



Student Referral Form

Date completed:.....

Referrer's Details

Full Name:..... Referring Agency:.....

Contact Address:.....

Postcode:..... Email:.....

Tel (work):..... Mobile:.....

Student Details:

Full Name:..... Gender:.....

Date of Birth:..... Ethnicity:.....

Current School Year:..... Tel (home):.....

Address:.....

Postcode:..... Mobile:.....

Email:..... Name/Parent Guardian:.....

First Language:..... Disclosed Disability : YES NO
(please tick)

Student School History

Student situation (please tick)

Permanently excluded	<input type="checkbox"/>	Fixed term exclusion	<input type="checkbox"/>
Refusing to attend	<input type="checkbox"/>	Poor attendance	<input type="checkbox"/>
Receiving home tuition	<input type="checkbox"/>	Becoming disaffected	<input type="checkbox"/>

Name and duration of School/Alt Ed attended in the last 2 years:

.....

School background summary:

(please attach any school reports/behaviour record)



Service Level Agreement between Action Learning and Home Centre

PART A: Action Learning will:

1. Provide a structured programme of study with indicated levels of attainment of learning with clear aims, objectives and methods, if appropriate, leading to a nationally recognized qualification.
2. Provide appropriate cover arrangements as agreed with the Home Centre in case of staff absence.
3. Provide the student with a Personal Mentor.
4. Receive applications following the agreed timeline for the collaborative process and offer taster / familiarization sessions if appropriate.
5. Contact the appropriate person at the Home Centre within 2 working days regarding any student whose behaviour or progress is causing concern following the agreed student procedure. Absences are recorded as well as lateness.
6. Contact the appropriate person at the Home Centre if the student does not arrive at Action Learning on that same day by 10:30am following the agreed student procedure. Absences are recorded as well as lateness.
7. Provide the Students, Home Centres, parents/Guardians and Local Authority with all the relevant programme details i.e. term dates, contacts, timetables etc.
8. Provide an induction programme, including all policies at the start of the programme and ensure the learner and parent agreement forms are completed.
9. Provide tools, equipment, materials and training for all areas of the programme and personal safety equipment for all practical work where necessary.
10. Keep all students details in accordance with the 'Data protection Act'
11. Employ all staff with relevant teaching and vocational experience and ensure that child protection regulations are adhered to. All staff working with students are DBS checked and staff receive appropriate training where necessary.
12. Provide each Home Centre with any relevant records and updates through the academic year where necessary.
13. Collect and supply any necessary data required e.g. attendance register for am/pm sessions
14. Monitor progress and provide termly written reports to the Home Centre. These are to be forwarded at the Home Centres discretion to the Parents/Guardians following the agreed procedure. Discuss the reports with the student. If required a member of Action Learning will attend relevant Parent Evenings at each Home Centre.
15. Carry out Risk Assessments by qualified staff on all aspects of Action Learning programmes prior to the commencement of the programme. Provide the Home Centre with a copy of the Risk Assessments if/when required including a clear process for the reporting of accidents. Ensure that injury or loss insurance covers students under 16 years of age.
16. Provide access to an area where students can have their lunch and ensure that they know that during lunchtimes they must remain on the premises. Provide an identified person for support during lunch and break periods.
17. Where practical notify the Home Centre of any timetable changes or variation at least 6 weeks in advance.
18. Inform the Home Centre of any intended educational trips or visits. Comply with trips and visits guidelines as provided by the Home Centre and local authority
19. Ensure that all necessary documentation is completed.
20. Produce marketing materials of programmes for Home Centres, Students and the Essex Local Authority.
21. Ensure moderation and quality assurance systems are robust and meet external requirements including monitoring for collaborative provision. We will provide the APG with an annual quality report.



22. Provide information, guidance and sign posting to a clear post 16 progression route in education, training or employment with training. Provide on-site facilities and time to allow meetings with onsite IAG officer to meet with students to discuss their future aspirations as part of their exit interview.
23. Invoice the Home Centre for the agreed amount by an agreed date/time period. (Generally weekly or monthly.)
24. Provide learners with the necessary resources to deliver on objectives agreed with partners on five outcomes of the Every Child Matters Agenda.
25. Inform all external agencies of a learner dropping out a programme.

PART B:..... (Home Centre) will:

1. Adhere to the quality standards for both IAG and Work Experience.
2. Ensure that learners are following a cohesive pathway leading to a recognized qualification.
3. Nominate appropriate members of staff to act as key contacts to work effectively with the host institutions and the Local Authority providing support to achieve the aims and objectives of the programme.
4. Identify and select appropriate students following the agreed procedure and inline with the aims and objectives of the programme. Carry out Risk Assessments where they feel necessary.
5. Ensure students attend any interviews and pre-programme tasters or familiarization sessions and where possible accompany them.
6. Provide in writing, prior to the beginning of the programme, relevant reports as required (to support a student application) on the application form.
7. Provide an emergency contact number and information on any known medical conditions.
8. Provide a copy of their most recent statement for students who are stated as having special needs. Where support is allocated, send TA to Action Learning with the learner.
9. Take action to follow up non-attendees after notification of absence and report back to Action Learning. Provide support if other problems occur.
10. Support Action Learning with carrying out the previously agreed cause of concern procedures and behaviour policies.
11. Collect any necessary data for monitoring requirements
12. Notify Action Learning of any known absence such as work experience, examinations, non-pupil days, etc and give at least two weeks notice
13. Inform Action Learning immediately if a student is to be withdrawn. Complete all necessary documentation
14. Ensure that all documentation regarding trips and visits is completed adhering to Local Authority regulations
15. Notify Action Learning of any significant change in circumstance involving the students or details likely to affect programme delivery and/or students behaviour
16. Settle invoices for the agreed payment within the specified 14 days time. Commit to the agreed payment schedule for the full term of the programme even if the Home Centres Students are withdrawn or fail to attend.
17. Maintain statutory responsibility for the students, including responsibility for special education needs, except as delegated to Action Learning by agreement.
18. Visit or contact Action Learning to monitor students at least once per half term.



This Service Level Agreement is issued by Action Learning, therefore Action Learning agrees to be bound by all points relating to what is required and expected.

This service agreement replaces and supersedes all previous versions issued of signed by Action Learning in relation to the Home Centre in question.

Signed:.....

Name:.....

Date:.....

Action Learning requires all its Home Centre's Partners to sign up to this agreement and agree to be bound by, and follow all points relating to what is required and expected of them.

2016/17 Academic Year Year Pricing

We have reviewed our pricing structure in an attempt to simplify our tariffs and enable school budgets to easily be allocated from the beginning of each academic year.

Course Fees = £60 per student per session (but may be subject to change following consultation)

Once the student is accepted onto our role on, role off system, invoices will be sent weekly to the finance department. If the student is later withdrawn from the course for any reason the course fee is non-refundable and **students that are withdrawn halfway through term, will be expected to be paid for up until the end of that full term.** However, the Home Centre can replace the student with an alternative student subject if appropriate.

We will not charge for any qualifications until the end of the academic year, or until a student finishes. This is because we want to charge appropriately for the level of qualification the students will be achieving. This cannot be determined at the start, however after a few weeks Acton Learning will advise you of the level of qualification they feel is appropriate for the student.

Once a student has attended 3 times, you will be charged a one off fee of £50. This covers all appropriate PPE for the student including boots, overalls, gloves, ear defenders and goggles for 1 year. This will be charged in the invoice.

Minibus Service

*If students require collecting and/or dropping off, there is a minibus service available (subject to availability and prior agreements) **The cost is £7 per student per 1 way journey.** If you require further information, please contact Action Learning.*

Please sign to say you have read and understood the terms and conditions of our pricing Structure. By Signing this document, you are agreeing to the above.

Service Level Agreement

This memorandum of agreement sets out the operational arrangements and responsibilities of Action Learning as a training provider and the Home Centre as the client for the provision of farm based alternative education incorporating Foundation and Vocational Learning with qualifications awarded by recognized awarding bodies.

The purpose of this document is to ensure that both parties have a mutual understanding and awareness of the



Roles and responsibilities of their institution in the partnerships, to prevent unnecessary confusion and misunderstandings, which can sometimes occur.

This protocol agreement is intended to specify minimum standards and will be in addition to any other formal and legal contracts that may be in place between the Home Centre and Action Learning.

Off-site provider details:

Action Learning, Fairlight Farm, Downham, Billericay, Essex, CM11 1JZ.

Main Contacts:

Marie Martin

Tel: 01268 711677

Email: info@actionlearningcentres.co.uk

I confirm that the pupil and their parents/carers have been consulted on the proposal and agree that it is a suitable option for them. I also confirm that the school/organization is prepared to pay for this pupil, if accepted on the scheme.

Form completed by:

Position:

Signed:

Date:

Head Teacher's signature (If applicable):

Name:

Date:

Signed:

Please attach any further information you feel may support this application and return to the email address, or postal address detailed on the footer of this form.



Student Behaviour Risk Assessment

NB If you feel this is not applicable, please write not applicable – do not leave blank

Name of Pupil:

Current School Year:

Risk Assessment completed by:

Other persons involved in the Risk Assessment:

Reason for Risk Assessment:

- Prior to admission / on starting school
- In response to staff concerns
- Following a series of incidents
- Following a major incident

Dates	Staff / pupils injured? State of injury	Was the incident reportable under RIDDOR?	Were restrictive physical interventions used?

Triggers / reason given for behaviour

Frustration	Conflict	Pressure/demands	
Non preferred activity	Change to routine	Gender issues	
Anxiety	Learned behaviour	Regular staff absent	
External – e.g respite	Choice required to be made	Inappropriate response to challenge	
Possible psychiatric / psychological difficulties / episode	Poor response to environmental changes	Other, State:	



Flash points / high-risk situations

On arrival at school	Meal times	Non preferred lessons	
When told of change to routine	Moving between lessons	Break times	
When observed change	Out of schools activities	Lunchtimes	
Home / school transport	School minibuss	Other – State:	

Adults to whom behaviour is most likely to be exhibited

All staff	All women	All Men	
Unfamiliar staff	Younger Staff	Older Staff	
Visitors	Members of the public	Other – State:	

Control methods to reduce risk

2:1 staffing	1:1 staffing	Additional specific SSA support	
Individual timetable	Restriction of out of school visits	Restriction of school based activities	
Preschool telephone call home to ascertain mood / anxiety levels	Post school telephone call home to give feedback	Special seating arrangement	
Special arrangements on arrival / departing school	Behaviour management plan to be devised / reviewed	Other – State	

Daily management / early interventions to manage risk

'Calm down' space available – name/list	Planned withdrawal to 'calm down' area	Referral to Deputy Head	
Intrinsic development to calm down	PECS book available to request calming activities	Other – State	

Evaluation of reduction in risk

The above would reduce the maximum risk to:

Hazard:

Risk:

Probability:

Future Action:

Signed:

(Risk assessor)

Date:

Signed:

(Manager/Headteacher/SLT)

Date: