

DEVON PERSONALISED LEARNING SERVICE (DPLS) ADMISSIONS POLICY

for the academic year 2011-12 and 2012-13

This applies to:

All maintained schools in Devon. All parents and carers of Devon resident children who require a personalised education package.

Policy updated:	October 2011
Review date:	November 2011 for 2013-14 and then annually unless a need to review earlier is identified

Description of Policy

This policy describes how access to provision for children at DPLS settings will be managed.

Related Policies

In-Year, Primary and Secondary Co-ordinated Admissions Schemes, Education Transport Policy

PERSONALISED ALTERNATIVE CURRICULUM CENTRES (DPLS) ADMISSIONS POLICY

for the academic year 2011-12 and 2012-13

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General Information and Contacts

Date	October 2011
Review date	Annual
Approval	by Cabinet Members of Devon County Council
Key partners	Learning and Development Partnership (LDP) Education Welfare Service (EWS) Devon Association of Secondary Headteachers (DASH) Devon Association of Primary Headteachers (DAPH) Special Heads Association Devon (SHAD) Devon Association of Governors (DAG) Education Psychology Service (EPS) Church of England Diocese of Exeter Roman Catholic Diocese of Plymouth School Admissions Team
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Useful links	Department for Education Education Welfare Service Education Psychology Service

POLICY

1 Equality Statement

- 1.1 Devon County Council will only commit to policies and practices which will eradicate discrimination and promote equality for all, regardless of age, gender, disability, religion and belief, race and ethnicity and sexual orientation.
- 1.2 This policy will be subject to an Equality Impact and Needs Assessment. This assessment will be integral to all future policy and guidance reviews.

2 Safeguarding Statement

- 2.1 Devon County Council and its partners recognise that safeguarding is everybody's responsibility. Whether their interest is in all young people 'staying safe' in all aspects of our services, or whether they are working in specific areas of vulnerability, all staff will have appropriate training and induction so that they understand their roles and responsibilities and are confident in carrying them out. Schools, settings, children, young people and their parents or carers, or any member of the community should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of commitment to safeguarding and promoting the welfare of children and young people. This is supported by a clear child protection policy, appropriate induction and training, briefings on and discussion of relevant factors and refreshed learning in line with current legislation and guidelines.
- 2.2 Devon County Council acts as a Corporate Parent for Children in Care. This means that the local authority has a legal and moral duty to provide the kind of support that any good parents would provide their own children. This policy has been written to comply with this principle.

3 Introduction

- 3.1 This policy is made by Devon County Council (DCC), the Local Authority (LA) for the County of Devon, acting under the provisions of section 1 of the Education and Inspections Act 2006 which places a requirement on local authorities to ensure fair access to educational opportunity. It seeks to provide support to children who are unable to benefit from education provision in a mainstream school setting.
- 3.2 This policy details the circumstances in which the LA will assist children by providing a personalised education package at or via a Devon Personalised Learning Service setting (DPLS) maintained by the LA. The Schools Access Services Team of the Children and Young People's

Services (CYPS) Directorate has responsibility for the allocation of resources as the admissions authority for the DPLS. However, decisions regarding the allocation of resources will be delegated to the DPLS Access to Resources Panels, as detailed below at section 10.

3.3 Devon will operate three DPLS settings:

- North Devon at Barnstaple
- Central Devon (Exeter, East and Mid Devon) at Exeter
- South and West Devon at Dartington, Totnes

DPLS settings will be based in buildings that will be purpose built or redesigned in order to meet the required specifications. They will have the facilities to deliver a curriculum appropriate to the needs of the individual child.

DPLS settings will have the space for the co-location of multi-agency workers including those from the voluntary sector.

DPLS settings will have rooms for small group and individual work to take place.

3.4 The DPLS in Devon will principally support children of secondary phase age but may provide facilities for older children or, where there is an identified need, for younger children. Children supported by the DPLS will have a wide range of educational and additional needs. They may have been excluded from other educational establishments. They may attend a DPLS setting full-time, although some will spend part of their time educated elsewhere including at a mainstream school. Children attending a DPLS setting may be on the roll of a mainstream school. Access to provision at a DPLS setting will be subject to the same requirements for fairness and consistency as for mainstream schools.

3.5 DPLS settings will be designated as Pupil Referral Units (PRUs) and registered with the DfE.

4 Purpose of the DPLS

4.1 The purpose of the DPLS is to provide a personalised package of educational support for the children and young people attending in order to improve the outcomes identified by [Every Child Matters](#). Education will be seen as a part of the individual's needs and personalisation will take account of his or her wider needs through the close coordination and support of multi-agency work.

Each student will have an education key worker based in the DPLS who will be responsible for a Personal Learning Plan (PLP) but who may also contribute to wider plans to support through the Common Assessment Framework (CAF) process. This PLP will be reviewed on a regular basis,

not less than half-termly.

Planning will be centred on the individual and this will be at the core of personalised target setting and the development of support packages.

4.2 Progress will be measured and assessed in key areas:

- attainment
- attendance
- attitudes to school
- social and emotional skills
- ability to cope in a mainstream setting
- progress against key shared targets.

The DPLS will collate this data in order to show its effectiveness as an institution. This will be recorded on the PLP and a DPLS Tracking Form - at appendix 7. This will form part of the reporting process detailed at section 11.

In monitoring progress, children may still be on the roll of their mainstream school so that their progress will be reflected in that school's data. Where they remain on roll at a mainstream school, the place will be held open in the event of their return.

4.3 The DPLS will enable children to return to full-time attendance at a mainstream school wherever possible. This will be at the original setting or at an alternative school according to the individual's needs.

4.4 Access to resources at a DPLS, once agreed, will be provided as quickly as possible and with regard to statutory timescales:

- Children Permanently Excluded from school will be placed in alternative education by working day 6 of the exclusion
- Children in Care will be admitted by working day 6 of referral.
- All other children should access resources within 15 working days of referral

However, delays may occur to address transport, accommodation, health or resource issues or where insufficient information is provided by the referrer for appropriate provision to be made available.

4.5 Data regarding admissions to the DPLS will be reported to the Local Admissions Forum as detailed at 11.3.

PROCEDURE

5 Eligibility

5.1 Children are eligible for admission to a DPLS or access to DPLS resources where they are:

- resident within the Devon Local Authority area
 - of statutory school age
- and
- a place is confirmed by a DPLS Access to Resources Panel (see section 10)

5.2 DPLS settings are primarily intended to support children in Key Stage 4 and Key Stage 3 although other children may also be referred.

5.3 Priority will be according to the needs of the children and young people seeking access to resources. There will be no priority given according to the over-subscription criteria of Devon's co-ordinated admissions schemes. There will be no priority for any group within the community, including service families or families from the Gypsy, Roma and Traveller community other than that detailed at section 4.4 including children Permanently Excluded from school and Children in Care.

6 Capacity of a DPLS setting

6.1 The DPLS is a needs-led service which does not solely provide full-time places. There is no formal Planned Admission Number to recognise that a certain number of children may be admitted. Nevertheless, each DPLS has finite resources to offer. Therefore, there needs to be clear agreement at an Access to Resources Panel that the capacity of the DPLS setting has not been reached before further resources can be made available.

6.2 Places at DPLS settings are allocated according to an assessment of need by the local Access to Resources Panel and the availability of appropriate resources. Each DPLS setting will have access to resources and will respond to what is available locally. It follows that a parent may prefer the provision of one DPLS setting over another. Parents may indicate their views on a placement but do not have a right to express a preference for a place in the same way as they may do for admission in a mainstream or special school.

7 Designated areas of DPLS settings

- 7.1 Each DPLS setting primarily serves a designated geographical area. This will be based on the designated areas served by Devon's secondary phase schools. A map of the designated areas of DPLS settings is available at www.devon.gov.uk/schoolareamaps.

The South and West DPLS schools are Okehampton College, Tavistock College, King Edward VI Community College, South Dartmoor Community College, Teign School, Newton Abbot College, Coombeshead College, Dartmouth Academy, Kingsbridge Community College, Ivybridge Community College, Dawlish Community College and Teignmouth Community College.

The Central and East DPLS schools are: St Peter's C of E Aided School, St James' School, Isca College of Media Arts, West Exe Technology College, St Lukes C of E Science and Sports College, Clyst Vale Community College, Honiton Community College, Sidmouth College, The King's School, Exmouth Community College, Colyton Grammar School, The Axe Valley Community College, Tiverton High School, Uffculme School, Cullompton Community College and Queen Elizabeth's Community College.

The North Devon DPLS schools are: Bideford College, Braunton School and Community College, Chulmleigh Community College, Great Torrington Community School, Holsworthy Community College, Ilfracombe College, Pilton Community College, The Park Community School and South Molton Community College.

- 7.2 Where a child remains on roll at a mainstream school, that school will serve as the home address for the child. Therefore, where a child is on roll at a school in the designated area for a DPLS setting, he or she will be deemed to be in area for the setting, irrespective of the actual home address. This recognises the closer links between the school and the setting.
- 7.3 Where a child is not on the roll of a mainstream school, the child's home address will be used to identify the designated DPLS setting. This recognises the geographical link to the DPLS setting.
- 7.4 Where a child comes off the roll of a mainstream school while accessing DPLS resources, the presumption will be that the access to that DPLS setting will not be interrupted.

8 Transport to and from a DPLS

- 8.1 There will be no additional entitlement to supported transport on the sole grounds that a child attends a DPLS setting. Free transport will be provided where normal eligibility criteria for the provision of education transport are met, as detailed by the [Education Transport Policy](#). This policy is subject to annual review.
- 8.2 On a day where a child attends a DPLS setting, it will be deemed to be the nearest establishment for transport purposes unless attendance at the DPLS setting is to meet the views of a parent and is the view of the DPLS Access and Resources Panel that the child's needs could have been met at a DPLS setting which is closer to the child's home. Where a child moves home while accessing DPLS resources and transport is provided, it will continue to be provided unless to do so would, in the view of the Transport Manager, require unreasonable travel arrangements.
- 8.3 Where a child is on the roll both of a school and a DPLS setting, attending the school for part of the week and the DPLS setting for the remainder, transport will be provided to the relevant establishment for that day where there is a transport entitlement. Where a child is on the roll of one but attending another setting, transport to the other setting will be the responsibility of the establishment at which the child is on roll and not the Education Transport Team.
- 8.4 The transport provided will be at the beginning and end of the establishment day and will be to and from one establishment. Transport during the day will be the responsibility of the setting at which the child is on roll and not the Education Transport Team.
- 8.5 If eligible, a child attending a DPLS setting will be issued with a public transport pass where available. It is the responsibility of the parent or setting to produce supporting evidence endorsed by a medical professional, should other travel arrangements be requested. The Education Transport Team may seek further medical evidence.

9 Appeals

- 9.1 While a parent can indicate his or her views regarding a placement at a DPLS setting and those views will be taken into account, the parent cannot express a formal preference for admission and cannot pursue an admissions appeal.

10 Admission to a DPLS

- 10.1 A flow chart for the referral process can be found at Appendix 9.

10.2 Children will access the resources of a PLS setting within three categories:

- Admission following Permanent Exclusion from a school and where another school is not appropriate. The child will not return to the original school.
- As a Managed Transfer where the child is at imminent risk of a Permanent Exclusion. The child will not return to the original school.
- For the purposes of intervention over a short or longer period. The child would be expected to return to the original school when appropriate.

10.3 To access the resources of a DPLS setting, children must be referred and a place confirmed by a DPLS Access to Resources Panel. The decision to offer access will be taken by the Panel. Where an amendment to school numbers on roll follows, the School Admissions Team will be informed of the decision by the DPLS student administrator and will send an outcome letter to the parent.

10.4 Each DPLS will operate an Access to Resources Panel which will consist of:

- DPLS headteacher
- DPLS lead professionals
- DASH representative
- IRO
- EWO
- Educational Psychologist
- Integrated Children's Services representative

The DPLS student administrator will also attend at the Panel to provide administrative support.

10.5 The Access to Resources Panel will seek the views of the Education Transport Manager with regard to the transport options for the child if resources are to be allocated at a DPLS setting. This will be before a decision to admit is taken wherever possible.

10.6 The Access to Resources Panel will hold a meeting not less than weekly as required to consider cases before them within a maximum of 5 working days. The DPLS student administrator will provide administration support, including electronic communication of the decision to all parties involved except for the parents where there is a change to the number on roll at a mainstream school. This function will be carried out by the School Admissions Team.

10.7 The reasons for referral will be:

Category of Need	Referred by
Children where a parent has	Inclusion and Re-integration Officer (IRO)

indicated access to a DPLS setting would be helpful	
Children with a medical need– physical conditions or emotional issues	Current school Education Welfare Officer (EWO) Hospital School medical consultant Elective Home Education
Children who are of school-age and either pregnant or post-birth	Current school EWO
Children Permanently Excluded from school	IRO
Children in Care where the IRO identifies a reason why a mainstream place is inappropriate.	IRO
Children with a Statement of SEN but where there is no available school place	CSET officer
Children with BESD, requiring a limited period of intervention	IRO
Children at a DPLS setting where a return to a school is to be considered	DPLS headteacher

- 10.8 Referrals by a school may be made by the headteacher.
- 10.9 Where a parent requests access to DPLS resources, this may be by letter. All requests will be forwarded to the IRO who may present the case to the Access to Resources Panel if there is agreement that this would be appropriate.
- 10.10 There will be a presumption of the Access to Resources Panel in favour of admission or the allocation of resources for Children in Care, school-age pregnancy or post-birth children and children who have been Permanently Excluded from school where another school is not inappropriate. In the interests of providing education as quickly as possible and within statutory timescales, these children will be referred to the DPLS headteacher for access to resources. He or she will advise the next Access to Resources Panel of the child's case. Allowing for the short timescale necessary for children with these circumstances, those involved should be mindful of the transport implications of any placement. Arrangements which require long and costly travel arrangements should be avoided wherever possible.
- 10.11 Children moving to Devon will be offered a school place under the In-Year Co-ordinated Admissions Scheme. They will then be on roll at a school and may subsequently be considered for access to a DPLS setting in the same way as any other child. However, in very exceptional circumstances, with agreement between the School Admissions Manager

and the IRO, a child may be referred directly to an Access to Resources Panel. This may occur where the child's needs make it evident to the School Admissions Manager and IRO that a mainstream placement is inappropriate.

- 10.12 Referral to the Access to Resources Panel will be by completion of the Access to Resources Referral Form Part 1 (at Appendix 3) and the provision of the child's Common Assessment Framework (CAF). This will provide the necessary background information required by the Access to Resources Panel.

Not every child considered for access to DPLS resources will already be the subject of a CAF. Where there is no CAF in place, information will be provided by completion of the Access to Resources Referral Form Part 2 (appendix 4) by the referrer.

- 10.13 Information sources:

- Access to Resources Referral Form Part 1 – cover sheet to give a summary of the child's details, list of attached information and a brief description of the reason for referral. Provided by the referrer in all cases.
- CAF – details of the child's circumstances and needs for those children who are already the subject of a CAF.
- Access to Resources Referral Form Part 2 – further details of the child's circumstances and needs in the absence of a CAF.

- 10.14 The Access to Resources Panel will consider the information before them when reaching a decision whether or not access to resources is appropriate and available. It will be for the Panel to decide the form of access. The student administrator will write to all parties within 2 working days to advise of the decision and detail the arrangements where access to resources is agreed.

- 10.15 Where a child leaves the roll of a school as part of access to DPLS resources, the DPLS student administrator will inform the School Admissions Team by email. The School Admissions Team will amend the record of numbers on roll and write to the parent to confirm the offer of a place at the DPLS. Similarly, where a child is considered ready to return to a mainstream school and is to be added to that school's roll, the School Admissions Team will amend the record of numbers on roll and write to the parent to confirm the offer of a place at the school.

- 10.16 It is the responsibility of the referrer that the Access to Resources Referral Form Part 1 is completed before the Access to Resources Panel and the CAF is made available. Without this information, the Panel cannot ensure that the child's needs cannot be appropriately met at the school and that he or she must access DPLS resources. In such cases, the child may be required to return to the school pending the provision of further

information and consideration at the next available Panel.

- 10.17 The criteria used by the Access to resources Panel in determining whether access is appropriate for a child will be:

Details to follow as determined through ongoing discussions between DPLS headteachers and other headteacher bodies.

11 Personal Learning Plan (PLP)

- 11.1 The PLP for each child or young person will be formulated within 15 working days of access to resources. This will include the plan for exiting the DPLS, where appropriate.
- 11.2 There will be a review of every child accessing the resources of a DPLS every half-term.
- 11.3 Where the terms of the PLP are not being met due to circumstances beyond the control of the DPLS, the DPLS headteacher will refer the child to:
- the headteacher of the school where the child or young person is on roll, or
 - the CYPS officer who initially referred the child (IRO or EWO)
- 11.4 The headteachers of the school and the DPLS setting will sign an intervention agreement to abide by the terms of the PLP.

12 Funding

- 12.1 The Education White Paper 2011 “The Importance of Teaching” may introduce a requirement on schools that they retain financial responsibility for a child’s education following a permanent exclusion. It will “pilot a new approach to permanent exclusions where schools have the power, money and responsibility to secure alternative provision for excluded pupils.” This may impact on Devon’s approach to funding places at DPLS.
- 12.2 Funding for children at a DPLS setting will be from the DSG where a child has been permanently excluded or is on the role solely of the setting.
- 12.3 Funding for children accessing the resources of a DPLS setting for intervention purposes will be from schools.

13 Monitoring and Evaluation

- 13.1 A county-wide monitoring and evaluation group will consist of:

- headteachers of DPLS settings
 - IROs
 - The CYPS commissioning Officer
- and a representative of:
- DASH
 - DAPH
 - SHAD
 - EWS

13.2 This group will meet at the beginning of each term to review exclusions, interventions and Re-integrations over the previous term. The autumn meeting will also review this Admissions Policy.

13.3 This group will report

- termly to the Executive Director of CYPS;
- annually to the Stepping Stones Board; and
- annually to the Devon Local Admissions Forum.

EMPLOYEE GUIDANCE

14 Guidance for Employees

14.1 There are four priorities for referring children and young people for access to DPLS resources:

Earlier intervention

Through more effective and consistent assessment, communication and enhanced relationships with schools, the DPLS will work to enable children and young people to remain in their local learning communities whenever it is in their best interest to do so.

Meeting the additional needs locally

Local area partnerships are being commissioned to provide for children and young people in their localities and these will be supported and quality-assured through the work of the DPLS.

Personalising programmes

Every child and young person has differing needs and individual responses are required. Person-centred planning will result in Personalised Learning Plans that will require a flexible approach to delivering programmes.

Integrated working

The DPLS will lead on creating ways of working that ensure genuine collaboration with all services that support children and young people with additional needs.

14.2 Each of the three regions served by the DPLS will have children who have additional needs and who are struggling to engage in the learning provided within the learning communities. The reasons for non-engagement in the learning process may be linked to relationships and behaviour, medical factors or mental health issues. It is important that a measured approach to referral is adopted. For Children in Care and for those who have been Permanently Excluded, it is necessary to comply with legally stipulated timeframes.

14.3 The DPLS aims to reduce the number of Permanent Exclusions through earlier intervention.

14.4 In most cases, a referral should not be made unless a full range of strategies has been implemented and monitored by a school in partnership with parents and carers. This may have already have included the involvement of the EPS, EWS and IRO.

14.5 Parents and carers must be kept informed of and involved in the referral process.

13.6 The referral process has four stages:

Stage 1 - Referral

The referrer must complete the Access to Resources Referral Form Part 1 and submit it to the IRO or the DPLS headteacher. A referral may be instigated by a request for access by a parent or carer.

The referral must give a clear summary of the:

- needs of the child;
- type of support required but unavailable at the current setting; and
- expected outcomes.

Where it is agreed, support will be in the form of a partnership agreement which will require active participation of the school and the co-operation of the parent. There may be a cost incurred by the school.

Any available supporting evidence – such as a CAF, a Statement of SEN, PLP, EP report, relevant medical information and attendance record – should be attached.

Stage 2 – Consideration

The Access to Resources Panel will reach a decision based on the child's needs and the available resources. The referrer will be informed within two working days of the decision, which will be:

- Refusal – with advice on appropriate options for the child
- Deferment – where further evidence is required
- Acceptance – resources to be made available.

Where a Child in Care, a child who has been Permanently Excluded or a child who is pregnant or has given birth within the previous 12 months is referred, the DPLS headteacher will accept the referral unless, exceptionally, there are no suitable resources available. The headteacher will arrange for access, which will be within the statutory timescales for Children in Care and those who have been Permanently Excluded. He or she will advise the next Access to Resources Panel of the children whose access has been agreed.

Stage 3 – Placement and Planning

The Panel will arrange for:

Access to Resources Referral Form Part 2 to be completed.

Placement Meeting – at home or at the DPLS – and assessment sessions where deemed appropriate for the child within **5 working days**.

Planning Meeting – at the DPLS or host school, involving parents, the school, DPLS, and any other relevant professionals within **10 working days**. This will consider the nature of the support required, the role of the

school, a clearly-defined exit strategy and timeline.

PLP completion, with the co-operation of all parties.

The school will provide additional information within **5 working days**.

Stage 4 – Review

The PLP will be reviewed after the first six weeks of support and every six weeks thereafter until the pre-agreed end of support.

DETERMINED

Policy History				
Date	Summary of change	Contact	Implementation date	Review date
11/2010	Policy introduced	Strategic Support and Policy Officer	01/2011	11/2010
4/2011	Policy approved by Cabinet Members	Strategic Support and Policy Officer		
	Equality Impact Needs Assessment completed	Strategic Support and Policy Officer		
10/2011	Policy amended with name of the Strategic Director EINA relocated onto Admission Arrangements website	Strategic Support and Policy Officer	9/2011	11/2011

DELETED

DPLS Admissions Policy 2011

Glossary of Terms

Behaviour and Attendance Partnership	A partnership between schools and Local Authority Services, and aims to ensure that children and young people benefit from the opportunities open to them through good school attendance and behaviour.
BESD	Behavioural, Emotional and Social Difficulties
CAF	Common Assessment Framework
CiC	Child in the Care of a local authority.
CSET	The County Special Education Team, a part of the Schools Access Services within the Children and Young People's Services Directorate of Devon County Council. Responsible for assessing additional needs of children and allocating education placements for children with particular needs.
D-CAF	Devon Common Application Form – the application form completed by parents and carers to request admission to a school.
DCC	Devon County Council, the local authority for the county of Devon.
DPLS	Devon Personalised Learning Service
Education Transport Team	A part of the Schools Access Services within the Children and Young People's Services Directorate of Devon County Council. Responsible for determining eligibility for education transport.
EPS	Education Psychology Service which employs Education Psychologists to assist children.
Every Child Matters	A government plan that supports the 'joining up' of local authority provision to ensure children "be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing".
EWS	Education Welfare Service which employs Education Welfare Officers. The EWS is provided by the local authority to support children in getting the most out of their education.
IRO	Integration and Re-integration Officer
My Devon Call Centre	The first point of contact at 0845 155 1019 for enquiries regarding school admissions and education transport.
Parental preference	This describes the choice expressed by a parent for a child to attend a particular education setting.
PLP	Personal Learning Plan
PRU	Pupil Referral Unit
School Admissions Team	A part of the Schools Access Services within the Children and Young People's Services Directorate of Devon County Council. Responsible for managing applications for admission to school for children of statutory school age.
SEN	Special Educational Needs; a recognition that a child requires additional support to appropriately access education.

Statement of SEN A document that sets out all of a child's special educational needs and how and where special educational provision will be made

DETERMINED



Devon Personalised Learning Service

Access to Resources Referral Form - Part One: Referral for Support

To be completed by a child's current education setting or by an educational professional

Name of young person:		Date of birth	
Young person's address: <i>(including postcode)</i>		Age	
		Year group	
		UPN	
Full names of parent(s): <i>(please also provide parents' address if different from pupil's)</i>		Tel No. (home)	
		Tel No. (work)	
		Tel No. (mobile)	
Full names of carer(s): <i>(if child in care)</i>		Tel No. (home)	
		Tel No. (work)	
		Tel No. (mobile)	

Name of current, or last, school	
If the young person is not on a school roll, please state reason	
When was the young person last in school?	
Does the young person have a Statement of SEN? (attach copy)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Date of Last Annual Review (attach copy)	
What is the young person's care status?	<input type="checkbox"/> Accommodated <input type="checkbox"/> Interim Care Order <input type="checkbox"/> Full Care Order
Which authority is responsible:	<input type="checkbox"/> Not in care
Does the young person have a Child Protection Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the young person have a CAF action plan? (attach copy)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Please give a brief summary of the background to this case (refer as appropriate to issues identified on the CAF Wheel):

Please describe the school's current strategies and the resources used to support the child and the outcomes:

Please detail the needs of this child which the school is unable to meet:

What resources are the school able to commit to a proposed support package (eg funding towards external providers, TA support, part-time programme, accommodation etc)?

What is the estimated timescale of support? DPLS, school and other agencies?

**What is the role of other agencies in supporting the young person's needs?
Previously, currently and projected?**

**How have parents/carers been involved in supporting the needs of their child at
school? What is their view of seeking support from DPLS?**

DETERMINED

Names and contact details for all relevant professionals working with the young person			
	Name	Email address	Telephone no.
Key person at school			
EWO			
Ed. Psych.			
Inclusion and Reintegration Officer			
Social worker			
Joint Agency Team			
Connexions			
YOT			
GP			
CAMHS			
Paediatrician/consultant			
CAF Lead Professional			
Other			
Signature of person completing referral			
Please PRINT name			
Please PRINT job title			
Telephone			
Email			
Date of referral			
If the young person is still on the roll of the school named overleaf, the Headteacher/ Principal should countersign the form here to confirm their agreement to this referral			

For this referral to be considered by the Panel, please ensure that you have attached a copy of all relevant documents, as follows:

	attached		attached		attached
Attendance printout (<i>min 6 months</i>)	<input type="checkbox"/>	Statement of SEN	<input type="checkbox"/>	Child Protection Plan	<input type="checkbox"/>
Medical Consent form	<input type="checkbox"/>	Last Annual Review	<input type="checkbox"/>	CAF / Action plan	<input type="checkbox"/>
Additional Medical Information	<input type="checkbox"/>	Latest PLP	<input type="checkbox"/>	Ed Psych Report	<input type="checkbox"/>



Devon Personalised Learning Service

Access to Resources Referral Form - Part Two: Young Person's Profile

To be completed by a child's current education setting or by an educational professional

Young Person's name		Year group	
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You may need to consult with colleagues to gain enough information to provide a full profile of the young person in question.

Academic Information

Baseline Assessment	Method of Assessment
Reading age	
Spelling age/score	
Comprehension age/level	

GCSE

Subject	Target Grade	Exam board details
English		
English Lit		
Maths		
Science		

Vocational and other accredited courses

Subject	Target Grade	Exam Board

Work Experience Placements	Dates

Behaviour and relationships *(please attach a copy of the behaviour log)*

Fixed term exclusions(total days)	Current year	Previous year

Attendance

Attendance	Current year	Previous year
		%

Comment on attendance and punctuality:

Comment on behaviour and relationships in school

(attitude to peers and staff, behaviour in lessons and at break times, self-confidence, self esteem)

Please attach a copy of any behaviour/attitudinal assessments such as PASS or THRIVE

Learning: strengths and areas of need

Learning Styles:	Visual <input type="checkbox"/>	Auditory <input type="checkbox"/>	Kinaesthetic <input type="checkbox"/>

The Young Person's Interests and Aspirations

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Risk Management (please comment as appropriate under the following headings)

Self harm:
Harm to others:
Bullying behaviour (victim or perpetrator):
Substance abuse (alcohol, drugs, tobacco, other substances)
Please give further details if the young person has been involved with the police, including actions taken:

Other plans in place

Statement of Educational Needs	<input type="checkbox"/>
CAF Process	<input type="checkbox"/>
Personal Learning Plan (CiC)	<input type="checkbox"/>
Pastoral Support Plan (PSP)	<input type="checkbox"/>

IP completed by

Name	
Position	
Date	

DETERMINED



Devon Personalised Learning Service

Access to Resources Referral Form - Part Three: Young Person's Needs Analysis

To be completed by a child's current education setting or by an educational professional

Young Person's name		Year group	
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To help you complete this analysis successfully, please refer to a copy of the CAF Wheel (attached).

Development		Grade
	General Health	
	Physical Development	
	Speech, language & communication	
	Emotional & social development	
	Behavioural Development	
	Identity, Self-Esteem & social presentation	
	Family and social Relationships	
	Self-Care & Independence	
	Understanding, reasoning & problem solving	
	Participation in learning, education & employment	
	Progress & achievement in learning	
	Aspirations	
Parents/Carers	Basic care, safety & protection	
	Emotional warmth & stability	
	Guidance, boundaries & stimulation	
Family/Environment	Family history, functioning & well-being	
	Relationships with wider family	
	Housing, employment & financial considerations	
	Social and community integration	

Please grade the young person's needs according to the following scale:

Acute	Enter "3"	Risk of significant harm or statutory involvement requiring specialist integrated response
Complex	Enter "2"	Multiple needs requiring co-ordinated locality based multi-agency response
Vulnerable	Enter "1"	Early intervention single needs requiring single agency response
Universal	leave blank	Occasional or transitory need

DPLS Tracking Form

To be formulated by DPLS headteachers

DETERMINED

Personalised Learning Plan (PLP)

To be formulated by DPLS headteachers

DETERMINED

Routes for Admission: Access to DPLS Resources

