Cherry Tree Learning Centre Short Stay School
Service Level Agreement/Admissions 2019/20

Mission Statement:

To actively encourage and support the inclusion of children into full time educational settings by nurturing their social, emotional and physical health and wellbeing, promoting self-esteem and independence.
## Cherry Tree Learning Centre Personnel

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<tr>
<td>Cherry Tree Learning Centre</td>
<td>01384 813739</td>
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<tr>
<td>Headteacher</td>
<td>Victoria Howard</td>
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<tr>
<td>Deputy Headteacher</td>
<td>Ceri Rowley</td>
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<tr>
<td>Lead Teacher SEND/LAC</td>
<td>Tess Olive</td>
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<tr>
<td>Lead Teacher Attendance, Careers Education</td>
<td>Manjula Dean</td>
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<tr>
<td>and Disadvantaged Pupils</td>
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<tr>
<td>Lead Teacher Social/Emotional Curriculum</td>
<td>Judy Kasper</td>
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<tr>
<td>Russells Hall Hospital Teacher</td>
<td>Rachel Smith</td>
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<tr>
<td>Teenage Pregnancy Education Support Officer</td>
<td>Sue Swindells</td>
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<tr>
<td>Secretary</td>
<td>Mal Cooper</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Ann Rowley</td>
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<tr>
<td>Administrative Assistant</td>
<td>Jenny Randle</td>
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<tr>
<td>Examinations Officer</td>
<td>Eleanor Ralph-Hanning</td>
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<tr>
<td>ICT Technician</td>
<td>Rachael Richardson</td>
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## Contact Details:

**Cherry Tree Learning Centre**  
**Overfield Road**  
**Russells Hall Estate**  
**Dudley**  
**DY1 2NX**

**Tel. 01384 813739**

**Website:** [www.ctlc.dudley.sch.uk](http://www.ctlc.dudley.sch.uk)
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### Appendices:

1. Referral Form
2. Elective Home Education
INTRODUCTION:
Cherry Tree Learning Centre Short Stay School supports children and young people living in Dudley who are unable to access their mainstream/special school due to ill health. Currently, the majority of referrals are for issues related to Mental Health, including self-harm, anxiety, school ‘phobias’, separation anxiety and depression, although we continue to support pupils with a variety of medical conditions.

Cherry Tree Learning Centre is committed to working in partnership with schools, educational settings, parents/carers and other professionals in order to ensure the educational/emotional needs of this vulnerable group of children and young people are appropriately met.

The Centre recognises that the best place for any pupil to be educated is in their mainstream or special school. However, section 19 of the Education Act 1996 provides that:

‘Each local education authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness may not for any period receive suitable education unless such arrangements are made for them.’

Suitable education is defined as efficient education suitable to the age, ability, aptitude and any special educational needs the child (or young person) may have.

The Government’s policy intention is that all children, regardless of circumstances or setting should receive a good education to enable them to shape their own futures. Therefore alternative provision and the framework around it should offer good quality education on a par with mainstream schooling, along with the support pupils need to overcome barriers to attainment. This support should meet a pupil’s individual needs, including social and emotional needs…..’

Ensuring a good education for children who cannot attend school because of health needs. Statutory Guidance. May 2013 p1

Local authorities must have regard to the new statutory guidance which:

‘…..applies to all children who would normally attend mainstream schools, including Academies, Free Schools, independent schools and special schools, or where a child is not on the roll of a school. It applies equally whether a child cannot attend school at all or can only attend intermittently.’ p3

This Service Level Agreement offers schools and educational settings the opportunity to understand the areas of work and responsibilities of professionals working in partnership to meet the needs of children with health problems. It also sets out any additional costs and the nature and quality of the services offered by Cherry Tree Learning Centre.

Victoria Howard
Head of Centre
DATA PROTECTION
The information you provide in relation to this document is subject to the provisions of the Data Protection Act 2018 and is collected on behalf of Dudley Metropolitan Borough Council as the Data Controller. It will be used for the purposes of monitoring the provision. We may share this information with Head Teachers, Senior Management and other relevant agencies for the purposes of identifying emerging trends in supporting sick children and to inform the planning of future provision in Dudley.

EQUALITY STATEMENT
Cherry Tree Learning Centre promotes equality and diversity and gives due regard to the statutory duties incumbent on schools relating to SEN, Disability, Gender and Race.

SAFEGUARDING
Cherry Tree Learning Centre is committed to safeguarding and promoting the welfare of all children and young people both within the school environment and outside and recognises our legal duty to work with other agencies in protecting them from 'significant harm'.
All staff are regularly trained and the Child Protection Policy is available on our website.

Designated Safeguarding Lead (DSL): Victoria Howard, Headteacher
Deputy DSL: Ceri Rowley, Deputy Headteacher & Tess Olive

THE AIMS OF THE SERVICE LEVEL AGREEMENT
The aim of the Service Level Agreement is to establish and develop a mutual understanding of the roles, responsibilities, aims and objectives of all parties concerned when working together to support pupils with medical and emotional needs. It establishes the basis for an effective working partnership between Cherry Tree Learning Centre and schools / settings.

Our aims and objectives are:
• To ensure that children’s needs are central to discussions around provision
• To ensure accurate sharing of information in order to meet the needs of this vulnerable group appropriately
• To establish good working relations between Cherry Tree Learning Centre, schools, pupils and parents/carers and other involved professionals
• To establish clearly defined and well documented referral procedures to Cherry Tree Learning Centre
• To establish a clearly defined exit strategy for pupils based on the understanding that Cherry Tree Learning Centre is a short stay provision
• To ensure schools / education providers have a good understanding of the roles and responsibilities of both Cherry Tree and their own setting in relation to pupils with medical and emotional needs
SERVICES PROVIDED FOR SCHOOLS / SETTINGS

Home Teaching / Outreach Support (5-16yrs)

- The initial few weeks are used for assessing the suitability of the referral and defining an appropriate plan
- 5 hours (minimum) teaching per week provided by experienced, qualified teachers usually in the home but sometimes at other agreed locations
- Focus on core subjects
- Work provided by school - school curriculum followed
- Work collected from school and returned when completed
- Individual Learning Plans / Individual Education Plans agreed
- Home tuition is usually a short term provision, especially where the referral concerns mental health. There will be 6 weekly reviews (approximately) to ensure appropriate provision is made and the child/young person is moved forward at the earliest opportunity
- Termly and ‘Back to School’ reports provided for school & parent/carer
- After a period of time, where pupils are too ill to leave the home, additional hours of support may be available through one of our outreach teaching assistants working under the direction of a designated home teacher
- For pupils with chronic/recurrent illness, home teaching can be accessed as soon as the illness prevents school attendance by prior arrangement with the Centre, dependant on staff availability
- In some cases, where appropriate, home teaching may support pupils on part-time timetables in school
- Home teachers/outreach teaching assistants may provide reintegration support
- Home teachers also assess pupil’s needs prior to accessing the centre
- Where year 11 pupils receive home tuition in the summer term support may continue until their final GCSE examination if required
- Home tuition may not be available for year 11 pupils in the summer term where the pupil is not working towards examinations

Russells Hall Hospital (5-16yrs)

- Up to 3 hrs tuition per day is provided by an experienced, qualified teacher when the child / young person is well enough
- Schools are notified when the supported child leaves hospital
- Schools are advised when referrals for home teaching are required and a referral made if agreed
- Individual Learning Plans completed for pupils supported for more than one week

Learning Centre (11-16yrs)

Most groups provide for a maximum of 10 pupils.

Transition (Nurture) Group

Provides up to 18.5 hrs education per week including: English, Maths, Science, Humanities, PSHE, Art, Food, ICT, Physical Activities.
As soon as pupils are able to access more education, they will either start reintegrating back to school or gradually move across to another group. This group has a high pupil/teacher ratio as it supports pupils with significant medical/emotional needs. A Teaching Assistant is attached to this group.

**KS3 Group**
Provides fulltime education including: English, Maths, Science, PSHE, RS, Art, Food, ICT, Humanities and Physical Activities.

**KS3/4**

**Yr 10**

**Yr 11**

- All groups are able to access Wednesday extended curriculum activities currently including Art, Fitness, Investigations, Out and About, Year 11 support for Post 16 destination
- Counselling available one day per week for up to 5 pupils
- Connexions PA interviews & group activities provided
- Access to public examinations (GCSE Exam Centre)
- Individual Education Plans (IEPs) for all pupils put in place
- College placements/alternative provision arranged and monitored (funded by schools)
- School Nurse available
- Access to support services e.g. AOT, EP Service, PIMIS, LSS (funded by schools where appropriate)
- A review is held approximately every 12 weeks to ensure appropriate provision, progress and prompt reintegration
- Reports produced as appropriate

**Transport:**
Where pupils are unable to access the Learning Centre independently, schools will make the appropriate transport arrangements and fund as necessary.
Schools will inform Cherry Tree Learning Centre of the arrangements by contacting us on the email link below prior to the pupil commencing the Centre placement.
Cherry Tree Learning Centre will notify schools of any weekly changes to transport requirements as they occur.

**Jenny.a.randle@dudley.gov.uk**

**Additional information - Learning Centre and Home Teaching**
Consultation/liaison with other agencies as necessary, especially CAMHS
Parent/Carer support
Schools are expected to attend reviews to ensure continued involvement with the pupil and to facilitate a smooth reintegration
Parents/Carers and involved agencies are expected to attend reviews
Ethos of supporting emotional health & well-being

REINTEGRATION / OUTREACH TEAM
Cherry Tree Learning Centre is a short stay provision and provides support for pupils when returning to school or college. The reintegration achieved may be full or partial. Reintegration plans will be tailored to meet the needs of the individual, working with the parent/carer, child, school and other agencies as appropriate.

EXAMINATION PROVISION
Where pupils are in receipt of home teaching:
- The home teacher will liaise with the school in order to establish whether the pupil is well enough to take examinations in school or whether they will have to be taken in the home
- If examinations are to be taken within the home it is the school's responsibility to arrange appropriate invigilation

Where pupils are educated at The Learning Centre:
- The Learning Centre staff and/or examinations officer will liaise with the school to establish who is entering the pupil and where the pupil will be taking the examinations
- If the examinations are being taken at the Learning Centre, invigilation will be arranged and provided by the Service, unless specific, individual arrangements are required

Where pupils are in hospital:
- Arrangements will be discussed and put in place by the School and/or Cherry Tree Learning Centre, as appropriate. It is the school's responsibility to arrange appropriate invigilation. Our examination officer will be happy to advise

In all cases the school is responsible for ensuring appropriate arrangements are in place and for the funding of examination entries. Additional costs may also be incurred by the school for assessments for Access Arrangements and/or subsequent individual invigilation requirements.

TEENAGE PREGNANCY EDUCATION SUPPORT
Cherry Tree Learning Centre is responsible for managing the work of the Teenage Pregnancy Education Support Officer. She is available to support school age pregnant girls/teenage parents and schools to ensure maximum access to education in line with government guidelines and the requirements of the Equality Act 2010. (Refer to: Teenage Pregnancy Guidance for Schools regarding referrals).
OUT OF BOROUGH HOSPITAL PROVISION
Funding for pupils who are hospitalised and receive education out of borough e.g. Birmingham Children’s Hospital, is provided by central government.

REFERRAL CRITERIA: CHERRY TREE LEARNING CENTRE
Any student between the ages of 5 and 16, residing in Dudley, whose education has been/will be interrupted due to illness for a period of at least 15 working days may be considered for support from Cherry Tree Learning Centre. This may lead to either the provision of a home/hospital teacher, or to support at The Learning Centre, and will always be based on clear medical evidence.

Due to the mixed and complex needs of the pupils, it is not intended that the Learning Centre provides for any children other than those with medical needs.

- It does not cater for permanently excluded pupils
- It does not cater for pupils who do not attend school for reasons other than those related to ill health
- It does not cater for pupils exhibiting behaviours which could be detrimental to the education of other pupils or where behaviour is the main presenting factor

Referrals for pupils to the Learning Centre are not generally accepted in their last two terms of statutory education as attendance at this stage is unlikely to impact on progress and development. If a pupil is unable to access school at this time due to illness, home teaching may be offered.

REFERRAL PROCESSES
All referrals should be made on the current approved application form (available on the schools section of the website) and will require the approval of the Headteacher or Senior Manager. By signing the referral form the school are agreeing to the terms and conditions set out in the Service Level Agreement.

All referrals must be accompanied by written medical evidence from a medical professional. This does not automatically guarantee the offer of provision. A GP’s letter in itself will be insufficient unless it clearly indicates the medical condition and, in the case of emotional/mental health needs also includes the medical care plan e.g. referral to CAMHS Consultant.

Initial referrals can be made directly by:
- The Headteacher, with the support of a letter from a medical professional
- The hospital / CAMHS consultant/Tier 3 Specialist CAMHS worker
- The Hospital Teacher or Children’s Ward Sister
- The Teenage Pregnancy Education Support Officer (where the young person is too ill to attend school)
Where referrals are made by professionals, other than the Headteacher, approval will be sought from the school, and a fully completed referral form requested prior to processing.

Referrals should provide full background information in order to allow a proper assessment of need to be made, including:

- A full assessment record, including end of KS2 information, if appropriate
- Current levels of achievement
- Special educational needs information where appropriate and copies of the current/most recent IEP, review, Statement/EHCP information attached
- A full attendance record
- Previous schools attended
- Behavioural information
- Details of the provision made by the school prior to referral
- Whether the pupil is a ‘Looked After Child’
- Involvement of other agencies
- Early Help information and any details of involvement with Social Services
- All other relevant family details
- Whether the pupil is entitled to free school meals
- Any known diagnoses, evidenced by a medical professional
- Information concerning the suitability of the home for lone working

Following a referral to Cherry Tree Learning Centre

- The Headteacher and Deputy Headteacher will initially assess the referral within 6 working days. At this stage it may be necessary to clarify issues with the school in order to make a fully informed decision about the appropriateness of the referral
- If the referral is to be considered further, school will be contacted and, in some cases a meeting arranged in order to assess the needs of the child more fully and help determine the most appropriate support
- Other involved professionals from education, health or social services may be asked for further information
- Home tuition is part of the initial assessment process
- The reintegration / exit strategy will be discussed
- Risk assessments will be carried out for all pupils
- Places in the Learning Centre are offered on a two-week trial basis, usually following a home teacher assessment, in order to assess whether the provision is suitable and meets the needs of the individual
- Where pupils receive additional support through Statements of Special Educational Needs / EHCPs/ identification of special needs it may be necessary in some cases for the support/funding to follow the child
- Where the admissions criteria are not fully met or placements are limited due to excessive referrals, the pupil will be expected to continue to be supported by their mainstream/special school
• We always endeavour to respond immediately. However, in some cases it may be necessary to delay access to support at the Centre until such time as a place becomes available, or in the case of home teaching until an appropriate teacher is found. This may result in there being a waiting list.

**Home Tuition is offered on a short term basis.** Pupils who are able to leave the home will be expected to return to school/educational provision, or attend the Learning Centre if this is deemed more appropriate to their needs.

**Placement at the Learning Centre is intended to be short-term in order to facilitate a more successful reintegration into the mainstream/special school. It is not a permanent alternative provision.**

**REGISTRATION**

All pupils supported by Cherry Tree remain on the roll of a mainstream or special school as the pupil remains their responsibility and this also facilitates reintegration when appropriate.

‘A child unable to attend school because of ill health needs must not (therefore) be removed from the school register without parental consent and certification from the school medical officer, even if the LA has become responsible for the child’s education.’

Ensuring a good education for children who cannot attend school because of health needs. Statutory Guidance. May 2013 p10 pt 23

Pupils will be dual-registered with Cherry Tree as the subsidiary provision, and schools/ settings should use the ‘D’ code in their registers. Schools/settings should continue to monitor the attendance of the pupil concerned. Non attendance, without appropriate written medical support, will result in a review of the placement.

**School Attendance – DfE Guidance November 2016**

Please be advised that the following information is the **current** guidance on the use of the D Code in the registers.

**Code D: Dual Registered - at another educational establishment**

• This code is not counted as a possible attendance in the School Census
• The law allows for dual registration of pupils at more than one school
This code is used to indicate that the pupil was not expected to attend the session in question because they were scheduled to attend the other school at which they are registered.

The main examples of dual registration are pupils who are attending a pupil referral unit, a hospital school or a special school on a temporary basis. It can also be used when the pupil is known to be registered at another school during the session in question.

Each school should only record the pupil’s attendance and absence for those sessions that the pupil is scheduled to attend their school.

Schools should ensure that they have in place arrangements whereby all unexplained and unexpected absence is followed up in a timely manner.

For pupils following a reintegration programme:
The mainstream school should record the pupil’s attendance and absence for those sessions that the pupil is scheduled to attend their school during an agreed reintegration programme.

Cherry Tree Learning Centre will use the ‘B’ code for these occasions.

If pupils are attending the Learning Centre or receiving home teaching at other times, use of the ‘D’ code should be maintained by school for those days.

If pupils are at home, not receiving an education for an authorised reason during a reintegration programme, schools should consider the appropriate absence code.

Any queries, requests for regular attendance updates/print outs should be made to Jenny Randle at Cherry Tree Learning Centre:

(jenny.a.randle@dudley.gov.uk).

PUPIL PREMIUM (pupils accessing the Learning Centre)
Where CLA pupils are eligible for pupil premium, Cherry Tree staff will liaise with the CLA team and/or the school/educational provider, as appropriate, to determine how the funding continues to support the needs of the individual.
Where pupils are eligible for pupil premium due to their Free School Meals status and following completion of the initial two week trial period at the centre, schools will be invoiced for the sum of £200 per term, one term (approx. 13 weeks) in arrears. This portion of the allocation will be used for both general and targeted projects following the principles of the Sutton Trust in order to enhance emotional and educational achievements and opportunities.
In exceptional circumstances, additional funds may be requested where pupils’ needs cannot be met within the allocation.

PLACEMENT REVIEW SYSTEM
A six monthly placement review will be held by Headteacher / Deputy Headteacher
In some cases further medical evidence may be requested if continued support from Cherry Tree Learning Centre is required
Progress reviews will take place usually once every half term for pupils on home tuition and termly for those in the centre
The readiness of the pupil to return to their home school will be discussed at each review, where appropriate
The school continues to have responsibility for investigating regular absence, even though the pupil is being ‘educated elsewhere’
In some cases (for Centre pupils) the services of Education Attendance Solutions may be engaged by Cherry Tree to work with families in order to try to address attendance concerns
If the pupil does not attend regularly for reasons unsupported by a medical professional (less than 80% attendance), a placement review will be called which could result in the placement being withdrawn and/or enforcement proceedings
Where a pupil’s health prevents them from regularly accessing their provision (home tuition or Centre) Cherry Tree reserve the right to withdraw their support until such time as the child is able to re-engage
The placement may be reviewed immediately in the case of a serious breach of the Learning Centre’s behaviour policy – where it is deemed that the Centre is unable to continue to address the needs of the pupil they will return to their mainstream/special school. In some cases the home school may also consider exclusion

CHERRY TREE LEARNING CENTRE STAFF
Cherry Tree Learning Centre consists of a team of highly experienced teachers and support staff, all of whom are fully qualified to carry out their roles within the service.

‘Staff, medical experts, counsellors.....work well together to plan and deliver school and home-based teaching and support programmes that meet pupils’ health and learning needs.......There is an increasing proportion of teaching that is outstanding over time.’ Ofsted 2016

Staff absence
Home Teachers: In the event of home teacher absence, Cherry Tree Learning Centre will notify the parent/carer immediately. In the event of prolonged absence, another member of staff will be assigned and the parent/carer and school informed.
In the rare event that Cherry Tree Learning Centre is unable to meet the agreed arrangements, the school will be notified.
Centre Staff: Absence within the Learning Centre will be covered by using either Cherry Tree Learning Centre staff or supply staff.

QUALITY ASSURANCE INFORMATION
Staff Handbook
Cherry Tree Learning Centre staff handbook has been compiled in order to ensure staff have a common understanding of service goals and procedures. The document is especially relevant to new team members and is reviewed and revised annually.

Recruitment of staff
Vacancies for posts are advertised on the WMJobs website. Interviews are generally held with the Headteacher, Deputy and a representative from the Management Committee.

Induction of new staff
To ensure Cherry Tree Learning Centre maintains its high standard of support for all schools and pupils, newly appointed staff have a short period of intense induction. This usually consists of discussion and explanations of policy documents and procedures, shadowing staff working in the three areas of support and regular review meetings with their line manager.

Continuing Professional Development
All members of staff have access to a variety of CPD opportunities and are required to participate in the annual appraisal cycle in order to continue to broaden their knowledge and expertise and develop their skills. Staff have access to supervision, as required.

COMPLAINTS PROCEDURE
Cherry Tree Learning Centre aims to discuss concerns raised by pupils, parents/carers, schools or other agencies and to make every effort to ensure that complaints are listened to and dealt with quickly and sympathetically. The Headteacher should be contacted in the first instance. In the event of a pupil, parent/carer, school or other agency being dissatisfied with our response, they should contact the Chair of the Management Committee.

REVIEW AND EVALUATION OF CHERRY TREE LEARNING CENTRE
Evaluations by parent/carers, schools and other outside agencies are consistently positive and appreciative of the support provided. ‘Parents and outside agencies comment positively on the impact that the school has on the lives of its pupils and families’ Ofsted 2016

Cherry Tree Learning Centre follows an annual review cycle involving self monitoring and evaluation.

Cherry Tree Learning Centre is a ‘good’ school ‘where pupils work cooperatively and learn and do well....’ Ofsted 2016.
WHO CAN ACCESS OUR SERVICE?
Our priority is to support the children / young people who live within the Dudley Borough. Out of borough pupils should be referred to their own local authority provision.

APPENDICES

1. Referral Form
2. Elective Home Education additional information and referral form