



The Eaglewood School

“Raising Aspiration and Changing Lives”

Admissions/Referral Policy

POLICY DETAILS

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Author:	Mr N Himmel Headteacher
Persons/Committees consulted whilst document in draft:	Governing Body
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Headteacher Target Audience:	Prospective Parents/carers; Commissioning Schools; Local Authorities

Policy Review

This policy will be reviewed **Annually**.

Introduction

The purpose of this Referral Policy is to set out the process for referring students to the school so that the process will be fair, open and transparent.

This referral policy is to enable Eaglewood to provide a structured, stable environment with the aim of ensuring that the individual needs of each student are met.

Eaglewood offers bespoke learning opportunities across Key Stages 2, 3 and 4 on both a part-time and full-time basis. Teachers work closely with key stakeholders to help ensure that quality provision tailored to the needs of all students is offered. Every referral will be dealt with on an individual basis following a detailed assessment by the commissioner of how suitable Eaglewood provision is to a child's individual needs.

The Eaglewood ethos is one of making the vulnerable less vulnerable and raising students' aspirations and changing their lives.

The aims of Eaglewood are:

- to promote inclusion; to raise rates of attendance by reducing barriers to attendance and thereby increasing attainment.
- to re-engage children in learning and return them to their home mainstream school.
- to educate students awaiting EHC Plans or Specialist Provision places.
- to offer KS4 students, unable to maintain a mainstream placement, core subject GCSEs and a realistic post-16 offer.

Admission to Eaglewood will be through the Referral Process outlined in this policy.

Referrals may be made at any time throughout the year. The Referral Form for a place in Eaglewood School (available on our website) should be completed in all cases by those

bodies/institutions referring the student. Completed referral forms should be addressed for the attention of The Headteacher. If mailed electronically, they should be sent to admin@eaglewoodschool.co.uk

- Eaglewood is a 9-16 Academy and Alternative Provision Academy.
- Eaglewood is an academy within The Gryphon Multi Academy Trust.
- Eaglewood is located in the town of New Milton and provides alternative provision for children aged 9-16 who would benefit from a placement away from their mainstream setting.
- Applications to Eaglewood must be referred by a maintained school, academy or local authority commissioner. It is not possible for children or parents to self-refer.
- Eaglewood is accessible to all junior and secondary schools within the bordering towns of The New Forest, West Hampshire and East Dorset. Neighbouring authorities may also refer children who are not in school but in their care.
- The Governing Body of Eaglewood School have approved this policy and must also approve, in advance, any changes to the arrangements set out in this document.

Students supported by the School

Students who will benefit from a placement at Eaglewood are likely to fall into the following categories: -

- Students who are disadvantaged and vulnerable due to a range of social circumstances (e.g. those deemed to have 'Troubled Families' and from families experiencing risks such as poverty, substance misuse, criminality and mental health issues);

- Students who are disaffected with mainstream education to such an extent that continuation of a full-time placement in their setting is no longer a positive option;
- Students who have been bullied, or have bullied others;
- Students who have social and emotional issues which are impacting on their own education and the education of others. This may manifest itself through negative and challenging behaviours or withdrawal from education and school life;
- Students with social and emotional issues that generate behaviours that result in repeated fixed term exclusions and places them at risk of permanent exclusion;
- Students who are struggling with SEN needs not yet supported by an EHCP;
- Students who have had patterns of poor school attendance and cannot re-establish consistent attendance at their mainstream setting who require intensive catch up support in order to reintegrate to mainstream;

Equal Opportunity of Admissions

The primary aim of Eaglewood as an Alternative Provision School is to provide early intervention for schools and students and help re-engage students with their learning in a mainstream setting. The majority of placements at Eaglewood will therefore be short term, dual registered and subject to regular review with a target of full reintegration at the earliest convenience. Full time or longer term placements will be available where it is clear that an early return to mainstream school would not be appropriate for example midway through a GCSE programme of study.

Eaglewood is committed to equal opportunities and admits students across the full spectrum of academic abilities. All students have equal access to the curriculum and there is a learning support programme for students with special educational needs/ education and health care plans.

Local Authorities may apply for Single Registration of Permanently Excluded Students (PEX) where the learning needs of the permanently excluded child are compatible with Eaglewood provision and the teaching of the student will allow the learning of others to take place.

Eaglewood will only admit students in line with this Referral Policy and following referral from an academy, maintained school or by a local authority. Parents/Carers cannot apply to the school directly nor can students self-refer.

Number of places available

Eaglewood has an In School capacity of 65 full-time equivalent (FTE) places. These places will be a mix of full time and part time places. Targeted interventions will be embedded in age and ability specific programmes of study will be created.

The school will operate with predominantly short-term and part-time placements. It will operate as flexibly as possible to meet commissioners' needs.

Costs

Each FTE place in alternative provision schools will attract base funding currently of £10,000 per place.

Commissioners (schools, academies and local authorities) will provide top-up funding above this base level to cover the total cost of provision. This top-up funding is based upon the student's assessed needs and the cost of meeting those needs in the school, and will come from the local authority or other school that commissions the place.

Commissioners referring students to Eaglewood School will be liable for top up fees. In the academic year 2021/2022 the rates per student, per full time equivalent place, per annum, have been set at:

Key Stage 2 Place (Years 5 & 6)	£3,156
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Key Stage 3 Place (Years 7-11)	£5,016
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The additional funding of students eligible for student Premium, Service Premium, Free School Meals and EHC Plans will also be payable to support the referred child's educational provision at Eaglewood.

Full time top up fees will be payable for all students.

It is possible to split one full time place across two students.

Home to school transport can be included in the Eaglewood School top up fee if available and if additional funding for minibus transport is required, it which will be charged at £90 per term.

Schools commissioning places directly with Eaglewood School are generally liable themselves for the full home to school transport costs of their students referred to Eaglewood School.

Local authorities may pay for home to school transport of students referred to Eaglewood School via a local authority referral but the decision to fund transport is on a case by case basis determined by the local authority and funding of transport costs is not guaranteed.

Referral Procedures

Referrals can only be made by an academy, maintained school or local authority. The referral procedure is as follows: -

Applications for a placement must be made on the Eaglewood School referral form – this can be found in Appendix B of this policy; on the school website; or on request from the school. All referral forms need to be accompanied with the student's most recent Individual Education Plan (IEP), behavior logs and attendance data.

Eaglewood School will discuss potential referrals both with commissioners and the student's parents/carers, and outreach services where a student is known to them.

Referrals may be made at any time throughout the year.

The Eaglewood School will also offer emergency placements subject to published admission numbers. Referral circumstances when this could arise are likely, but not exclusively, to be:

- when there has been a significant and unforeseen deterioration in a student's emotional wellbeing and potentially resulting behaviour. Requests for emergency placements should be made directly to the Eaglewood Headteacher who has authority to grant places where the school is not over-subscribed.

Eaglewood students referred by a school will be dual registered with their home school.

Eaglewood students referred by a local authority will generally be dual registered with a mainstream school. In exceptional cases where a child is not on a mainstream roll, a local authority may apply for single registration and the Headteacher has authority to permit this. This will only happen when a child has an EHCP.

Student registration and information sharing

The numbers on roll at the Eaglewood School will fluctuate throughout the academic year. Eaglewood School will make sure that all students are registered accordingly in line with Section 434 of the Education Act 1996. Unless single rolled through an ECHP, all students will remain on the register at the commissioning school and with the Eaglewood Academy.

Oversubscription Criteria and Appeals

Where the school and commissioner agree a referral, students with a education health care plan naming the academy, will always be admitted before others.

In the case of oversubscription, the following criteria will be used to determine priority of admission:

- Students who are or were previously looked after by a Local Authority (as defined by the Children Act 1989)
- Children eligible for the pupil or services premium. These are children currently registered as eligible for free school meals;
- Children who have been registered as eligible for free school meals at any point in the last six years;
- Children whose parent(s) are serving in the regular UK armed forces;
- Children of ex regular UK armed forces personnel who were serving in the last three years;
- Children where at least one parent died while serving in the UK armed forces and the child is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme;
- Adopted Children.
- Students who live closest to the school where distance will be measured from the front door of a student's home to the front gate of the school. If students live exactly the same distance away from the school, random allocation will be used to determine who will be admitted, with the process undertaken by a member of the Admissions Appeals Committee someone independent of the school.

Induction

If places are available, an integration meeting is arranged whereby the student, parent/carer, a representative from the commissioning school and relevant outside agencies are invited to attend a meeting with the Headteacher or Deputy Headteacher.

The meeting provides the opportunity for:

- The student and parent/carer to be familiarised with the organisational and physical structure of the academy, through tours and introductions to staff;
- The questions of the student and parent/carer to be answered;
- Uniform to be sourced and purchased. Available from Eaglewood School Reception.
- Start dates to be discussed and agreed.

Reintegration

In Key Stage 2 the principle objective is to support children to become secondary ready and reintegrate. In terms of academic ability this means capacity to access a mainstream curriculum. In terms of personal development this means to have sufficiently developed strategies to become emotionally resilient.

Students will attend a planned programme of intervention with clearly defined academic, personal and social targets negotiated with the host school at referral. Phased reintegration to the host school will be supported by Eaglewood staff including the child's nominated Key Worker.

In Key Stage 3 the principle objective is to support children to develop academically and to become sufficiently academically able and emotionally resilient to succeed in a mainstream school.

Students will be referred for a set time block with the possibility of extension depending on individual need. Formal termly review meetings looking at progress towards academic, personal and social targets agreed with the host school at referral will inform whether longer or shorter periods of intervention are appropriate. Phased reintegration to the host school will be supported by Eaglewood staff. The Year 9 provision will be focussed on re-engaging learners, providing high quality IAG and readiness at reintegration for GCSE study.

In Key Stage 4, students will generally be referred for the duration of their GCSE programme of study. Full time placements, part time placements with the home school, and part time placements between Eaglewood and other providers will be possible. Individual needs will be negotiated with the home school on referral and reviewed termly in partnership with the home school to test the feasibility of reintegration fully into mainstream provision. Any Key Stage 4 students who are unable to learn in the Eaglewood environment or allow others to learn will be offered online or home tutor alternatives.

Students completing the GCSE/Functional Skills phase will be made aware of post-16 educational and employment opportunities. They will be supported in making applications to further education and employment with training providers and accompanied to information events and interviews as appropriate to their individual needs.

Appeals

Commissioners have the right of appeal against the refusal of a place at Eaglewood School. Any commissioner wishing to appeal should write to The Clerk to The Trustees (Mrs Sarah

Gray) outlining reasons supporting the student referral that has been made and include any supporting documentation. Cases will then be heard by an independent Appeals Committee of 3 people unconnected to the school.

The Appeals Committee will be convened within 20 working days of the appeal being received. A decision will be notified to the appellant within 5 working days of the hearing

The Eaglewood Appeals Panel will be derived from the existing The Gryphon Multi Academy Trust Appeals Panel which is elected annually and whose members are conversant with the application of the Admissions Appeals Code.

[Links to other policies](#)

This policy should be read in conjunction with Eaglewood policies relating to:

- Special Educational Needs (SEN) and Educational Health Care Plans;
- Equal Opportunities;
- Complaints.

[Complaints](#)

Any objections to this policy or its application should be raised with the school through its normal complaints procedure.

If the complainant is not satisfied with the resolution, complainants are able to complain to the Education Funding Agency (EFA) at: Academy.QUESTIONS@education.gsi.gov.uk.



Appendix A

Referral Management Process

Stage 1: Enquiry to Headteacher received from: commissioning home school; or through invitation to attend a student planning/ review meeting or from local authority enquiry. Telephone consultation of suitability of prospective student to placement with Eaglewood Headteacher or Deputy Headteacher. Is a place available?

Timescale: Headteacher responds within 48 hours.

Stage 2: Headteacher sends Referral Form to home school for completion and return.

Timescale: Dispatched within 2 school days of initial enquiry being received

Stage 3a: Interview between Eaglewood staff (Headteacher or Deputy Headteacher) and prospective Eaglewood student at commissioning home school/ home/ other appropriate non-threatening venue to discuss student's learning.

Stage 3b Learning Needs confirmed with professionals/ commissioning school. Success criteria for reintegration set.

Timescale: Within 10 school days of return of Referral Form

Stage 4: Student Trial Day(s), as appropriate, at Eaglewood to support transition

Timescale: Within 10 school days of interview.

Stage 5: Place offered; timetable scheduled; transport in place

Timescale Within 10 school days of Trial Day

Stage 6: Eaglewood Induction

Timescale: Within 5 days of Place offer

Stage 7: Progress towards success criteria monitored.

Timescale: By Key Worker weekly; 3 formal reviews reported to home school in 20 week programmes.

Stage 8: Reintegration to mainstream (supported by Eaglewood)

Timescale: Target within 20 school weeks of starting at Eaglewood

Appendix B

Referral Form

The Eaglewood School



2020/21

Raising Aspirations Changing Lives

Referral Form

The Eaglewood School Referral Form

Current School			
School Contact			
Responsibility		Date completed	

Student Name				Year Group	
Date of Birth				UPN	
PP	Y / N	EHCP	Y / N	EHCP (In progress)	Y / N
Service Premium	Y / N	CIN	Y / N	Safeguarding concerns	Y / N
FSM	Y / N	LAC	Y / N		
Ethnicity Code:		Disability: Y / N Details:			

Main areas of concern / What would you like Eaglewood to help with in particular?
1
2
3

Incidents in school that have given rise to concern			
Physical assault against student		Sexual misconduct	
Physical assault against adult		Drug and alcohol related	
Verbal abuse/threatening behaviour against student		Damage	
Verbal abuse/threatening behaviour against adult		Theft	
Bullying		Persistent disruptive behaviour	
Racist abuse		<i>Other (please specify above)</i>	

Additional Information

School Attendance record: (previous school year if less than one term)

Actual Attendance		Possible Attendance	
Authorised Absence		Unauthorised Absence	
Exclusions			

Supporting agencies involved	Y / N	Telephone / Email Contact
Educational Psychologist		
Social Care		
CAMHS		
Family Support		
LAC		
CAF / TAF		
YOT		
Other		

Problem areas							
Classroom		Social Areas		Lunchtime		Attendance	
Key Difficulties – Tick any that are relevant to the student							
Emotional		Social / communication		Behavioural			
Anger management		ADD/ADHD		Dyslexia / Processing			
School Refusal		ODD / Defiance		Trauma			
Other (please comment)							
Relevant background information. Parental links with school, peer relationships etc							

Curriculum Subject / Cognitive Abilities Test	Current grade	Predicted grade	Current Assess Arrangements in place (laptop, reader, scribe, extra time)
Reading Age:		Spelling Age:	

Any other information you would like to share

Emotional and Social Issues - Feeling special; early attachments; risking/actual self-harm; phobias; psychological difficulties; coping with stress; motivation, positive attitudes; confidence; relationship with peers; feeling isolated and solitary; fears; often unhappy

In which *specific* areas do you wish to see the student make improvements?

Please list as a maximum of 4 SMART targets and **anticipated review date**.

1

2

3

4

Proposed Review Date:

Documentation Enclosed / attached: Applications *must* be evidenced for the referral to be processed.

Current IEP		Attendance Record		Current Behaviour Plan	
Current SEN Information		Incident Log		Exclusion Record (with dates and reasons)	
Risk Assessment		EHCP		Outside Agency information i.e. CAMHS	
Medical report		Evidence for Exam Access Arrangements		Recent PEP Report	

Proposed Flight Path – please tick most appropriate

Reintegration to mainstream school		Transition to secondary school or college	
Specialist Provision		Single Roll Eaglewood School student	

To be completed with the student

Curriculum: I respond best to:			
Oral activities		Written activities	Practical activities
Support: I am used to:			
1:1 support		Group support	No support
Normal curriculum		Specifically differentiated curriculum	Small group/withdrawal work
I respond positively to:			
Public praise		Private praise	Positive notes or call home
Tangible rewards		Certificates	Special responsibility
Key adult		Class seating plan	Clear behaviour guidelines
Visual clues		Task lists	Personal behaviour targets
Class behaviour targets		Time out in class	Time out outside the class
Distraction/humour		Being given space, time and a set routine to calm down alone .	Given space, time and a set routine to calm down with an adult .
Talking about incidents with a key adult when calm.		Putting things right in a practical fashion.	
Other (give details)			

Strengths and potential: <i>personal / curriculum areas</i>

Student views		Date:	

I agree that it would be helpful for me to attend Eaglewood school.

I have visited Eaglewood school and have talked to the teachers about what they can do to help me to do well.

I understand Eaglewood school has a no mobile phone policy and will hand in my school bag each morning to staff on duty.

I know what the teachers at Eaglewood school expect me to do and I agree to work hard to keep the school rules.

Signed _____ Pupil

To be completed by the parent(s) / carer (s)

Parent: Mother		Contact Number		W
				H
				M
Parent: Father		Contact Number		W
				H
				M
Carer		Contact Number		W
				H
				M

Permanent Home Address	
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In which <i>specific</i> areas do you wish to see your child make improvements?	
1	
2	
3	
4	

I have visited Eaglewood school and would like to work in partnership with the staff to support my child. I will attend regular reviews to help support their progress.

Parent / Carer's name: _____

Parent / Carer's signature: _____

Date: _____