

## Admission Pathway to a Staffordshire Short Stay School (SSS) / Pupil Referral Unit (PRU)

This document sets out the categories of pupils who are eligible for admission to a Staffordshire Short Stay School or Pupil Referral Unit.

If there are any concerns or queries –either general or related to individual cases, please contact the Education Inclusion Officers who will provide guidance.

|                                     |                |              |
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Staffordshire Local Offer:  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/document.page?id=85K5G2JsruA>

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## **Admission Pathway to a Staffordshire Short Stay School (SSS) / Pupil Referral Unit (PRU)<sup>1</sup>**

The District Inclusion Partnerships (DIP) have been established to act as the “managers” of the school community in regard to inclusion and therefore admissions to a SSS/PRU for a preventative placement would be in the majority of situations facilitated through the DIP. The Chair of the DIP will have ‘Power to Act’ between Partnership meetings when decisions are required urgently, i.e. placement of Looked after Children (LAC) or pupils who have an Education Health and Care Plan (EHCP).

Please note that any LAC from another LA who is new to the authority, the school/PRU must ensure Staffordshire’s Virtual School (VS) Headteacher is notified in the first instance as well as the School Admissions and Transport Team. [admissions@staffordshire.gov.uk](mailto:admissions@staffordshire.gov.uk)

If a pupil referred for a PRU placement has an EHCP then the SEND Assessment and Planning Service must be involved in any discussions or meetings. [sendreferrals@staffordshire.gov.uk](mailto:sendreferrals@staffordshire.gov.uk).

**There are 5 categories of pupils who are eligible for admission to a PRU.**

### **Main Roll of PRU –**

- 1. Permanent Exclusion**
- 2. Exceptional Admissions – no catchment school identified**

### **Dual Roll to PRU –**

- 3. Pupil at Risk – Intervention**
- 4. Medical Condition**
- 5. Support as part of a Managed Move**

All placement requests will require the completion of the relevant PRU’s Admissions form and schools should ensure that pupil’s CTF (see Appendix A) is forwarded in advance of an agreed admission date. Good practice would support all pupils accessing a PRU placement should have an Early Help Assessment (EHA) in place.

<https://www.staffsscb.org.uk/Professionals/Staffordshire-Early-Help-Strategy/Staffordshire-Early-Help-Strategy.aspx>

Schools and PRUs should take into account the DIP Protocol and Good Practice Guidance when proposing pupils for placement.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/document.page?id=RRCHVhq7gEE>

No pupil should be transferred to the main roll/single registration of a PRU for any other reason as those outlined above as this may constitute unlawful exclusion

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<sup>1</sup> The terms Pupil Referral Units (PRUs), Alternative Provision (AP) and Short Stay Schools (SSSs) are used interchangeably

and the LA will **not** provide the planned place or Element 3 (TRIG-8) funding to the PRU in such circumstances.

Schools accessing dual roll/subsidiary roll placements will be charged the Element 3 top up funding in line with the High Needs Top-up Assessment Framework TRIG-8.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/document.page?id=KD9joCbq-UU>

## Eligibility & Mechanism for Pupils accessing a **Main Roll/Single** Registration placement at a PRU

| Category  | Initial Contact   | Paperwork Required  | Action  |
|---|---|---|---|
| <p><b>1. Permanent Exclusion (PEX)</b></p> <p><a href="https://www.staffordshireconnects.info/kb5/staffordshire/directory/document.page?id=bYtALMg3cuE">https://www.staffordshireconnects.info/kb5/staffordshire/directory/document.page?id=bYtALMg3cuE</a></p> | <p>Education Inclusion Officer (EIO) to be advised by excluding school of the permanent Exclusion</p> | <p>Excluding school to complete the Notification of Permanent Exclusion and return to <a href="mailto:inclusion@staffordshire.gov.uk">inclusion@staffordshire.gov.uk</a></p> <p>The contents of this form will provide sufficient information to support admission to the PRU</p> | <ul style="list-style-type: none"> <li>• The pupil will be discussed at the weekly Local Authority managed Alternative Provision Panel (APP) whereupon the education offer to the pupil following the PEX is agreed</li> <li>• EIO liaises directly with the PRU Headteacher to ensure education is provided from day 6 following permanent exclusion.</li> <li>• For KS3 pupils a mainstream school must be identified and this is facilitated through the PRU Headteacher and DIP unless exceptional circumstances apply. Additional funding is available to support pupils transferring from a PRU roll to a new mainstream school</li> <li>• For KS4 pupils a mainstream placement may be sought for pupils who are deemed able to achieve within a high school setting</li> <li>• In the unlikely rare circumstances of the exclusion of a LAC being considered then the Personal Education Plan (PEP) meeting must take place including the Social Worker or VS from the pupil's Home LA</li> <li>• A package funding request may be considered (please see TRIG-8 document for process) in exceptional circumstances eg siblings, perpetrators &amp; victims on same site</li> <li>• The placement will be reviewed regularly through APP</li> <li>• The PRU to consider the initiation of an EHCNA request if there are unidentified SEND needs and a longer term specialist provision or if return to a mainstream school with support is required.</li> </ul> |

## Eligibility & Mechanism for Pupils accessing a **Main Roll/Single** Registration placement at a PRU

| Category   | Category  | Category  | Category   |
|--|---|---|--|
| <p><b>2. Exceptional Admissions – no catchment school identified</b></p> | <p>The usual protocol should be that all children are placed on the roll of their catchment area school in order to access a preventative placement at a PRU.</p> <p>Where no school has been identified the Education Welfare Worker (EWW), EIO, Social Worker (SW), VS Headteacher/Co-ordinators, Principal Admissions Officer or the Children Missing Education Officer may identify pupils in exceptional circumstances for PRU placement but the usual protocol should be that children are placed on the roll of their catchment area school in order to access provision at the PRU.</p> <p>All exceptional admissions will be agreed at APP</p> | <p>The relevant PRU's Admission Form must be completed by the agreed lead officer</p> | <ul style="list-style-type: none"> <li>• If LAC then the PEP must take place including the SW or VS from the pupil's Home LA</li> <li>• If appropriate a multi-agency meeting must include the catchment mainstream school representative, EIO and PRU to establish school placement</li> <li>• A package funding request may be considered in exceptional circumstances eg siblings, perpetrators &amp; victims on same site</li> <li>• The placement will be reviewed regularly through APP</li> </ul> |

## Eligibility & Mechanism for Pupils accessing a **Dual Roll/Current Subsidiary** placement at a PRU

| Category   | Initial Contact  | Paperwork Required   | Action  |
|--|--|--|---|
| <p><b>3. Pupil at Risk – Intervention Placement</b></p> <p>Pupil's causing concern where their education placement is at risk and an intervention placement is sought for a short term</p> | <p>Schools raise pupils at risk of exclusion through their DIP and linking with their EIO. Schools can also discuss the pupil directly with the PRU</p> <p>If the pupil is LAC then notification to the VS is required in line with statutory guidance promoting the education of LAC pupils.</p> <p>NB. LAC should not wait for DIP where this may put delay into the system</p>      | <p>Pupil's home school to lead on the completion of the EHA alongside the DIP referral form which has to be sent to the Chair of DIP 7 days before the DIP meeting of if necessary, at the PRU discretion with Chair agreed.</p> <p>For LAC pupils the home school to convene a PEP</p> <p>For EHCP pupils an early annual review should be considered</p> | <ul style="list-style-type: none"> <li>• PRU intervention agreed at DIP taking into account the prioritisation of vulnerable pupils.</li> <li>• Pupil is recorded on the DIP database</li> <li>• PRU liaises directly with pupil's home school regarding admission</li> <li>• Success Criteria for targets will milestone meetings between school and PRU to share progress</li> <li>• At end of agreed intervention, the pupil should return to full-time attendance at their home school or named school.</li> <li>• The PRU may support a managed move to a new school</li> <li>• PRU will be responsible in charging pupil's home school for the agreed dual roll placement in accordance with the agreed rates,</li> </ul> |
| <p><b>4. Medical Condition</b></p>   | <p>Best practice in Staffordshire is that mainstream schools manage most cases independently without the need of PRU intervention</p> <p>The pupil's home school to liaise directly with the PRU Headteacher and inform the EIO and EWW.</p> <p>If the pupil is LAC then notification to the VS is required in line with statutory guidance promoting the education of LAC pupils.</p> | <p>Pupil's home school to lead on the completion of the EHA and ensure pupil is included on the DIP Database through referral to the DIP</p>   | <ul style="list-style-type: none"> <li>• The PRU can support, advise and signpost the pupil's home school to ensure full access to education but this remains the responsibility of the pupil's home school.</li> <li>• PRU will be responsible in charging pupil's home school for the agreed dual roll placement in accordance with the agreed rates,</li> </ul>  |

|  |  |   |  |
|--|--|---|--|
| <p><b>5. Support as part of a Managed Move</b></p> <p>See DIP Protocol document for advice and guidance on managed moves</p> | <p>Schools can raise pupils identified for a managed move through their DIP. Agreements between schools can include support from the PRU. EIOs and EWWs to be informed. If the pupil is LAC then notification to the VS is required in line with statutory guidance promoting the education of LAC pupils.</p> | <p>School to complete DIP referral form which has to be sent to the Chair of DIP 7 days before the DIP meeting.</p> | <ul style="list-style-type: none"> <li>• Details of support required from PRU, if applicable and must be included within written managed move agreement between schools and agreed at DIP meeting when prioritising pupils within district.</li> <li>• Please refer to DIP Protocol on advice and protocol regarding managed moves</li> <li>• PRU will be responsible in charging pupil's home school for the agreed dual roll placement in accordance with the agreed rates,</li> </ul> |
|--|--|---|--|

# Recording Dual Registered Pupils

## Enrolment Statuses and Absence Codes Enrolment Status

### Enrolment Status

A pupil will generally have one of the following enrolment statuses recorded on your MIS system:

- 'C' (current - single registration at this school)
- 'M' (current main - dual registration)
- 'S' (current subsidiary - dual registration)

We would not expect any pupil to be registered under "G" (Guest). We would also expect the PRU to be clear with the mainstream school and provide guidance that the mainstream school will need to change their registration from C to M when the PRU is providing an intervention placement.

The 'Y' code can be used to record a pupil's absence from the PRU due to transport issues.

### Recording Absence Correctly for Dual Registered Pupils

To avoid the double counting of attendance and absence for pupils who are registered at more than one school (referred to as 'dual registered'), each school will need to ensure they:

- record the attendance and absence for the sessions the pupil is required to attend at their school
- use code 'D' (dual registered at another educational establishment) to record all of the sessions that the pupil is due to attend at the other school
- Attendance code 'D' is not collected in the school census as it is not counted as a possible session. The number of 'sessions possible' for a dual registered pupil against the main school should exclude those when the pupil is due to attend the subsidiary school and vice versa. (source: School census 2015 to 2016 Guide, version 1.5)

### Examples

Pupil A holds a Main Dual (M) registration at a secondary school, and a Subsidiary Registration (S) at a Pupil Referral Unit (PRU). The pupil attends the PRU on Fridays only. The secondary school will therefore mark the child as absent on Fridays with a code of 'D', and the PRU will mark the pupil as absent Monday to Thursday using the 'D' absence code. Use of other absence codes in these circumstances may artificially increase percentage absence rates for your school/PRU.

Pupil B is present at an off-site educational activity that has been approved by the school. The school record this absence as code 'B'<sup>2</sup>; DfE guidance states that by doing this the school is certifying that the education is supervised at the time to warrant the 'B' code, and measures have been taken to safeguard pupils eg visits from the PRU would depend upon safeguarding risks. This code should not be used for any unsupervised educational activity or where a pupil is at home doing school work.

Further guidance around attendance published by the DfE can be found at <https://www.gov.uk/government/publications/school-attendance>

Staffordshire's Model Attendance policy can be found at: <https://www.staffordshire.gov.uk/Children-and-early-years/Childcare-providers-and-professionals/Attendance-Policy.aspx>

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<sup>2</sup> Approved education activity as pupil being educated off site (NOT dual registration)



## Managing Disengagement from Education

PRUs to follow the pathway below when addressing poor attendance of pupils on their single/main roll.

| Timescale/Week                 | Weeks 1 and 2   |  | Weeks 3 to 6   |   | Weeks 6 to 8   |  | Weeks 9 to 12  |  |
|--------------------------------|---|--|--|---|--|--|--|--|
| Aspect                         | Step 1  | Step 2   | Step 3   | Step 4  | Step 5   | Step 6   | Step 7   | Step 8   |
| <b>Attendance status</b>       | Admission<br><br>F/T provision offered –  | Unauthorised<br><br>Approaching 10 'O' codes only<br>Unauthorised Late 'U' to be addressed internally as demonstrates partial engagement   | Unauthorised<br><br>20 'O' codes threshold reached within a 12-week period   | Unauthorised<br><br>In excess of 20 'O' codes reached within a 12-week period and continuing  | Unauthorised<br><br>In excess of 20 'O' codes reached within a 12-week period and continuing   | Unauthorised<br><br>In excess of 20 'O' codes reached within a 12-week period and continuing | Unauthorised<br><br>In excess of 20 'O' codes reached within a 12-week period and continuing | Unauthorised<br><br>In excess of 20 'O' codes reached within a 12-week period and continuing                                   |
| <b>School led Intervention</b> | Initial education provision offer made.<br><br>Does this meet the needs of this student could external AP package be considered for KS4 students at this point?<br><br>Students and parent/carers are informed that goal is to return them to mainstream provision.<br><br>Parental liaison<br>Parents are informed that 100% | Home Visits (HV)<br><br>Safe and Well, child/parent thoughts and feelings<br><br>Daily contact<br><br>Amended timetable explored or external AP considered<br><br>Parental liaison- Parents informed that statutory action could be taken. | Daily contact + 1 HV<br><br>Safe and Well & mentoring<br><br>Explanation of Statutory Action threshold<br><br>Revisit timetable and AP options<br><br>Revisit external support offered to parents.<br><br>Refer to EWW | Daily contact + 1 HV<br><br>Safe and Well & mentoring<br><br>Explanation of Statutory Action threshold<br><br>Tracking/Case study collation | Daily contact + 1 HV<br><br>Safe and Well & mentoring<br><br>Case consultation to consider if an Early Help or social work referral is indicated | Daily contact + 1 HV<br><br>Safe and Well & mentoring  | Daily contact + 1 HV<br><br>Safe and Well & mentoring  | Finalise Tracking/Case Study<br><br>Refer to APP for review of provision with presentation of case study/tracking (see Step 4) |

|                         |  |  |   |  |  |  |  |   |
|-------------------------|--|--|---|--|--|--|--|---|
|                         | attendance is expectation<br><br>School to ascertain which external agencies are working with the family |  |   |  |  |  |  |   |
| <b>External Support</b> |  | Offer of support from external agencies to improve parenting capacity<br><br>Contact EHA Team in respect of available parent groups<br><br>Parental approval required by PRU | Parent invited into attendance clinic in PRU which is led by the EWW<br><br>EWW to consider if 20-day notice period to start and if consultation meeting is required<br><br>If 20 day notice not followed education consultation to be planned for Step 5 | Request support from another PRU<br><br>Penalty notice period on-going | EWW to hold Education consultation meeting to review statutory options<br><br>Penalty notice period on-going | Penalty notice period on-going                 | Penalty Notice period ends – Review held led by EWW and decision made on issue of Penalty Notice | Penalty Notice Active for 4 weeks following issue. Pupil must remain on roll during this period.<br><br>Prosecution for non-attendance<br><br>If prosecution is taking place EWW to bring update to APP |
| <b>Desired outcomes</b> | Full time engagement in education provision  | Re-engagement leading to full time engagement  | Re- engagement leading to full time engagement  | Re- engagement leading to full time engagement                         | Re- engagement leading to full time engagement   | Re- engagement leading to full time engagement | Re- engagement leading to full time engagement   | Re- engagement leading to full time engagement<br><br>All options considered, and/or additional resources required  |

## Common Transfer File

Extract below taken from the DfE's CTF 19 guide, version 1.0, June 2019

<https://www.gov.uk/government/publications/common-transfer-file-19-specification>

### Statutory obligation

All schools maintained by a local authority in England are required when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Schools maintained by a local authority include all phases – for example, nursery, primary, secondary – and types of schools – for example, special schools and pupil referral units (PRUs). PRUs are legally defined as schools and so references to schools in this document should be regarded as also applying to PRUs.

Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school.

Where a pupil transfers to a new school in Scotland or Northern Ireland the old school in England is still required to send a CTF.

The statutory obligation on schools in England to send CTFs is set out in the Education (Pupil Information) (England) Regulations 2005 Statutory Instrument (S.I.) and subsequent amendments in The Education (Pupil Information) (England) (Amendment) 2008, The Education (Pupil Information and School Performance Information) (Miscellaneous Amendments) (England) 2013, The Education (Information) (Miscellaneous Amendments) (England) 2015, The Education (Pupil Information) (England) (Amendment) 2019. There is equivalent legislation for Wales.

### Importance of sending CTFs

Below are just some of the reasons why and circumstances when it is important for a school to send CTFs for pupils that are transferring to other schools.

- Pupil welfare - The transfer of CTFs enable pupils moving schools to be kept track of and ensures they do not go missing from the system. The transfer of CTFs also ensures that important information such as details of a pupil's special educational needs are immediately available to the new school.
- Maintaining pupil progress using prior attainment - CTFs contain details of a pupil's prior attainment. A new school can use this information to inform their planning for the pupil's continuing education. Using this knowledge of prior attainment, the school is better able to meet the individual needs of each pupil with greater accuracy and maintain the momentum of their learning.