



PUPIL ENTRY & EXIT ROUTES GUIDANCE

(PEX, APEX, Managed Moves, Short Term Provisions & Reintegration)

LAST REVIEW	September 2023	REVIEW PERIOD	Annually
NEXT REVIEWDATE	September 2024		

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1. Purpose of Provision

To support pupils to access and continue education. To support Schools and to help the process of assessment of pupils needs.

2. Guidance for Short Term Provision

We provide two short term provision programmes one at KS3 and one Primary (KS1-KS2). See flow charts

3. Route Entries & Exits

3.1 Route 1 Entry: Dual Roll Placements, managed moves (Pupils coming in)

This applies to KS4, KS3 and KS2 accessing longer term places at VPA. In some cases, pupils may come to us for a period of time before transitioning back to a mainstream or Special School.

See steps below for entry route for Dual Roll placements & managed moves:

- **Step 1**
Referral for the pupil made to the Inclusion panel.
- **Step 2**
Attendance check made by the LA Inclusion Team and Victory Park Academy. If a pupil is a clear attendance case the process will require an initial meeting to discuss the context and pupils needs and what interventions have taken place to date. On occasions a pupil with lower than average attendance will be considered depending on the context of absence and willingness for the pupil to attend VPA site.
- **Step 3**
If place is agreed the pupil will start an initial Dual Roll placement at VPA. The maximum time a pupil will be a Dual Roll placement pupil is six weeks. Review meetings for a new Dual Roll placement will take place at week 1, week 3 and week 5. An attendance of over 90% will be expected during this period.
- **Step 4**
After the six-week period VPA will take the pupil on their main roll if all induction criteria are met.

See appendix for flowchart poster of process.

3.2 Route 2 Entry: APEX Pupils (At the Point of Exclusion)

Sometimes a School Head Teacher or Deputy Head Teacher may ask VPA for an APEX place instead of Permanently Excluding a pupil (PEX). For an APEX to be justified it has to align with an actual case for PEX. In other words, it should be used as an alternative to an actual PEX (And can only be used if parents' consent to the APEX as an alternative to a PEX). This is a type of managed move but the sending school retains a degree of responsibility with regards to checking on the pupils'

progress and welfare. The pupil will go onto the subsidiary roll of Victory Park Academy but remaining on the main home roll of the original school.

The Sending school will be provided with Termly (or on request) Progress & Attendance reports. The pupil will attend VPA.

See steps below for entry route for APEX Pupils:

- **Step 1**
The Head Teacher or Deputy of the APEX pupil school contacts the Head Teacher or Deputy of VPA. The School should also contact the LA inclusion service. The context of the PEX needs to be explained and parental consent sought.
- **Step 2**
Transition into VPA and assessment begins (including SEN assessment)
- **Step 3**
Decision made on educational pathway including possible return to mainstream Please see link:

[Fair Access Protocol – Southend-on-Sea Borough Council](#)

See appendix for flowchart poster of process.

3.3 Route 1 and Route 2 Exit: Transition to Mainstream from fulltime places at KS4, KS3 and KS2 (Pupils going out)

See steps below for transition to mainstream from fulltime places at KS4, KS3 and KS2 placements & managed moves:

- **Step 1**
VPA will contact the relevant school with a proposal or refer pupils to the Fair Access Panel (FAP).
- **Step 2**
A transition planning meeting will be made with the receiving School, parent, pupil and agencies (if involved). This may involve transition support.
- **Step 3**
Pupil starts as a Dual Roll placement. This should be for a minimum of six weeks with reviews in week 1, week 4 and week 6 (Or if through FAP straight onto roll with support from LA Inclusion and Outreach and or VPA).
- **Step 4**
At the end of six weeks if the pupil has settled well and is meeting the schools' expectations the Dual Roll pupil comes off dual role and goes onto fulltime roll of the school. If it is felt that the pupil is not ready a meeting will be needed to discuss next steps or an extended Dual Roll placement.

See appendix for flowchart poster of process.

4. Short Term Programme Plan

4.1 Primary Turn Around Group (PTAG) Short Term Route Planner

This is our standard **12-week programme**; this can vary depending on pupil's context or needs. On a Wednesday: KS2 attend their mainstream schools & on Thursday's KS1 attend their Mainstream Schools. After week 6 the balance of days in mainstream school increase.

Week 1	Induction		1 Day at Mainstream School
Week 2	4 Days at Victory Park Academy		1 Day at Mainstream School
Week 3	4 Days at Victory Park Academy		1 Day at Mainstream School
Week 4	4 Days at Victory Park Academy <i>(Review)</i>		1 Day at Mainstream School
Week 5	4 Days at Victory Park Academy		1 Day at Mainstream School
Week 6	4 Days at Victory Park Academy		1 Day at Mainstream School
Week 7	3 Days at Victory Park Academy	2 Days Mainstream School	
Week 8	3 Days at Victory Park Academy <i>(Review and Observation by school key person e.g. Class teacher/LSA/SENCo)</i>	2 Days Mainstream School	
Week 9	3 Days at Victory Park Academy	2 Days Mainstream School	
Week 10	2 Days at Victory Park Academy	3 Days at Mainstream School	
Week 11	2 Days at Victory Park Academy	3 Days at Mainstream School	
Week 12	1 Days at Victory Park Academy	4 Days at Mainstream School <i>(Review)</i>	

4.2 Secondary Turn Around Group (STAG) 12 Week Programme Plan

This is our **12-week programme**; this can vary depending on pupil's context or needs. During the pupils time within STAG there will be 2 reviews, review 1 will take place after 4 weeks and review 2 will take place after 8 weeks. A final review will take place on the 12th week. After week 10 the balance of days in mainstream school increase.

Week 1	Induction (<i>Half day - 1 Morning</i>)	Admission and Uniform
Week 2	3 Days at Victory Park Academy	2 Days at Mainstream School
Week 3	3 Days at Victory Park Academy	2 Days at Mainstream School
Week 4	3 Days at Victory Park Academy (<i>Review</i>)	2 Days at Mainstream School
Week 5	3 Days at Victory Park Academy	2 Days at Mainstream School
Week 6	3 Days at Victory Park Academy	2 Days at Mainstream School
Week 7	5 Days at Victory Park Academy	2 Days at Mainstream School
Week 8	5 Days at Victory Park Academy (Review and Observation by school key person e.g. Class teacher/LSA/SENCo)	2 Days at Mainstream School
Week 9	5 Days at Victory Park Academy	2 Days at Mainstream School
Week 10	4 Days at Victory Park Academy	2 Days at Mainstream School
Week 11	3 Days at Victory Park Academy	2 Days at Mainstream School
Week 12	2 Days at Victory Park Academy (<i>Review</i>)	2 Days at Mainstream School

4.3 Transition Back to Mainstream School

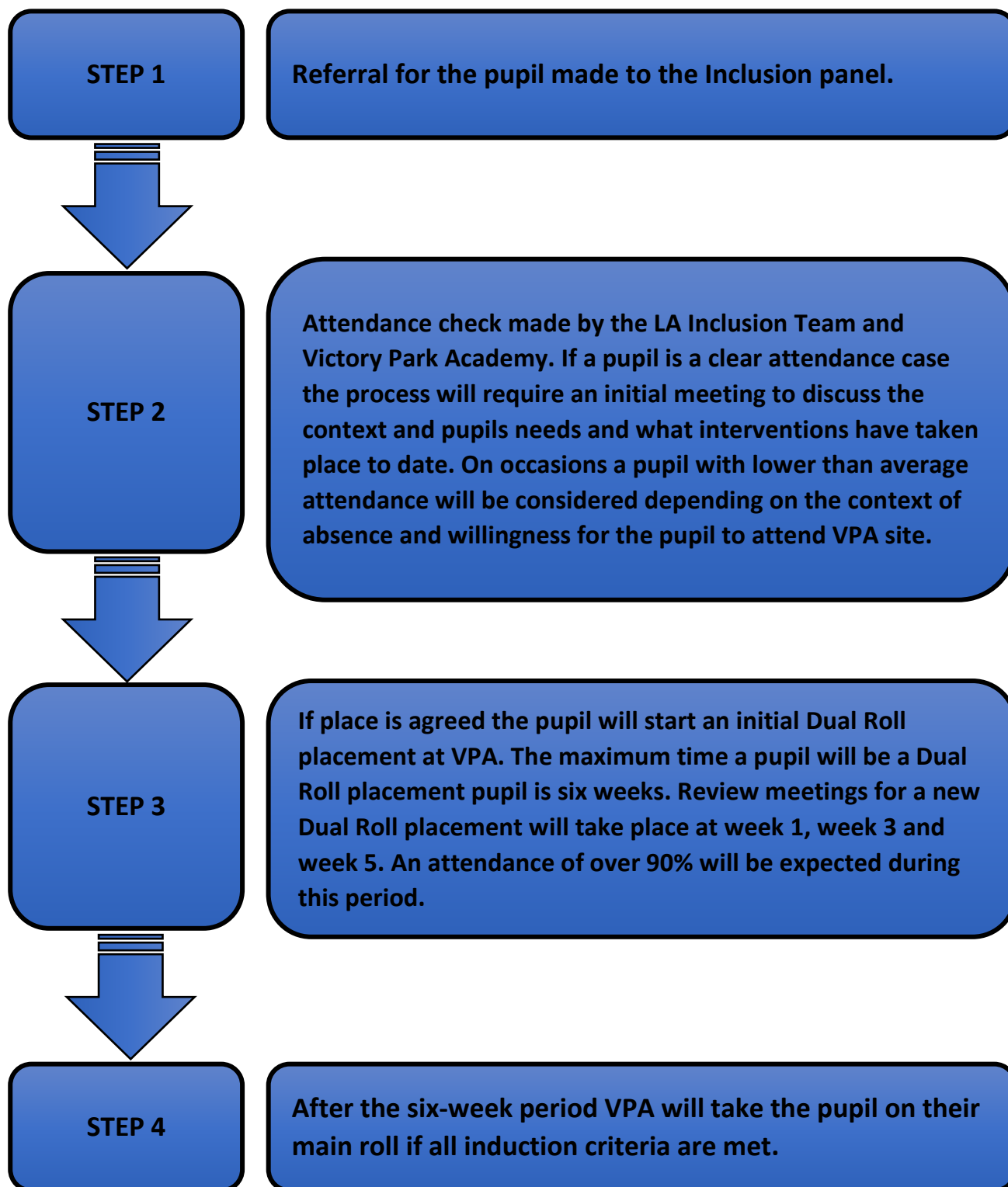
We provide support for 6 weeks relating to the targets in the ISP. This support involves advice and guidance and two review meetings, the first review in week 2 and the second review in week 5. The idea is to help support the pupil and the mainstream school with the plan.

Week 1	5 Days a Week at Mainstream School
Week 2	5 Days a Week at Mainstream School <i>(Review with VPA)</i>
Week 3	5 Days a Week at Mainstream School
Week 4	5 Days a Week at Mainstream School
Week 5	5 Days a Week at Mainstream School <i>(Review with VPA)</i>
Week 6	5 Days a Week at Mainstream School

5. Appendix 1 - Route Entries & Exits Flowcharts

5.1 Route 1 Entry: Dual Roll Placements, managed moves (Pupils coming in) Flowchart

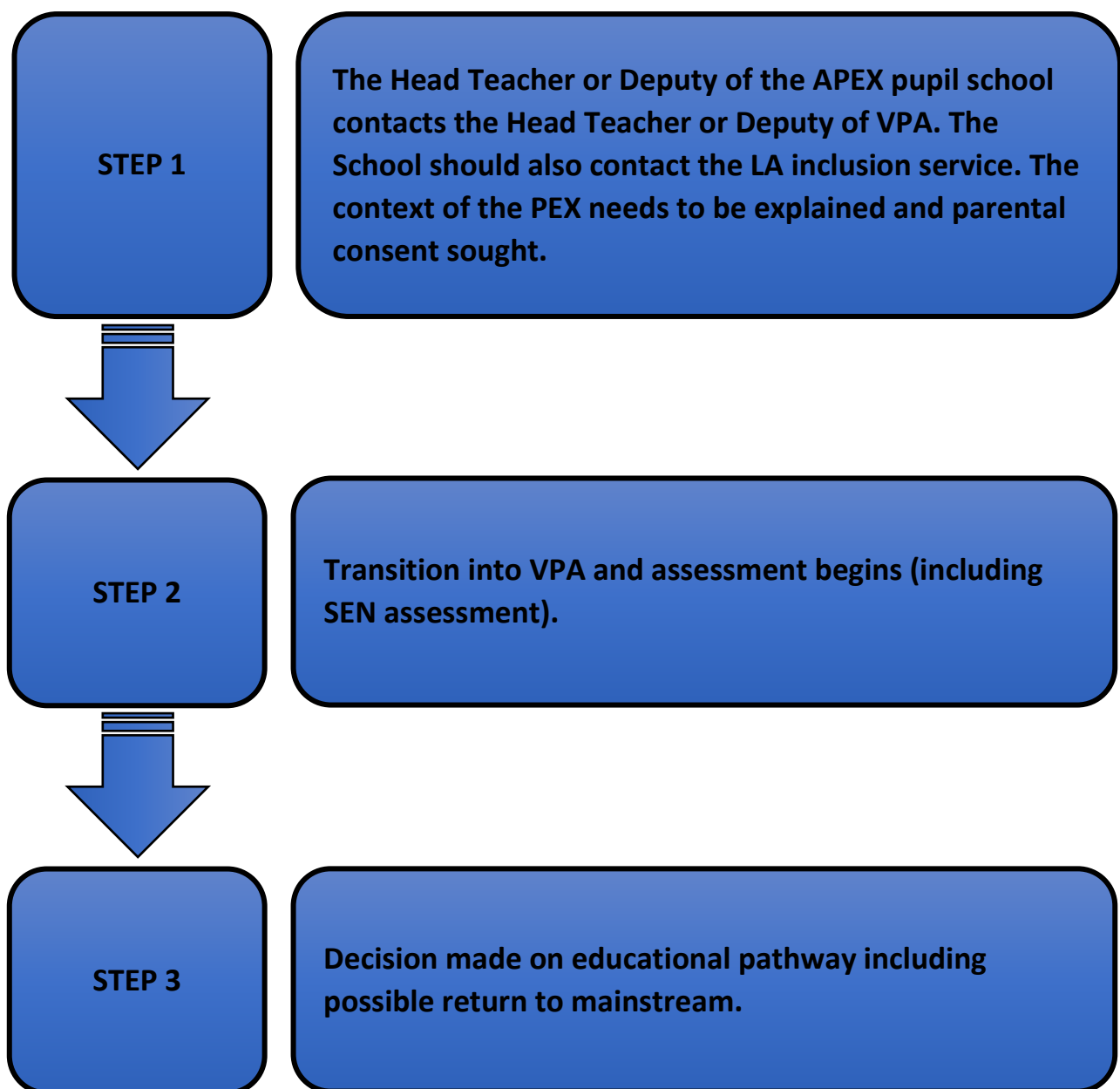
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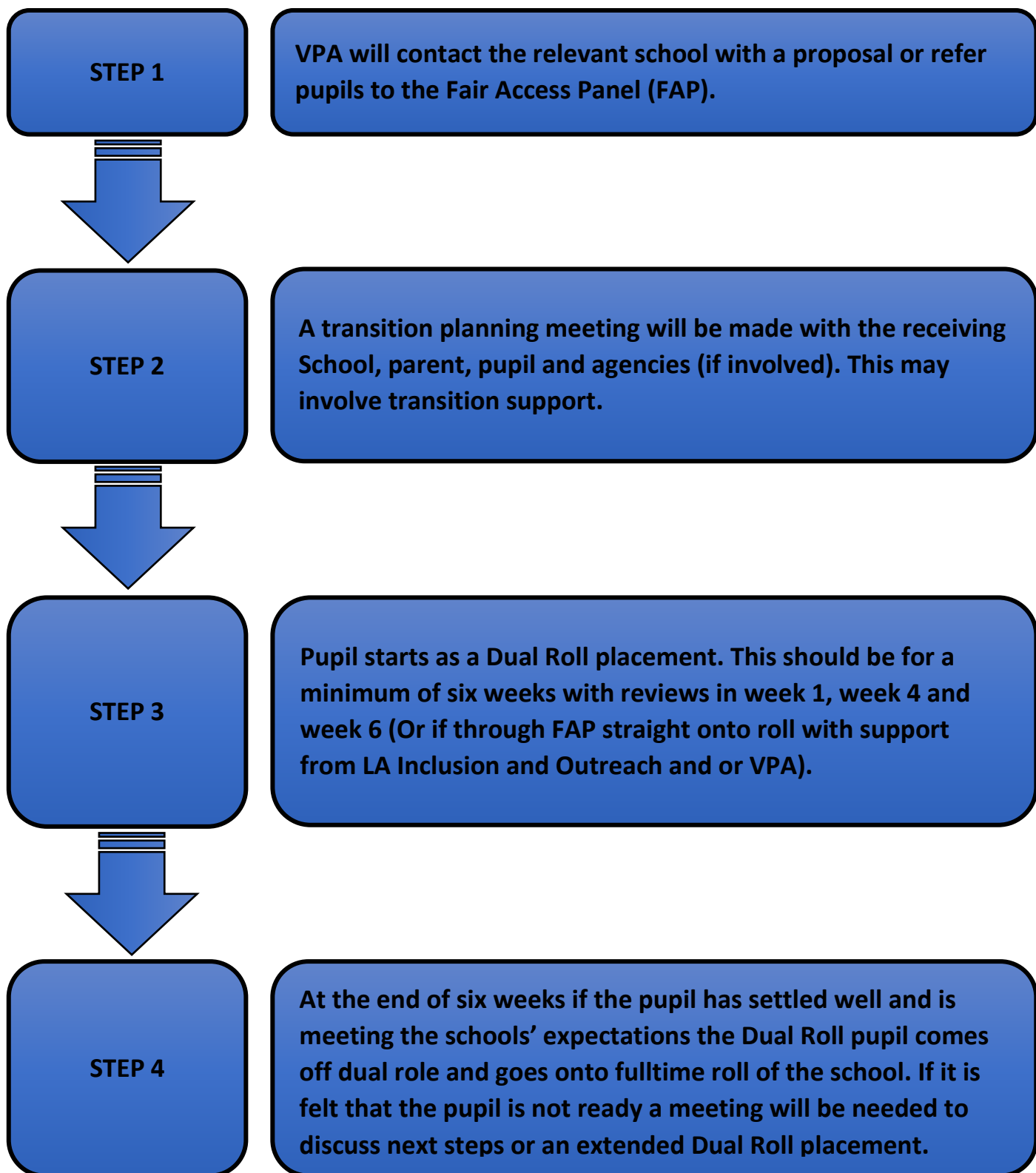
5.2 Route 2 Entry: APEX Pupils (At the Point of Exclusion) Flowchart

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5.3 Route 1 and Route 2 Exit: Transition to Mainstream from fulltime places at KS4, KS3 and KS2 (Pupils going out) Flowchart



6. Appendix 2 – Apex or PEX Route Flowchart

