

# 22/23 Referral and Admission Policy

Agreed by SLT: May 2022

Agreed by Board: May 2022

Review: Annual

Signed by:

Effective: 22/23 academic year





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## 1.0 Core Values and how they link with this policy

# think differently

- 1.1 The Referral and Admission Policy has been written to make clear the admission criteria for the different James Brindley education provisions. We aim to clarify within this policy our mission to help foster environments that embrace and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. Employees at James Brindley Academy are expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.
- 1.2 James Brindley Academy is committed to the principles of **ethical leadership** in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the **UNICEF Charter**.

JBA Core Values	How this policy addresses these values
<b>THRIVE</b> – We create a positive environment where we thrive and succeed	All our provisions will foster a positive environment where children and young people are able to thrive despite their previous circumstances. Our referrals process will maintain transparency to secure the best outcomes for all.
<b>HIGH ASPIRATIONS</b> – We have high aspirations for ourselves and others	Despite the gaps in education most of our young people would have faced, we will ensure that the process of referral and admission allows children to be placed in the most appropriate setting to secure the best possible outcomes.
<b>INCLUSION</b> – We are inclusive in all we do and celebrate our differences	From our core values, and through our everyday practice, our young people are taught to be assertive, resilient, considerate and confident – skills for life which will enable them to take their place as positive members of our local and global community.
<b>NURTURE</b> – We educate our young people and staff to nurture their emotional health and wellbeing	This policy is designed to ensure that at the core of our processes, the emotional health and wellbeing of the child is given the upmost priority. Decisions will always be made in the best interest of the child.





<p><b>KEEP SAFE</b> – We ensure that keeping safe and the safety of others is paramount</p>	<p>We are committed to creating a safe and secure environment where all young people are able to reach their full potential, academically and socially, by feeling safe, happy and confident that an adult will listen and offer support when it is needed.</p>
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## 2.0 Introduction

This policy sets out the arrangements regarding how referrals are managed and followed up by James Brindley Academy.

## 3.0 Purpose

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 medical needs, 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.

## 4.0 Scope of policy

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.

## 5.0 Responsibilities



- ✓ Details of how to make a referral to JBA will be available on the Academy 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.
- ✓ By submitting a referral the referrer agrees to adhere to the Working Partnership Agreement (Appendix 3).
- ✓ 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 Board of Trustees will act as the admission authority for the academy. The Board have delegated power for admission decisions to the Internal Referral Panel (IRP).
- ✓ The Board retains responsibility for appeals.
- ✓ SENAR and the Local Authority will be consulted before material changes are made to this policy.

## 6.0 Links to statutory documents and legislation

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. The academy complies with the requirements of:

- [Academies Act 2010 \(legislation.gov.uk\)](#)
- [Equality Act 2010](#)
- [Human Rights Act 1998](#)
- [SEND Code of Practice: 0 to 25 years \(DfE, 2015\)](#)

## 7.0 Referrals to different James Brindley Academy Provisions

### [2021-22 Referral Form](#)

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 school 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.

## 7.2 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 James Brindley Academy, 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

### 7.3 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 Birmingham Local Offer website: [EHCP Secondary Transfer](#)

### 7.4 Short-Term Provision (STP) Referrals & Admission (Incl. Criteria)

James Brindley Academy 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. [Education for children with health needs who cannot attend school](#)

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 health conditions where the home school is unable to provide alternative education provision themselves are outlined in 3.3.1 and 3.3.2. In all instances, medical evidence from a medical professional explicitly stating that the pupil is too unwell to attend school must be provided.





#### **7.4.1 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 Centre; 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.

#### **7.4.2 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.

#### **7.4.3 Mental Health Condition or Rehabilitation:**

- ✓ Pupil is unable to attend home school for a time limited period due to mental health condition which prevents any access to the home school or alternative education provision centre
- ✓ The duration of the Short-Term Provision will be determined by a Provisional Planning Meeting involving pupil, parent, JBA and other relevant professionals and will be reviewed on a regular basis.

### **7.5 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.

### **8.0 Centre Place Numbers**

	Year Group Places						Total Places
	KS2	KS3			KS4		
Teaching Centre	Primary (Years 5 and 6)	7	8	9	10	11	



<b>KS3 (Northfield)</b>	N/A	54	N/A		<b>54</b>
<b>KS4 (Parkway)</b>	N/A	N/A	53	53	<b>106</b>
<b>Dovedale</b>	9	40	16	16	<b>81</b>

Our Short-Term Provision works to a maximum capacity of 200 teaching hours per week. The actual number of pupils within the provision at any one time will vary according to the specific needs of the pupils and the amount of hours each pupil receives. Advice will be taken from medical professionals as to the number of hours teaching per week that the pupil is able to engage with.

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

If the placement is not utilised or is deemed inappropriate, the place will be closed. In this event, the decision will be discussed with the pupil's main school and parents, with the main school being notified in writing.

## 9 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 from the pupils' school (where the pupil is not on roll with a school the referral should be made by the local authority). 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. If a pupil is Electively Home Educated, does not have an EHCP and is looking to return to school it is advised that parents/carers seek a placement at mainstream school in the first instance. If, after the mainstream school has attempted a supported transition, the pupil is still unable to access that provision the school should then make a referral to JBA.
3. Complete the [referral form](#) available on the school's website – it is essential that the pupil and parent's views are included.
4. Ensure that you have gathered all the required documentation as detailed in Appendix 5.



5. Send the fully completed referral form and supporting information (securely) to [referrals@jamesbrindley.org.uk](mailto: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.**

## 10 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 to 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 aim to 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.

<b>Timescale</b>	<b>Process</b>	<b>Personnel Involved (in consultation with parent and pupil)</b>
Day 1	<i>Referral Received</i>	<i>JBA Transition Manager, Schools and Medical Professionals</i>
Day 1-7	<i>Initial review of information by Transitions Team. Information chased as required and then taken to Referral panel meeting for consideration</i>	<i>Two members of the Senior Leadership Team and Transitions Manager (others invited as required)</i>
Day 8 - 15	<i>Panel decision shared with referrer.</i>	<i>JBA Transition Manager, School named contact</i>

## 11 Internal Referrals Process – JBA cross centre 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](mailto: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 JBA 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 centre is required/ requested, an appropriate member of staff such as the CL or SENCo, must submit a centre 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 referrals panel agreement.

### 11.1 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 Senior Leadership Team and the TM. If a conflict of interest is declared, the panel member will be substituted for that referral.
- ✓ Consider the number of places available and identify prioritisation of successful referral on the school waiting list (in line with this policy Section 13) 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 15.
- ✓ For each referral, record the evidence considered, a summary of the discussion and the panel decision.
- ✓ Communicate clearly the rationale for their decision to the TM.
- ✓ Record decisions and communicate the outcomes with the referring school.

## 12 Successful Referrals KS3/KS4 centres (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.

### 12.1 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 centre 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 will remain at the Centre until the end of Year 11, and will remain dual (S) registered to JBA, unless it is deemed appropriate to become sole registered (C) – either by review or process of naming (EHCPs)
  - 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 roll 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.

### 13 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 (pupils with EHCP)
- 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 may be 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.

## 14 Referral Appeals

Where a referral is turned down by JBA, the referring school may wish to appeal the decision and should have evidence of parental support for the appeal.

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

In consultation with the Chair, the Company Secretary forms an appeal panel of 3 trustees.

The trustee panel meet (face-to-face, or on-line) with the appellant to hear their views and ask any questions for clarification. The appellant may bring a companion and provide supplementary evidence.



The trustee panel receive the information provided to the IRP and meet with the IRP (face-to-face, or on-line) to confirm that the policy has been adhered to, hear their views and ask any questions for clarification.

The appeal panel meet to make their decision which can be to:

- Uphold the appeal
- Dismiss the appeal
- Direct a re-hearing by the IRP

The panel decision is communicated to all parties in writing by the Company Secretary within 30 school days of the appeal being received. If the appeal is upheld, but there are no places, the young person will be added to the waiting list. There is no further right of appeal.

## 15 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.

If the pupil has an EHCP, any request to place them outside of their normal year group must be authorised by the Local Authority.

## 16 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:

- Return to school
- Different educational provision
- Short Term Provision
- JBA Teaching centre





**Short Term Provision** – original/different school, JBA Teaching centre or post-16 provider

**Special Provision**

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



## Appendix 1

### Details of School Interventions to Support Inclusion – Guidance

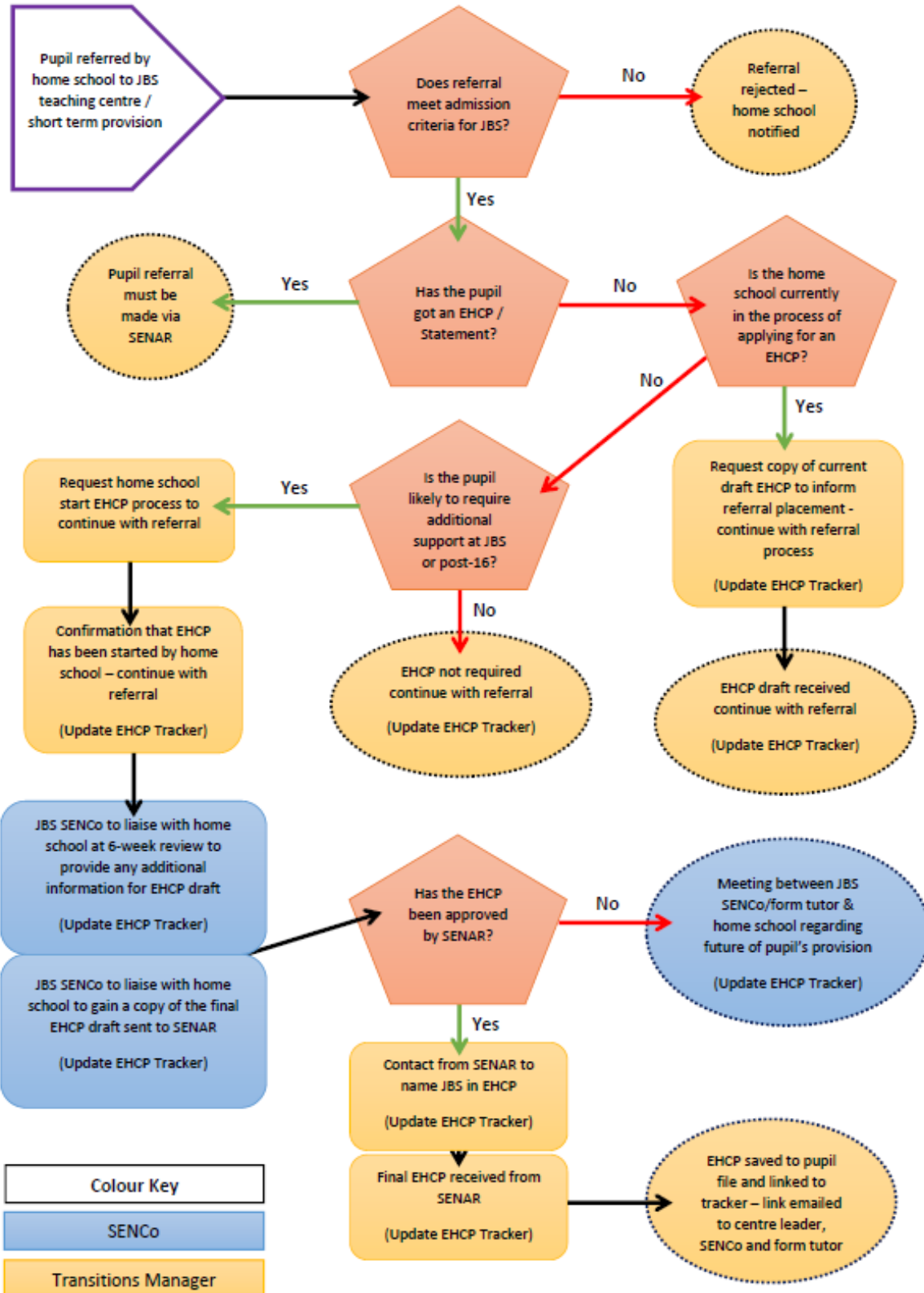
There are many types of interventions that may be appropriate. Please note that these would always be carried out over time and that schools should refer to DfE guidance on [Supporting pupils at with medical conditions at school](#) and demonstrate a 'graduated approach'.

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.
- Individual Health Care Plan (as detailed in the above mentioned DfE guidance).
- 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.
- Short term support of work at home but always with transition back as the goal.
- Utilisation of external pupil support services e.g. Educational Psychologist, Communication & Autism Team.
- Input from FTB STICK Team.
- 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.
- Early Help Assessment. Regular reviews with parents and professionals focused on small steps to support engagement.
- Request for support / Family Support Worker involvement initiated by school.
- In-year transfer or 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





## Appendix 3

### Working in Partnership 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.

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 within the Working in Partnership Agreement.

By submitting a referral to JBA, schools and Local Authorities agree to work collaboratively with our school and agree to the shared responsibilities as described within this appendix.



	Local Authority	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 gaining appropriate consent from the parent is obtained</p> <p>This will include</p> <ul style="list-style-type: none"> <li>* Interventions that have been implemented over time</li> <li>* If FTB involved, that pupil is engaging over time and strategies have been discussed and implemented.</li> <li>* Medical evidence that other provisions may be appropriate</li> <li>* EHCP process initiated /support provided to parents.</li> <li>* Individual Health Care Plan in place as required</li> </ul> <p>School will not remove pupils from their roll without prior consultation and agreement with JBA.</p>	<p>JBA to provide advice and guidance to schools who are considering referral making a referral.</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 EHCPs and significant health needs and parents should know who that person is.</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>JBA will have named person with, including key workers, who will be the first point of contact for referrers.</p>
Reviews	<p>Review and offer guidance on the provision offered through attendance at JBA progress and review meetings as required.</p>	<p>To attend 6 weekly review meetings, TAC and EHCP planning meetings as required</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 effectively back into mainstream provision.</p> <p>EHCPs process to be supported where relevant.</p>	<p>JBA key worker to attend reviews and to support exit strategy planning where appropriate.</p> <p>JBA will provide schools with ongoing information regarding the attendance and progress of dual registered pupils.</p> <p>JBA will 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.	JBA teachers will support contact with main school wherever possible and support transition back to school or other provisions when required.
		Maintain close contact with parents and carers, helping them to understand the educational provision that may be suitable in each case.	JBA key worker will communicate 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	JBA 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.	JBA will aim to provide access to a curriculum in line with the learning needs of the pupils and, where possible, match the offer being provided by mainstream school.
Working with Medical	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 as appropriate.</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>
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*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](mailto: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](mailto: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 any 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: .....



## Appendix 5

### Supporting information required for referrals

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

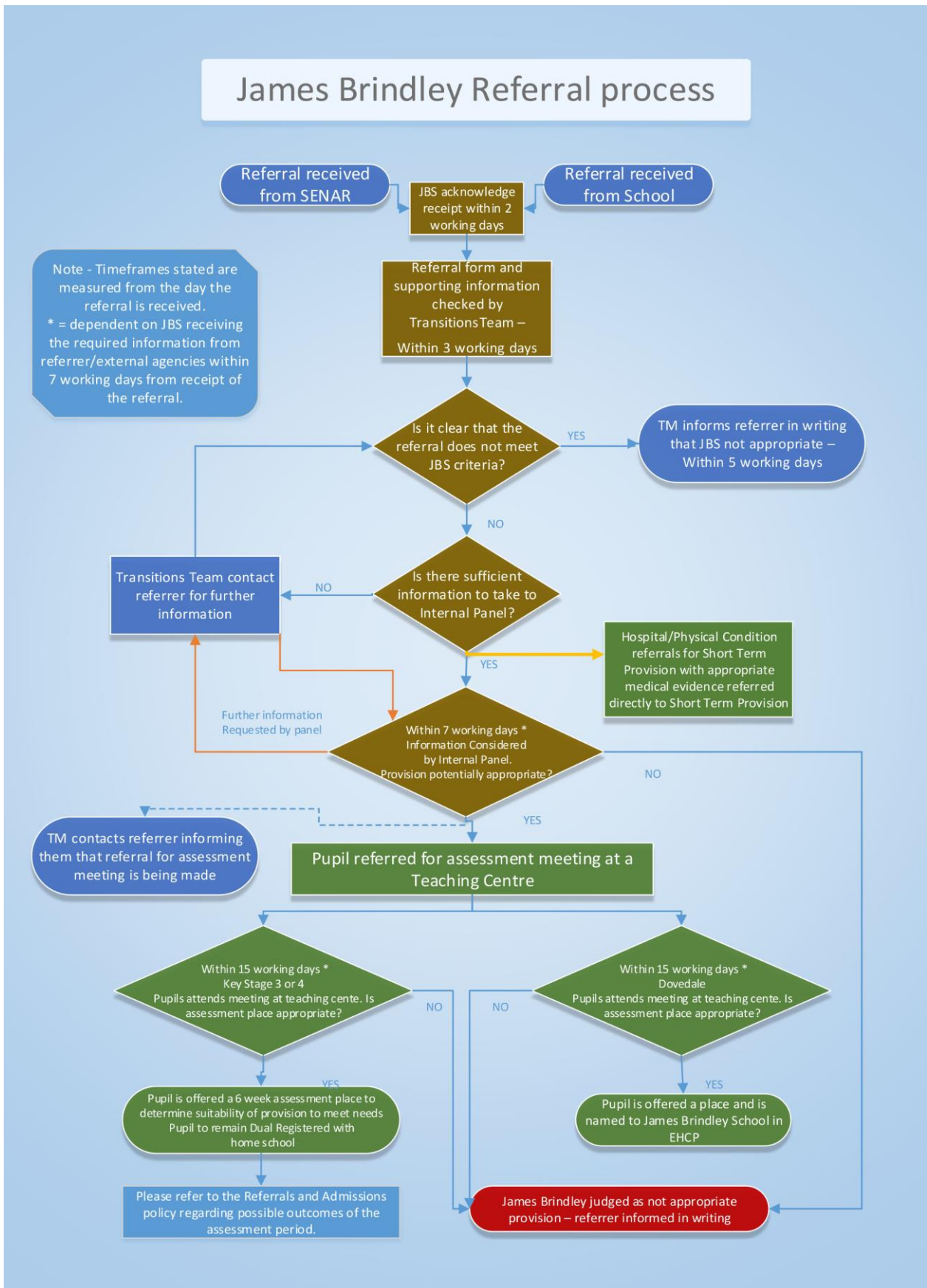
- EHCP (if applicable) / Copies of EHCP request documents
- Evidence of formal medical diagnosis from a qualified medical practitioner
- Copy of attendance records for current and previous academic year.
- Detailed information on how school resources have been used to support inclusion and the engagement 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
- Details of any requests for support / Early Help
- School progress reports
- Behaviour reports

#### **For Dovedale**

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

#### **For Short Term Provision (including teaching within the home)**

- Evidence from a medical specialist (normally a Consultant) stating that the pupil is unable to attend their home school (even with reasonable adjustments), the reason for absence and the anticipated length of absence.
- If a referral is due to mental health the same evidence as require for KS3/KS4 (listed above) should also be provided.





## Appendix 7

## Internal Centre Transfer Request Form – 2021/2022

To be completed by centre when a transfer to another centre is being considered. Form must be completed and returned to the Transitions Manager via [referrals@jamesbrindley.org.uk](mailto:referrals@jamesbrindley.org.uk)

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

Please ensure that you attach the following:

- Attendance print out
- Ongoing story

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:	Attendance:	Reg Status:
Name of current teaching centre:				
Name of proposed teaching centre/provision:  (If you are requesting STP you must provide medical evidence stating that the pupil is too unwell to access teaching away from the home).				
What are the pupil's views?				
What are the parents'/carers views?				
What are the views of other professionals involved?				



Does the pupil have an EHCP?  If so, what are SENAR's views?  Please include the name of the Principal Officer and the hyperlink to the EHCP.		
If the pupil doesn't have an EHCP is there one in progress? If so, what stage is this at?		
Does the proposed centre/provision offer a compatible curriculum for the pupil?		
How would changing centre/provision impact on their social needs?		
Are there any implications regarding transport?		
Please provide a detailed rationale for requesting a transfer including details of strategies and support provided.		
Name of staff member taking the case to panel		
Date form completed		

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

<b>Transitions Manager to complete:</b>	Date of Panel:
	Transfer Agreed?      YES / NO

