



Policy:	Admissions Policy
Date adopted:	January 2024
Date to be reviewed:	January 2025
Signed:	<i>Ian Roe</i>
Position:	Chair of Governors

1. Introduction

This policy sets out the admissions arrangements for pupils into Dorchester Learning Centre. The Dorchester Learning Centre is a Pupil Referral Unit / Alternative Provision school located in Dorchester. Our intake comprises pupils who are permanently excluded from mainstream school, pupils on a 12 week dual registration turnaround place referred by their mainstream school, medical referrals through a medical panel and pupils with an EHCP for Social, Emotional and Mental Health referred by Dorset Council SEND. Our Published Admission Number (PAN) is 68 pupils from Year 1 to 11.

2. Admissions to Dorchester Learning Centre

1. Entry into Dorchester Learning Centre Alternative Provision will be by the following methods, and are made with the agreement of the Headteacher through a referral process. Every new admission will undergo an induction/risk assessment prior to joining the Learning Centre and be regularly reviewed.

I. Permanent Exclusion:

The Local Authority, via the Locality teams, refer pupils who are permanently excluded from a mainstream school, these pupils have priority places in Dorset's Learning Centre. These will be single registration on the Learning Centre's roll.

II. Dual registration Turnaround placement:

Pupils who are identified as being at significant risk of permanent exclusion or needing a short turnaround placement. In Dorset these will be negotiated through Panel meetings within each Locality Team with the Learning Centre Headteacher/Deputy Headteacher. This Dual Registered arrangement will have agreed clear and achievable success criteria with an exit strategy identified as a return to mainstream school. These dual registered placements will be time limited placements, between 6 and 12 weeks. Financial arrangements will be in line with the agreed Local Authority Levels for dual registration and paid by the referring school directly to the Learning Centre once invoiced. Before any dual registered placement commences the school is responsible for completing all relevant Learning centre admission paperwork. For students referred in Yr10 or 11, with the prior agreement from schools, parents/carers, Learning Centre and Local Inclusion Partnership, it may be possible that they may remain in the Learning Centre until the end of KS4. This would be to ensure continuity of learning and examination success. This would be under a dual registered agreement with the mainstream school continuing to fund the placement. These cases will not move to single registration on the Learning Centre's roll. There will be an exit plan for all pupils to ensure reintegration into an appropriate provision after their time at a Learning Centre. The pupil will be dual registered with the Learning Centre, i.e. the referring school continues to be the main registered placement and retains responsibility for the pupil's attendance, etc.

III. Medical Provision:

Referrals to Learning Centres for a medical placement should be made by the mainstream school supported by a medical practitioner's referral. Medical referrals can be made by the Locality Team or the Local Authority of the placing authority (external to DC), Member of Community Paediatrician Team, Hospital Consultant, Clinical Psychologist, Consultant Child & Adolescent Psychiatrist, CAMHS Senior Practitioner. GP - with a referral to one of the above. Referrals must be fully complete and on the appropriate paperwork. This referral would be under a dual registered agreement with the mainstream

school funding the placement. These cases will not move to single registration on the Learning Centre's roll. The pupil will be dual registered with the Learning Centre, i.e. the referring school continues to be the main registered placement and retains responsibility for the pupil's attendance, etc.

IV. SEMH:

Dorchester Learning Centre has 30 spaces for children in the age range 6 to 16 with an EHCP with SEMH (Social, Emotional and Mental Health) Internalised Anxiety as their primary need. Young people with SEMH internalised anxiety are likely to meet age related expectations and be of average ability or above. Their presentations of need are likely to be more inward facing and there are a number of possible diagnoses such as ASC, ADHD, depression, developmental trauma, PTSD, sensory processing disorder, insecure attachment, anxiety disorders, OCD.

Children may be admitted at any point between these years via SEND consultations. This may occur for any one of the following reasons:

- A child's needs may require a specialist placement
- A child with SEN may move into the area, as part of a family unit
- A child's needs may no longer be appropriately met in his or her current school

A local authority can also refer a child to the Learning Centre to be assessed for an EHCP plan or following a change in the child's circumstances for his or her needs to be assessed or reassessed. Any assessment should be completed within the 20 weeks as set out in the SEND Code.

If a child is assessed as not needing an EHCP they will no longer have a place at the specialist provision.

In exceptional circumstances, pupils requiring a place can be referred outside of planned In Year Fair Access admission Panel such as a child in care moving into the area, pupils who may be new to the area, having previously attended a PRU or Alternative Provision (AP) Academy, or a child with complex needs, who has been out of mainstream provision. These will be single registration until a new school placement can be located.

For Children in Care/LAC, or pupils subject to multi agency involvement at CiN or CP, referring schools, the Learning Centre staff, LA/Locality officers and other agencies involved, must attend regular review meetings.

3. Exit Strategies

The Learning Centre will determine the exit strategy based on consultation with the referring agency, Locality Inclusion Team Manager, pupil, parent/carer, Headteacher and appropriate staff in the receiving establishment. It remains the ambition that pupils will be re-integrated either after the initial commissioning period and after 2 terms at the latest, unless:

- The pupil has been placed at the Learning Centre at the end of Year 10 (when it is probable that the pupil will remain at the Learning Centre until the end of their statutory education), or
- It has been agreed at a review that the placement needs to be extended, or
- The pupil has been referred for a medical need that is still being treated.

4. Ending Placements

The Learning Centre will determine the exit strategy based on the pupils needs in consultation with the referring school/ agency, Locality Inclusion Manager, pupil, parent/carer, Headteacher and appropriate staff in the receiving establishment. It remains the ambition for pupils will be re-integrated after a maximum 2 terms, unless:

- It has been agreed at a review that the placement needs to be extended
- The pupil has been referred for a medical need that is still being treated

10. Admissions Arrangements for Pupils to Learning Centres Resourced Provision (Single Registration)

The overriding aim of this policy is that it should work for the benefit of all pupils, parents and carers involved. It should be simple to use and assist parents and carers to make the best decision for the education of their children. It should contribute to raising standards for all children. Our aim is to ensure any pupil admission will not be to the detriment of the interests of pupils already in the Learning Centre

The Governors, in consultation with the Headteacher, will admit pupils who have been assessed by the relevant professionals up to a maximum number agreed. The vast majority of pupils admitted to Learning Centre SEMH provision will already have an Education Health Care plan. There may occasionally be instances where pupils may be admitted to Learning Centre SEMH provision during the process of a Statutory Assessment, if the expected and professional outcome is looking likely to result in the agreement of an EHCP. For a child to be admitted, the Learning Centre must be named, by a local authority, in the child's Education Health and Care plan ('EHCP'). Parents wishing their children to benefit from our provision should ask their local authority to name our school in their child's EHCP.

All admissions to Learning Centre SEMH Provision will have been agreed by Dorset's Schools SEN Panel, and will happen following SEN Admissions Panel Agreement. The SEN Panel meets regularly to discuss and agree placements believed to be the most appropriate for each child.

The Headteacher will set appropriate limits for class group sizes according to the needs of the pupils. The number of staff assigned to each group is agreed according to Learning Centre's organisation needs. One of these needs may include a reduction in the number of any pupils within a class group, if classroom organisation needs dictate. That could be that an existing resource is overcapacity or that the complexity of the pupils reduces the scope for creating a responsive learning provision. Admissions are subject to constraints placed upon the Learning Centre by the relevant authorities, including Dorset Council (Locality Teams). Parents have the right to appeal to an independent panel against the decision to refuse an application for a school place. Details of the appeals procedure are available from the Dorset Council upon request.

See Appendix 1 for the Admissions Criteria

Appendix 1: Admissions Criteria – The Dorchester Learning Centre SEMH Provision

Primary		KS3		KS4			Total		Total
SEMH	PeX, DR, Medical	SEMH	PeX DR	SEMH	PeX/DR	Medical	SEMH	PeX, DR, Medical	
KS1/2 Internalising Anxiety		Internalising Anxiety		Internalising Anxiety					
6	6	8	8	16	8	16	30	38	68

Appendix 2: SEMH descriptors:

The following are broad descriptors of young people who might be admitted to a Learning Centre with Social Emotional and Mental Health (SEMH) needs.

SEMH: Typical Characteristics

- Low self-esteem
- Naïve/vulnerable
- Self-harm
- Suicidal ideation
- Social communication or social understanding difficulties
- Difficulties with changes in routine
- Difficulties with emotional regulation
- Sensory sensitivities
- Rigid thinking
- Poor attendance

SEMH: Internalised anxiety

Young people with SEMH Internalised anxiety are likely to meet age related expectations and be of average ability or above. Their presentations are likely to be more inward facing and may include in addition to the typical characteristics:

- Identity issues
- Social anxiety
- Difficulties leaving the house or being in busy environments
- History of traumas
- Previous in-patient admissions
- CAMHs involvement for talking therapies
- Avoids social demands, nervous and clingy
- Constantly seeks reassurance having many worries
- Evidence of psychological symptoms of anxiety such as frequent stomach aches and headaches
- May display occasional behavioural difficulties due to anxiety/frustration but behaviour is mainly contained rather than directed to others