

The Ladder School referral arrangements for 2017/18

Introductory statement

The Ladder School is an alternative provision free school providing an effective academic and vocational education for students for whom mainstream schooling has been challenging and ineffective. The school takes its name from the royal-led 'Ladder apprenticeship campaign'; a partnership between media organisations, employers and the third sector which has so far created over 2,000 apprenticeship jobs throughout London and the West Midlands.

The aim of The Ladder School is to re-engage its students into education and progression to employment, training or further education through the excellent teaching of high quality qualifications and the very best personal coaching in a safe and valued environment free from 'stigma' and prejudice. Admission will be through the referral process outlined in this policy. Referrals may be made at any time throughout the year.

Number of places available

In September 2017 the school will provide education for 40 students aged 13-16¹. These places will be a mix of full time and part time places. At full capacity the school will provide education for 112 students aged 13-19.

Illustrative FTE student numbers by year group:

Students	2017	2018	2019	2020
Key Stage 3	8	12	16	16
Year 10	16	24	16	32
Year 11	16	32	32	32
Year 12		14	16	16
Year 13			14	16
Total	40	82	94	112

Registration arrangements

Where students are on the roll of another school and attend for a short period of time (i.e. mostly fixed period exclusions or a school educating a child off-site) the student will be dual registered at his current school and this academy.

Where students are not on the roll of another school (i.e. mainly where they have been permanently excluded) they will be registered at this academy. When a child has been permanently excluded or for some other reason mainstream education is not appropriate, the Ladder School will work with the Local Authority through the established forums and procedures including the local Fair Access

Protocol to support their return to mainstream education. The school's personal coaches will lead this support by developing and enacting individual reintegration plans where appropriate.

Students supported by the school

The school will specialise in providing places for:

- Students who have become disengaged in mainstream provision and exhibit persistently disruptive behaviour within a mainstream setting;
- Students who have failed to reengage with mainstream schooling through a managed move to a different school;
- Students who are at risk of permanent exclusion;
- Students who have been permanently excluded;
- Students who do not have a school place and mainstream education is not appropriate.

Referral arrangements

To acquire a place at the school, children must be referred by an educational establishment or local authority (commissioners). Commissioners will use the referral form on the school website [ladderschool.org/referral].

Commissioning process

Point of contact

The point of contact for commissioners is [The Principal], The Ladder School, [Address TBC] Walsall.

School and academy commissioners

When the commissioner is an individual school or academy it will be purchasing individual places at the school for a student. A contract agreement (similar to that used with a Local Authority commissioner – see below) will be drawn up under an agreed Outline Service Specification. Data regarding all referral requests, offers and enrolments will be shared with Walsall Schools and the LA through existing local forums and protocols including the Walsall Inclusion Partnership (WIP) and the Local Fair Access Panel (FAP).

Local Authority commissioners

When the commissioner is a local authority, it will be purchasing places at the school. A contract agreement will be negotiated and drawn up to provide a number of places under an agreed Outline Service Specification. The Specification will set out the obligations of the school, the commissioning authority and the child's host school so that all parties are clear about: what will be delivered; how; when; at what price; the responsibilities of the parties to the agreement to maintain the highest level of support to the child; and what monitoring arrangements will be agreed to review the contract performance. The school will seek and welcome contractual arrangements with key local authorities proximal to the school. The contract monitoring review process will be on a six weekly basis in agreement with the commissioner. The school will collate demographic and outcome data gathered in relation to the pupils' needs, attendance, academic performance and

behavioural presentation in the school. This will be reviewed jointly with the local authority commissioner on an agreed schedule.

Funding

The total funding for each student at the Ladder School is comprised of the following elements. (1) Each full-time equivalent place in alternative provision free schools will attract base funding of £10,000 per place. (2) Commissioners will provide £6,000 top up funding for each full-time equivalent student (or pro-rata amount for a part time place). (3) Any additional funding intended specifically for an individual student's education (e.g. SEND funding and Pupil Premium) must also 'follow the student' and be released by the commissioner to the School.

Additional fixed charges (e.g. re-integration and transition support provided by Ladder School staff in or on behalf of commissioning schools) will be reviewed annually and published as part of our charging policy posted on the **statutory information section of the school website**.

Induction

The induction into the Ladder School is carefully designed to provide a thorough introduction to the ethos and culture of the school and provide staff with the all the information they require to ensure students are supported and challenged to achieve their best on the journey of academic and personal development to become employment-ready. The induction process will usually begin with meetings (attended by school staff and the student's family) at a student's home and the referring school. Induction activities then continue at the Ladder School. The initial induction period is 3 days followed by an extended period of 3 weeks while attending school with a full timetable.

Students completing the induction at the Ladder School will meet key staff including senior managers, teachers and personal coaches before meeting students at the school. All students will undertake baseline tests in English, Mathematics, reading (age and comprehension) and spelling as part of the initial induction to the school. Other tests for identifying barriers to learning or required access arrangements in examinations (including dyslexia assessments and free writing speed assessments) will also be used as appropriate.

Students will also complete an 'attitude to learning' assessment with the personal coaching team during induction.

A Support Provision Plan will be created for every student as part of their induction into the Ladder School which will be reviewed regularly by staff.

The admission of students with special educational needs.

Students with a statement of special educational needs or education health and care plan naming the academy will be admitted.

Criteria to be applied in respect of other pupils when oversubscribed.

The following oversubscription criteria will apply when there are more referrals than places available, in order of priority:

1. Students who are or were previously looked after by a Local Authority (as defined by the Children Act 1989)

2. Students who are attending one of the Walsall secondary schools represented at the Walsall Association of Secondary Heads (WASH)
3. The reason for student referral includes a recommendation from a medical or healthcare professional
4. Students who have had multiple fixed term exclusions or managed moves to different secondary schools
5. Students who live closest to the school. Distance will be measured in a straight line from the centre point of the student's home address to the centre point of the school's address using an online computerised measuring system with those living closer to the school receiving the higher priority. This process will be independently verified by someone independent of the school or academy trust.

Definition of a home address: The home address of a child is considered to be the permanent residence of a child in a residential property when the place is offered. The address must be the child's only or main residence. Documentary evidence of proof of actual permanent residence at the property concerned will be required. Where parents have shared responsibility for a child and the child lives with both parents for part of the week, the main residence will be determined as the address where the child lives for the majority of the week.

Offers

If we can accept a referral² we will write to the commissioner accepting the referral, including financial requirements (e.g. the agreed top-up fee, any additional SEND funding and eligible Pupil Premium) the support to be offered, and an agreed start date within 2 weeks of the accepted referral³. The confirmation letter will also state the date by which the offer should be accepted and confirm the school's address to which to respond.

Procedure following an offer

When offer letters are sent, if the commissioner fails to accept the place by the date set out in the letter, it will be assumed that commissioner no longer wants the place and the offer will be withdrawn.

Appeals against any refusal to accept a referral

The commissioner should write to [the Principal] outlining reasons supporting the referral and any supporting documentation. The Principal and representative of the school's local governing body will consider this and reply within 15 days, stating the school's position. If following this process the school does not offer a place, the commissioner may make a **final appeal** and request a review from the academy trust. Cases will then be heard by at least 3 persons unconnected to the school within 20 days of the final appeal being received and final outcomes notified within 5 working days of the hearing.

² Referrals will be accepted unless the following apply; (1) the commissioner fails to fund the place, (2) the commissioner is seeking to inappropriately refer the child on grounds of academic ability only or (3) the school is full.

Complaints

Any objections to this policy or its application should be raised with the school through its normal complaints process which is published under the **contacts us section** of the school's website.

If the complainant is not satisfied with the resolution, they are able to complain to the Education and Skills Funding Agency (ESFA) at Academy.QUESTIONS@education.gsi.gov.uk.

Equal Opportunities

The academy 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 needs.

Review

This policy will be reviewed annually and any amended policy for the following September will be published on the school's website before the end of the preceding September (i.e. the policy for 2018 referrals will be published in September 2017). The policy will remain on the website throughout the school year.

Links to other policies

This policy should be read in conjunction with the school's other policies published under the **policies section** of the school website. Other related policies include:

- SEN policy,
- curriculum,
- induction process,
- reintegration policy,
- equal opportunities policy,
- complaints procedure,
- assessment policy,
- safeguarding policy;

Referral Form

SECTION 1A – Student (Summary)					
Student Name					
Preferred Name (where applicable)					
Pupil DOB & Year Group					
UPN					
Ethnicity	Gender	EAL / Home Language(s)	SEN/D	Pupil Premium	FSM
LAC	Statutory Child Protection Plan	Safeguarding MASH / MARF Referral(s)	Child in Need Plan	Early Help	External Agency Involvement

SECTION 1B – Parental Responsibility	
Parent (with parental responsibility) Name	
Home Address	
Parent contact Telephone Numbers.	

SECTION 1C – Commissioner	
Commissioning Body (LA / School / Academy)	
Commissioner Contact Name / Tel No.	

SECTION 1D – School History	
Current or Most Recent School / Academy	
School contact Name / Tel No.	
Previous Schools (Managed Moves)	
Previous Schools (on roll)	

SECTION 2 - Safeguarding and External Agencies (detail)					
<i>Tick</i>	Statutory Child Protection Plan	Safeguarding MASH / MARF Referral(s)	Child in Need Plan	Early Help	External Agency Involvement
At risk <i>(Please circle)</i>	<i>Offending</i>	<i>Anti social behaviour</i>	<i>Arson</i>	<i>Physical Assault</i>	<i>Bullying</i>
	<i>Young Carer</i>	<i>Self Harm</i>	<i>CSE</i>	<i>Mental Health</i>	<i>Other</i>
<i>Brief / current position & names and telephone number of agencies involved and the Lead Professional where appropriate.</i>					

SECTION 3 - Parental Engagement and Other Significant Adults	
Parent (with parental responsibility) Name and Telephone Number.	
Is the parent in support of this referral?	YES / NO / UNKNOWN
Parental Comments	
Other Significant Adults and Relationship with student.	

SECTION 4 – SEND	
Level of SEND <i>Also State SENCO involvement, investigation & how the SEND presents in school</i>	
Does The Disability Discrimination Act apply?	YES / NO
How have 'Reasonable Adjustments' been made?	

SECTION 5 – Ability, Potential and Progression Pathways

Primary School End of KS2 SATS Results, Teacher Assessment										
Secondary School KS3 Progress and Teacher Assessment										
Current 'Working At Grades'	EN	EN LIT	MA	SCIENCE	HUMANITIES	MFL	OTHER	OTHER	OTHER	OTHER
End of KS4 Predicted / Projected Grades										
Examining Bodies (Where a students has already begun GCSE study)										
	EN	EN LIT	MA	SCIENCE	HUMANITIES	MFL	OTHER	OTHER	OTHER	OTHER
Other Tests / Assessments	Reading Age (and date test completed)			Spelling Age (and date test completed)			CAT / YELLIS etc. (and date test completed)			
	Examination Access Arrangements			PASS / Other Attitudinal Assessments						
Attendance at School	Attendance so far this year			Attendance last year			Attendance year before			
Fixed Term Exclusions	Fixed Term Exclusions this year (Days and Instances)			Fixed Term Exclusions last year (Days and Instances)			Fixed Term Exclusions year before (Days and Instances)			

SECTION 5 (Cont.) – Ability, Potential and Progression Pathways

<p>Interests and Activities Outside of School (positive)</p>	
<p>Career aspirations Sector areas of interest for Further/Higher Education, training, apprenticeships, future career.</p>	

SECTION 6 – Summary Reasons for Referral (to be completed by the commissioner)

<p>Current challenges for the student</p>			
<p>Student Needs not being met by Current school placement</p>			
<p>Preferred programme of study / intervention (linked to section 5)</p>		<p>Expected Duration of Placement at The Ladder School (linked to section 5)</p>	
<p>Expected Outcomes of Placement at The Ladder School (linked to section 5)</p>			
<p>Signature</p>		<p>Date</p>	

SECTION 7 – Referral Outcome and Offer (To be completed by The Ladder School)

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Actions / Next Steps

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Signature

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Date

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