



regencysource
success through partnership

Admissions & Referrals Policy

May 2025

Introduction:

The senior leadership of Regency Source place great importance on, and are committed to, ensuring the equity and equality of access and outcomes for all young people. This policy will set out the procedures and practice for managing internal and external referrals for commissioners of our services. The company is committed to ensuring the safeguarding of young people and vulnerable adults and this policy has due regard to the Data Protection Act 1998, School Admissions Code 2014, and subsequent policies which may be linked also within Regency Source.

The purpose of our policy is to provide commissioners with clear information about our services, costs, processes and procedures so they are able to make an informed decision, dependent on the individual needs, regarding the educational provision on behalf of the young people and their families.

Statutory Guidance & Legislation:

- Section 19 of the Education Act 1996, as amended by section 3A of the Children, Schools and Families Act 2010;
- Section 29A of the Education Act 2002;
- Sections 6A and 100 of the Education and Inspections Act 2006;
- Sections 1C and 4 of the Academies Act 2010 (as amended);
- The Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007;
- The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007;
- The Education (Educational Provision for Improving Behaviour) Regulations 2010;
- The Education (Short Stay Schools) (Closure) (England) Regulations 2010;
- The Pupil Referral Units (Miscellaneous Amendments) (England) Regulations 2012;
- The Schools Forums (England) Regulations 2012.

Provision of Services:

Referrals:

All referrals to Regency Source Alternative Provision including on roll school requests are initially dealt with by the head of centre (Tarra Birkin), the single point of access to all education services provided.

The referral process begins with an initial enquiry from a range of commissioners and parents, including;

- Individual schools or academies
- Children's social care
- Independent social care
- County/City Council educational practitioners (EOTAS, FAP, ICDS, Virtual School)
- Health and care pathways
- Any other educational provision commissioned

A referral is made through the completion of the relevant referral information forms, a Learner Profile (Appendix One), and (where appropriate) a Risk Assessment (Appendix Two). This is usually emailed to us.

Other information pertinent to the child and family may also be given, including (but not limited to):

- Copy of the most recent EHC.
- Social care history and current familial circumstances.
- Psychiatric or paediatric assessments.
- Outline of the child's medical history.
- Any other reports which may serve in facilitating a successful placement e.g. placement reports, care plan, risk assessments, review reports (RCPC, Core Group).

At this point, the referral is checked to see what support is required and how we as a company can support the child and family to successful outcomes. All information is then discussed with the senior leadership team (Matt Thorne – Head of AP, Helen Redfern – Managing Director, Tarra Birkin – Deputy Head of AP) to decide on an action for further supporting the child and family.

The Head of Centre will then contact the relevant commissioning organisation (school or local authority) and set a scheduled date for the next step in the referral process itself.

Requests for support and commissioned work will be responded to in the following ways:

- There is usually a response date attached to requests from the local authority and these will be adhered to. Response forms will be completed either by Tarra Birkin (Deputy Head of AP).
- Once we have been notified that our written response to a request has been successful, we will contact the commissioning officer directly to arrange a visit to the provision with a family member where appropriate.
- If the referral has come direct from a school or academy, we will ensure a swift turn around from point of referral to arranging a visit to site with a member of staff from the school or academy along with the student and a member of the family or appropriate adult.
- At this stage, the meeting remains informal and is a chance to introduce the family to the setting, begin to establish an understanding of the level of need, interests and current reasoning for requiring alternative provision.
- Following on from a visit to site, contact will be made to the family to discuss a potential home visit and if the family are wanting to work with us. Once an agreed home visit has been set, at this point a home / school agreement, behaviour contract, consent forms and any further information is shared before setting an agreed start date for the student.
- Upon entry to the site, an initial assessment will be carried out within the first few weeks in order to establish an accurate base line and starting point for the student.

The admission of a child to the services provided by Regency Source Alternative Provision is a process that demands sensitive and skilful handling. It can be a stressful and an anxious time for both the child and the parents or carers. An understanding of the underlying issues which have resulted in a young person being referred to a provision outside of mainstream education is essential to be able to offer the appropriate support. Therefore, in parallel to the practical and administrative issues which need to be dealt with, our procedures also endeavour to support the emotional needs of the child and family.

Therefore:

1. The Head and Deputy Head of Alternative Provision will take every step to ensure that the young person is supported during the initial assessment process and will ensure that the staff allocated to work with the student are fully aware of their needs.
2. The Head and Deputy Head will ensure that there is a key worker that spends time with the student for the first 4 weeks to ease transition to us. This is to build a relationship with the student and the family, to help ease the student in to a routine with us and begin to process the key information amidst this settling in period.

3. The Head and Deputy Head will ensure that all information is accurate and systems are in place for the child. This will include emergency contact details, risk assessments, learner profiles, CPOMS registration. All information pertinent to a successful placement will be disseminated to the team following GDPR and safeguarding procedures.
4. All initial sessions with the young person are carefully coordinated to allow a successful transition to us. At the end of the 4 week period, a review takes place between the commissioning organisation, Regency Source Alternative Provision, the child and family. At this stage, we ensure we are the correct provision for the student and continue to work with them. If at any stage the student or family feel we are not, then the provision may come to an end.

Cost of Provision:

The cost of any provision is an integral part of the commissioning process. At Regency Source, we aim to make our timetables flexible to adapt to the changing needs of the young person. Ultimately, costs may vary depending on the approved timetable between Regency Source and the commissioning body.

For specific details on the cost, please refer to the Service Level Agreement which is sent directly to the school or commissioning organisation at the beginning of January each year.

Receipt of Referral:

As mentioned earlier, referrals are predominantly received electronically. Any information relating to a young person who do not go on to receive any services from Regency Source Alternative Provision is confidentially destroyed. However, decisions relating to allocating provision are recorded and stored securely in line with GDPR (2018).

Allocation of Referral:

Decisions to an approved referral are made on the following criteria:

- Current capacity and availability of staff and provision in the required locality.
- Whether the emotional and mental health needs of the child and family can be met within our range of services.
- Whether the educational needs of the child can be met within the range of our services.
- The potential risks the child could pose to other students and staff.
- The vulnerability of risks to the child posed by others.
- The overall suitability of placement within the current pupil group and the likely impact of this for new and existing students.
- Whether our services can meet the specific needs of the student and family.
- Any other individual resources which might need to be provided to meet specific needs of the child.

Referral Priorities:

The referral priorities are significant where capacity is limited within the provision. In these, cases, the following criteria will be used. They are in no particular order. We will always prioritise those most in need.

- Looked after child, child in care.
- Child in Need, Child Protection.
- Without a school place.
- No current access to full time provision.
- Placement due to fair access protocols.
- Education Health Care Plan.
- Currently being assessed for an EHCP.
- At risk of permanent exclusion.
- In custody, due for release, subject to a court order.
- Currently supported after adoption.
- Health related issues.

Referral Timescales:

Decisions regarding the offer of provision are taken by the senior leadership team of Regency Source Alternative Provision only. These decisions are made within a 48 hour period from point of referral. The senior leadership team take in to account the individual needs of each student, where they live, the nature of work to be commissioned and allotted resources required. Ultimately the decision is based on whether we (as an organisation) can meet the need of the student. Upon a decision being made, this is communicated with the commissioning organisation on the same day of a final decision being reached.

Core Offer:

Our core offer is a broad and balanced curriculum focussed around English and Maths. We value foundation subjects and to engage students more in foundation style subjects we offer projects for them to work through. This may then include elements of History, Geography, the arts and Science where possible. PSHE is taught daily and follows a recommended scheme of learning put together by the PSHE Association.

Our values, adaptability, nurture and care for our students is at the very core of what we do. We recognise that our students are coming to us for a variety of reasons and as part of our core offer we pride ourselves on making our students feel welcome, safe, secure and nurtured. Research shows that when children feel safe and secure, they learn best. It is our aim to get the former correct which positively impacts on the latter.

Baseline Assessments:

Regency Source will assess a student's baseline academic level. We aim to avoid extensive paper-based assessments, favouring assessments which encourage active participation.

At Key Stage 3 (year 7 and year 8) we will assess a child based upon exit from Key Stage 2 (working towards, expected or working at greater depth).

At Key Stage 3 (year 9) and Key Stage 4 we will assess a child based upon Functional Skills from Entry Level 1 to Level 2.

These assessments form only an indication of the student's potential, and we are aware that assessments can cause stress and anxiety within vulnerable learners. Therefore, summative assessment data – although can be indicative – is also taken alongside formative assessment and observations of student academic performance over time.

Agreement of Commissioned Work:

Commissioned work with Regency Source will always require a service level agreement (SLA). An SLA includes:

- Expectations, terms and conditions.
- Confirmation of start date of the agreement
- Agreement of termination process
- Monitoring and summary agreements including health and safety inspections
- General cost of provision

Service Level Agreement (SLA):

At the start of January, an updated SLA will be sent to the key contact within the commissioning organisation. This stipulates the legal rights we are bound to when working with children and young people, the expectations of all parties and the commitment from all parties to work collaboratively for the child and family.

For a copy of the SLA, please refer to the contact officer within the commissioning organisation or email the Head of Alternative Provision (matt@regencysource.com).

Transition:

No transition should occur without the written agreement of the commissioner, where additional resources may be required.

Regency Source Alternative Provision places high importance on the need for transparency, flexibility and progression of transition.

Transition is viewed as:

- A process, not an event! It is a continuous process which is assisted by agreed, clear decisions at significant points, with actions that are followed up.
- Transition planning and provision is personalised and based upon accurate and up to date information about the student's progress.
- Assessment is holistic and addresses the emotional health and wellbeing needs and the care needs of students, as well as their educational needs.
- We endeavour to start the transition process for a student in good time to allow all necessary information to be gathered and procedures to be followed, specific to the point of transition.
- Transition planning meetings (wherever possible) are person centred to ensure that students and their parents/carers are at the centre of the process and are supported to be fully involved.
- All relevant agencies will be invited to contribute to the transition planning process and to attend planning meetings where appropriate.

- Transition arrangements are reviewed in a variety of ways to ensure the learner is on track, for example through end of term reports, curriculum planning meetings and education, health and care plan reviews.
- Transition issues are recognised as a key strategic priority within Regency Source.

Transition Journey:

At Regency Source Alternative Provision, day one is vital to a successful partnership. We work closely with our commissioning bodies to ensure that this transition to us is smooth, calm and supportive for the children and the families.

The transition process will look like:

- 1) Commissioning bodies inform the Senior Leadership Team of Regency Source with potential students.
- 2) Information is requested about the student (learner profile).
- 3) The Senior Leadership team meet regularly (referral timescales) to discuss the viability of the student placement.
- 4) A visit is arranged for the student to come to Regency Source Alternative Provision.
- 5) After a successful visit, members of the team will attend a home visit to informally discuss the placement with the family/carers.
- 6) Further information may be requested regarding academic performance, SEND, attendance, behaviour, medical needs, family history, safeguarding and external agencies. (There may be instances for more information.)
- 7) A behaviour contract and expectations of placement will be signed by the Head of Alternative Provision, Family/Carers and the Student.
- 8) A date will be set for the start of the placement within a 10-working day timescale where possible.

Getting transition correct is vital as it sets the tone for the culture of expectations, learning and behaviour we expect at Regency Source.

Support for Families, Parents and Carers:

Regency Source recognises that changes to educational provision can affect the whole family and not just the young person involved. Many parents and carers come to Regency Source following a long and painful journey. Arriving at Regency Source can be perceived as a last resort for their child, or it can be a relief.

Either way, parents and carers have a large role to play in the success of the education programmes offered to our young people. Parents and carers will always be invited to take an active role in their child's education. We offer a supportive and encouraging atmosphere whereby parents can and are actively encouraged to visit us and discuss their son / daughters needs.

Process and Procedures:

To refer young people to Regency Source Alternative Provision, commissioners can submit referral information to:

tarra@regencysource.com

Allocating resources relating to new cases are made by the Senior Leadership Team every Tuesday and Thursday (during term time). We aim to communicate decisions to commissioners within 48 hours of the panel meeting. All commissioned services are confirmed through a Service Level Agreement.

GDPR:

All data within this policy will be processed in line with the requirements and protections set in the General Data Protection Regulation.

Monitoring and Review:

The Senior Leadership Team will monitor the effectiveness of the Admissions and Referrals Policy.

The Admissions and Referrals Policy and all associated policies and procedures are subject to an annual review. In the event of any significant changes within the organisation e.g. changes in legislation and/or changes to management arrangements within this timeframe, Regency Source reserves the right to make whatever changes it deems appropriate.

Any updated policies and procedures will be made available on the shared drive.

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|-----------------|----------------------------|-----------------------|
| Policy Created | 28 th June 2023 | M Thorne (Head of AP) |
| Policy Adopted | 28 th June 2023 | SLT |
| Policy Reviewed | 22 nd May 2024 | M Thorne (Head of AP) |
| Policy Reviewed | 15 th May 2025 | M Thorne (Head of AP) |

Appendices:

Appendix One – Blank Learner Profile

Appendix Two – Blank Risk Assessment