

Catch22 Independent Schools Policy

Admissions and Referrals Policy

Include Suffolk Primary School

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Head Teacher
Queries to:	Head Teacher
Date created:	August 2019
Date of last review:	September 2026
Date of next review:	September 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All Education Staff

Catch 22 and Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

Our School Vision:

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

1. What is this policy about

This policy explains how referrals to Include Suffolk are considered, how placement suitability and availability are assessed, and how children are supported into and out of provision. Include Suffolk is a specialist primary alternative provision commissioned through Suffolk County Council.

2. Who does this policy apply to

This policy applies to Include Suffolk leaders and staff involved in referrals, placement decisions and transition. It is also intended to explain the process to commissioners, referring schools, parents and carers.

3. Policy requirements

Overview

Include Suffolk works with primary aged children who are experiencing difficulty accessing their current education. Our usual offer is approximately two to three terms. The purpose of each placement is established through assessment and agreed planning, with progress and destination reviewed throughout.

The re-engagement pathway supports children who are likely to return to mainstream school. The specialist pathway supports children whose needs suggest that specialist provision is likely to be the right destination. Children on the specialist pathway may need longer than our usual two to three term offer while the assessment pathway progresses and the right specialist provision is secured. Assessment informs the pathway and is not a separate pathway.

Number of places available

Current building capacity provides up to 30 places in Ipswich, 14 in Bury St Edmunds and 22 in Lowestoft. The suitability of a place is considered alongside the capacity, staffing and needs of the current group at each site. Include Suffolk does not currently provide outreach.

Placement suitability and decision making

Include Suffolk considers each referral individually to determine whether a placement is appropriate to the child's identified needs and intended

educational outcomes. Decisions are not based on a single diagnosis, presenting behaviour or threshold. They are informed by information provided through the Suffolk Alternative Provision referral process, discussion with relevant professionals and, where appropriate, further assessment and transition planning.

The decision-making process considers:

- The purpose of the referral: barriers to accessing current education, support already tried and the intended outcome of an Include placement.
- The child's educational, developmental, communication, social, emotional and mental health needs, including EHCP or SEN support information where applicable; their strengths, views and family perspective.
- The support, safeguarding arrangements, reasonable adjustments and individual risk planning needed for the child to participate and make progress.
- The likely pathway and destination: re-engagement towards mainstream, or a specialist pathway where assessment and a suitable specialist placement may take longer.
- Whether Include can meet the child's needs safely and effectively within the available environment, staffing, group and site capacity.

Eligibility for alternative provision, suitability for Include Suffolk and availability of an appropriate place are considered separately. A child may be suitable for Include even if an appropriate place is not immediately available. Equally, a vacancy alone does not establish that Include is the right provision.

Where information is incomplete, the team seeks clarification and may defer a decision while the relevant assessment or planning takes place. Where a placement cannot be offered, the reasons are recorded and explained to the local authority and referrer, with the child's needs and potential next steps identified.

Referral and assessment process

Referrals are received through the Suffolk County Council alternative provision inbox and passed to the Headteacher and Deputy Headteacher, then to the

relevant Assistant Headteacher and Advocate. The Assistant Headteacher and Advocate review the paperwork together, identify gaps and contact the school referrer, or the parent or carer where appropriate, to arrange observation.

The team requests relevant pupil information, including a pupil profile, EHCP or SEN support information, existing risk assessment, baseline assessment information and a Strengths and Difficulties Questionnaire where available. School and home observations gather the child's, family's and professionals' views and help identify a suitable pathway. The Assistant Headteacher, Advocate and Headteacher or Deputy Headteacher then meet to decide the response. The local authority, parents and school referrer are informed using the response form.

Offers and transition into Include

Once a place is agreed, Include contacts the family to arrange initial visits and shares the pupil induction pack. These visits normally include a tour after the school day, meeting the class team and a short class taster session. The Assistant Headteacher or Advocate works through the admissions information with parents or carers. Safeguarding, baseline and SEND information is handed over to the class team, and arrangements for attendance, safeguarding and progress reporting are agreed with the referring school.

The child's transition plan can build attendance over time according to need. Weekly reviews with the class teacher, Assistant Headteacher and SENCo, daily teacher check ins with parents, and weekly Assistant Headteacher or Advocate contact support adjustment. During the first half term, staff develop the pupil support plan, risk assessment and SEN support plan with child and parent views, and complete learning baselines.

Transition out of Include

Towards the end of a placement, the site Assistant Headteacher reminds the referring school, local authority and family of the planned end date and arranges a meeting to agree next steps. Where a further period at Include is proposed, the referring school submits a new referral through the local authority for consideration by the Headteacher or Deputy Headteacher and Assistant Headteacher.

When a child is moving on, Include works with the receiving school, child and family to create an individual transition plan. This may include supported visits and a gradual increase in time at the new setting, with regular reviews and contact with parents. Relevant safeguarding, assessment and SEND information is shared securely, and Include submits the local authority AP exit form. We seek feedback from the child and family and check how the child is settling at three, six and twelve months.

Placement availability and decisions

If suitable referrals exceed appropriate places, Include discusses availability and priority with the local authority commissioner, considering each child's needs, urgency, intended placement purpose and the suitability of the available site or group. A decision not to offer an immediate place is communicated with its reasons. A request for reconsideration may be made to the Headteacher, and concerns may be raised through the Catch22 complaints process.

Pupil registration and information sharing

Registration and information sharing arrangements are agreed with the commissioner and the child's current school before the placement begins. Where a child remains on the roll of another school, the parties confirm dual registration, attendance recording, safeguarding communication and reporting responsibilities. Where there is no current school roll, arrangements are agreed with the local authority in line with applicable requirements.

4. Related policies and documents

Include Suffolk Referral Process

Include Suffolk Transition In Process

SEND policy

Safeguarding policy

Behaviour policy

Complaints, compliments and feedback policy

5. Review

The Headteacher will review this policy annually, and sooner if commissioning arrangements or relevant guidance change. Any revised version will follow the appropriate Catch22 approval process.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Online E-Safety Policy
EIA completed by:	Executive Assistant
Date of assessment:	September 2023
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

in their maternity period following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes

N/A