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**Handbook for Schools**

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# Mission Statement - Tony Sammon - Headteacher

As young people grow up they often make mistakes and get things wrong. This is a natural part of developing as a person. Some young people find this more difficult than others, for a variety of reasons. There are times when this makes a full time placement in a mainstream school inappropriate.

The Tor School is part of the continuum of provision for vulnerable children and young people in the Mendip Area of Somerset. It is an alternative to mainstream school and we work together alongside our partner schools to build Learning Plans for children and young people who may currently be struggling to cope in their current placement.

We are a school built on core values that permeate throughout the organisation. Put really simply they are: *Every child, No Excuses, High Expectations, Cherish staff, No Islands.* Our core purpose is to improve the life chances of the young people we work with. Very often the children who are referred to us feel rejected and unwanted. It seems harsh to say we don't allow excuses, but this doesn’t mean we don’t understand some of the chaotic and toxic lives and history they may have. It does mean we shouldn’t give up having high expectations of them in everything we do.

Very often the reason young people find it hard to cope in mainstream schools, is that despite all the wonderful support they receive, staff do not have the time to build relationships and truly understand what makes them tick. Here at TOR SCHOOL we take the time to invest in those relationships and see them as the foundation on which everything else is built. Some of our young people have early experiences that lead them to behave in particular ways to protect themselves from harm. Others have learned to behave in a manner that creates a sense of self-worth. Others are still emotionally at a much younger age than they actually are. We see behaviour as a form of communication as well learned responses. We work hard to understand the causes of social emotional and mental health issues and develop support for the child or young person holistically through a plan involving expertise from across the school. We ensure our young people feel safe and secure, making them feel welcome and wanted as part of a school community. Warmth, humour and unconditional regard are inherent aspects of our provision here.

We firmly believe that these same principles also apply to the adults who work here. We cherish and value the staff; appreciating that there are people who work really hard in the background as well as in the classrooms, to ensure our pupils get the best life chances they can. We have an extensive staff training programme and keep up to date with current trends in Social Emotional and Mental Health.

We were previously a number of different centres that were brought together as one school and in February 2018 will be moving into new premises. This will be one of the first fully integrated PRUs in the country. As such we try to avoid labelling young people in simplistic ways and we put the needs of the child at the centre of the learning plan we develop. There are no islands in our organisation and we work together to meet the needs of the wonderful creative young people in our care.

# About us

Tony Sammon is the Headteacher for the Tor School which is made up of:-

* **KS4 Provision**

We offer 25 equivalent full time places for young people excluded from or at risk of exclusion from their mainstream school. Places can be full time or dual registered part time depending on what is commissioned by either the Local Authority or the commissioning mainstream school.

For all key stages, we offer medical tuition, although only KS4 students attend Tor School and other children and young people are supported through an outreach model.

* **Key Stage 1 and 2**

In the primary years we work hard to prevent exclusion where possible and the main focus of the work is in Outreach Services to schools. This can take the form of direct work with young people to enable schools to build capacity as well as modelling and coaching of good practice with staff. The aim is always to build capacity in schools.

We can also work at a more systemic level with colleagues in school to identify a child’s range of SEMH needs and to clarify appropriate provision specific to your setting. Their role is to increase schools capacity to understand and to meet social, emotional and mental health needs. We can also provide training on an area basis and INSET to groups and individual school as part of our development work.

In KS1 we have a small amount of Theraplay support available. This is a longer-term intervention to build a more secure relationship between a child with complex SEMH needs and their key-person. It involves intensive 1:2, practical sessions to model approaches with the key-person and to support the relationship work with the child.

Using Theraplay approaches in group-work is also available in KS1.

* **Short Stay Provision**

This team work to support those children and young people who are between schools on partnership agreements and for whom attendance at the other centres is not appropriate. This team ensure that children and young people’s basic skills are well supported so that their return to school is as smooth as possible. Education is provided as 1:1 tuition or in small group tuition at Tor School or via a virtual learning provider. The majority of this work is at Key Stage 3 and 4 but there may also be times when it would be appropriate in later primary.

* **Adolescent Support Workers**

We have two Adolescent Support Workers, Judith Moore and Ian Withers, who work with children and young people to identify positive activities to improve their self-esteem and self-awareness. The client group is usually those young people at risk of Exclusion and or disengagement or those who have undergone a sudden change in patterns of behaviour. ASWs currently work all year round and can provide support in school holiday time.

* **Parent and Family Support**

We have a Parent and Family Support Adviser (PFSA) David Curl who is available to work with the families of young people on roll at the Tor School but can also help build capacity for schools as part of the Outreach Teams.

* **Panel for Excluded and Vulnerable Pupils**

Permanently excluded pupils and referrals for vulnerable pupils are discussed by the Panel for Excluded and Vulnerable Pupils (PEVP). This panel is a group of professionals and inclusion teams, who decide on the most appropriate course of action. Julie Wigley is the Access Liaison Officer who works with schools communicating information about pupils who have been excluded and may be at risk of Permanent Exclusion.

The meetings are currently held at Shepton Mallet Sports Centre and start at 9am. Schools may be required to send a representative if a school referral is being discussed.

All paperwork needs to be submitted by the end of the Thursday before the meeting. PEVP meetings are held on a fortnightly basis. If there is an issue that needs discussion urgently then please contact Tony Sammon, Headteacher.

* **Administration**

We have a central admin team currently located at Tor School who handle all referrals and the business aspects of the school. Initial contact with Tor School should come through the central admin team who can be contacted on: 01458 258296 or by email: torschool662@educ.somerset.gov.uk



# Referrals

All completed TOR SCHOOL referrals forms for any aspect of the school should come to the Central Admin Team via torschoolreferrals@educ.somerset.gov.uk

The Tor School referral form has a main front sheet with additional information depending on the type of referral and the service requested by the school.

Each week the SLT meeting triages the referrals. Those that are Section 19 work such as Permanently Excluded or Hard to Place pupils and or Medical Referrals will go directly to PEVP. From panel a decision will be made to work with the young person or request more evidence. If a decision is made to work with the young person then a TOR SCHOOL Planning meeting will take place and a key worker will be allocated to liaise with the referring school. From here a Learning Plan will be built detailing the type of support and the duration and timing of support provided. (See Appendix A)

It is advisable for you to hold a multi-professional meeting prior to a referral to the Tor School (especially for medical referrals). Someone from the Tor School could attend.

For cases that do not need to go to panel a Tor School Planning meeting will take place and a Key Worker and Learning Plan will be developed.

Please see Appendix A for a copy of our Referral Form.

# Supporting Evidence

Any referral should be part of a graduated response to meeting need. Before making a referral for particular aspects of the school feeder agencies should be included and consider the following supporting information:

|  |
| --- |
| **Supporting documentation to include with referral** |
| **Medical:****Mandatory:*** The ‘Medical Information’ form completed by the lead medical professional
* Attendance recorded print off for previous 12 months from the date of referral
* All relevant medical reports from medical professionals
* Records from consultation meetings / annual reviews
* Minutes of any multi-professional meetings Progress and attainment over time: include NC levels, target and predicted grades (for current and previous years).
* Annotated timetable

If available: * Last 2 individual education plans or equivalent and reviews
* Last 2 PSPs or equivalent and reviews
* Risk Assessment (where necessary)
* Behaviour log
* SEN Support details – including any interventions and resulting impacts
* SEN transition data – if available
 | **Alternative Provision (PRU):*** Copies of Pastoral Support Plans or Individual Education Plans for the pupil that have been in place over the past 12 months.
* Sample of incidents (1 page)
* Attendance records for this year and last
* Any other information in support of your decision to request alternative provision. Please include any interventions you intended but were unable to secure
* School assessment test results, including SATs, CATs, GCSE expectations etc.
* Copy of the most recent school report
* Any Support Services Reports
* SEN Support details – including any interventions and resulting impacts
* SEN transition data – if available
 |
| **Outreach/Advisory Support:*** Minutes of any multi-professional meetings leading to this referral
* individual education plan or equivalent and Reviews
* Pastoral Support Programme and Review
* Report from SEMH (KS2 only)
* Attendance Record print-off for previous 12 months
* NFER Emotional Literacy Assessment completed in last 3 months
 | * SLCN Checklist or Speech & Language Therapy Report if current
* SEN Support details – including any interventions and resulting impacts
* SEN transition data – if available
 |
| Depending on the outcome of the referral process and the provision requested, it may be necessary to obtain parental consent before our involvement. In these cases the consent form will be sent to you for completion. |

# Mendip Learning Plan

The Mendip Learning Plan is a planning and review process which details the type of support provided by the school, the purpose of the support, intended outcomes and timescales. The plan works on a cycle of…

Please see Appendix B for a copy of our Mendip Learning Plan.

# Partnership Agreement Places

There is capacity for schools to refer pupils in years 10 and 11 to accommodate pupils who may be at the point where a placement at their current school is inappropriate but a Permanent Exclusion would not be.

A partnership agreement is drawn up with the feeder school which details the support provided by the PRU and what will be provided by the mainstream school. This agreement also details how the school will ensure that the young person still feels part of the school community.

If there is very little likelihood that the young person will return full time to their mainstream school then the mainstream school can remove the pupil from their roll before the January Census in Year 11 and they will be single registered with TOR SCHOOL. This will mean that schools will not be accountable for exam results.

Please see Appendix C for a copy of our Partnership Agreement.

# What happens after a Permanent Exclusion?

A graduated response to need must be adhered to and schools should do everything they can to highlight and support young people at risk of permanent exclusion. Schools should refer to the statutory guidance for exclusion which states that

A decision to exclude a pupil permanently should only be taken:

* in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
* where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When a Headteacher makes the decision to permanently exclude the following process should be adhered to:

# The Process of reintegration and the Fair Access Protocol

Following a Permanent Exclusion the Social Inclusion Team will set up a timetable from Day 6. This will involve assessment of academic achievement in Core Subjects as well as an assessment of social emotional and attitudinal aspects. If it is felt appropriate that another mainstream school is appropriate then our Access Liaison Officer will contact local schools requesting that they consider a placement. In the meantime the Social Inclusion Team will provide tuition directly or through a combination of Virtual Learning and 1:1 contact. If the young person is not ready to return to mainstream school then Tor School will continue to provide education for the young person. In the case where an EHCP is being considered it may be appropriate to work with a local school in partnership to enable assessments to be carried out.

The flow chart below details the steps as a process:

# Training / Coaching available to schools

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| --- |
| **Training available** |
| * We can offer focussed support / coaching for teaching assistants employed as key workers for children with SEMH (usually 1 hr fortnightly) FS, KS1&2
* Who am I? Developing Self Awareness (2 hours) KS1&2
* De-escalation (3 hours or 2 twilight) all key stages
* Relational Trauma - its impact on development & learning (half day) KS1&2
* Using Movement & Touch to develop Self-Regulation (1.5 hours) KS1 & 2
* Writing & Using Therapeutic Stories (2 hours) all key stages
* Promoting Positive Mental Health in Schools (1.5 to 3 hours) KS1 – 3
* Development Movement (1.5 hours) KS1
* Use of Assessment tool for SEMH including the Boxall Profile (between 1 and 3 hours) KS1 to KS4
* Attachment and Resilience – use of PLACE (1.5 to 3 hours) KS1 – 3
* Use of Calm boxes and Safe Spaces – (1.5 to 3 hours) KS1 – 3
* Theory and Practice of Nurture Groups (Please contact us for details of dates and costs)
 |

Please contact us if you would like a course outline for any of the above courses.

# Contact Details:

Website containing all the forms to download:

<http://www.torschool.org/>

***Please contact the following members of the school team if you have any questions***

**Headteacher**: Tony Sammon

Tel: 01458 258296

Email: tsammon@educ.somerset.gov.uk

Tor School, Beckery New Road, Glastonbury, Somerset, BA6 9NS

**Assistant Head**: Abby Atkins (Referrals related to medical tuition)

Tel: 01458 258339

Email: aatkins2@educ.somerset.gov.uk

Tor School, Beckery New Road, Glastonbury, Somerset, BA6 9NS

**Outreach Support:** Tanya Howe / Matt Hill (Referrals related to outreach provision)

Tel: 01458 258296

Email: thowe1@educ.somerset.gov.uk
 mhill1@educ.somerset.gov.uk

Tor School, Beckery New Road, Glastonbury, Somerset, BA6 9NS

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| **Access Liaison Officer**: Julie Wigley (Matters relating to PEVP) Email: jwigley@educ.somerset.gov.uk  |
| **Adolescent Support Workers**: Ian Withers/ Judith Moore Email: Iwithers@educ.somerset.gov.uk  Jmoore6@educ.somerset.gov.uk  |
| **Parent** **and Family Support Advisory**: David Curl Email: Dcurl1@educ.somerset.gov.uk  |