



## **Y Daith Pupil Referral Unit**

### **Admissions and Reviewing Policy**

Date ratified: 05/07/16

This Admission Policy is based on local context and priorities.

These include:-

- the success of mainstream secondary schools in catering for the additional needs of students with behavioural, emotional, and social difficulties (BESD).
- the low use of permanent exclusions at both primary and secondary level
- a setting for the PRU which, being of mixed use, has perceived advantages over single-use special school placements

The Vale of Glamorgan PRU caters for male and female students aged 11-16 years, in Years 7, 8, 9, 10 and 11.

Placements in KS3 can be fulltime (5 days per week) or a part-time programme could be arranged with the referring mainstream school.

Placements in KS4 are also fulltime but are split to be either 2 days PRU & 3 days alternative curriculum or vice versa. This enables the PRU to offer more places and a broader curriculum offer through its alternative training providers.

The following students could be eligible for admission to the PRU via the PRU Panel:

- A. Pupils leaving the High Street Primary Behavioural Resource Base.
- B. Pupils requiring high levels of input from the Behaviour Improvement Team in Year 6.
- C. KS3 & KS4 Pupils attending mainstream secondary schools at risk of permanent exclusion.
- D. Pupils permanently excluded from mainstream secondary schools.
- E. Pupils moving into the County who have been attending comparable provision or have a statement for SEN.

Dual Roll: All pupils are on the roll of the secondary school they would have attended in Year 7 or have left during Years 7-11.  
Exceptions: when permanently excluded or moving into the County.

Waiting List Priority: If demand exceeds places available, priority will be given to any appropriate referral of a looked after child (LAC).

Admissions procedure;

It is expected there will have been intensive school action prior to referral to Y Daith. Admission is gained via a Local Authority Panel which meets fortnightly. Only completed referral forms with evidence of strategies that have been tried in school are considered. Cases are presented and then the panel decides whether the application meets the criteria for admission to the PRU. If this is the case then the views of the Teacher-in-Charge (TiC) are sought about any concerns or support required. Information is provided at this time. An initial meeting is then set up at either KS3 or KS4 for pupil, parent(s)/carer(s) and other relevant agencies. This meeting allows parent(s)/carer(s) and the young person to meet with the TiC, to share information and to sign relevant forms required by the PRU.

Following this meeting, transport arrangements will be made and a start date will be shared with parents/carers and the referring school.

Information required for pupil to be discussed at panel:

Request for placement form (Fully Completed)

Information of interventions/strategies already used by school to maintain pupil in mainstream

Attendance data (request for placement at the PRU is not for non-attendees at mainstream provision)

Safeguarding file

All KS3 PRU placements offered will be reviewed on a six weekly basis. If a pupil meets the PRU re-integration criteria (see appendix) after six weeks then the mainstream school is expected to start re-integration.

KS4 placements are normally for the duration of KS4 with an emphasis on transitioning to further education rather than a return to mainstream school. Re-integration back to mainstream school can still occur if a pupil has only been at the PRU for a short period.

A PRU placement should be up to two terms maximum. Although the LA recognise that there will be a number of pupils/students who will be assessed as having long term BESD and may not be able to return after this time.

All PRU placements will be reviewed with their mainstream school on a termly basis.

Pupils offered a place at the PRU will undergo an assessment period where they will be assessed for the type of intervention required.

Pupils returning to mainstream during their time at the PRU will be supported by PRU re-integration key workers for a fix period as agreed by the mainstream school.

# Appendix

### Y Daith PRU Admission Protocol & Practices

Application from school to panel <ul style="list-style-type: none"> <li>• Completed in full</li> <li>• Senior point of contact identified</li> <li>• Re-integration back to school or new school identified</li> <li>• Pupils to attend mainstream school until start date</li> </ul>	Mainstream school
If approved by panel then application forwarded to PRU	Casework team
Letter/email receipt of application, date stamp application	MS/VH
Interview with parents & school set up (Including Re-integration Keyworkers)	MS/VH (TP/JC)
Interview <ul style="list-style-type: none"> <li>• Start date &amp; review date set (Half termly)</li> <li>• Behaviour targets discussed</li> <li>• Transport requested</li> </ul>	MS
Pen portrait(share with all staff in PRU)	MS
Pupils starts <ul style="list-style-type: none"> <li>• Literacy assessments</li> <li>• Numeracy assessments</li> <li>• Social Emotional Targets Questionnaire – SELFIE</li> <li>• Risk assessment</li> <li>• Pupil file started – Risk assessment, safeguarding, IEP, Pupil work etc</li> </ul>	NFM/RT/SS  All Staff TP/JC
Weekly monitoring of behaviour points & target Attendance monitoring Good work/certificates etc to go into pupil file	Pastoral staff NFM TP/JC
Agreed interventions – Anger management, Self-esteem, etc	NFM/TP/JC
Review meeting with school and parents Half-termly	MS (TP/JC)
Half termly monitoring of attendance, behaviour & targets. If criteria of >=92% attendance, >=85% behaviour and individual targets met then preparation for re-integration starts	TP/JC
Meet with school to agree plan for phased return (up to a maximum of one term) and targeted support from Keyworkers. Share IBP with school.	MS/TP/JC
Preparation work for return to school with pupil (Transport, Uniform, Stationery, Timetable, Worries/concerns, Topics to be taught in subject areas, etc.)	TP/JC
Phased re-integration starts with Keyworker support (up to a maximum of one term) Support will be reduced over time and will be discussed and agreed before re-integration commences.	TP/JC
Put in place support networks/strategies for when Keyworker support ends	TP/JC
Identify finish date/end of support – shared with all parties <ul style="list-style-type: none"> <li>• Literacy teacher assessments</li> <li>• Numeracy teacher assessments</li> <li>• Social Emotional Targets revised</li> <li>• Positive, Triggers and Strategies</li> <li>• Pupil Questionnaire</li> <li>• Parent Questionnaire</li> <li>• Safeguarding file</li> </ul>	NFM/RT/SS  TP/JC
Re-integration Report – to include all information above	Teaching Staff
Personal portfolio (photos, work, etc.)	Teaching Staff
Report sent to school & parent	VH