



Olive Academies

OLIVE AP ACADEMY– THURROCK  
CRITERIA FOR REFERRAL AND ENTRY

Students may be referred to OA-Th for the following reasons:

- Permanent exclusion
- Risk of permanent exclusion
- Complex Needs
- Hard to place

Priority placements are first allocated to Thurrock students.

Whatever the entry criteria, an Olive Student Passport and Risk Assessment MUST be completed by the host school, with all relevant supporting documentation, and directed to the Assistant Headteacher for Referral, Induction and Reintegration as soon as possible. Once received OA-Th will evaluate the referral against the entry criteria.

Please note that non-attendance or low attendance at school alone isn't a valid reason for referral.

### PERMANENTLY EXCLUDED STUDENTS

KS3 students who are permanently excluded for the first time will be found an alternative mainstream setting as soon as practicable in line with their needs. The student may need to stay at OA-Th for a short time whilst this is being organised but this should be kept to a minimum. Wherever possible, KS3 students should be educated in a mainstream school.

For students that have had two permanent exclusions or one permanent exclusion after Christmas in Year 10 there may be circumstances when it is judged that another mainstream school can be considered. However, it is possible that these students will remain on OA-Th roll till the end of their KS4 provision.

Tier	Broad Descriptor	Provision
Tier A	<p>Continuing significant and increasing social, emotional, mental health difficulties, requiring sufficient funding and resource to ensure that appropriate specialist provision outside the mainstream environment is in place.</p> <p>DIFFICULTIES MAY BE CHARACTERISED BY SOME OR ALL OF THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>• Daily or more frequent occurrence of challenging, aggressive, violent behaviour resulting in disruption to others and prevention of self from learning</li> <li>• Self-harming behaviours</li> <li>• Persistent substance abuse</li> <li>• Persistent criminalised behaviours</li> <li>• Inappropriate sexualised behaviours / language</li> <li>• Lack of engagement in learning</li> <li>• Significant attendance issues.</li> </ul>	<p>PROGRESS 8 PATHWAY PROGRESS VOCATIONAL / PROGRESS 8 PATHWAY</p> <ul style="list-style-type: none"> <li>• Modified teaching and learning in place, including Expeditionary Learning approaches</li> <li>• Reduced subject offer</li> <li>• Emphasis on resilience building through outdoor learning</li> <li>• EHCP assessment where needed</li> <li>• Therapeutic interventions</li> <li>• Access to a range of outside interventions</li> <li>• Coaching / mentoring</li> <li>• Speech, language &amp; communication skills input</li> <li>• Close home liaison</li> <li>• Literacy and numeracy interventions</li> <li>• Access to enhanced vocational and practical curriculum</li> <li>• Access to specialist staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Presence of a range of factors beyond the school environment which impact severely on inclusion, e.g. may be subject to neglect, have basic needs unmet, be pre-occupied with hunger, lack of sleep, acute anxiety, obsessions, phobias</li> <li>• Impaired progress and attainment</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP plan drafted</li> <li>• Significant involvement of outside agencies such as; police, YOT, social care, CAMHS etc</li> <li>• Daily access to staff with experience and training in meeting the needs of pupils with SEMH</li> <li>• Continued access to advice and support from external specialists</li> <li>• EHCP may advise access to therapeutic interventions such counselling, art therapy, CBT, anger regulation work</li> </ul>
Tier B	<p>Continuing significant, complex and increasing social, emotional, mental health difficulties, requiring substantial additional funding and resource to ensure that appropriate specialist provision outside the mainstream environment is in place.</p> <p>DIFFICULTIES MAY BE CHARACTERISED BY SOME OR ALL OF THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>• Daily or more frequent occurrence of challenging, aggressive, violent behaviour including unprompted and targeted aggression leading to threats of violence putting staff and pupils at risk</li> <li>• Serious social, emotional and mental health issues resulting in delusions about seriousness of behaviour and risk to others</li> <li>• Significant and ongoing involvement of mental health specialists, CAMHS or Consultant Paediatrician</li> <li>• Self-harming behaviours and may have attempted suicide</li> <li>• Extremely inappropriate sexualised behaviours/language and at risk of CSE</li> <li>• Serious, on-going safeguarding concerns around the student</li> <li>• Significant attendance issues continue.</li> <li>• Regular appearance in court and non-caring attitude to criminality and to the police</li> <li>• May be involved with gang violence</li> <li>• Presence of a range of factors beyond the school environment which continue to impact severely on inclusion, e.g. may be subject to neglect, have basic needs unmet, be pre-occupied with hunger, lack of sleep, acute anxiety, obsessions,</li> </ul>	As above (Tier B) and including bespoke modifications to the curriculum.

	<p>phobias, perpetrator or witness to domestic violence</p> <ul style="list-style-type: none"> <li>• Persistent substance abuse which has worsened</li> <li>• May have gone missing for periods of time</li> <li>• May have a medical condition that cannot be managed without dedicated support or appropriate medication, ASD, FASD, global delay</li> <li>• Risk of self-harm, may have tried to commit suicide</li> <li>• A diagnosed mental health condition; such as generalised anxiety disorder, depression</li> <li>• Low self-image and self esteem</li> <li>• difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration</li> <li>• emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school</li> <li>• unable to independently manage personal and/or health care during the school day and requires regular direct intervention</li> <li>• has a complex medical need requiring frequent monitoring and medical intervention throughout the school day</li> </ul>	
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\*Please note that the descriptors described are to be used with a ‘best fit’ approach and are not an exhaustive list.

### HARD TO PLACE STUDENTS

Student who come into Thurrock during year 11 are often difficult to successfully integrate into the mainstream setting. A student will be offered a place at OA-Th if at least 5 of the following descriptors apply and a mainstream offer of a school cannot be found. These places will be allocated at Tier 3 as above according to the complexity of need.

- History of poor attendance
- A behaviour record indicating three or more fixed term exclusions within the last academic term
- An incomplete school record and periods of being a child missing education
- A behaviour history of persistent disruption to lessons
- Persistent substance abuse
- Persistent criminal activity

- Persistent anti- social behaviours
- Gang involvement
- A history of aggression towards other students or adults
- Mental health issues which make successful integration into mainstream at this late stage unlikely
- Self-harming behaviours
- Poor self-regulation and frequent anger or outbursts.
- Has a difficult to manage medical condition
- Withdrawn, socially isolated, finds prospect of a new school difficult
- Vulnerable to CSE
- Displays inappropriate sexualised behaviours

#### **PUPILS AT RISK OF PERMANENT EXCLUSION**

For students who are at risk of permanent exclusion there is the opportunity to discuss the options available at Olive AP Academy - Thurrock with the Headteacher or Assistant Headteacher Referral, Induction and Reintegration. In some circumstances, it may be in the interest of the student to continue their education in a smaller setting for example, whilst a managed move is considered; whilst experiencing significant challenges, to provide intensive behaviour intervention for a limited period or to allow for the student to be in mainstream school on a part time basis. This will be negotiated through a service level agreement with the individual school.