
**DUAL PLACEMENT
AGREEMENT**
Springboard Pathway



WESTBRIDGE ACADEMY

DATE:

DUAL PLACEMENT AGREEMENT

Between: _____ and Raedwald Trust

Date Placement Agreed (z code):

Date Placement Starts (pupil on-site):

Placement End Date:

Pupil Name:

The support and provision of education for pupils with additional needs requires a partnership approach, with each partner agreeing to certain roles and responsibilities.

Upon receipt of referral, the Raedwald Trust and the Local Authority will determine whether the referral is appropriate for allocation onto the Springboard Pathway. This will be established through:

- Review of Inclusion Referral Form
- Discussions with school staff and/or Family Support services at the Local Authority
- Review of documentation provided at time of referral
- An in-school observation of the pupil, carried out by a member of Raedwald Trust staff

If it is determined that a pupil's needs cannot be met on the Springboard Pathway, a separate agreement may be negotiated (in exceptional cases) by the Local Authority.

For the purposes of this document, "home school" refers to the mainstream setting where the pupil is on-roll. Placement end date is set for the maximum length of time the pupil should be educated at a particular Raedwald Trust site as per the pathway expectation. This end date may be brought forward if Raedwald Trust teams feel that an earlier reintegration is appropriate for the child/young person.

The subsequent agreement relates to the pathway identified below.

DPA Pathway Overview

Springboard Pathway

Purpose: To support pupils to succeed in their current mainstream school placement. Pupil placement will be 3 days per week at a Raedwald Trust site and 2 days per week with the home school, for the first 12 weeks. This will be followed by 2 days per week at a Raedwald Trust site and 3 days per week with the home school, for a further 7 weeks. The pupil will initially be attending for at least 2 hours a day on their 2 days at the home school. This time will increase throughout the placement so that the pupil is attending 2 whole days by week 7. This will prepare pupils to attend whole days from week 13.

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Overview:

A short, early intervention to support pupils who are struggling to attend their mainstream school due to anxiety/mental health factors. This pupil will have the potential to be successful in mainstream school but needs an intensive and short-term intervention to enable this. School will already have completed Step 1 & 2 of the Graduated Response, including consultation with the Local Authority and accessing specialist services where appropriate. Throughout the placement, Raedwald Trust will remain subsidiary to the mainstream school roll.

Key dates:

| Weeks | Required Actions/Deadlines for completion |
|---|--|
| Prior to placement | DPA and appendices completed, signed and returned. Home visit by Raedwald Staff to pupil and parents/carers School visit to Raedwald Site by pupil and parents/carers |
| 1-2 2 | Entry assessment/Transition unit/Induction (half days) Induction Report (sent to school) |
| 2 | Pupil attends Raedwald 3 days/week; home school 2 days/week (1 hour outreach in school can be provided). By week 7 each pupil will be attending two whole days at their homeschool. |
| 7 | Placement review (1st) Transition plan in place to increase planned programme of education and homeschool and prepare/plan for three days |
| 9 | Deadline for submission of pathway extension request |
| 13 | Home school increase: 2 days at Raedwald and three days at home school |
| 17 | Final report Transition plan in place for full return to homeschool |
| 18 | Supported transition continued |
| 19 | Supported transition continued |
| Week 20 End of placement - Full return to homeschool or other provision | |

Curriculum: Across Key Stage 4, this 19-week curriculum aims to deliver fundamental knowledge and skills in key areas of literacy and numeracy through a 3/2-day Raedwald Trust placement. The curriculum is derived directly from the National Curriculum up to the end of Key Stage 4. It is designed as a concentric curriculum (revisited but taught explicitly) or sequential (chunked and taught once for mastery) dependent on different subject areas. Conscious decisions about subject delivery have been made to ensure long term knowledge acquisition that are appropriate to the age/stage of development of pupils. Subject programmes of study span from Year 7 to Year 11

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objectives dependent on the age/stage at admission. All pupils will access daily, explicitly taught reading lessons. These are delivered using our Raedwald Trust Readers for Life Curriculum.

Due to the nature of a short-term fractional placement, we are not able to offer pupils the full breadth or depth of curriculum coverage across all subjects. Additional support for post-16 transition will be incorporated into the PSHE curriculum structure. Conscious decision making about the curriculum is detailed within programmes of study; curriculum sequencing is detailed within subject curriculum overviews. These are available on our website at: <https://www.raedwaldtrust.org>.

For pupils who remain with us during GCSE examinations, mainstream schools will make exam entries and pupils can sit exams in their home school or a transfer arrangement (if all involved believe this would be most suitable for the pupil) can be agreed for them to sit exams at a Raedwald Trust site. If this arrangement is requested, home school would be responsible for this application. If access arrangements are required, mainstream schools would be responsible for the submission of Form 8 JCQ applications and other relevant exam board applications; access testing costs and responsibilities can be discussed at appropriate review meetings.

The Raedwald Trust agree to:

- Notify the Local Authority of the date of admission of pupil (confirmed by the RT Admissions team) once the educational pathway has been determined.
- Work in partnership with home school to determine use of B, C or D attendance coding while attending a Raedwald Trust site.
 - **Code D:** *Dual Registered [Used when the pupil is attending the home school]*
 - **Code B:** *Off-site educational activity [Used when the pupil accessing AP attends another off-site activity organised but not supervised/delivered through the AP setting or home school].*
 - **Code C:** *Leave of absence authorised by the home school or AP setting.*
- Ensure the home school is made aware immediately of any Fixed Term Exclusions or permanent exclusions of the pupil if he/she is attending the Raedwald Trust site.
- Fulfil Raedwald Trust dual registration responsibility to home school which includes:
 - Weekly report on pupil attendance
 - Attendance number that can be contacted by home school on a daily basis
- Raedwald staff will deliver an outreach session at the home school, for 1 hour each week, staffing permitted.
- An Outreach report will be sent to the home school following the session.
- Sharing/providing assessment data and liaising or working with other agencies as required. This includes supporting home school with regards to EHCP Annual Reviews and/or EHC Needs Assessment requests.
- Work with colleagues to:
 - set initial home school staff visit dates to the allocated Raedwald Trust site.
 - set dates for a mid-placement and end-of-placement meeting. The end-of-placement meeting will be held at the home school or remotely.

-
- Support applications for transport submitted by parents/home school.
 - Work in partnership with home school Designated Safeguarding Lead to obtain, monitor and share safeguarding concerns.
 - Provide a weekly report to home school in order to communicate progress during days at Raedwald site.
 - Provide a comprehensive end of placement report at the end of the pathway placement.
 - Engage pupils in a progressive curriculum where programmes of study have been derived from the National Curriculum.
 - Provide, via the Raedwald Trust website, a curriculum overview and programmes of study detailing specific coverage of subjects and objectives during pupil's placement. This will also specify areas that are not taught through the Springboard pathway, which the home school are therefore responsible for delivering.

It is expected that Home Schools and their Governors will:

- Work in partnership with RT to determine use of B, C, D attendance coding.
 - **Code D:** *Dual Registered [Used when the pupil is attending the Alternative Provision (AP), on a temporary basis, for all sessions that the pupil is expected on the AP site].*
 - **Code B:** *Off-site educational activity [Used when the pupil accessing AP attends another off-site activity organised but not supervised/delivered through the AP setting or home school].*
 - **Code C:** *Leave of absence authorised by the home school or AP setting.*
- Ensure the Raedwald Trust site is made aware immediately of any suspensions or permanent exclusion of the pupil if he/she is attending the home school.
- Ensure the Raedwald Trust site is made aware immediately of any Safeguarding concerns that arise whilst attending the mainstream setting.
- Provide Raedwald Trust with contact information for allocated staff with attendance responsibility.
- Ensure that suggested/modelled strategies and recommendations, shared for the pupil during Outreach sessions, are actioned.
- Share/provide assessment data and continue to liaise or work with other agencies as required. This includes overseeing and submitting paperwork for EHCP Annual Reviews and/or EHC Needs Assessment requests.
- Send a member of staff to visit pupil at the Raedwald Trust site at least once during the 19-week placement.
- Provide Raedwald Trust with the name of a key worker/key person for referred pupil who will be visiting pupil on-site. Home school will ensure that any member of staff is able to provide DBS information and photo ID for verification upon first visit to Raedwald site.
- Complete and return weekly report to update Raedwald Trust site on progress and achievement whilst accessing the home school site.

- Maintain responsibility for registering and administering any standardised assessments throughout the duration of the pupil placement. If appropriate, the mainstream setting may delegate responsibility for exams administration to the Raedwald site.
- Attend and host mid and end of placement review meetings.
- Implement and feedback on advice and strategies provided by Raedwald Trust site including support for reintegration.
- Engage in any follow-up feedback/data collection requested by Raedwald Trust following the end of a pupil placement.
- Ensure a broad curriculum is delivered to the pupil, through the use of the Springboard Pathway Curriculum, to confirm areas that home school remain responsible for delivering as appropriate.
- Make arrangements for their pupils to sit exams; either at home school or placement school to serve as a satellite. If a satellite arrangement is requested, home school would be responsible for this application. If access arrangements are required, mainstream schools would be responsible for the submission of Form 8 JCQ applications and other relevant exam board applications; access testing costs and responsibilities can be discussed at appropriate review meetings.

I agree to the terms and conditions of educational support as outlined in this Dual Placement Agreement:

Signed:  Print Name: Kirsty Osborne Date:

Signed: _____ Print Name: Emily Duque Date:
Headteacher & Raedwald Trust Site Leader

I agree to the terms and conditions of educational support as outlined in this service level agreement:
Signed: _____ Print Name: _____ Date:
Headteacher, Virtual School

I agree to the terms and conditions of educational support as outlined in this service level agreement:
Signed: _____ Print Name: _____ Date:
Headteacher, Home School

Please sign, take a copy of the agreement and return the copy to Raedwald Trust.

Important Information, please complete home school contact information below.

Email and Phone contacts

| | Home School | Westbridge | Other Professional |
|---------------------|-------------|--|--------------------|
| Lead Contact | | Emily Duque emilyduque@raedwaldtrust.org Tel: 01473 251329 / 07751 747722 Alternative contact: Kirsty Osborne kosborne@raedwaldtrust.org Tel: 01473 717013/ 07599 101964 | |
| Attendance | | Kayleigh Southgate ksouthgate@raedwaldtrust.org Tel: 01473 717013 | |
| SEN | | Emma Osborne eosborne@raewaldtrust.org Tel: 01473 717013 | |
| Safeguarding | | Emily Duque emilyduque@raedwaldtrust.org Tel: 01473 251329 / 07751 747722 Kayleigh Southgate ksouthgate@raedwaldtrust.org Tel: 01473 717013 | |

Raedwald Trust – Home School Information

| | |
|---------------|---------------------|
| Pupil: | Home School: |
|---------------|---------------------|

Entry profile:

| | | | |
|---|---|---|---|
| <i>Reading (please identify any additional assessments and resultant Standardised Scores within last 2 years)</i> | <i>Writing (please identify any additional assessments and resultant Standardised Scores within last 2 years)</i> | <i>Mathematics (please identify any additional assessments and resultant Standardised Scores within last 2 years)</i> | <i>Any other relevant assessment information (please identify any additional assessments and resultant Standardised Scores within last 2 years)</i> |
| | | | |

| Transition information (for all pupils KS1 – KS4) | | | Key Stage 4 | | | | | | | | | | | |
|---|---|---|---|--|---|--|---------|----------------|---------------|-----------------|--|--|--|--|
| <input type="checkbox"/> Passed Phonics Screening Check Yes/No Statutory Assessment outcomes for Reading: End of KS1 TA: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre-Key Stage Standard: 1 2 3 4 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS End of KS2 tests or TA: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre-Key Stage Standard 1 2 3 4 5 6 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS Scaled score in Reading SATs: _____ | Statutory Assessment outcomes for Writing: End of KS1 TA: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre Key Stage Standard: 1 2 3 4 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS End of KS2 test/TA for Writing AND GPS*: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre Key Stage Standard 1 2 3 4 5 6 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS Scaled score in GPS SATs: _____ | <input type="checkbox"/> Multiplication Tables Check outcome: _____ Statutory Assessment outcomes for Maths: End of KS1 TA: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre Key Stage Standard: 1 2 3 4 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS End of KS2 test/TA for Maths: <input type="checkbox"/> P Scales <input type="checkbox"/> Pre Key Stage Standard 1 2 3 4 5 6 <input type="checkbox"/> WTS <input type="checkbox"/> EXS <input type="checkbox"/> GDS Scaled score in Maths SATs: _____ | Please identify all GCSEs and/or Functional Skills/Entry Level qualifications your pupil will be entered for during their PRU placement <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 15%; padding: 5px;">Subject</th> <th style="width: 15%; padding: 5px;">Syllabus/Board</th> <th style="width: 15%; padding: 5px;">Current Grade</th> <th style="width: 15%; padding: 5px;">Predicted Grade</th> </tr> <tr style="height: 100px;"> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | | Subject | Syllabus/Board | Current Grade | Predicted Grade | | | | |
| Subject | Syllabus/Board | Current Grade | Predicted Grade | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | Examinations Officer Name: | | Examinations Officer Contact Details (email and phone): | | | | | | | | | |
| | | | Access Arrangements applied for/in place (please list): | | Access Arrangements testing required: Yes / No | | | | | | | | | |
| <i>Note: If access arrangements are required, these must be applied for by the on-roll mainstream setting. If you require support for testing, please speak to the Raedwald Trust Headteacher of the appropriate setting.</i> | | | | | | | | | | | | | | |

PSED:

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It is likely that many pupils will have gaps in their early personal, social and emotional development, across EYFS – KS4. Please RAG rate the developmental areas for your pupil. Green – secure, Amber – inconsistent, Red – not consistent.

| Making relationships | | Self-confidence and self-awareness | | Managing feelings and behaviour | |
|--|--|---|--|--|--|
| <ul style="list-style-type: none"> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. | | <ul style="list-style-type: none"> Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. | | <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. | |
| <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. | | <ul style="list-style-type: none"> Can select and use activities and resources with help. | | <ul style="list-style-type: none"> Aware of own feelings and knows that some actions and words can hurt others' feelings. | |
| <ul style="list-style-type: none"> Initiates play, offering cues to peers to join them. | | <ul style="list-style-type: none"> Welcomes and values praise for what they have done. | | <ul style="list-style-type: none"> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. | |
| <ul style="list-style-type: none"> Keeps play going by responding to what others are saying or doing. | | <ul style="list-style-type: none"> Enjoys responsibility of carrying out small tasks. | | <ul style="list-style-type: none"> Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met. | |
| <ul style="list-style-type: none"> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults | | <ul style="list-style-type: none"> Is more outgoing towards unfamiliar people and more confident in new social situations. | | <ul style="list-style-type: none"> Can usually adapt behaviour to different events, social situations and changes in routine. | |
| <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. | | <ul style="list-style-type: none"> Confident to talk to other children when playing, and will communicate freely about own home and community. | | <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. | |
| <ul style="list-style-type: none"> Explains own knowledge and understanding and asks appropriate questions of others. | | <ul style="list-style-type: none"> Shows confidence in asking adults for help. | | <ul style="list-style-type: none"> Aware of the boundaries set, and of behavioural expectations in the setting. | |
| | | <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. | | <ul style="list-style-type: none"> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken something they wanted themselves. | |
| | | <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. | | | |

Please could you complete the following to inform the pupil's Individual Learning Plan (ILP):

| | Strengths | Difficulties |
|---------------------------------|-----------|--------------|
| Written Expression | | |
| Reading | | |
| Mathematics | | |
| Independent Learning | | |
| Social and Communication Skills | | |

Please fill in the following information:

| | |
|---|--|
| What does the pupil enjoy? | |
| What does the pupil find challenging? | |
| Triggers? | |
| Effective De-escalation? | |
| Has the use of physical restraint been necessary (historically or currently) Yes/No | |

Additional documentation:

Please could you provide the following relevant documentation/information (if not already included in your original referral):

| | |
|--|--|
| | Pupil exercise books / folders (or appropriate examples of pupil work) |
| | Current progress information for core subjects, including most recent Alternative Tuition Service / CISS / Outreach report (if supported by these services) |
| | Relevant curriculum overviews for the current academic year (and next academic year for KS4 as appropriate). |
| | Any updates to current status (FNM/CIN/ CP/CIC) and key professionals involved. Please set up an urgent meeting with us to discuss any relevant safeguarding concerns prior to start date (if appropriate). |
| | Current attendance certificate for current academic year (if not included on referral paperwork) |
| | If the pupil is supported by an EHCP, copy of the latest Annual Review report and most recent EHCP. |
| | If there have been any updates to the Risk Assessment following completion of your referral, copy of updated risk assessment |
| | Form 8 / JCQ approval notice / picture of need if access arrangements have already been applied for |
| | UPN / ULN if not already included on referral form |

KS4 pupils - Home School Day planned education programme

School:

Key contact:

Pupil:

Alternative:

Timetable of provision (*please adjust the lessons to the timings of your school day*)

| School day timings/ <i>Planned subjects/ Lessons, interventions etc,</i> Week 1- 4 | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 etc |
|--|----------|----------|----------|----------|--------------|
| Week 5 | | | | | |
| Week 6 | | | | | |
| Week 7 (placement review week) | | | | | |

Notes: narrative of how this plan supports:

a) statutory entitlement (including increased attendance over time)

b) readiness for exams

c) successful reintegration

d) next steps

If you foresee any barriers to the pupils accessing your site, please detail how you can make use of our outreach time to support this, even if it starts with visits to the school and a re-familiarisation with staff. These building blocks to reintegration are vital to the success of the placement and will ensure the best outcomes for our pupils.

Exams and predicted qualifications

| | |
|-------------------------------------|--|
| Pupil Name | |
| Mainstream School | |
| Candidate Number | |
| Examinations Officer contact | |

| Subject | Qualification Type (GCSE, BTEC, etc) | Predicted grade (where possible) | Access Arrangements | | Exam Board | Specification Code | Year 11 only: Do you require us to act as a transfer site? | Any further info? |
|--------------------|---|--|---------------------|----------------------|------------|--------------------|---|-------------------|
| | | | Required (Y/N) | Applied For (Y/N) | | | | |
| English Language | | | | | | | | |
| English Literature | | | | | | | | |
| Maths | | | | | | | | |
| Science | | | | | | | | |
| History | | | | | | | | |
| Geography | | | | | | | | |
| Music | | | | | | | | |
| Art | | | | | | | | |
| ICT | | | | | | | | |
| R.E. | | | | | | | | |
| | | | | | | | | |
| Other: | | | | | | | | |
| | | | | | | | | |

***Please refer to KS4 Curriculum Programmes of Study and Policies for specific details about core knowledge and skills delivered across the curriculum.**