

# **Referrals to WSAPC**

If Fair Access (FA) have agreed to refer your pupil for a place, there follows a process, which you may find helpful to know. Underpinning this process is the recognition that a mainstream school offers most pupils the best opportunities and the aim is for all pupils to integrate back to a mainstream setting.

The governing board must comply with the Education Regulations 2010 and must show regard to [Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies](#) (legally applies to maintained schools and academy trusts are also encouraged to follow this guidance) and [DFE Suspension and Permanent Exclusion Guidance](#) Paragraphs 35-46.

[Keeping Children Safe in Education September 2022](#) states that where a school places a pupil with an alternative provision provider the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil (KCSiE Para 326) Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff (KCSiE Para 327)

## **Attendance**

Once a place is made available at WSAPC for a pupil who has been Directed Off Site (DOS) their attendance will be monitored. The pupil will be placed on the roll of WSAPC on the first day of attendance. Until this time the home school will have sole responsibility for the pupil. WSAPC will advise the home school of any non-attendance. Should the pupil not regularly attend WSAPC, there will need to be a review meeting including school, carer, WSAPC, Fair Access and other agencies if involved, to discuss ceasing the placement or alternative next steps.

## **Assessment**

Best practice is that detailed learning and behaviour assessments of pupils are undertaken by schools prior to seeking WSAPC intervention. However, WSAPC will support with pupil data, reports & assessments where required.

## **Outcomes**

The individual pupil commissioned outcomes are drafted by Fair Access and are discussed at the initial planning meeting. It is the commissioner's (school) responsibility to ensure that the outcomes facilitate the desired target of a successful reintegration to school.

## **Planning for Change**

When the pupil has been referred for Blended Learning or a Directed Off Site Placement, there will be an initial planning meeting to include all relevant

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stakeholders. At this meeting, the Provision Planning Review document (PPR) will be discussed and updated, which will outline the journey of the pupil in WSAPC. The outcomes will be the criteria against which success is measured. WSAPC employ a gradual integration building upon success with the aim of the pupil being offered a full timetable by the end of week 3.

At each meeting a review meeting will be scheduled. It is important for the pupil to feel they are still part of your school community. Where an after-school club or similar could still be accessed by the pupil, this should be considered to be a part of the plan.

## **Keeping in Touch**

In addition to the PPR, WSAPC will forward a weekly attendance document to school and a half termly report of progress.

Schools should nominate a key member of staff to maintain contact with the pupil including visits to WSAPC.

## **Reviewing Progress**

Review meetings with parent, school and any other appropriate agencies will be held at least half-termly. At these meetings, the success towards outcomes will be discussed and the PPR will be updated. Should the intervention of WSAPC be seen to be ineffective, school should be considering other ways to support the pupil, e.g. referral to other services, consideration of EHCNA. Schools should be mindful that the pupil is still their pupil and on their school roll.

## **Reintegration**

Schools are expected to consider the strategies and support identified by WSAPC to be a part of the reintegration package to school. If the context remains the same, so might the behaviour.

If a pupil is undergoing an EHCNA, this is not a reason to extend placement at WSAPC. Even if a special school is identified as the long term provision, pupils should be welcomed back to school after a period at WSAPC. WSAPC does not have the capacity, nor is it appropriate, to offer long term placements for pupils undergoing an EHCNA.

## **Funding**

Any pupil on dual roll with WSAPC will incur a charge in accordance with the annual Letters to Heads.