



PUPIL ENTRY & EXIT ROUTES GUIDANCE

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

LAST REVIEW

September
2025

REVIEW PERIOD

Annually

NEXT REVIEWDATE

September
2026

Contents

1.	Purpose of Provision	3
2.	Guidance for Short Term Provision	3
3.	Route Entries & Exits	3
3.1	Route 1 Entry: Dual Roll Placements, managed moves (Pupils coming in)	3
3.2	Route 2 Entry: APEX Pupils (At the Point of Exclusion)	3
3.3	Route 1 and Route 2 Exit: Transition to Mainstream from fulltime places at KS4, KS3 and KS2 (Pupils going out)	4
4.	Short Term Programme Plan.....	5
4.1	Primary Turn Around Group (PTAG) Short Term Route Planner.....	5
4.2	Secondary Turn Around Group (STAG) 12 Week Programme Plan.....	6
4.3	Transition Back to Mainstream School.....	6
5.	Appendix 1 - Route Entries & Exits Flowcharts	7
5.1	Route 1 Entry: Dual Roll Placements, managed moves (Pupils coming in) Flowchart	7
5.2	Route 2 Entry: APEX Pupils (At the Point of Exclusion) Flowchart	8
5.3	Route 1 and Route 2 Exit: Transition to Mainstream from fulltime places at KS4, KS3 and KS2 (Pupils going out) Flowchart	9
6.	Appendix 2 – Apex or PEX Route Flowchart.....	10

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 and Assessments Day 1 – Day 2	PTAG Starts Day 3 – Day 4	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**; it can vary depending on pupil's context or needs. During the pupil's time at Victory Park Academy on STAG there will be 2 reviews. Review 1 will take place after 6 weeks and review 2 will take place after 10 weeks. During the 10-week review meeting we discuss strategies, targets and review the impact. We will also finalise dates for their transition back to mainstream. After week 10 the balance of days back to their mainstream school increase.

Week 1	Induction Admission – Assessments (Half Day – 2 x Mornings)	3 Days at Victory Park Academy
Week 2	5 Days at Victory Park Academy	
Week 3	5 Days at Victory Park Academy	
Week 4	5 Days at Victory Park Academy (Review and Observation by school key person e.g. Class teacher/LSA/SENCo)	
Week 5	5 Days at Victory Park Academy	
Week 6	5 Days at Victory Park Academy (6 - week Review)	
Week 7	5 Days at Victory Park Academy	
Week 8	5 Days at Victory Park Academy (Review and Observation by school key person e.g. Class teacher/LSA/SENCo)	
Week 9	5 Days at Victory Park Academy	
Week 10	5 Days at Victory Park Academy (10 - week Review)	
Week 11	3 Days at Victory Park Academy	2 Days at Mainstream School (Transition review meeting at mainstream school)
Week 12	2 Days at Victory Park Academy	3 Days at Mainstream School (Transition review meeting at mainstream school)
Week 13	Final review and assessment paperwork completed	

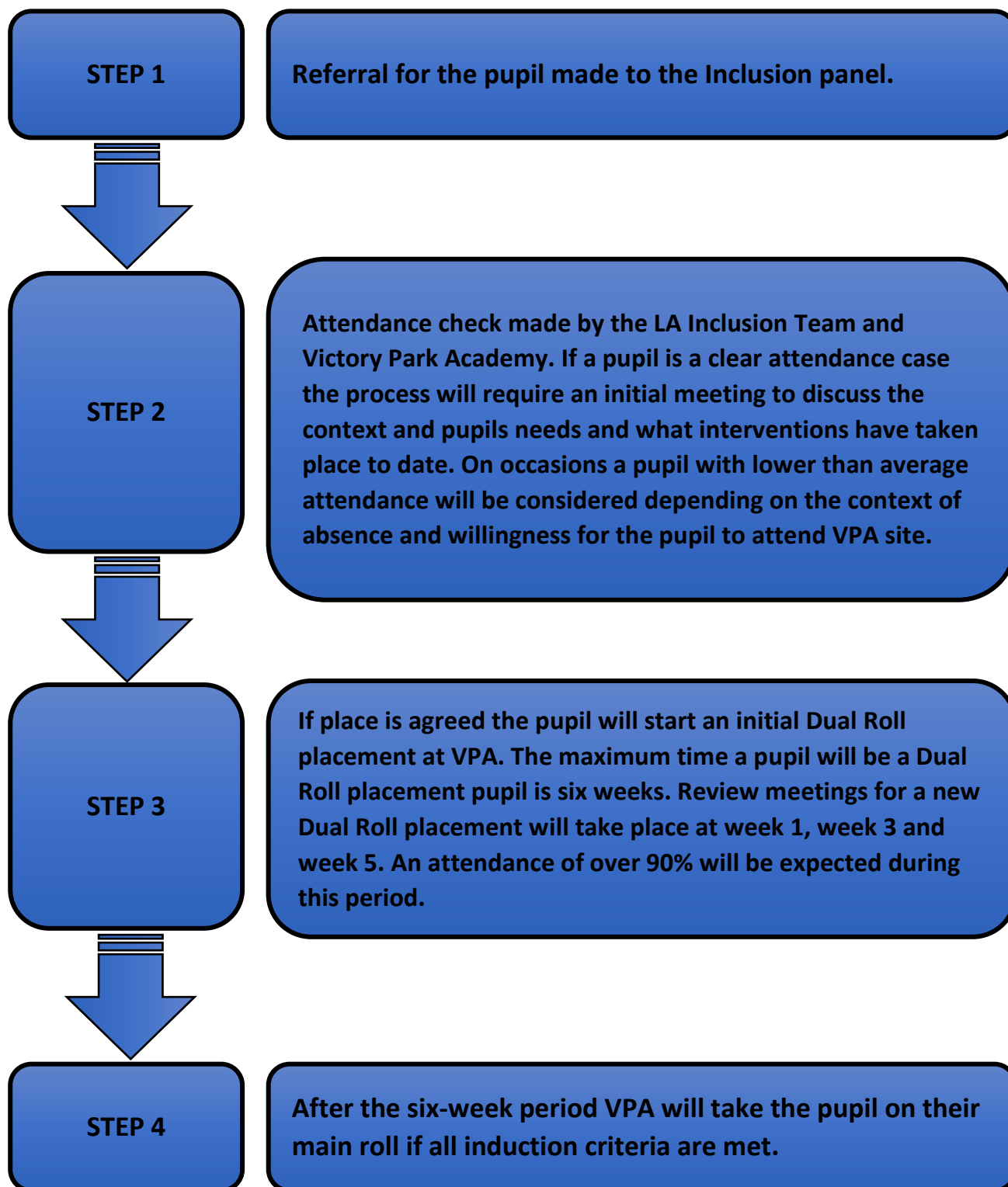
4.3 Transition Back to Mainstream School

We provide support for 3 weeks after the 10-week review meeting to ensure a successful transition back into mainstream education. This support involves advice and guidance and a final review meeting. The first 2 reviews happen during students transition back to mainstream in weeks 11 and 12. The final review happens when students have returned full time back to mainstream. The idea is to help support the pupil successfully back into their mainstream school.

5. Appendix 1 - Route Entries & Exits Flowcharts

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

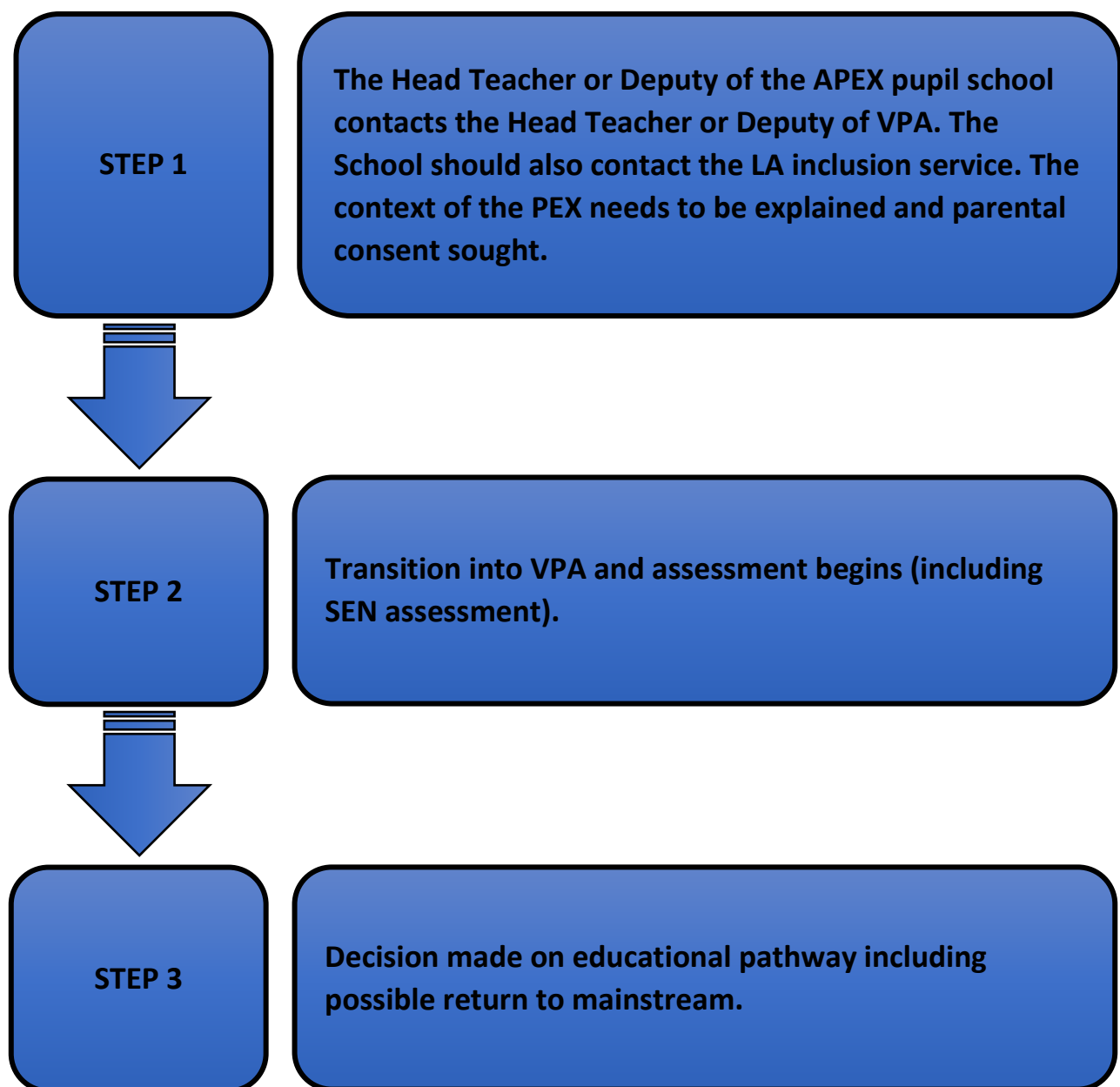
This applies to KS4, KS3 and KS2 accessing longer term places at VPA. In some cases, pupils may come to us for a period of time before transitioning back to a mainstream or Special School.



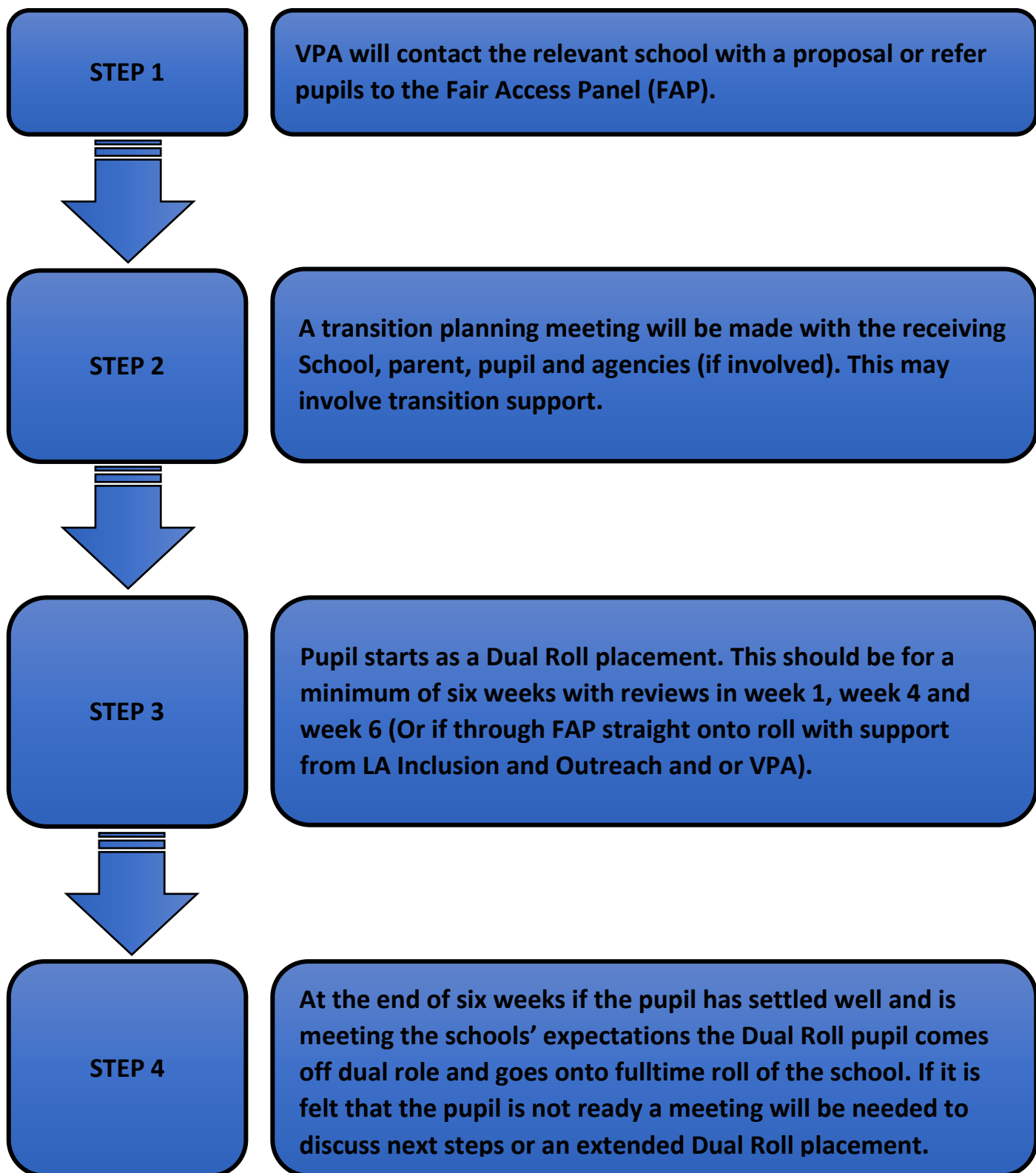
5.2 Route 2 Entry: APEX Pupils (At the Point of Exclusion) Flowchart

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.



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

