



HEADLANDS SCHOOL
SINCE 1965

Enhanced Resource Provision Policy

Written by	Associate Assistant Headteacher - ARC
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Headlands School

Enhanced Resource Provision is for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer.

This Policy details the systems which will be in operation to support students in making positive behaviour choices, in line with the law and guidance issued by the government.

This Policy should be read alongside the additional guidance issued on the school's website and the other policies including the schools:

Safeguarding and Child Protection Policy
Equality Statement
Attendance and Punctuality Policy
E-Safety and Online Policy
SEND Policy
Anti-bullying Policy
Suspension and Exclusion Guidance
Behaviour for Learning (Positive Discipline Policy)

During students' prolonged absence from school in 2019-20 and 2020-21, young people experienced significant changes to their learned routines, daily structure, social and behavioural norms. Leaders and governors remain aware that Covid-19 has the potential to impact on the mental health of students and their family members; this in turn can affect a student's behaviour.

Where appropriate, members of staff may enlist the support of counsellors or other external agencies, for example, to assess the needs of students who display continuous disruptive behaviour.

A positive, safe and purposeful culture is created in our school by establishing behavioural standards and ensuring that these are taught explicitly and over-corrected where necessary to ensure that the school is a calm, orderly and disciplined environment where rules are followed to enable excellent teaching and learning to take place.

Where needed, Individual Pupil Risk Assessments will be completed in partnership with parents/carers and students. These will be reviewed at regular intervals and must be adhered to.

Headlands School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of the universal offer.

"Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too."
(Creating Opportunity For All, DfE, 2018)

Objectives of this Policy

The objectives of this policy are:

- To outline the reasons why students might be offered Enhanced Resource Provision.
- To ensure that Enhanced Resource Provision is offered to suitable students.
- To provide guidance on the referral process.

Reasons

There are a variety of reasons why a student may be referred to Headlands ARC Enhanced Resource Provision. Some of these are:

- ✓ A serious behavioural event that would normally result in an extended suspension or permanent exclusion.
- ✓ Continued poor behaviour that fails to meet our standards and that has not improved with the supportive pastoral process put in place.
- ✓ Students' needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.
- ✓ A student may not be attending regularly and is at risk of becoming NEET. An Enhanced Resource Provision may provide a greater opportunity to progress to a suitable post-16 pathways.
- ✓ An unidentified or emerging need may result in a student needing additional support in a supportive learning environment.
- ✓ Students who have a diagnosed health issue (mental health and physical) may need to be supported to access a curriculum.
- ✓ Students have been referred via the Local Authority Special Educational Needs Panel.

Responsibilities

Headlands Governing Body

Monitor and review the alternative provision on a regular basis.

Senior Leaders

Responsibility for the implementation, monitoring and evaluation of the Enhanced Resource Provision.

Report to stakeholders on the effectiveness of the provision.

Enhanced Resource Provision Lead

Where appropriate the Associate Assistant Headteacher - ARC, Lead Practitioner (SENCO) and Lead Practitioner (Quality of Education) will liaise with appropriate Senior Members of the School, in particular Assistant Head (SENCO) Assistant Head (Teaching & Learning, Curriculum), Assistant Head (Data & Timetable) and Associate Assistant Head (Community).

They will also liaise with Heads of Subject to ensure that students are accessing an appropriate curriculum and assessments. All students should have the opportunity to sit formal external examinations.

Associate Assistant Headteacher - ARC to liaise closely with the attendance and safeguarding teams and in particular the Designated Safeguarding Lead; ensuring the safeguarding of each student on a daily basis through the work of Year Leaders (ARC).

Undertake monitoring and quality assurance processes for all aspects of the Enhanced Resource provision.

With appropriate Year Leaders, be responsible for the regular review of students' social, emotional and academic progress, in conjunction with parents / guardians and other supporting agencies or professionals.

Maintain accurate records and evaluations of students' progress with regards to:

- ✓ Attendance
- ✓ Behaviour

- ✓ Academic progress
- ✓ Students' emotional well-being.

To implement appropriate alterations to the provision of a student where progress is not seen.

To support the application of Education Health Care Plans for students via the work of the Lead Practitioner ARC (SENCO).

Placements

Throughout Key Stage 3 and Key Stage 4 students may be considered for a placement in the ARC.

At Key Stage 3 these are “back on track” placements of 12 weeks. These programmes are designed to enable young people at risk of long-term failure and suspension the opportunity to reflect on their choices, learn how to handle challenging situations more positively, and thereby significantly improve their chances of success in a mainstream setting.

During Key Stage 4 (KS4) the placements are on a more permanent basis. Whilst our aim is to enable students to return to mainstream, we accept that this may only be a realistic option for KS4 learners in certain cases. Our primary concern is not to put the student's progress at risk; it is often the case that where our style of education is supporting that progress, a return to the mainstream might be detrimental. It is our aim to ensure that the provision made for the young person is absolutely in his or her best interests, and offers the best opportunity for achieving solid outcomes.

Hybrid curriculum models are always an option to explore. We will work closely with pastoral teams, teaching staff and the mainstream SEND team in order to tailor our provision taking the needs of individuals into account.

Internal Referral Process

Where an ARC Referral is believed to be in the best interest of a student, an ARC Referral Form will be submitted (Appendix 1) by the relevant Pastoral Manager via CPOMS. This will provide detailed background information on an individual and provide context for ARC staff to successfully integrate students.

ARC referrals are then reviewed on a weekly basis by the Assistant Head (SENCO), Associate Assistant Head (ARC) and Lead Practitioner ARC (SENCO).

Once an ARC Referral is agreed in principal by the above, the parent / carer and student will be invited into school to visit the ARC and discuss the ARC Referral.

During this meeting parents / carers and students will be given the opportunity to discuss the ARC Referral. They can either agree or disagree to the Referral. (Appendix 3).

The Associate Assistant Head (ARC) will write to parents / carers following this meeting to either confirm the placement and state the reasons why the Referral has been made OR confirm why the placement is not going ahead and the reasons why. (Appendix 2).

External Referral Process

External ARC Referrals will be discussed in the weekly meeting with Internal ones.

The Assistant Head (SENCO) will return the Local Authority Consultation Document (Appendix 5) and inform the Local Authority of the decision made.

Reintegration to Mainstream at Key Stage 3

For those students who are returning to mainstream, parents / carers will be invited into school in order to agree an appropriate Reintegration Plan. (Appendix 6) This Plan will be supported by the Lead Practitioner ARC (SENCO). The Plan will typically last at least 4 weeks. The Plan will be communicated to mainstream Year Leaders and Teaching Staff by the Lead Practitioner ARC (SENCO). The Lead Practitioner ARC (SENCO) will confirm the Reintegration Plan in writing to parents / carers.

Once the Reintegration Plan starts the students will be supported in mainstream by their mainstream Year Leader.

ARC Rewards

All teachers in all curriculum areas and year groups must look to recognise, praise and reward all students. Support staff will also be expected to formally praise students whenever it is appropriate to do so.

Working alongside Headlands School's Rewards Policy, in addition ARC Students will also be able to achieve the following Rewards:

- ✓ Weekly Prize Draws
- ✓ Special Events where students meet agreed criteria i.e. cinema, bowling, go-karting activities

ARC Sanctions

All members of staff must understand the importance of operating within the recognised framework for sanctions. If the system is to be successful, the following must be understood by all concerned: when a particular misdemeanour takes place an identified sanction or range of sanctions must follow. These are detailed within the whole school Behaviour for Learning (Positive Discipline Policy).

Students' individual circumstances must be considered when identifying the appropriate sanction (e.g. SEND) and reasonable adjustments made where necessary.

Once the sanction has taken place it is up to appropriate member(s) of staff to decide upon a suitable 'follow-up' strategy with each child's case being viewed in an individual sense.

At the centre of all that we do is the Student Planner.

All parents/carers and students must agree to abide by this Policy. It is only when we work in partnership that risks can be mitigated. Students must follow instructions from members of staff; students are expected to do as they are told - first time, every time.

Screening

The schools' statutory power to make rules on student behaviour, under Section 89 of the Education and Inspections Act 2006, and their duty as an employer to manage the safety of staff, students and visitors, under Section 3 of the Health and Safety at work Act 1974, enables the school to impose a requirement that students undergo screening.

The school retains the right to screen students by walk through or hand held metal detectors, without the consent of the students. This type of screening can be carried out by an authorised member of staff but staff must not use physical contact.

Behaviour in the ARC

Classroom Behaviour

- Verbal Reminder 1 - Students demonstrate behaviours during a lesson that are disruptive, distracting or inappropriate.
- Comment 1 - Students that continue to show behaviours that are disrupting learning would receive a Comment. Teacher records on Edulink.
- Comment 2 - Student continues to disrupt the learning of others and now given a 2nd Comment. Teacher to request SLT On-Call to discuss behaviour with student outside the classroom. Student return to classroom. Teacher records on Edulink.
- Comment 3 - student continues to disrupt the learning of others. Teacher to request SLT On-Call to now remove student. Student completes lesson in ARC Reflection Room. After-School detention issued. ARC Reflection Room Supervisor to record on Edulink.

2+ Comments in a day - ARC Leadership Team to decide next steps.

ARC Reflection Room

Space 1

The ambition is that students would only be in Space 1 for the remainder of the period they are currently in.

If a student is able to, brief discussion will take place with ARC Reflection Room Supervisor regarding behaviours and what support they identify they need to try and ensure behaviours are not repeated. If appropriate this conversation recorded in Edulink (Behaviour) or CPOMS (Safeguarding) depending on nature of conversation.

If students not in a position to discuss behaviours, students requested to work in silence at a desk on a Chromebook accessing their lesson materials via Google Classroom.

Student is successful in Space 1, return to their next lesson.

If not successful in ARC Reflection Room Supervisor to decide “Next Steps” which could be:

- a) Extended period of time in Space 1 i.e. next lesson;
- b) Remain in ARC Reflection Room during social times for that day;
- c) After School Detention in ARC Reflection Room (Year Leader or SLT);
- d) Internal Exclusion in ARC Reflection Room (must be discussed with AAHT The ARC before decision made);
- e) Fixed Term Suspension (must be discussed with AAHT The ARC & either AHT Behaviour, Snr DHT Student Character, Head of School and / or Executive Headteacher before decision made).

Space 2 - Internal Exclusion (IE)

Dedicated space within the ARC Reflection Room provision that is designated for Internal Exclusion.

Internal Exclusions are at the discretion of the school and do not qualify as legal or formal exclusions. Internal Exclusion serves as a serious sanction directly below a Fixed Term External Suspension but above minor sanctions such as a period of time spent in RTL or detention.

Internal Exclusion will be used to prevent students from engaging with the school community but without this impacting on their academic learning.

Internal Exclusions will be imposed for serious and / or persistent breaches of the Schools Positive Discipline Policy.

Examples of breaches of conduct that may result in Internal Exclusion are:

- Physical violence / Inciting physical violence;
- Bullying;
- Verbal abuse that is prejudiced (e.g. racist, homophobic or sexist) and / or foul mouthed in nature;
- Refusing and / or not meeting the expectations in RTL;
- Verbal and / or physical abuse of staff;
- Persistent truanting;
- Persistent Disruptive behaviour.

There is no statutory maximum period for Internal Exclusion. Internal Exclusion is a less serious sanction than External Suspension. In most cases a period of Internal Exclusion will last between 1 to 5 days.

Parents / carers will be informed of the duration of and reasons for an Internal Exclusion. They will be contacted by the relevant Year Leader on the day that a decision to Internally Exclude is made; and will receive a letter along outlining the reasons. Parents / carers will be invited into school for a meeting to discuss the Internal Exclusion with the relevant Year Leader following its completion.

As with Space 1, students on Internal Exclusion will be asked to hand over their mobile phone, which will be securely stored until the end of the day. Students on Internal Exclusion will not be entitled to have social time with their peers. Students on Internal Exclusion will receive their break and lunch from the school canteen which will be consumed in the Internal Exclusion area within the ARC Reflection Room. Students can bring their own packed lunch.

Students who have failed their Internal Exclusion or refuse to engage in the Internal Exclusion process may face the further sanction of External Suspension. In accordance with Government guidance, there is no right of formal appeal for Internal Exclusions. This is because they do not result in missed education or the removal of a student from school premises.

CODE OF CONDUCT

Parents/carers must ensure they inform the school of any changes to their contact details, or those of other emergency contacts. Routinely, Parents/carers should ensure the school holds details of two (wherever possible) named contacts and at least one of the named contacts must be contactable for the duration that their child is present at the school.

If, when on the school premises, a student feels unwell, or they need to be collected for another reason Parents/carers must ensure the student is collected by a named contact or by a nominated responsible adult.

Parents/carers must ensure their child is prepared for learning at the school; students must arrive punctually, correctly equipped, wearing appropriate uniform and be ready to learn.

Where parents/carers are aware that their child is in need of support e.g. for a pastoral reason, parents/carers must ensure they communicate with the appropriate member of staff in advance of their child arriving at the school, so that members of staff can appropriately support the young person.

Upon arrival at school, students will place their mobile phone and any other electrical items in their locker. Upon arrival at their classroom, students should sit at their designated desk, bags must be kept under their desk.

In addition to the above, within the classroom students should also:

- I. Arrive on time, fully equipped and ready to work for each lesson
- II. Do as they are told by members of staff - first time, every time
- III. Follow the school's procedures, including the health and safety requirements
- IV. Refrain from moving tables or chairs without permission
- V. Listen carefully when the teacher or another person is talking
- VI. Be polite and show respect for other people
- VII. Put their hand up and wait for permission to speak, this includes asking for permission to leave their seat
- VIII. Always try their best without disturbing others
- IX. Always complete their work
- X. Use their student planner to record important organisational information e.g. home-learning requests
- XI. Stand in silence at the end of the lesson until they are dismissed
- XII. Complete home-learning to the best of their ability and hand it in/submit it on time

Around the School students should:

- I. Be polite and show respect for other people
- II. Do as they are told by members of staff - first time, every time
- III. Wear their school uniform correctly at all times
- IV. Look after their school e.g. by looking after their property/putting litter in a bin/following health and safety procedures
- V. Eat and drink in the right place at the right time
- VI. Walk around the school sensibly and quietly, remembering to use the one-way system and keep

to the left

VII. Keep to their designated areas as instructed by members of staff

VIII. Follow their timetable carefully, being punctual to lessons and adhering to health and safety requirements

Non-essential movement around the school should be avoided.

When moving around the school students must abide by the school rules including observing one-way systems.

Break and Lunch times will be arranged by the school in a manner that supports the reduction of risk. All students will receive clear guidance as to the arrangements for social times and the expectations of them during these times.

Students must use the toilet facilities designated to them and there should be no more than one person per cubicle. Students must only enter the toilet facilities if there is a free cubicle. On exiting the toilet students must wash and dry their hands thoroughly.

The health of our students is of great importance to us and we take it seriously to ensure it is everyone's responsibility for establishing 'healthy' habits and behaviours in students. Throughout their time at the school students will be involved in regular activities that promote the importance of leading a healthy and active lifestyle.

As a consequence, students should not bring the following items on school premises: energy drinks, fizzy drinks (with the exception of non-flavoured carbonated water), chocolate and sweets. Where students bring these items into school a Comment will be issued and the rationale of the healthy eating policy will be reinforced.

Students are permitted to request permission to drink still, plain water in lessons and around school from their personal drink container. Where students do not abide by this, a sanction will follow should this not be addressed quickly.

Students must leave the school premises in a calm and orderly manner abiding by the school health and safety requirements at all times.

At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Emotional and Mental Health Needs (SEMH) and/or;
- Adverse Childhood Experiences (ACE)
- Special Educational Needs and Disabilities (SEND)

Members of staff within the school, with the support of the Special Educational Needs and Disabilities Coordinator (SENDCO), will be mindful of students' individual needs when issuing praise or sanctions for behaviours. They will be guided by the Education, Health and Care Plans (EHCPs) for those students who are in receipt of them, or individual education plans/support plans for those with additional needs but without an EHCP.

Where a student is completing remote learning and displays behaviour that gives cause for concern, members of staff will follow the school's Safeguarding and Child Protection Policy.

The Alternative Provision Positive Discipline Policy supports the school to uphold its statutory responsibilities under the Equality Act and any form of abuse targeted towards those with protected characteristics will not be tolerated in any form.

The school does not tolerate bullying of any kind, including cyber bullying, prejudiced based and discriminatory bullying. If it is discovered that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to entirely eradicate bullying, we always do everything in our power to ensure that all children are able to attend school free from fear.

Racist incidents will not be tolerated in any form.

Child-on-child sexual violence and harassment, which includes the use of sexually abusive language either occurring offline or online is unacceptable and will not be tolerated. Inappropriate language and harmful sexualised behaviour between students will be challenged by staff. Students whose behaviour falls below expectations will be sanctioned.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. The school Safeguarding & Child Protection Policy, which is underpinned by part 5 of Keeping Children Safe in Education guidance outlines our approach to investigating reports of such behaviour and highlights the support for victims and for students exhibiting sexually inappropriate and/or harmful sexual behaviour.

Students are encouraged to report any incidents that have made them feel uncomfortable, no matter how significant or otherwise the student feels the incident to be. Equally if a student observes a behaviour that they do not feel is appropriate from another person towards another member of the school community they should report this to an appropriate adult. It is through a culture of openness that we are able to ensure everyone feels safe.

THE STUDENT PLANNER

The Student Planner is an essential part of a student's equipment. The planner supports students with their effective organisation which is imperative for self-propelled learning e.g. at home. Furthermore, the Student Planner contains valuable learning aids which students may need during their lessons at school.

Each student will be issued with a new Student Planner at the start of a new academic year.

The student planner must be taken back to the form room at the end of each day ready to use again the following day.

Students are required to have their planner with them at all times.

During lessons students must place their planner on their desk, open at the correct date or on a

resource page that they are using.

If a member of staff asks a student for their planner, they must hand it over immediately.

In the event of a lost planner or a planner being damaged (including graffiti) a new planner will need to be purchased from the school for £5. Should this occur, on the second occasion a student has had to purchase a new planner they will receive a School Detention.

STUDENT DRESS, EQUIPMENT AND VALUABLES

Students are required to adhere to the school's uniform policy. Details of the uniform policy can be found on the school's website and in the Student Planner.

Where a student fails to wear compliant school footwear or any item of uniform the following procedure will apply: when health and safety protocols permit the loaning of uniform, students will be loaned the item of uniform (e.g. a school jumper, a pair of school shoes), where possible. If a loan isn't possible (due to health and safety protocols or the item not being available to loan), or if the student refuses to wear the item/s being loaned, the student will serve a period of on call and the parent/carer will be contacted to discuss how to remedy this.

Students must abide by the school rules in respect of uniform, jewellery, make-up and hair styles:

Jewellery: students are allowed to wear a watch, and one earring per earlobe - small stud only. Students are not permitted to wear necklaces and bracelets/bands (other than for faith reasons), however, students are allowed to wear one charity band. Students are also not permitted to wear facial/body piercings.

Excessive make-up is unnecessary and should not be worn. Appropriate make-up is allowed and is defined as: foundation (appropriate to the student's skin tone), black or brown mascara which should be worn discretely, a small amount of neutral eye shadow if required. No eyeliner, blusher or bronzer is to be worn. Fake eyelashes are also not to be worn and nails must be of an appropriate length. Nails should be natural in colour: coloured nail varnish and/or false nails are not permitted.

Hairstyles should not reflect the extremes of 'youth culture', for example shaved lines and patterns on the side of the head; patterns must not be cut into the hair. Hair colouring must be subtle and in natural colours - no pinks, reds, blues, two tone colour patterns or dip dye.

Hair accessories must be appropriate in size and colour for sensible and safe working. Hair scrunches/bobbles must not be worn on a student's wrist. Hair clips must not be attached to blazers/jumpers/shirts/ties.

When engaged in Physical Education students are required to change into their school PE kit. Students must comply with health and safety protocols when changing. The correct PE kit must be brought to every PE lesson. If a student is excused from a PE lesson they are still required to bring their PE kit in order to participate in lessons, for example as an umpire.

If a student has an injury or illness that is severe enough to warrant the student taking no part in the lesson whatsoever, or if the student is physically unable to get changed into their PE kit, a

note from the doctor or hospital is required and should be shown to the student's PE teacher before the start of the lesson.

Students should not leave money or valuables unattended at any time. If a student needs to bring large amounts of money or expensive items into the school, these must be taken to student services as soon as they enter the school so that these items can be locked in the safe. Students should not bring items such as iPods, hand-held computers, laser pens etc. into the school.

Mobile phones are brought into the school at a student's own risk and must be hand into a member of staff at the start of each day. This is a non-negotiable and forms part of a student's morning routine.

Headlands School strongly believes that the unsupervised and unrestricted use of mobile phones has the potential to significantly undermine the safe and harmonious culture of our academies. As a consequence:

STUDENTS' CONDUCT OUTSIDE THE SCHOOL GATES

Members of staff have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable" in response to noncriminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes for misbehaviour when students are:

- taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a student at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

Where such behaviour occurs students will be sanctioned in line with this policy and associated documentation.

Appendix 1



**Headlands ARC
Referral Form**

Referrers Details			
Name		Organisation	
Contact Number		Address	
Fax No			
Email Address		Postcode	
Young Person's Details			
Name		Parent/carer	
Address		DOB	
		Age	
		NC Year	
Male/Female		Ethnic Origin	
UPN Number		First Language	
Agency involvement? Please give details			
Young Person's Emergency Contact and Consent Form			
Name		Parent/Carer	
Telephone number		Mobile	
Address			
<p>Course Consent I give my permission for to take part in this course, which may include taking part in activities off-site.</p> <p>Marketing and Research Consent I give my consent for any photographs or video footage recorded during the course to be used in promotional material, by the organisation and funders. I agree to any findings from the project being shared publicly.</p> <p>Medical Consent In the event of any accident or illness, I consent to any necessary medical treatment, by a recognised qualified person providing that every effort has been made to</p>			

contact me and failed and if the delay in obtaining my own consent is considered inadvisable by the medical professionals concerned.			
Signed		Date	

All information recorded in this form will be treated in the strictest confidence

Young Person's Background: Please tell us as much useful information as possible that will help us when working with this young person.

Reason for referral?

School history - please provide details of the schools the young person has attended.

Primary school(s) attended:

SAT Results	Maths:	Reading:	Average:
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Secondary school(s) attended:
Headlands School

Current levels	Maths:	English:	Science:
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Attendance (this academic year) %	Attendance (previous academic year) %
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Has the young person ever received a fixed term or permanent exclusion? If so, please provide details below.

Does the young person have any special learning needs? E.g. Dyslexia, large print, basic skills needs

<p>Does the young person have a criminal record or are they subject to any orders? If yes, please provide details below.</p>			
<p>Does the young person have any involvement with any agencies? E.g. social services, Youth Offending Team, CAMHS etc. If so, please provide details</p>			
<p>Does the young person have any medical conditions?</p>			
<p>Areas of concern</p>		<p>Drug/Alcohol Abuse</p> <p>Suicide/Self-Harming</p> <p>Violence</p> <p>Relationships</p> <p>Arson</p>	
<p>If you have ticked one of the above, please use this space to provide further information. (Please attach a separate piece of paper if you need to).</p>			
<p>How matured is the young person in developing skills?</p>			
<p>Any other information you feel is important for us to consider. (Please attach any reports relevant to this application).</p>			
<p>Signed</p>		<p>Date</p>	

Appendix 2

Confirmation of ARC Placement Letter

Date

Parental Address

Re: Confirmation of ARC Placement

I wish to confirm the decision to accept NAME OF STUDENT into the Headlands ARC Enhanced Resource provision as discussed and agreed with you.

The Headlands ARC is an alternative curriculum and education provision to develop individual students, moulding independent learners and confident young minds. Our students may typically be those who:

- ✓ Struggle to attend mainstream lessons due to anxiety
- ✓ Are at risk of becoming not in education or employment (NEET) at post-16
- ✓ Are at risk of permeant exclusion from school
- ✓ Have found the mainstream setting unable to meet their emotional, social or mental health needs

As a result of our alternative curriculum Headlands ARC aims to inspire students to:

- Engage positively with a range of subjects
- Work towards reintegration into a mainstream setting where possible
- Achieve their post-16 education and / or career goals

As an Enhanced Resource provision we expect students to maintain high standards of attendance, attitude to learning and attainment in line with our Enhanced Resource Provision Policy. (See Enclosed).

Yours sincerely

Appendix 3



HEADLANDS ARC REFERRAL FORM
PARENTAL CONSENT



Name:

Parent View:

Student View:

Parental Consent

I give permission for to be educated in the Headlands ARC, which may include taking part in activities off-site.

The Arc provision has been discussed with me and I understand that this arrangement is temporary in the first instance and that a return to mainstream is the aim of the placement.

I also understand that this placement may become a permanent arrangement if a return to mainstream is not considered appropriate.

Signed		Date	
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Reintegration Plan

This Reintegration Plan will be forwarded to the relevant Pastoral Team members and class teachers notifying them of the Reintegration Plan as soon as a plan has been agreed by the ARC *Year Leader*, parents / carers and student.

Date of Meeting:		Location:	
Name of student(s):		Name of School:	
Year Group:		Ethnicity:	
SEND status:			
Looked After Child	Yes/ <u>No</u>	Child Protection	Yes/No
Child in Need	Yes/No	Early Help/FSP	Yes/No
Parents & Professionals involved with the child:			
Name:	Role & Organisation:	Attended? (Y/N)	Have they been informed of the reduced timetable? If not, please state why.
Start date of timetable:		End date of timetable: Student should return full-time provision within 6 weeks of start	
REASONS FOR THE PLAN: (please tick all that apply)			
Physical Health (supported by a medical professional)		Reintegration	
Mental Health (supported by a medical professional)		Behaviour	
Other (please describe below):			
Objectives (what change do we want to see?)		Success Criteria (what will the change look like?)	

Parent(s):	Parent(s):
Child:	Child:
School:	School:
Other (professional or family member):	Other (professional or family member):

WHAT NEEDS TO HAPPEN?			
Actions to be taken:	By When:	Person responsible:	How will we know it is working?
1.			
2.			
3.			
4.			

Reintegration Timetable											
Week beginning:	Monday		Tuesday		Wednesday		Thursday		Friday		Time in Education
	am	pm	am	pm	am	pm	am	pm	am	pm	

Other key issues discussed: (Please ensure you record any other issues/key points not captured above)

Review Meeting Date: (within 3 weeks of the start date)	
Time:	
Venue:	

The undersigned confirm that this is an accurate record of the discussions and outcomes agreed within the meeting. By signing this form, the school is confirming that the use of a part-time timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration.

During the period of the part-time timetable the school will:

- Monitor the effectiveness of the part-time timetable
- Hold a review on the agreed date
- Provide work the child to do whilst at home and mark all work complete

School Representative:		Date:		Signature:	
[INSERT NAMES OF OTHER PROFESSIONALS]:		Date:		Signature:	
Parents					
Name of parent:		Date:		Signature:	
Parents					

Name of parent:		Date:		Signature:	
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Child - this section is voluntary for the child to complete.

Name of child		Date:		Signature:	
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