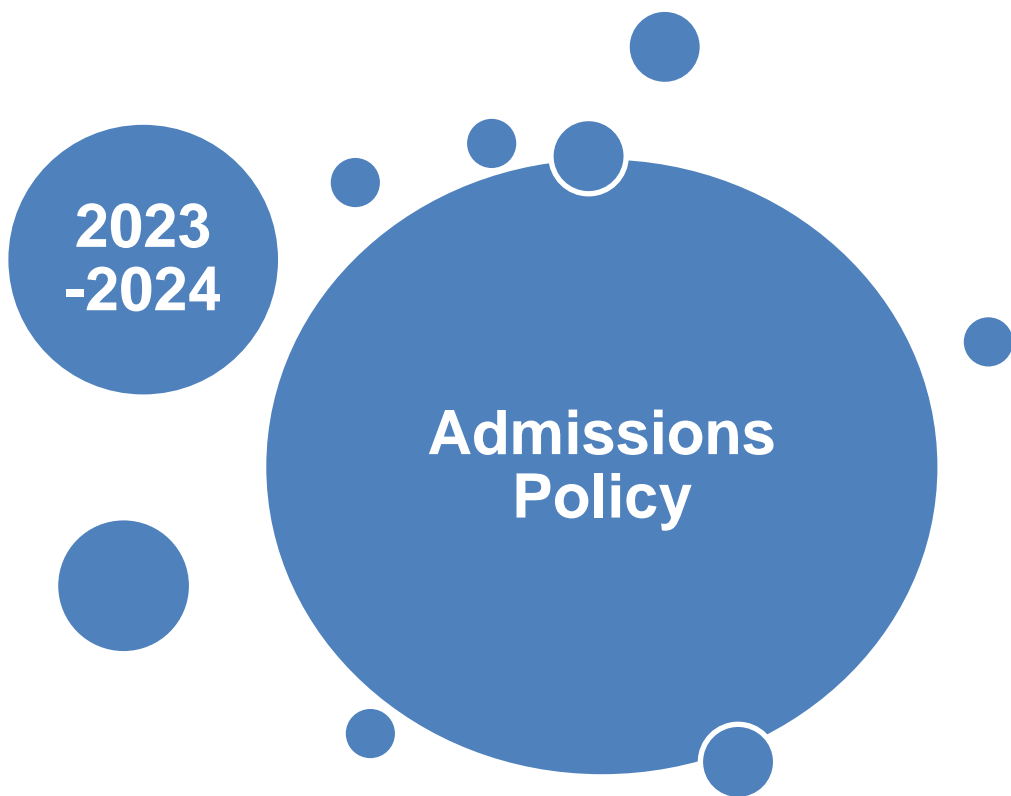


# The ContinU Plus Academy





# The ContinU Plus Academy Trust

## Admissions Policy



The ContinU Plus Academy (CPA) is an Alternative Provision Free School established by the CPA Trust in partnership with the ContinU Trust for young people (11-18) who are not coping in mainstream education. The CPA is now a single academy trust (SAT).

The ContinU Plus Academy is committed to working with young people who are excluded, or at risk of exclusion.

The school provides a menu of short and long-term programmes geared to effecting high quality productive post-16 progression or effective reintegration into mainstream schools. Our practice is rooted in the belief that creative and targeted interventions, delivered in a caring and productive environment with high expectations, can change lives.

Referral can be made privately through Schools/Academies, or through contracted places agreed by the Local authority and the CPA, subject to effective and transparent information sharing at point of referral.

Admissions are based on the following 2 criteria;

1. Can the ContinU Plus Academy offer the learner suitable education and support?
2. Does the student present with behaviour, both social and learning, that enables them to be safely supported by current staffing levels and the resources available to the school?

The school will support young people with barriers to education and work, including those with non-specialist behavioural and emotional needs where a mainstream setting, either temporarily or permanently, is not the solution to fulfilling their potential.

**It should be noted that the CPA is not a BESD school nor a Medical PRU and referrals for pupils with that level of need should be made to the relevant service authorities.**

**Students who pose a significant safety risk to themselves or others are not able to be accepted by the CPA.**

Paramount is the safeguarding of all our pupils and staff. We will work directly with our learners, their families, commissioning local authorities and schools and a range of partner providers. We will also engage support from our comprehensive network of partners in training, health, the voluntary sector and the judicial system to support our pupils to become active citizens, exercise choices in their lives and take a full part in society.

### Referral procedure and targets

- **Referral received and logged, on referral spreadsheet.**
  - **Information gathered- see Appendix 1**
  - **Student contacted by phone/email**
  - **Interview (on-site) with parents/carers and support worker/mentor/SLT from Home school. Opportunity for school to school discussion re safeguarding and SEN.**
  - **Further information gathering at second interview with key parental/safeguarding/SEN documentation completed according to need**
  - **Decision made at the end of the interview through discussion with the Head teacher**
1. If suitable, SLA agreed with pupil given a start date for an introduction programme through a six-week trial
  2. If not suitable, refer back to school or LA

If commissioned places exceed or meet the number of available places, in order to guarantee places being available, home schools have the opportunity to pay for places from the start of the year through an SLA in order to guarantee access. All surrounding high schools are asked in year to provide a ball park figure of required places to guarantee ESFA funding levels, failure to respond to this request will result in priority to be given to schools who have provided a timely response.

### **Admissions**

Admission starts with an Individual Teaching and Learning plan completed by the SENCO department, discussed with the student and the parents/carers.

There is then a six-week period that acts as a time for assessment. This period can vary in length and intensity according to the student. Attendance, disaffection, past Trauma or leaning needs may all affect the type of introduction programme that best fits the student's needs.

The nature of the cohort now being referred (post covid) presents with significant levels of SEN/Safeguarding/mental health needs that have often for myriad reasons been left undiagnosed.

As part of our initial 6 week assessment period, needs will be assessed and where necessary, additional costs will be included on the SLA with Home school, or agreed through the local authority to provide additional external support in order to target pupil needs through diagnosis or therapeutic support.

All pupils should be supported upon their transition to the CPA with;

1. An original/copy of their pupil file, primary and secondary school data. (In the event of no pupil data being available, we require an official statement on headed paper from the referring body giving full disclosure on why this is not available.)
2. CPOMS/behaviour records
3. CTF file
4. All coursework/classwork including core to inform CPA planning and ensure smooth transition
5. Safeguarding file (or copy of) where relevant (*NB although in mainstream schools, the statutory requirement is for files to be transferred within 5 days of a pupil starting a new school - due the significant vulnerabilities and case histories of our cohort information sharing prior to induction is vital.*)

The need for timely and comprehensive safeguarding information prior to induction as a modus operandi was agreed by all founding high schools upon the conception of the ContinU Plus Academy in order to effectively safeguard the school community and allow effective preparation for bespoke curriculums for hard to reach pupils. We prepare to succeed.

The Local authority and Ofsted have also agreed that this transfer of information due to the nature of our school is reasonable and appropriate. All information is strictly confidential and on a need to know basis.

In fact, Ofsted criticised agencies that did not send relevant information during the referral process. In the event of a school being unwilling to exchange this information, we have a comprehensive Safeguarding questionnaire that is available to be filled in by the referring school by their DSL/SLT link and to be signed by the Head teacher. (App 4)

## **Onward referral**

Students can be referred onward before their leaving date if they present with learning or behavioural problems that are not suitable for the CPA. This is an SLT decision and the reasons are documented in the student file. In all circumstances we will undertake to refer the student to a more appropriate learning facility, or to the Fair access panel, or the Local Authority, or the referring school.

## **Risk assessment**

The following chart (part of a behaviour support plan) is used to assess risk at admission and is also used to chart behaviour and disruption levels during the day. If the pupil is disengaged and disruptive, in addition to the RAISE system (see our Positive Engagement policy), a student will be individually tracked to establish behavioural triggers, risk to others and the effectiveness of the CPA approach.

## **Behaviour/Risk Level**

Level	Description
1*/1	<ul style="list-style-type: none"> <li>• <b>No incidents in the classroom</b></li> <li>• <b>No incidents at other times</b></li> <li>• <b>A successful student</b></li> <li>• <b>Self-motivated</b></li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Classroom disruption</b></li> <li>• <b>Incidents between class</b></li> <li>• <b>No risk to others</b></li> <li>• <b>Settles when told</b></li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Refusing to work</b></li> <li>• <b>Refusing to co-operate</b></li> <li>• <b>Constant disturbance in class</b></li> <li>• <b>Verbal abuse to people on site</b></li> <li>• <b>Significant safety risk from careless, reckless or aggressive behaviour</b></li> </ul>

## Admissions

The CPA uses SIMS to log and track admission. Attendance is monitored in every lesson and reported to home schools and the LA every day.

There is 6<sup>th</sup> day access all year round for permanently excluded (PX) pupils where contract arrangement exists with local authorities. Every effort will be made to provide educational provision within 6 days but Safeguarding and adequate background information on students is a pre requisite, and the referral must meet our criteria. Any failure to provide pupil data will inevitably result in a delay in the referral.

Referral process documentation for PX and non PX pupils is available for all commissioners via the school website. Given the CPA pupil profile, the following criteria is applied where criteria A takes priority over B. Criteria A - 1, 2 and 3 are of equal weighting and priority. The criteria apply both to Key Stage 3 and 4 pupils.

Criteria A	Definition
1	Pupils who are permanently excluded from a local school or are permanently excluded and live in the defined geographical area of the Wyre Forest and Hagley. These pupils are registered solely at the CPA. These referrals are subject to a contract being in place between the Local Authority referring and the CPA.
2	Pupils who commissioning agencies judge an exclusion, would be confirmed by a Governing Body Exclusion Panel, but who have not been confirmed as permanently excluded. These pupils will be dual registered

	on commencement at the CPA*
<b>3</b>	As above, however where there is a <b>very significant risk</b> of permanent exclusion and the recommendation for admission is to avoid this escalation. These pupils will be dual registered on commencement at the CPA*
<b>Criteria B</b>	<b>Definition</b>
<b>4</b>	Pupils who commissioning schools judge that an alternative education programme for short, medium or long term, will secure improved progress, outcomes and/or attendance and/or behaviour. These pupils will be dual registered on commencement at the CPA*

### C) Referral & Assessment Process

The schools, academies and Local Authorities must follow the procedures and application documentation in the App 1 “CPA Referral Pathway”. Pupils and their parent(s)/carer(s) must meet with CPA representatives before any place is confirmed. All accepted pupils will undergo a rigorous induction and initial assessment process, as part of the procedure for identifying baselines and the appropriate programme and support needed for a successful placement.

In the event of a refusal of a place, a letter is sent to home school/Local Authority (App2).

App 3 outlines the procedure followed when a pupil placement breaks down when the pupil concerned is a dual registered pupil.

Any breakdown of placement for P EX pupils would result in a managed move or a permanent exclusion although this is used rarely and as a last resort.

### Oversubscription Criteria

Where the number of referrals that meet criteria A1-3 exceeds the number of places available then places will be allocated in the following priority order:

1. Looked after (and previously looked after) children;
2. Children with a Statement of Special Educational Needs;
3. Children who are attending a school that has responded to the school's commissioning request in a timely fashion;

In the event of equal levels of eligibility under the above criteria, the Academy will employ an independently managed and supervised random allocation method through drawing lots as a tiebreaker.

## Complaints & Appeals

Admissions appeals arrangements are not statutory regarding AP schools.

We do however aim to be fair, objective and transparent with all of our stakeholders.

Commissioners have the right of appeal against the refusal of a place at the ContinU Plus Academy for which they have applied.

If a local authority or school is unhappy that a referral to ContinU Plus Academy has not been accepted they should write, setting out their concerns to;

**The Head teacher, ContinU Plus Academy, Finepoint Way, Kidderminster, DY11 7FB**

The envelope should be clearly marked "Admissions Complaint". The referrer should make it clear whether they want a meeting, or wish for the matter to be dealt with solely in writing.

The Head teacher will respond promptly and in the manner required.

If the referrer is still unsatisfied by the Heads' response, their complaint will be considered via the convening of the CPA Admissions Committee made up by governors for the academy.

The referrer will receive written notification of the date and time of their hearing, which they can attend to explain their case.

Following the appeal, the clerk to the appeals panel will write to the referrer with the panel's decision.

If the decision is that the referral should have been accepted, the academy will offer the next available place (appropriate year group) to the student.

## Policy Review

The Admissions Policy is under the oversight of the Admissions Committee of the ContinU Plus Academy's Governing Body. The policy reflects the current Statutory Guidance on Alternative Provision <http://www.education.gov.uk/aboutdfe/statutory/g00211923/alternative-provision>.

This policy is reviewed annually by the FGB.

**A policy summary is included in the ContinU Plus Academy's Prospectus and the Admissions Policy is published in its entirety on the CPA's website ([www.continuplus.org.uk](http://www.continuplus.org.uk)).**

**Date Policy Created: June 2023**

**Member of Staff Responsible: Ms Sara Devo**

**Review Date: June 2024**



# The ContinU Plus Academy



## ContinU Plus Academy Referral Pathway School Referrals (Dual Registration)

School/LA referral made to CPA Headteacher



CPA Referrals Manager meets Home School SLT Member to discuss referral. Home School to clarify with parents/carers next steps in the event of placement



Parent (not pupil) meets CPA and Home School SLT for joint meeting at Home School



Parent and pupil meet CPA referrals Manager (after school)



Pupil placement at CPA confirmed/refused



Pupil has pre-induction visit to CPA for assessments (eg WRAT)



Pupil commences at CPA on 6 week trial

### KEY DOCUMENTS

i) Home school complete "Professional Passport" fully in advance to bring to meeting  
ii) Schedule of Charges completed during meeting

i) Parent completes "Parent Passport" during meeting  
ii) Parent completes "Parent SDQ" Questionnaire at this meeting

i) "Pupil Passport" and "Pupil SDQ" Questionnaire completed during meeting

i) Home school/CPA Placement SLA signed (includes expectations on CPA and Home School)



# The ContinU Plus Academy



Finepoint Way, Kidderminster, Worcestershire, DY11 7FB

Tel: 01562 822463

Headteacher: Sara Devo

Email: [office@cpa.worcs.sch.uk](mailto:office@cpa.worcs.sch.uk) Website: [www.continuplus.org.uk](http://www.continuplus.org.uk)

App 2

To: "Head teacher of referring school"

Dear

This is to confirm that the outcome following the discussions with professionals, parent/carers and related parties is that..... does not meet the profile criteria for admission to the CPA.

Please note that should you, with the consent of the parents/carers, wish to appeal you should notify Head teacher in writing setting out your concerns to register an appeal. This will then be considered by an Admissions Committee of the CPA, which. For your information, a copy of the Admissions Policy is attached.

Please do not hesitate to contact me to discuss matters further.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S Devo', followed by a period.

**Sara Devo**  
**Head teacher**



# The ContinU Plus Academy



## Placement Breakdown

(App 3)

Schools receive detailed half term monitoring reports on each pupil. A review meeting will be set up by the CPA to discuss content and pupil progress. These reports include a RAG rated “Behaviour” section, with comments if “Amber or Red”. This RAG rating flags the “risk of the placement breaking down”. Schools will be made aware through the referral structure CPA/Home School link a communication where behaviour is escalating towards “Red”. A “Red” status will require a joint meeting with Home school to assess the continuation of the placement. Records of behaviour incidents that have led to the “Red” status will be collated and shared with the Home school.

A CPA Placement at CPA may end when:

- a) the Home school decides to end the placement during a given term (full term cost).
- b) the Placement duration period has been concluded and not extended following a review.
- c) a pupil behaves in a manner that equates with permanent exclusion as in the CPA Positive Engagement and Exclusion Protocols. This behaviour may be a single extreme incident or it may be negative cumulative behaviours over time.
- d) “Placement Breakdown” may be triggered where a “Red” status has been set on the half term Monitoring Reports. In this case, the CPA may deem the placement to have broken down and initiate steps with the Home School for a managed return (within 4 weeks).
- e) The initial 6-week trial period has not been completed with success and the pupil is deemed unsuitable for the school.

It should be noted that Placement Breakdown is not a Permanent Exclusion as only the Home school can make a Permanent Exclusion. It is essential that Amber/Red Placement Breakdown risk status cases are communicated with Home Schools promptly to ensure full awareness exists by all parties.

App 4

### Safeguarding Questionnaire *-pre admission*

To ensure all pupils are adequately safeguarded at the CPA, this safeguarding questionnaire can be completed in place of sending the safeguarding file if preferred. A copy of the full safeguarding file will then need to be sent in full, as promptly as possible upon admission, and at the latest within 5 days.

**Name of Pupil:** .....

**Year Group:** .....

**DOB:** .....

**Are there any current social services involvement?**

Yes  No

Please tick the appropriate box to which applies to the student?

- Child Protection Plan
- Child in Need Plan
- Early Help (Supporting families first)
- Under section 17 assessment
- Under section 47 assessment

How long have these services been involved for?

.....

Please provide a brief description of this involvement and the reasons for it.  
(Attach additional sheets where necessary)

.....  
.....  
.....  
.....

Please provide all linked professional names, emails and contact details on attached sheets.

.....  
.....  
.....  
.....

**Has there been previous social services involvement with the pupil?**

Yes  No

To which level was the pupil previously open at, please tick the appropriate box to which applies to the student?

- Child Protection Plan
- Child in Need Plan
- Early Help (Supporting families first)
- Under section 17 assessment
- Under section 47 assessment

How long have these services been involved for?

.....

Please provide a brief description of this involvement and the reasons for it.  
(Attach additional sheets where necessary)

.....  
.....  
.....  
.....

**Are there any current safeguarding concerns linked to CCE (gangs, drugs, weapons, violence)?:**

Yes  No

**Are there any previous safeguarding concerns linked to CCE (gangs, drugs, weapons, violence)?:**

Yes  No

Please provide a brief description of the safeguarding concerns.  
(Attach additional sheets where necessary)

.....  
.....  
.....  
.....

**Are there any current concerns of Child Sexual Exploitation?**

Yes  No

**Are there any previous concerns of Child Sexual Exploitation?**

Yes  No

Please provide a brief description of the safeguarding concerns.  
(Attach additional sheets where necessary)

.....

.....

.....

.....

**Is there any current Police, YOT, or GET Safe involvement?**

Yes  No

**Is there any previous involvement with Police, YOT or Get Safe?**

Yes  No

Please provide a brief description  
(Attach additional sheets where necessary)

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.....

.....

.....

**Any known related adult relationships that could pose a risk in the community/ area and to our school?**

Yes  No

Please state who and why:

.....

.....

**Any known peer relationships that could pose a risk in the community/area or to our school? And are there established relationships with CPA pupil?**

Yes  No

Please state who and why:

.....

.....

**Is there a history of violence and aggression from the pupil and/or family members towards other professional/all staff members?**

Yes  No

Please state who:

.....

.....

**Would you class this pupil as a vulnerable learner?**

Yes  No

Please state why, including any SEN diagnoses/ undiagnosed needs and the impact on their learning:

.....  
.....

**Is there any protected characteristic we need to be aware off? Please share any information that you feel is relevant and would improve the quality of the CPA induction.**

Yes  No

Please provide further information  
(Attach additional sheets where necessary)

.....  
.....

**Is there any history of the ACES (Adverse Childhood Experiences)?**

Please tick which ones apply to the pupil, with times and the age of the pupil, when these were reported.

<b>ACES</b>	<b>Tick if applies</b>	<b>Age of child when affected</b>	<b>Brief Description</b>
Drug Misuse			
Alcohol Substance misuse			
Parental separation			
Parental mental illness			
Child Abuse & Neglect			
Parental death			
Criminal Behaviour/ incarnation			
Domestic Violence			
Physical Abuse			
Psychological abuse			
Neglect			
Sexual Abuse			
Self-harming behaviours			
Suicidal tendencies			
Sleeping difficulties			
Student Mental Health			

**How does the pupil's behaviour reflect these prior experiences, and what measures have been put in place by your school to combat these challenges? How effective have these been?**

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**In your capacity as key professional/ DSL/SENCO/ Key Person, please attach any additional reports, assessments or information you feel is relevant to enable the CPA staff to adequately safeguard our school community and the pupil being referred.**

.....  
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.....

*\*Failure to include all relevant safeguarding information may compromise the pupil's placement, the safety of the school site, and jeopardise the chances of your pupil's success in our school.*



**Please tick one of the following;**

I confirm there is no additional information to be shared

**Name:**.....

**Job Role:** .....

**Date:**.....

I confirm the additional information has been provided

**Name:** .....

**Job Role:** .....

**Date:** .....

**I confirm that this safeguarding information is comprehensive and has been sent with my full knowledge and permission.**

**Signed Home School Head Teacher**

**Name:** .....

**Signature:** .....

**Date:** .....