

Bristol Futures Academy Referral and Admissions Policy

General

1. Bristol Futures Academy (BFA) as an alternative provision academy is its own admissions authority.

The aim of BFA is to re-engage its pupils into education and progression to employment, training or further education. Admission to BFA will be through the referral process outlined in this policy (or any other referrals procedure adopted by Bristol City Council) including referrals from Bristol City Council, Schools and Academies and Bristol's fair access panel (where an alternative provision placement is requested and funded). Referrals may be made at any time throughout the year. BFA will also admit any children with an Education Health and Care plan which names the school.

Number of Places available and pupils supported by the school

2. BFA will provide education for 100 full time equivalent pupils (FTE) aged 14-16 in 2019 but will initially open in 2016 with 30 FTE places. There will be anticipated phased growth as follows:
 - 2016 – 30 FTE places
 - 2017 – 50 FTE places
 - 2018 – 75 FTE places
 - 2019 – 100 FTE places
3. BFA will use a specialist delivery model for personalised, flexible and innovative programmes of study centred on the needs of the individual pupil enabling them to overcome their barriers to learning, equipping them with the skills for future success. The priority of the BFA is to re-integrate the pupil into mainstream provision. For those pupils for whom mainstream provision will not be a solution the focus will be for them to achieve meaningful onward progression.
4. BFA welcomes all pupils who have the potential to benefit from its approach and will consider all referrals, regardless of gender, race, religion, sexual orientation, disability and ability, for young people aged 14 – 16 and are:
 - Not currently in education
 - On a mainstream school/academy roll, but subject to a fixed term exclusion that is longer than 6 days.
 - Schools/academies referral to help improve their behaviour and learning on a short term full or part time basis
 - Permanently excluded pupils
 - Hard to Place pupils
 - Demonstrating social, emotional and educational needs which are appropriate to be suitably provided for by BFA
5. Partnership with pupils, parents/carers, commissioners, educational providers and local employers are crucial to the approach and success of BFA. To ensure clarity of roles and responsibilities partnership agreements will be established with all parties.

6. BFA will offer full and part time, long term and short term placements. BFA will work closely with the commissioners, pupils and parent/carers to ensure that the referral provides the best outcome for the pupil. A personalised programme that incorporates transition arrangements will enable pupils to settle into BFA quickly and confidently with their needs met from the outset.

Registration arrangements

7. The majority of pupils who are on fixed term or part time placement will be dual registered with the mainstream provision as the main registration and BFA as the dual subsidiary registration.
8. In some cases, usually following permanent exclusion, the pupil will be registered solely with BFA and removed from the excluding school's register and become the funding responsibility of the relevant local authority.
9. Although many of the pupils may be dual-registered, BFA will take responsibility for the periods of time when they are attending BFA, including the pupil's attainment and progress.

Referral arrangements

10. There is no direct admission made to the BFA itself by an application from parents/carers and pupils. All pupils will be referred and admitted to BFA through a commissioning process either with the local authority or directly with schools/academies and other educational establishments (commissioners).
11. The responsibility for managing the referral process and the initial point of contact for referrals rests with the BFA Principal in the first year of opening and thereafter the Deputy Principal.
12. Referrals can be made throughout the year by the commissioner completing the commissioners' referral form (Annex A). BFA welcomes an initial contact prior to the formal process for an informal discussion, advice and guidance.
13. The Referral panel will consider these referrals. It will include BFA Principal, SENCO and other external agencies if required

Initial Needs Assessment

14. On receipt of the referral a specialist advisor will be allocated to the referred pupil and commence an initial assessment programme with the pupil being fully engaged and a central part of this process. The specialist advisor will arrange a meeting with the pupil, parent/carer, the commissioner and other relevant professionals as appropriate within 5 working days of receipt of referral. At this meeting the specialist advisor will complete an initial needs assessment with the pupil. The specialist advisor will use this information to develop an individualised programme with the pupil that meets their needs and aspirations. They will also report to the referral panel with any recommendations where appropriate.

Initial needs assessment processes

15. The following are the preferred assessment processes that will be used in the initial needs assessment and in preparing the individual programme.
 - Observation in a variety of settings
 - Meetings with current education provider if appropriate

- Meetings with parents/carers
- 1:1 needs assessment meeting with pupil
- Assessment of academic levels and support needs
- Individual programme planning
- Safeguarding and risk assessments

Fulltime and longer term part time placements

16. The BFA referral panel will meet to consider any applications weekly. They will consider whether the child fits the criteria in paragraph 4 above, whether the school has space available and the agreed start date, and will respond to the commissioner with a decision within 10 days of receipt of referral.
17. Commissioner will have time to consider and accept the place within 5 working days. The student will then be able to commence the induction programme on a timetable agreed with all parties.
18. If the commissioner fails to accept the place within 5 working days, it will be assumed that commissioner no longer wants the place and the offer will be withdrawn
19. Where the referral is the result of a permanent exclusion BFA will work with the commissioner to contract these timescales and process the referral in the shortest possible time.

Fixed term exclusion provision

20. The referral will be made and BFA will accept subject to spaces being available. Contact will be made by specialist advisor with referrer and parent/carer to determine provision to be made.

Oversubscription Criteria

21. BFA will endeavour to admit every pupil who would benefit from the BFA approach. However if at any particular time there are more requests for referrals than there are places available then places will be allocated in the following order:
 - i. Looked after children and previously looked after children, being children who were looked after but ceased to be so because they were adopted, or became subject to a child arrangements order, or special guardianship order.
 - ii. Pupils with exceptional social needs where the pupil's health and/or welfare would be best served by attending BFA. This would need to be evidenced in the form of a letter that demonstrates that the pupil must for medical or social reasons attend BFA over any other school from a relevant professional to support the case.
 - iii. Pupils who live closest to the school. Distance will be measured from the front door of a pupil's home to the front door of the school.

If pupils 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 someone independent of the school.

Waiting lists

22. Given the nature of the referrals, it is not appropriate to maintain a waiting list.

Grounds for refusing to offer a place

- Lack of BFA capacity due to all places being filled

- Referral inappropriate for an AP setting (e.g. the referral is based on a child's academic performance in his/her current setting rather than because of behavioural issues, social or emotional needs).

Appeals against any refusal to accept a referral

23. All referrals will be negotiated in partnership with the full involvement of the pupil, parent/carers, commissioners and school/academy, therefore reducing the likelihood of objections.
24. Commissioners have the right of appeal against the refusal of a place at BFA. Commissioners wishing to appeal should do so in writing to the Principal in the first instance, who will refer the appeal to a BFA referral panel consisting of persons who are not members of the referral panel. The panel will consider the appeal within 14 working days of receipt of the appeal. The reasons for the appeal should clearly set out the nature of the appeal, if possible with supporting documentation. A decision will be made and a response given within 28 days of receipt of the letter of appeal.
25. If the outcome of this appeal is contested then the commissioners can appeal to the Chair of Governors whose decision will be final.

Information Requirements from Commissioners

26. Basic Information will include:
 - referrers contact details,
 - name and address of pupil, date of birth and UPN,
 - details on whether the pupil is a Looked After Child (LAC), on a Child Protection Plan, has a Statement of SEN, or has an Education Health and Care Plan, or assessment under the single assessment framework
 - details of any other agencies involved,
 - information on medication,
 - the type of referral requested
 - details of the referral/commission including a summary of the pupil's situation.
27. The Commissioner will also need to include the following information:
 - BFA Risk Assessment
 - details on strategies/interventions previously used
 - attendance Record
 - record of exclusions listing frequency, number of days and reasons
 - incidents that led to the referral being made
 - current and predicted attainment levels and progress
 - latest Individual Education Plan and Personal Learning Plan etc.
 - details of any child protection and children in care personal education plans
 - other agency involvement
 - any other information deemed relevant to share

Finance

28. There will be a top up charge to the commissioner of £8,000 per full time placement, per academic year. This will be reviewed annually. Any part time or termly fee will be based on a pro-rata equivalence.

29. This top up fee may be higher for a student with a particularly high level of need, based on Bristol SEND High needs funding bands (See Appendix B) , and this will be individually negotiated with the commissioner.
30. All additional funding (for example free school meals and pupil premium where applicable) must follow the individual student.

Approach to barriers to learning

31. The approach of BFA to offer individualised personal programmes devised by an advisor with relevant specialisms, e.g. behaviour for learning and autism, which will ensure that the needs and barriers to learning of all students are effectively addressed. The focus of the specialists will be to empower the student in developing strategies to manage and overcome their barrier to learning e.g. SEN disabilities, English as an additional language etc.
32. Additional needs will be identified and assessed during the referral process and addressing them will be incorporated into the student's individual study programme.

Induction programme

33. Once a referral has been accepted all pupils will receive an induction programme, following on from the initial needs assessment that took place through the referral process. This will consist of:
- Information on BFA policies and procedures for pupils and parents
 - Agreeing the pupil's individual programme and targets, understanding their timetable and the expectations of them.
 - An individual pupil induction - dependent upon programme but including introduction with specialist advisors who will provide the 1:1 support)
 - All pupils will be required to sign up to the BFA's code of conduct
 - An initial review date

Information Sharing with Commissioners

34. Once the referral, the individual learning plan and the support package is agreed with all parties, BFA will be responsible for reporting to the referral organisation.
35. Individual progress reports for each referred pupil will be provided to commissioners once a term i.e. 6 times a year. However, progress reports can be requested on a more frequent basis.
36. The aim of BFA is to reintegrate the majority of pupils into mainstream provision. Therefore the transition process will be part of the individual learning plan and reintegration or progression meetings will take place at regular and frequent intervals.

Equal Opportunities

37. BFA is committed to equal opportunities and admits pupils across the full spectrum of academic abilities. All pupils have equal access to the curriculum and there is a learning support programme for pupils with special needs.

Review

38. This policy will be reviewed annually and any amended policy for the following September will be published on the schools website before the end of the preceding

September (i.e. the policy for 2016 referrals will be published in September 2015). The policy will remain on the website throughout the school year.

Links to other policies

39. This policy should be read in conjunction with the school's other published policies:

- SEN policy
- Curriculum
- Induction process
- Reintegration policy
- Equal Opportunity policy
- Complaints procedure
- Assessment policy
- Safeguarding policy.

EFA

40. Any objections to this referral policy can be submitted to the Educational Funding Agency (EFA) at academy.questions@education.gsi.gov.uk

Appendix A

BRISTOL FUTURES ACADEMY REFERRAL FORM

This referral form is for students who are a cause for concern and require additional support or for whom alternative provision is requested. Please complete this form as fully as you can and any additional reports should be attached; These should include: behaviour plans, IEP/EHC Plan, attendance certificate, most recent academic report and any other information you consider relevant to support this referral.

Completed forms should be emailed to: The Principal at BFA (details to follow)

ACADEMY/SCHOOL DETAILS		
Initiating Academy/School/Local Authority:		
Key Contact:		
Contact number:		
STUDENT DETAILS		
Name:	Year Group:	Pupil URN:
Date of birth:	Male Female	Ethnicity:
Parent or Carer's name:	Relationship to pupil:	Pupil Premium: Yes/No Free school meals Yes/No
Home address:		
Contact phone number:	Home language	

STUDENT BACKGROUND INFORMATION					
Additional family information (siblings, other adults living in the home)					
Is the student in the care of a LA? If yes, name and details of the social worker					
Is the student subject to a child protection plan? If yes, name and details of the social worker					
Please provide information of academic attainment from Key Stage 2	English	Maths	Average		
Please provide most recent current grades for all courses currently studied	English Language	Maths	Science	ICT	English Literature
	Other	Other	Other	Other	Other
Please provide attendance percentages	Last full academic year		This year to date		

<p>Please provide details of any interventions and programmes/plans already put in place to support the student</p>	
<p>Please identify the nature and level of support required for the student</p>	

Please provide full details as to what led to the referral to BFA being made	
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OTHER AGENCIES

Please indicate whether the pupil has had or currently has involvement with any of the following agencies. If yes, please give details as requested below

Agency	Y/N	Contact Person	Address	Telephone
Social Services				
Youth Justice				
Health Authority				
Other (please specify)				

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OTHER RELEVANT INFORMATION

Please indicate any other information that is relevant to this application.

LEARNING SUPPORT (SEN)

Does the student have a statement of SEN or an EHLP? **Y/N**
 If yes please attach a copy to this application.

Disability	Yes
Visual impairment	
Hearing impairment	
Disability affecting mobility	
Other physical disability	
Other medical condition	
Emotional and Behavioural Difficulties	
Mental Health difficulty	
Temporary disabilities after illness or accident	
Profound complex difficulties	
Other	

Learning Difficulty	Yes
Moderate learning difficulties	
Severe learning difficulties	
Dyslexia	
Dyscalculia	
Other specific learning difficulties	
Other	

<p>Is the student on the Code of Practice? Y/N</p> <p>Does the student have High Needs Block funding? Y/N If yes please state the value of this funding.</p> <p>Please indicate below the needs of the student.</p>	
<p>Consent for information storage and information sharing</p>	<p><i>By completing this form, you give the members of the referral and moderation team the authority to collect and retain information about your student which will help facilitate your student's early help and assessment programmes.</i></p> <p><i>Information is held with due regard to the Data Protection Act 1998. IFT is the Data controller for the purposes of the Data Protection Act. If you want to know more about the information the trust holds about you, or the way the trust uses that information, please contact the Information Security Officer</i></p>
<p>Parent/carers signature <i>If submitted electronically please tick the box to indicate you have consent to refer</i></p> <p>I hereby consent to this referral being made:</p> <p>Signed:</p> <p>Please print name:</p> <p>Date:</p> <p>or tick the box to indicate consent given <input type="checkbox"/></p>	
<p>Referrer's signature:</p> <p>Please print name:</p> <p>Date:</p>	

Appendix B



HIGH NEEDS BAND LEVELS

Effective from 01 April 2013

BAND	£ value
0	0
1	2,500
2	5,000
3	10,000
4	16,000
5	25,000
6	35,000
7	Individually commissioned