



Every journey begins with a single step

Admissions and Reintegration Policy

Date ratified: 19/03/19
Date reviewed:

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 learners 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

Y Daith PRU caters for male and female learners 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 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 learners could be eligible for admission to the PRU via the PRU Panel:

- A. Learners leaving the High Street Primary Behavioural Resource Base. Who have a Secondary school identified as student on roll.
- B. KS3 & KS4 learners attending mainstream secondary schools at risk of permanent exclusion or who require specialist support.
- C. Learners permanently excluded from mainstream secondary schools.
- D. Learners moving into the County who have been attending comparable provision.

Dual Roll:

All learners 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 child looked after (CLA).

Admissions procedure:

1. It is expected there will have been intensive school action prior to referral to Y Daith. Admission is gained via a Local Authority EOTAS Panel which meets fortnightly. Only completed referral forms with parental consent and evidence of strategies that have been tried in school will be considered.
2. Cases are presented and then the panel decides whether the application meets the criteria for EOTAS support. 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 the learner, parent(s)/carer(s), school and other relevant agencies. This meeting allows parent(s)/carer(s), school and the learner to meet with the TiC, to share information and to sign relevant forms required by Y Daith. It will also allow for reintegration planning and wellbeing support from sending school to be agreed.
3. 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 learners to be discussed at panel:

Section 7: Document Checklist			
Documents	Please tick	Documents	Please tick
IDP / IBP / IEP		Nurture report	
PSP – Provision Map		Boxhall profile	
Attendance certificate		ELSA report	
Behaviour log		SELFIE data	
Exclusion record		EP report	
Last school report		MDT notes	

All KS3 PRU placements offered will be reviewed on a six weekly basis. If a learner 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, employment or training rather than a return to mainstream school. Re-integration back to mainstream school can still occur if a learner has only been at the PRU for a short period.

Schools must supply to Y Daith all school books and copies of digital learning to enable student curriculum planning.

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

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

Reintegration

When a learner meets criteria for reintegration as per agreed plan set at enrolment.

There will be a meeting held with parent carers and mainstream school.

- To set expectations and timeframe for reintegration.
- To ensure learners can access additional support if needed.
- To access youth services wellbeing support if required.
- To review integration at an agreed timeframe.
- Learners will remain on Y Daith roll for one half term to ensure integration is successful.
- Expectations are that all secondary schools senior leaders and pastoral support leads play a proactive role in reintegration and support Y Daith with a “revolving door” approach to KS3.

Welsh Language Provision

Learners referred to Y Daith from Welsh Medium education will be asked if they wish to follow a Welsh or English Medium curriculum.

Learners who opt for a Welsh Medium curriculum will be supported by a tutor provided by the LA and work provided by their mainstream school.

Learners who opt for an English Medium curriculum will follow the standard programme.

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Appendix

Y Daith PRU Admission Protocol & Practices



Application from school to panel <ul style="list-style-type: none"> • Completed in full • Senior point of contact identified • Re-integration back to school or new school identified • Learners to attend mainstream school until start date 	Mainstream school
If approved by panel then application forwarded to PRU	Casework team
Letter/email receipt of application, date stamp application	MS/ST
Interview with parents & school arranged	MS/ST
Interview <ul style="list-style-type: none"> • Start date & review date set (Half termly) • Behaviour targets discussed • Transport requested 	MS/NFM/SB
Learners starts <ul style="list-style-type: none"> • Literacy assessments • Numeracy assessments • Social Emotional Targets Questionnaire – SELFIE/Boxall • Risk assessment • Learner file started – Risk assessment, safeguarding, IEP, Learner work etc. 	NFM/HH All Staff
Weekly monitoring of behaviour points & target Attendance monitoring Good work/certificates etc. to go into learner file	Pastoral staff LDM Pastoral staff
Agreed interventions – Nurture, ELSA etc.	NFM/HH
Review meeting with school and parents Half-termly	MS/NFM/SB
Half termly monitoring of attendance, behaviour & targets. If criteria of attendance \geq mainstream and individual behaviour targets met then preparation for re-integration starts	MS/NFM/SB
Meet with school to agree plan for phased return (up to a maximum of one term) and targeted support from mainstream. Share with all parties <ul style="list-style-type: none"> • IDP/Individual targets • Literacy assessments • Numeracy assessments • Wellbeing assessments • Positive, Triggers and Strategies • Safeguarding information • Personal portfolio (photos, work, etc.) 	MS/NFM/SB
Preparation work for return to school with learner (Transport, Uniform, Stationery, Timetable, Worries/concerns, Topics to be taught in subject areas, etc.)	JC/SBOW
Phased re-integration starts with initial LSA support Support phased over to mainstream staff over time and will be discussed and agreed before re-integration commences.	MS/NFM/SB
Put in place support networks/strategies for when support ends	JC/SBOW