their normal age group as denoted in section 11.
- ✓ Identify referrals, which should be raised at the Birmingham Sharing Panel.
- ✓ Communicate clearly the rationale for their decision to the Transitions Manager.
- ✓ Record decisions and communicate the outcomes with the referring school.

8 Successful Referrals (excluding Dovedale Referrals)

Referrals from home schools which are accepted are done so on a 6-week assessment placement. During this assessment period they will be dual registered between the home school and JBA. **The home school must not remove the pupil from their roll.**

During the assessment placement, tutors/keyworkers in teaching centres will provide weekly assessment reports for pupils which will be shared with parents, home schools and any other professionals working with the family.

8.1 Review Meeting

A review meeting will be arranged by the form tutor to review the 6-week assessment placement. The form tutor will invite the pupil, parents, home school and other professionals involved in the child's care to attend. A review meeting can be called at any point during a pupil's placement at JBA by the form tutor or sector management team; this would normally be triggered by behaviour or attendance concerns. Where a pupil is failing to attend despite all attempts at engagement, a review meeting should be called as soon as possible (pupil absence should be managed in line with the [Attendance Policy](#)).

A review will lead to one of the following outcomes:

- JBA placement is appropriate
 - KS4 placement – the majority of pupils become sole (C) registered to JBA
 - KS3 placement – the majority of pupils are dual registered and remain at JBA until review meeting agrees timeframes for reintegration back to mainstream
- JBA placement is not appropriate – home school advised in writing following meeting and pupil taken off roll with JBA (***NB pupil must not be taken off role if they are not on-roll with another school***)
- If it is not yet certain whether JBA is the most appropriate provision for the pupil – the assessment period will be extended for a set number of weeks agreed at the review meeting. A review meeting must take place promptly at the end of the extended assessment period and a decision regarding provision made.

Following the review meeting the outcome must be communicated in writing to the home school, parents and associated parties, e.g. social worker. If the review meeting has concluded that the pupil's placement will be closed, then a date should be agreed and communicated within the outcome letter to all parties.

9 Waiting Lists

If a pupil referral is deemed to be appropriate for a placement at JBA but all suitable provision is full at the time of referral, the pupil's details will be added to a waiting list. A waiting list will be maintained for the KS3, KS4 centres and short term provision.

Order of waiting list priority

- a. Looked After Child (LAC) / Previously LAC
- b. Child Protection (CP)
- c. Not currently on-roll with another school
- d. Free School Meals (FSM)
- e. Pupil Premium (PP)

In order for the waiting list to be reasonable and of a manageable length, the number of places will therefore be:

- KS3 = 10
- KS4 = 20, comprising of 10 places in both year 10 and 11
- STP = 8

Where the waiting list places are all allocated, and another referred pupil is known to meet priority (a) or (b) on the priority list, they will be added to the waiting list despite it being full. They should be placed relative to their priority status on the list, but below other pupils who have the same priority status and who were already listed.

Pupils placed on the waiting list maybe contacted to attend a centre visit, if this occurs it will be made clear to all parties that there are currently no places, however if one becomes available this visit will hasten the start date of the pupil.

The TM will be in regular liaison with the centres where there is a waiting list to ensure that when a review meeting is likely to result in a current placement being closed, there is notification to the appropriate pupil on the waiting list to facilitate a start date.

10 Referral Appeals

Where a referral is turned down by JBA, the referring school may wish to appeal that decision. In the case of an appeal it is assumed that the school making the appeal is acting on behalf of the parent, evidence of parental support should be provided to confirm this.

The appellant must put in writing, to the Chair of Governors (via the Company Secretary), the reasons for the appeal and outline clearly on what grounds they believe that the original decision is wrong.

The Chair of Governors must consider the information and inform the appellant in writing of their decision, within 14 school days. The appeal and response should be shared with the TM who will keep a record of the outcome and communicate with the appropriate parties where the judgement is to overturn the original decision.

11 Admission of children outside their normal age group

Occasionally a referral maybe made for a child outside of their normal age group, for example if a child has experienced ill health. As all pupils at the academy will be experiencing health related conditions it would not be a usual occurrence to admit a child to a lower academic year group.

If the pupil has missed a significant amount of education, and the parents and child have specifically requested that this is considered as a preferred option, then a decision will be made by the IRP on

year group placement. Where the decision is not to allow admission outside of the normal age group, then the parent must be informed of the reasons.

12 Exit Routes

The possible exit routes for JBA provisions are as follows:

Teaching centres – return to home/different mainstream school, alternative or post-16 provision.

Hospitals, discharged and placed depending on health need to:

- Home School
- Different educational provision
- Short Term Provision
- JBA Teaching centre

Short Term Provision – home/different school or JBA Transition Group/Teaching centre.

Special Provision

- **Ardenleigh** – Mainstream education, alternative provision, post-16.
- **Newbridge** – return to home school or post-16 provider.
- **Willows** - return to home school, JBA teaching centre, alternative provision or post-16 provider.

Details of School Interventions to Support Inclusion – Guidance

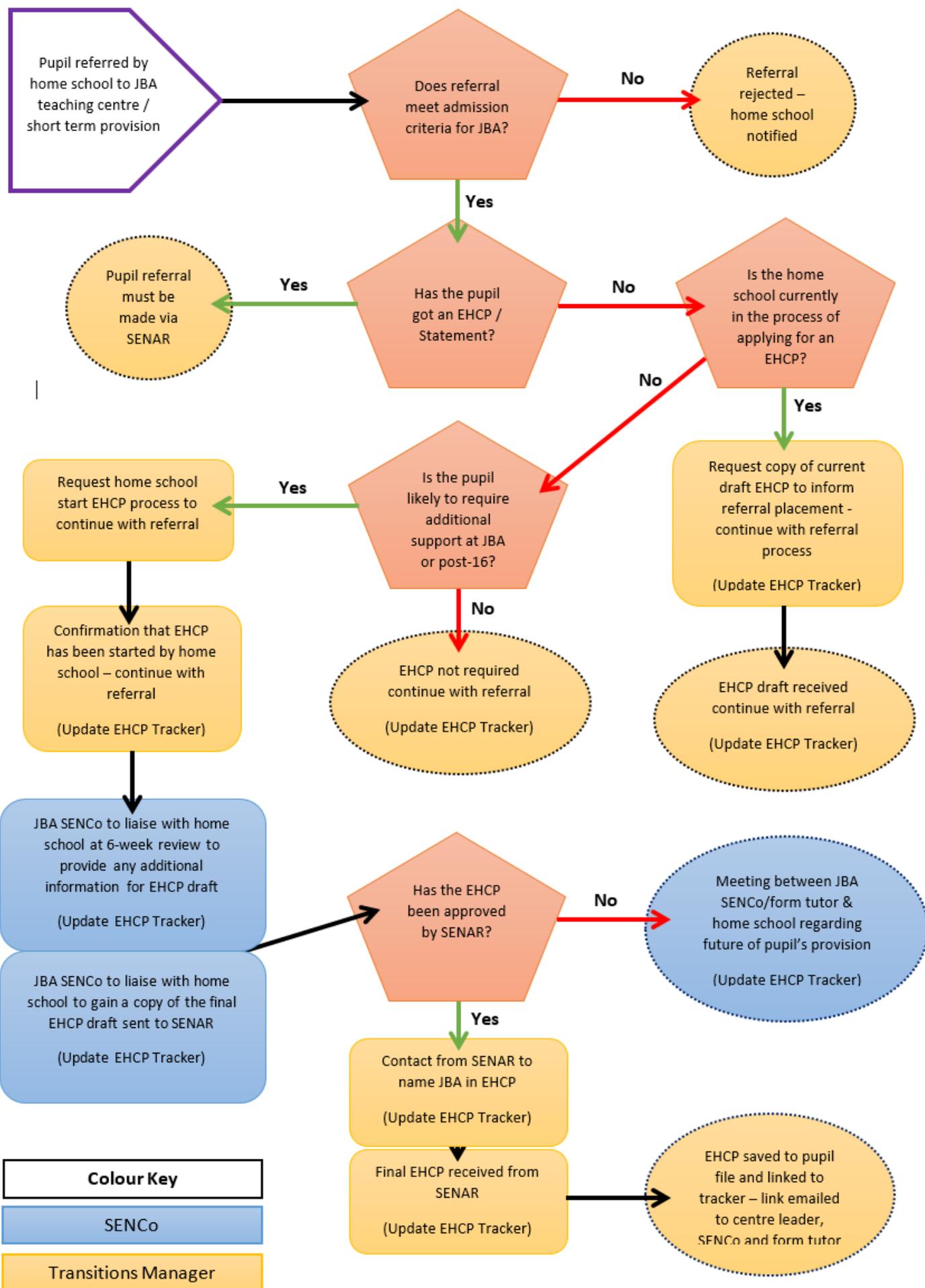
There are many types of interventions that may be appropriate. Please note that these would always be carried out over time and that schools should refer to DfE guidance on managing pupils with health needs https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf and demonstrate a 'graduated approach'.

Interventions could include the following: (this list is not exhaustive)

- Bespoke support plan developed with the pupil and parent/carer containing suggested strategies for school staff to implement. All relevant staff to be made aware of the plan. This should be based on an 'Assess, Plan, Do, Review' cycle.
- Use of resource rooms/smaller groups.
- Safe places in school to go to when in crisis.
- Part time Timetable – acceptance that this can fluctuate as health fluctuates and always provide access to a full timetable when ready.
- Mentor support in school, either through in class support or 1-1 sessions outside to specifically address transitioning back into class.
- Utilisation of external pupil support services e.g. Educational Psychologist, Communication & Autism Team.
- Early Help Referral. Regular reviews with parents and professionals focused on small steps to support engagement.
- Family Support Worker involvement initiated by school.
- Schools collaborating with mental health professionals (e.g Forward Thinking Birmingham / SOLAR) to ensure that therapy sessions are focused on specific obstacles to engaging in class. This would be a collaboration over time.
- Application for an Education, Health and Care plan high needs funding is required to implement a support plan.
- Access to Birmingham's 'Headstart' programme.
- Short term support of work at home but always with transition back as the goal.
- Individual Health Care Plan (as detailed in the above mentioned DfE guidance).
- Managed move to another mainstream provision.

Referral to an alternative provision must be evidenced as being the very last resort after inclusive practices have been exhausted.

EHCP Flow Diagram: Referrals



James Brindley Short Term Provision Agreement

“The aim is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential”

DfE guidance - Supporting pupils at school with medical conditions - December 2015

James Brindley Academy will work in partnership with schools, Birmingham Local Authority, health professionals, pupils and parents and other support services to ensure the best outcomes for children who cannot access school due to their health needs.

Short term provision (STP) teaching in the home is the very last resort, as once a pupil experiences this, it can entrench isolating and attachment behaviours. Any agreed period of teaching in the home will be time limited and have a clear exit plan for reintegration back into school or to an alternative provision.

The support and provision of education for pupils with health needs who are unable to attend school requires a partnership approach, with each partner agreeing to certain roles and responsibilities as outlined.

As guided by medical professionals and in consultation with the parent and young person, we offer access to education deemed appropriate to an individual's health condition. This is normally through 1-1 taught time and will be augmented where needed with other support including study lessons or virtual lessons.

Wherever possible, STP is delivered in the pupil's home school, one of our teaching centres or an appropriate facility in the local community (e.g. a library), as this encourages the pupil to focus on the advantages of returning to full-time education. Any return is usually phased and if this is in a James Brindley Centre it may be within a transition group.

| | LA | School | James Brindley |
|------------------|---|---|---|
| Referrals | <p>To be responsive to requests for information from JBA during the referral process, in order to ensure that any placement decisions are in line with LA requirements and JBA admissions criteria.</p> <p>To attend referral panel meetings as required.</p> <p>To attend initial STP provision/outcome planning meetings as required.</p> | <p>Will ensure the full sharing of information in the referral ensuring that appropriate consent from the parent is obtained</p> <p>This will include</p> <ul style="list-style-type: none"> * Interventions that have been implemented over time * If FTB involved, that pupil is engaging over time and strategies have been discussed and implemented. * Medical evidence that other provisions may be appropriate * EHCP process initiated /Individual Health Care Plan in place | <p>James Brindley to provide advice and guidance to schools considering referral. To run workshops and training for schools to share best practice to support pupils to remain at school.</p> |
| Personnel | <p>LAs should work closely with medical professionals and the child's family, and consider the medical evidence. Will have a named officer responsible for the education of children with additional health needs, and parents should know who that person is. <i>E mail addresses exchanged</i></p> | <p>Have a named person (usually the SENCO) for pupils with medical/mental health needs who liaises with James Brindley.</p> <p>This person to be responsible for the EHCP/Individual Learning Plan in line with DfE statutory guidance.</p> <p><i>E mail addresses exchanged</i></p> | <p>James Brindley key worker will liaise with the school.</p> <p><i>E mail addresses exchanged</i></p> |
| Reviews | <p>Review and offer guidance on the provision offered through attendance at James Brindley progress and review meetings as required.</p> | <p>To arrange an initial meeting and arrange 6 weekly review meetings - to invite the pupil, parents and appropriate professionals. These meetings to synchronise with updates taken to the Panel.</p> <p>To minute the meetings and distribute the minutes to all professionals.</p> <p>Involve school nurse, SENDIASS, Advocacy Matters and other suitable support agencies. Schools should ensure that the individual healthcare plan identifies the support the child will need to reintegrate back effectively.</p> <p>EHCPs process to be supported where relevant.</p> | <p>James Brindley key worker to attend review to support exit strategy planning.</p> <p>To support schools with understanding the educational needs relating to a child's health condition.</p> |

| | LA | School | James Brindley |
|---|---|---|--|
| Educational Provision | LAs should encourage schools to have a publicly accessible policy that sets out how schools will support children with health needs | Ensure that pupils feel fully part of their school community, are able to stay in contact with classmates, and have access to the opportunities enjoyed by their peers This could be through school newsletters, emails, invitations to school events or internet links to lessons from their school. Attendance at enrichment sessions and school clubs to be encouraged. | James Brindley teachers will support contact and wherever possible carry out lessons at school or other suitable location away from the home. |
| | | Maintain close contact with parents and carers, helping them to understand the educational provision that may be suitable in each case. | James Brindley key worker communication with parents weekly |
| | | <u>Provide</u> Working at levels Target Grades Course information Exam Boards Relevant data capture points for your school Your school Reports calendar Relevant Resources/text book materials | James Brindley staff to plan deliver and mark pupil work and liaise every 2 weeks with school on progress. This will include a report schedule through the year. |
| | | Support a tailored flexible approach to access a broad and balanced curriculum. This may mean school provides some of the supported learning in the home. Share resources allocated to the pupil as required, in order support inclusion and engagement. | To deliver one-to-one teaching with teachers, teaching assistant and learning mentors. Virtual learning platforms to compliment the provision. In some cases, the child's health needs may make it advisable to use only virtual education for a time. |
| Working with Medical Professionals | Work with Clinical commissioning groups (FTB) to strengthen links between health services and schools, and consider how to encourage health services in providing support and advice. | To lead the collaboration and communicate directly with FTB and other medical practitioners on strategies to support pupils accessing education | To implement and sustain working practices with FTB to ensure the role James Brindley can play in supporting schools is clear to all. |

| | | |
|-------------------------------|--|--|
| CEIAG and Exam support | <p>School provides CEIAG support with EHCP completed.</p> <p>Ensure that pupils are entered for external examinations and that appropriate performance targets, appropriate coursework expectations and curriculum resources are communicated to the JB teaching team.</p> <p>To administer the exam process for the pupil e.g. by providing an invigilator at an alternative venue if required.</p> | <p>James Brindley exam officer to liaise fully with the school exam officer to ensure accurate entries.</p> <p>JBA CEIAG Adviser to liaise with schools to ensure that dual registered pupils have access to careers advice from their home schools.</p> |
|-------------------------------|--|--|

| Timescale | Process | Personnel Involved (in consultation with parent and pupil) |
|--------------------------------|--|--|
| Day 1 | Referral Made | JBA Transition Manager, Schools and Medical Professionals |
| Day 1-7 | Reviewed at Referral panel meeting | JBA Assistant Principals and Lead for Hospitals (By invitation, where appropriate, LA, FTB and other schools) |
| Day 8 | Decision made to Home Teach or not | JBA Transition Manager, School named contact |
| Every 6 weeks once STP started | Review and monitor pupils in STP and aim for exit strategy | Schools lead, JBA , Families and Medical Professionals |

I agree to the terms and condition of educational support as outlined and understand that the pupil will remain dual-registered whilst receiving Short Term Provision

School/Academy Name.....

Head Teacher signature

Pupil Name

D.O.B

Date Provision Agreed

Please refer to DfE guidance

- Supporting pupils at school with medical conditions - December 2015
- Ensuring a good education for children who cannot attend school because of health needs - January 2013

Hospital Referral Form For Short Term Provision

Before making a referral to Short Term Provision, please consider the following points:

- ❖ **Is it possible for the pupil to attend their school on a full or part-time (with medical evidence) basis if the school make reasonable adjustments? If so, please refer pupil back to their home school.**
E.g.
Wheelchair user
 - Re-timetable classes to accessible areas/ground floor
 - Provide TA support to with moving around building
 - Access to wheelchair accessible toilet
 - Priority queueing at lunch times / lunch time support
Use of crutches
 - Re-timetable classes to accessible areas/ground floor
 - Allow pupil to arrive classes late/leave early to avoid crowds
 - Priority queueing at lunch times / lunch time support
 - Access to wheelchair accessible toilet
- ❖ **There may be a waiting list for Short Term Provision. Please check with the Transitions Manager on 0121 666 6409 Ext 2124 or email referrals@jamesbrindley.org.uk to check before making a referral, as the pupil's home school may be required to provide interim support/teaching input.**
- ❖ **Please be aware that, once a referral is received by Short Term Provision, it can take a minimum of two weeks to put in place**

If the pupil is unable to attend their home school on a part time or full time basis, please complete the referral details on page 2 and email this to referrals@jamesbrindley.org.uk

Please ensure that you also attach the pupil profile along with the referral form. This will provide valuable information to Short Term Provision staff.



Please see notes overleaf before completing the referral.

Hospital Name: Pupil Name:

Referred By: Date:

Gender: Year: DOB:

Name of Parent/Carer:

Address:

Postcode: Parent/Carer Home Number:

Mobile Number (1): Mobile Number (2):

School: School Tel No:

School Contact: Email:

Please outline the reason for referral:

Empty box for reason for referral

Parent/Carer signature: Date:

Date of Admission: Date of Discharge:.....

Any Other Comments:

Empty box for other comments

Signed By Medical Representative at Multi-Disciplinary Team Meeting:

This pupil is unable to attend school and requires Home Teaching for weeks/months.

Name: Role:

Sign: Date:

Supporting information required for referrals

For Key Stage 3 (Northfield) and Key Stage 4 (Parkway) centres - For pupils whose primary need is SEMH

- EHCP (if applicable) / Copies of ECHP request documents
- Evidence of formal medical diagnosis from a qualified medical practitioner
- Copy of attendance records for current and previous academic year.
- Detailed information on how school resources have been used to support inclusion and the engagement of the pupil with home school.
- Details of involvement by Educational Psychologist
- Reports and summary of ongoing involvement from Forward Thinking Birmingham, SOLAR, other health mental health support services.
- Evidence of involvement from other professionals e.g. Communication and Autism team (if applicable), Family Support, school nursing service
- FCAF/Integrated Support Plan/Details of Early Help (if applicable)
- School progress reports

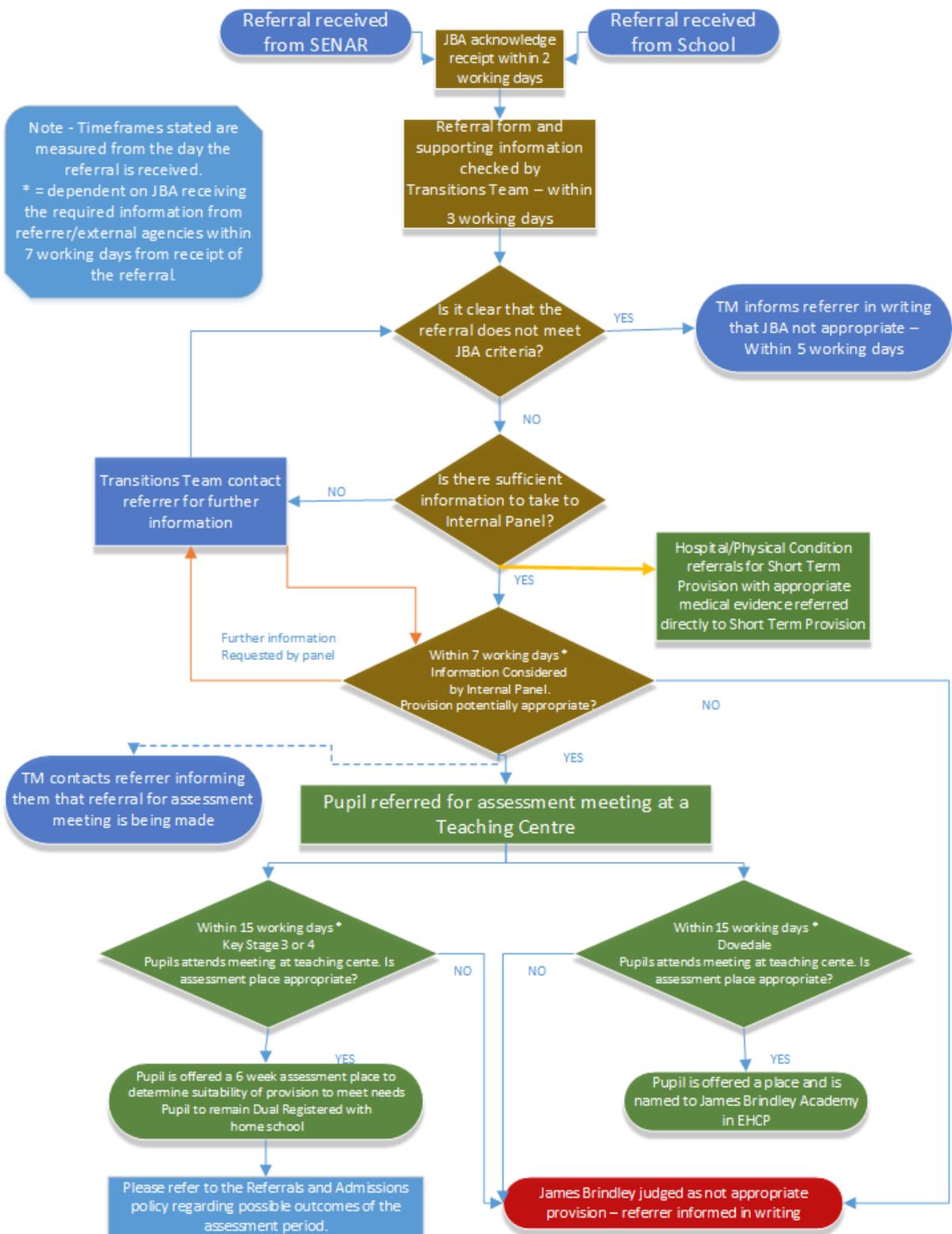
For Dovedale

- Referrals for Dovedale can only be only accepted from SENAR for pupils who have an EHCP, formal diagnosis of ASC

For Short Term Provision (including teaching within the home)

- Evidence from a medical specialist (normally a hospital consultant) stating that the pupil is unable to attend their home school, the reason for absence and the anticipated length of absence.

James Brindley Referral process



Internal Centre Transfer Request Form – 2018/2019

To be completed by sector when a transfer to another sector is being considered. Form must be completed and returned to the Transitions Manager via referrals@jamesbrindley.org.uk.

Visits to the proposed sector must not be arranged until the case has been considered by panel.

When the completed form has been received you will be contacted to arrange a time and date to present the case to panel.

| Pupil Name: | Current Year Group: | Primary Need: | Reg Status: |
|--|---------------------|---------------|-------------|
| Current Sector | | | |
| Proposed Sector | | | |
| Regarding the current placement, what are the opinions of the pupil, parents and other professionals involved? | | | |
| Does the pupil have an EHCP? If so, has the proposed transfer been discussed with SENAR? | | | |
| Provide hyperlink to EHCP (if applicable) | | | |
| Which agencies are currently involved? | | | |
| Does the proposed sector offer a compatible curriculum for the pupil? | | | |
| What impact will a transfer have on the ability of the pupil to travel to the proposed sector? | | | |
| Please provide a detailed rationale for requesting a transfer: | | | |
| | | | |

| | |
|---|--|
| | |
| Name of staff member taking the case to panel | |
| Date form completed | |

From the transfer date agreed, the receiving Sector will be responsible for the tracking, monitoring and progress of the pupil.

| | | |
|---|------------------------------|----------------|
| Transitions Manager to complete: | Transfer Agreed? YES / NO | Transfer Date: |
|---|------------------------------|----------------|