

Name of Policy	Admissions and Reintegration of Pupils.
School lead	Headteacher
Governor lead	Curriculum Governor
Date of Approval	11 th March 2024
Date of next Review	March 2025
Links to other policies	- Attendance (Reintegration addendum) - Children with health needs who cannot attend school
Display/availability	Website
Signature of chair of Governors/Headteacher	<i>B. Temple</i>

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➤ **1: Policy Statement.**

- This policy outlines the criteria by which pupils are admitted to and reintegrated from the Pilgrim School.
- The commissioner of places at the Pilgrim School is Lincolnshire Local Authority (the LA).
- It should be read in conjunction with current statutory guidance and legislation or successor appropriate statutory guidance and legislation.
- Where there is conflict between national legislation or statutory guidance and local policy, national legislation and guidance has primacy.
- In February 2024 the two key national statutory guidance documents are DfE (a) ((2013) Alternative Provision: Statutory Guidance for Local Authorities, and DfE (b) (2023) Arranging education for children who cannot attend school because of health needs.
- This policy must be executed in a manner which is congruent with the values of the school.
- The policy must be executed in a manner which is congruent with Section 19 of the Education Act 1996; Equality Act 2010 and the DfE (2015) SEND Code of Practice.

➤ **2: Aims.**

- The Pilgrim School will have a clear criterion by which to admit pupils to the school.
- The Pilgrim School will have a clear criterion by which to reintegrate pupils out of the school either back to their mainstream school, or an alternative education setting or to their next phase of learning.
- It clearly outlines the responsibilities of the school.
- It clearly outlines the responsibilities of job roles within the Pilgrim School.

➤ **3: Roles, responsibilities, and implementation.**

- The following have specific responsibilities to achieve the aims of this policy:
- The Pilgrim School will:
 - Provide senior leaders and administration support to attend the EBSA (Emotionally Based School Avoidance) Panel meetings.
 - Support Panel meetings by providing robust challenge to mainstream schools about how the young person can be supported in their current setting.
 - Support panel decisions when a referral to Pilgrim school is accepted.
 - Ensure that Academic Leads and Pastoral Support and Well Being Specialists (PSWS) follow this policy.
- 3.1: Provide a named Pastoral Support and Wellbeing specialist who will:
 - Work within the boundaries of their duties as defined in their job description.
 - Make a home visit in a time frame of no more than two working weeks but in practical terms as soon as possible. The home visit will be to assess pupil need and to ensure that pupil induction documents are completed in a timely manner.
 - Meet and greet the pupil at their first visit to the base, or delegate that responsibility to a colleague if operational necessities dictate this.
 - Take responsibility for monitoring the pupil's holistic process through the holistic data process.
 - Take responsibility for writing a pastoral support plan and collaborate with Academic Lead on the Pupil Passport.
 - Implement and monitor the transition and reintegration plan.
 - The transition and reintegration plan will place a pupils' needs at its centre and will not place undue pressure upon an ill child.

- With the academic lead arrange for review meetings at the 6,12 and 18 week point after the referral has been accepted.
- 3.2: Provide a named academic lead who will:
 - Arrange a curriculum meeting with the mainstream school within two working weeks and as soon as reasonably possible. This meeting should be set when the referral is accepted and is dependent upon the home visit meeting taking place before the curriculum meeting is arranged.
 - Negotiate an appropriate curriculum for the child ensuring that the curriculum will enable the pupil to make good progress across a broad, balanced curriculum with a focus on English, Maths and Science with IT; DfE 2013 (a) Alternative Provision.
 - Determine whether the pupil is best placed to complete a mainstream school-based curriculum or whether they would be best placed on a Pilgrim planned curriculum qualification.
 - Ensure that the pupil passport is completed and maintained.
 - With the Pastoral Support and Welfare Specialist arrange for a review meeting at the 6,12 and 18 week point after the referral has been accepted.
- 3.3: Subject leads and subject teachers will:
 - Ensure that baseline assessments are complete as soon as reasonably possible.
 - Ensure that the subject specific aspects of the pupil passport are completed and updated on a regular basis.
- 3.4: Senior leaders will:
 - Ensure that the key documents such as pupil passports and pastoral plans for each pupil are appropriate and of sufficient quality.
 - Approve the curriculum arrangements for each child.
 - Monitor the pastoral progress of each child.
- 3.5: The SENCO will:
 - Liaise with the mainstream school SENCO regarding provision on the EHC plan.
 - Request an early annual review for a pupil with an EHC plan if it is felt SEND needs rather than health are a barrier to attendance.
 - Ensure that appropriate information from the EHC plan is placed on the pupil passport.
 - Ensure that there is an individual learning plan for pupils as appropriate.
 - Liaise with the local authority for any pupil placed here with an EHC plan.
 - Determine if a pupil with an EHC plan can have their needs met and allow the Pilgrim school to be named on the EHC plan.
- 3.6: The Governing body will:
 - Monitor the admissions of pupils to the school.
 - Ensure that the admission criteria are consistently applied.
 - Review the local offer as a way of describing what SEND needs the school can meet.

➤ 4: The policy will impact upon the performance of the school by.

- Ensuring that there is a consistent approach to admission to the school.
- Ensuring that only appropriately placed pupils are at the school.
- Ensuring pupils can reintegrate or move onto their next phase of learning when they are ready.