

Croydon Council

Guidance on The Secondary Inclusive Practice Forum (SIP Forum)



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Introduction

The permanent exclusion, or regular suspension, of any child from school has long lasting negative consequences and impacts upon their future. Those children who are at risk of permanent exclusion are therefore children who need additional support and intervention to be successful in education.

Whilst the needs of most children can be met in mainstream school with the right support it is accepted that there will always be a small number of young people, whose needs are more complex and as such will need either a specialist or alternative education setting to be successful.

Schools have a critical role in supporting children in their education; identifying any additional needs or underlying factors; and putting in place appropriate interventions to assess and support the child to succeed in education. This is reflected in the Department for Education's statutory guidance on exclusions.

The decision to exclude a pupil permanently should not be taken lightly and must be a conscious decision based upon disciplinary grounds in line with the school's behaviour policy and DfE guidance and legislation. It should not be seen as a passive or supportive act, carried out in order for them to gain additional support.

Croydon's Secondary Inclusive Practice Forum is a replacement process for the secondary FAP, which has successfully operated, for several years as a mechanism through which schools, with parental consent, can broker managed moves to other mainstream schools or access respite in alternative provision to provide intervention/support without the need to permanently exclude a pupil.

This guidance and our Croydon panel aims to support schools to work closely together and access resources and training to prevent permanent exclusions.

It will seek to ensure the needs of a young person are identified and supported at the earliest stage; encourage schools to seek external advice; promote the use of the Early Help; ensure compliance with statutory guidance regarding suspension and permanent exclusion; the Equality Act 2010 and other relevant guidance and advice.

An overview of the panel process:

This guidance covers:

- a) **Referrals to the Secondary Inclusive Practice Forum (SIP Forum)**
- b) **The guidance and advice issued by the Department for Education in respect of pupils in need of a school place and who have been excluded, or who are at risk of exclusion.**

Secondary Inclusive Practice Forum

Rationale:

Croydon Council wants to support Croydon schools in meeting the needs of all pupils. We recognise the complexity of Croydon's context and the challenges facing many of our pupils.

The panels aim is to support schools to meet pupil needs internally and where this is not possible to promote mutually transparent and beneficial school to schools support.

The panel will consider referrals in from mainstream secondary schools for pupils in need of a change of school place due to being in persistent breach of the current schools' behaviour policy/or following a one of serious breach and therefore at significant risk of a permanent exclusion.

Schools can apply to have their pupils' cases heard under one of the following categories.

These are:

1) COMPLEX CASES

Students out of school (meeting FAP criteria)
to be referred in specifying which condition Under Section 2 of FAP)

2) REINTEGRATION

Student is being reintegrated following a permanent exclusion or other reason back to a mainstream school.

3) NOTIFICATION OF PERMANENT EXCLUSION

Any headteacher issuing a permanent exclusion for a child in Croydon must notify the LA. These cases will be automatically referred in when P.Ex notification is received to exclusions@croydon.gov.uk. Where a possible solution can be proposed and the P Ex rescinded/or where the panel have upheld and an option other than AP is needed.

4) ALTERNATIVE TO PERMANENT EXCLUSION

In this category a range of possibilities will be explored, respite in another school, managed move to another school, other respite options, LA support (AIOs).

5a) PREVENTION

Planned respite in another mainstream school for agreed number of weeks with specific focus.

5b) PREVENTION

In school strategies and monitoring agreement.

6) SAFFRON VALLEY INTERVENTION PROGRAMME

KS3/4 12 week programme for reintegration to the original setting.

PRU to PRU TRANSFER (where deemed suitable) – Not a category. This will be on the agenda for information purposes only.

Any other cases requiring inclusive intervention (at the chair's discretion)

The document will provide guidance on each of categories considered at Secondary Inclusive Practice Forum.

Category Details

1) Category: Complex Cases

These are pupils who do not have an education placement at all and for whom Croydon has a statutory duty to ensure that a suitable placement is found. This may be cases allocated for admission to schools under FAP.

This could be where a young person:

- has not managed to secure a school place through the normal in year admissions process;
- is being reintegrated from alternative provision to a mainstream school; or
- is otherwise deemed to be 'hard to place' by the local authority in line with the Fair Access Protocol.

Such placements, where children meet the requirements as set out in the FAP documentation are made under Croydon's Secondary Fair Access Protocol (23/24), which all schools have signed up to.

Each case will be judged on its merits when making placement decisions, but the below presumptions will apply:

- If a student's last educational establishment was a mainstream school then the presumption is that they will be allocated a mainstream Croydon school;
- If a student's last educational establishment was an alternative provision i.e., Pupil Referral Unit the presumption, is they will be offered an alternative provision placement in Croydon. The exception to this is where there is sufficient evidence to indicate that reintegration to a mainstream school is likely to be successful, in which case they will be treated as a reintegration to mainstream school from alternative provision; and
- If a pupil is deemed ready for reintegration to mainstream school by an alternative provision, then they will be allocated a mainstream Croydon school.

When determining which mainstream school, a pupil should be allocated to the panel will consider several factors. These include but are not limited to:

- Previous schools attended;
- Proximity to home address
- Numbers of FAP admissions already made to the school in the year by the panel;
- Any other factors that may make a particular placement appropriate or otherwise.

Where a pupil is in need of a mainstream school place (and is not being reintegrated from an alternative provision) and they had previously attended a Croydon mainstream school, there will be a presumption that they will return to that mainstream school, unless there are compelling reasons as to why they should not.

Mainstream schools can be expected to admit pupils in need of a school place up until the Christmas of Year 11.

Pupils without a school place will go on roll at the assigned school. This will be a single registration.

Those pupils being reintegrated from alternative provision will have a 12 week reintegration period where they are on dual registration. This will be reviewed at six weeks and both the school and the alternative provision should be involved. The process should mirror the managed move good practice that can be found at Appendix B.

2) Category: Reintegration after exclusion

These cases will only be accepted in from Alternative Provision settings

3) Category: Notification of Permanent Exclusion

These are recorded on the agenda so that the panel is aware of the number of permanent exclusions that are occurring either from Croydon schools or of Croydon resident pupils from out of borough schools.

If a pupil had been issued with a permanent exclusion letter then these must follow the permanent exclusion process. These cases cannot also be discussed as 'Exclusion' cases on the Secondary Inclusive Practice Forum agenda.

This means that when a permanent exclusion letter is issued Croydon Council (or the pupil's home local authority) will arrange alternative provision in line with day-6 requirements and the school must convene a pupil discipline committee hearing.

How the Inclusion will work with schools to reduce exclusions

Reducing permanent exclusions remains a key priority for Croydon Council. We will work in partnership with schools to reduce the use of exclusion; promote inclusive practice; and assist in respect of individual children who are at risk of permanent exclusion.

The Attendance Inclusion service can provide advice and guidance and support schools in their work with pupils at risk of permanent exclusion and their families. The first points of contact for advice, guidance and support for pupils at risk of permanent exclusion are:

Mark Malcolm

Strategic Lead Education Early Help Attendance and Inclusion

07710 183652

mark.malcolm@croydon.gov.uk

Schools concerned about any pupil at risk of permanent exclusion can invite someone from either the attendance and inclusion or safeguarding inclusion Team to a TAF or professionals meeting to discuss the pupil before making decisions.

When it is felt that it is no longer possible for pupil to remain at their original school the Secondary Inclusive Practice Forum provides a means by which schools can seek a new education placement as an alternative to the pupil's permanent exclusion. Cases considered at the panel will be assessed against the same threshold, as set out in the Department for Education (DfE) statutory guidance that would be expected for an actual permanent exclusion.

As well as applying the same threshold in respect of breaches of the behaviour policy; it is expected that schools will also have followed the appropriate DfE advice and guidance in relation to assessment, support and intervention for children considered to be at risk of permanent exclusion.

However, nothing in this guidance or the Secondary Inclusive Practice Forum takes away from a head teacher's right to exclude a pupil on disciplinary grounds, providing this is done lawfully and in line with the DfE guidance on exclusions and other related legislation. The Secondary Inclusive Practice Forum provides an alternative approach that the head teacher can use, provided they have the pupil's parents' consent.

Department for Education guidance on Suspensions and Permanent Exclusions From-maintained school, academies, and pupil referral units England –May 2023

The Department for Education issues statutory guidance in respect of suspensions and permanent exclusions This states:

The decision to exclude a pupil must be lawful, fair, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

A decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

The full statutory guidance can be found on the Department for Education website.

4) **Category: Alternatives to Permanent Exclusion**

When a head teacher is concerned that a pupil's behaviour is such that they are considering permanent exclusion. Prior to deciding what to do next they should:

- consider whether the legislation and guidance has been complied with;
- review what actions the school has already undertaken to identify the reasons for the poor behaviour;
- evaluate the impact of any interventions that have been put in place; and
- consider if anything else may be needed.

This category is linked to several aspects of the DfE statutory guidance. It states:

The head teacher should take account of any contributing factors.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.

The secondary Inclusion forum will consider cases and attempt to support mutually beneficial solutions that are in a child's best interests and wherever possible reduce exclusions and offer suitable alternatives. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN, but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids. The Access to Education service can provide advice, guidance, and support to schools around pupils at risk of permanent exclusion.

The head teacher or a member of the senior leadership may wish to complete the Strategic Reflection Tool as a support for decision making. This can be found as Appendix A.

Thresholds, Referrals, Declarations and Consent

If a head teacher decides that the threshold for permanent exclusion has been met and is minded to permanently exclude the pupil, they can refer them to the Secondary Inclusive Practice Forum as an 'alternative to permanent exclusion'. To do so they must sign a declaration stating that the threshold for permanent exclusion and that all the requirements, as set out in the DfE exclusion guidance, have been met.

In addition, any referral to the Secondary Inclusive Practice Forum under the exclusion category must also be made with the consent of the pupil's parent/carer.

The consent form must be signed not typed and included with the referral. If the pupil is looked after, consent must also be obtained from the pupil's social worker or home virtual school.

Referrals to the Secondary Inclusive Practice Forum that do not have a Head teacher's declaration or consent will not be accepted. When consent is not forthcoming, the head teacher must consider whether they should follow the permanent exclusion process.

In referring to the Secondary Inclusive Practice Forum the head teacher is seeking an 'alternative to permanent exclusion'. Therefore, if the permanent exclusion process has already been triggered by the issuing of a permanent exclusion letter that process needs to be seen through to its conclusion. Referrals, where a permanent exclusion letter has been issued, will not be considered by the panel.

The panel cannot be used following a suspension from school as a then alternative. This would contravene statutory guidance.

The Secondary Inclusive Practice Forum **will not** consider exclusion cases for the following:

- Pupils with an EHCP
- Pupils in the Autumn & Spring terms of Year 7 (except one off serious cases)
- Pupils after Christmas in Year 11
- CLA pupils without the input of a SW and VSH.

It is expected that schools should follow the SEND review process for pupils with an EHCP who are at risk of permanent exclusion.

Pupils in the Autumn & Spring terms of Year 7 will only be considered for discussion around serious breach of the school behaviour policy. The reason for this is that referrals for persistent breaches during this period would not have allowed sufficient time to put in place the appropriate support and interventions and for those to have an impact.

The panel will not consider pupils Year 11 at risk of permanent exclusion after the Christmas. The impact of a move after this point on exam grades and therefore life chances is likely to be significant. Therefore, there is a presumption that schools should make alternative arrangements for these pupils, such as commission alternative provision and make suitable arrangements for them to return to school to sit their exams.

If a pupil is unable to remain on the school site between the decision to refer and the next meeting of the Secondary Inclusive Practice Forum then it is the responsibility of the school to make an interim placement with an alternative provision.

One-Off Serious Breaches

When referring a pupil for a one-off serious breach the referral should provide evidence of the following:

- The serious nature of the incident (including details of any police involvement)
- That any contributory factors have been considered (i.e., not just what they have done but a sense of why they have done it)

- Details of any SEND that a pupil may have and the interventions/reasonable adjustments the school have put in place (had discussion with your locality lead)
- Details of any social care or other professional interventions
- Attendance and academic ability

When considering drug related one off serious breach the panel follows applies the threshold as set out in the DfE and ACPO guidance in drugs in schools.

This states:

Exclusion should not be the automatic response to a drug incident and permanent exclusion should only be used in serious cases.

Therefore, possession of an illegal drug alone would not be considered a serious breach by the panel. Referrals for such cases will be rejected. The threshold considered by the panel to be a one-off serious breach is where their evidence is that the pupil had intended to supply the illegal drug to other pupils. Such offences should also be reported to the police.

There is a presumption that pupils referred to the panel for a one-off serious breach will be offered a managed move to another mainstream school placement.

Persistent Breaches

When referring a pupil for persistent breaches, the referral should provide evidence of the following:

- Details of the behaviour so we can determine a clear picture of the incident. Do not just include the behaviour log.
- That any contributory factors have been considered (i.e., not just what they have done but a sense of why they have done it)
- Details of any Early Help assessments and associated interventions
- Details of any assessments (i.e., EP (Educational Psychologist); Speech and language therapy (SALT) to establish whether the pupil has any undiagnosed SEND along with the associated interventions
- Details of any reasonable adjustments the school has put in place for pupils with SEND
- Details of any interventions from social care or other professional interventions
- Attendance and academic ability

Pupils will either be offered a place at alternative provision or at another mainstream school. Where possible and appropriate, pupils in Key Stage 3 will be offered a place at another mainstream school before being offered a place at an alternative provision.

Pupil & School Support

The DfE exclusion guidance states that appropriate assessments and interventions should be carried out to identify and support any underlying factors that may be contributing towards persistent disruptive behaviour. Therefore, for referrals to be

considered there must, not only be evidence of the poor behaviour, but also the steps taken to identify and support any additional need or SEND.

Therefore, in cases of persistent disruptive behaviour schools should carry out an Early Help Assessment to identify any unmet need and devise a support plan; including making referrals to other agencies as appropriate. Where special educational needs or a disability are identified schools must make reasonable adjustments and provide appropriate support as is required. They should follow the SEND Code of Practice and implement an appropriate SEND support plan in line with the graduated response; utilising the £6k delegated funding as required. If necessary, this should be seen through to seeking a Education, Health & Care Plan (EHCP). It would also be helpful to all schools to discuss concerns with the SEN locality group that all schools are now allocated to.

As well as support for the pupil, the Head teacher should also consider whether, in order to appropriately support the young person who is at risk of exclusion, there is a CPD (Continuing Professional Development) need for their teachers and/or other staff. For example, if the young person has an autistic spectrum condition do they need training to better understand how to differentiate teaching and classroom practice for pupils with the condition.

When evaluating interventions head teachers need to be mindful that these do not always have an immediate impact and support may need to be maintained over a prolonged period time for progress to be made and improvements in behaviour to be noticed.

Managed Moves as an alternative to exclusion:

All offers of a place at another mainstream school will be 12-week managed moves initially.

The expectation is that the pupil will be on a dual registration for 12 weeks, with a review involving both schools at the six week point to assess progress.

Details of Managed Move good practice can be found at Appendix A.

Should a managed move break down, responsibility for the pupil reverts to the original referring school.

In the event of breakdown, the original head teacher should:

- Readmit the pupil to the school
- Refer the case back to the Secondary Inclusion Forum for another placement at a mainstream or Saffron Valley Intervention Programme
- Issue a permanent exclusion based on the behaviour that led to the breakdown of the managed move

Accepting or Rejecting Offers

Parents/carers have the right to reject any offer from the panel.

If the offer from the parent is rejected by the panel, then it is for the referring head teacher to decide what to do next. They can either:

- Proceed with a permanent exclusion and follow the associated process; or
- Re-admit the pupil to the school

Re-referrals of pupils to the panel, where parents have rejected as offer, will only be considered in exceptional circumstances.

5) Category a/b: Prevention

Prevention cases are referrals for pupils who need a managed move to another school for a non-disciplinary reason. Or where with some advice, guidance and support the pupil can remain in the existing setting.

For example, this could be for cases where a pupil's relationship with their peers has irretrievably broken down or a particularly vulnerable pupil needs to change schools because they have moved but it is not appropriate to go via in year admissions.

The reasons for wanting a move can be many and varied however cases of poor attendance will not be considered under the prevention category, except under exceptional circumstances. These should be subject to education welfare intervention and referred to Missing Monday panel (Missingmondays@croydon.gov.uk)

Any referral to the panel as a prevention case needs to have the consent of the parent/carer. It is not necessary for the head teacher to provide a declaration.

The Secondary Inclusion Forum Panel will not consider pupils with an EHCP for prevention referrals. Schools should initiate an interim review and seek a change of placement through SEND processes.

Referrals under the prevention category will only be offered a mainstream school placement. They will not be offered an alternative provision placement. Should it not be possible to secure a new mainstream school then the pupil will remain with the referring school.

Any placement at a new mainstream school will be a managed move. This should be a maximum of 12-week placement, where they are on a dual registration with both schools. There should be a review at the six-week point involving both schools.

Good practice on Managed Moves can be found at Appendix A.

- Reintegration to the school

6) Category: Saffron Valley Collegiate Intervention Programme

Pupils will receive a time-limited intervention from SVC (Saffron Valley Collegiate). This will typically be 12 weeks, or 6 weeks in exceptional circumstances. Pupils will remain dual registered with their mainstream school. There is a key stage 3 and 4 intervention programmes.

At the end of the intervention period, SVC will provide detailed reports, with recommendations, to support the school to continue working with the young person. The pupil will return to their mainstream school and there will be ongoing post-reintegration support from SVC for a fixed period agreed with them.

Pupils who have completed an intervention programme at SVC will not be accepted for an additional period of support. Extensions to the agreed intervention period may be agreed, under exceptional circumstances with the head.

Should the referring school, young person and their family feel that a fresh start in a new school would be more appropriate, the mainstream school will negotiate a managed move via the Secondary Inclusive Practice Forum at or before the midpoint review. It is the responsibility of the main school to present the case before the end of the intervention period.

Pre- Secondary Inclusive Practice Forum

Pre- SIP Forum will have an enhanced role in quality assuring referrals to ensure the referral requirements have been carried out prior to referral and the quality of the information submitted is of the required standard.

Pre-SIPF panel will refer cases back to the school that do not meet the criteria set out in this document.

The panel will be comprised of volunteer Headteachers, LA representatives and other agency representatives as invited by the Chair. The strategic lead for behavior, safeguarding and inclusion in Croydon chairs the panel and may ask another Strategic lead of Head of service to deputise if need be. The panel meets monthly, one week prior to the SIP forum meeting.

The panel considers all referrals in from schools and allocates them to categories. Decision making processes will be available in minutes.

Access to Education contacts

Lead contacts

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Appendix A – Managed Moves: Good Practice Guidance

1. Introduction

- 1.1 Schools, parents and pupils have used a ‘fresh start’ in a new school as a formal or informal alternative to permanent exclusion for many years. A change of school can be particularly valuable if it is perceived that a pupil’s difficulties are the result of inappropriate peer relationships or if the relationship of trust between parent and school has broken down.
- 1.2 Best practice suggests that managed moves are planned between schools with the consent and co-operation of respective student’s parents/carers in collaboration with the Local Authority. Managed Moves are best used as part of the school’s early intervention strategies.
- 1.3 It is recommended that there is a clear protocol to govern the use of ‘managed moves’ as an alternative to permanent exclusion to ensure consistency of practice
- 1.4 It is the view of Croydon Council that ‘managed moves’ can be a useful tool to avoid permanent exclusion but that such moves must be carefully planned and implemented if the pupil’s difficulties are not to be exacerbated leaving the sending school with no option but to refer to the Secondary Fair Access Panel.
- 1.5 Managed moves have been evidenced to be successful when schools and parents are transparent in their sharing of information.
- 1.6 This guidance does not apply to pupils moving in and out of PRUs. Such pupils will usually be subject to dual registration, and the PRUs have their own guidance for schools on pupils accepted for respite at a PRU or reintegrated to mainstream school.
- 1.7 When a pupil is ‘managed moved’ to a new school, the new school should place the pupil on roll and take over full responsibility for that pupil. A managed move is a trial period at a new school and is undertaken with the agreement of all parties (including the parents/carers). All parties must be aware of what will happen if the managed move fails. The maximum time for this trial period is twelve weeks and a fixed period needs to be set at initial meeting. Planned review meetings should be held with school and parent/carer at the six weeks interval.

If placement is agreed to be unsuccessful, pupils must return to their original school. The school, where the pupil was attending on the managed move, should produce a report setting out the interventions and support put in place and the reasons it was unsuccessful.
- 1.8 Failure of a managed move should not automatically lead to permanent exclusion. Schools should make their decisions regarding the next steps at their discretion, on an individual case-by-case basis.

2. Good practice to be followed.

2.1 The following is considered to be a step by step 'good practice' guide to 'managed moves':

- Meeting at original school with parents/carers and pupil explores the option of a 'fresh start' at a new school. Pupil and parental preferences are sought, and the realities of the situation discussed. Minutes of the meeting are kept in the pupil's file. It may be appropriate to invite other adults involved with the pupil to this meeting.
- Managed Moves for students with Statements of Special Educational Needs or Educational Health and Care Plans need to be referred to the SEN team.
- In respect to Looked after Children the child's social workers, carer and the Virtual School, must be notified of any managed move.
- The Head teacher or a member of Senior Leadership Team contacts the 'new school', discusses the pupil, and secures the school's agreement to the transfer in principle. In some cases, it might be appropriate for another professional to make the initial approach.
- The Safeguarding and Inclusion team can assist head teachers with identifying schools with vacancies in the appropriate year group if needed.
- Parents are requested to complete the LA School transfer form.
- The original school sends paperwork to the new school including (as a minimum):
 - the pupil's attendance records
 - conduct log
 - copies of any IEPs or PSPs
 - current academic attainment data.
 - any medical needs
- Details of child protection and safeguarding information should be shared appropriately with the receiving school only once the managed move is agreed between all parties.
- As deemed appropriate a risk assessment could be completed by the sending school and sent to the receiving school as part of the initial information sharing process.
- The new school meets with the parents and pupils. At this meeting, the expectations of the new school and general arrangements for transfer and induction (e.g., uniform requirements, times of school day etc.) the pupils' support needs should be discussed. Individual support plan is devised by the school in consultation with parent/carers and young person. A start date should also be agreed. This should be no later than two weeks after the meeting.

- The pupil's progress should be reviewed with parents after the first two weeks and then half termly until the pupil is considered well settled. If placement is agreed to be unsuccessful, return to original school is supplemented by a full report.
- The transfer is agreed, and the school notifies the Safeguarding and Inclusion mailbox managedmoves@croydon.gov.uk.
- The pupil is dual registered for the managed move and can only be ended when confirmation of a successful move is received from the new school.
- The pupil is offered a start date, and the full record is transferred from the original to the receiving school. This must include all records relating to Child Protection/safeguarding concerns which may have been held separately from the child's main school record. These should be transferred within three weeks of the date of the approach.

2.2 Evidence from this and neighbouring LAs (local authorities) suggests that if the move is not thoughtfully planned and if parental or pupil wishes have not been fully considered then the 'managed move' is not likely to be successful. **It is essential** that the transferring pupil should be well supported by the new school during the transition period. This should include as a minimum entitlement:

- access to a named adult with whom the pupil/parent can share anxieties and concerns.
- access to a specialist behaviour mentor or teacher to address behaviour concerns and peer support through a buddy or mentoring scheme. (More detail is given in 4 below)

3. Support for pupils

3.1 The following could be considered as support for transferring pupils. The list is not exhaustive, and the support can be 'mixed and matched' to provide an appropriate individualised package:

- Access to the SENCO or specialist SEN teacher for baseline testing and needs assessment
- Specialist SEN teaching support
- Learning or Behaviour Mentor individual support
- Access to the school's assigned Educational Psychologist
- Access to small group support in e.g. Social skills or anger management
- Access to a counsellor
- TA support
- LSU support/Pastoral Support
- Peer support – e.g., a buddy
- In school support procedures such as report cards, access to a named teacher, etc.
- A mentor from the voluntary or community sector
- SEN Locality Support Team
- Access to after school clubs and activities
- Advisory teacher from virtual school if appropriate (Children Look After only)

4. Funding

4.1 When a pupil is subject to a 'managed move' during the financial year it is for schools to agree what, if any, funds will be transferred to the new school to support the managed move. AWPU is automatically corrected for the Autumn and Spring terms it would seem reasonable to transfer the remaining portion of the AWPU from the original school to the new school along with a Pupil Premium Grant (PPG). This would mirror the DfE requirements for funding arrangements concerning permanently excluded pupils.

Funding to support pupils with a statement of SEND/EHCP will automatically be transferred to the receiving school with effect from the date of transfer provided that SEND is informed. Schools can also make use of delegated SEN funding to purchase additional support for pupils.

4.2 The receiving school should consider using 'in-house' support, for example learning or behaviour mentors, LSUs etc.

5. Practice to be Avoided.

5.1 Advising parents to remove their child from roll and 'find another school'. In practice this often results in the child being out of school for a considerable period.

5.2 Advising parents to remove their child from roll and 'Electively Home Education'. In practice unless parents are seeking to 'educate otherwise' for philosophical, ideological, or religious reasons the education provided is rarely 'suitable or efficient'. This may also place the pupil at additional safeguarding risks.

5.3 Transferring children without adequate induction or support.

5.4 Providing receiving school with insufficient information and/or unrealistic picture of student's strengths, difficulties or needs. This practice could result in negative impact on the child.

Other professionals who may be involved with pupils and their parents/carers who could be involved at any stage during the 'managed move' process:

- SENCO
Mentor or Teaching Assistant
- Assigned Educational Psychologist
- Member of the Virtual School (if looked after)
- Support teacher
- Education Welfare Officer
- Social Worker

Appendix B: Strategic Reflection Tool

Head teachers should use this strategic reflection tool to consider whether they have exhausted all options/strategies available within their school.

Considerations		Yes/No
1.	Are there any underlining reasons for the child's behaviour? E.g., bereavement, DASV, housing, poverty, health of the parent/carer, safeguarding, attachment, drug/alcohol misuse, gang related activity, CSE.	
2.	If so, has the school explored the impact of this on the behaviour of the child and adjusted their support accordingly? For example, have the staff involved with the child, including senior leaders, received training on the particular area of vulnerability?	
Please Evidence/impact		
3	Is the child eligible for PPG funding?	
4	If so, has this funding been used to support the child's behavioural needs? E.g., Tuition, mentoring schemes, therapeutic support, specific educational trips, behaviour advice/support.	
Please Evidence impact:		
5	Is the child being supported on a 1:1 basis throughout all the time that it is needed?	
6	How has this support impacted on the child's ability to manage within the school day?	
Please Evidence impact:		
7	Does the child have a Special Educational Need or Disability?	
8	If so, how has the funding to meet the first £6,000 of additional support been used to meet the needs of the child?	
Evidence/impact:		

9	Has the curriculum been adapted to meet the needs of the child?	
Please Evidence impact:		
9	Is the child going through a period of transition? For example half a term before or after a change of teacher or year group, move to a new school, change at home?	
10.	If so, has everything been done to support the child with this transition?	
Evidence/impact:		
11.	Has the school collaborated with another school over ideas or strategies to support the child? E.g., Discussed the case/sought advice & ideas from a colleague within another school setting, joint initiatives, shared projects, considered a managed move?	
12.	If so, what has been the impact of this collaboration?	
Evidence/impact:		
13.	Is quality of teaching/experience of the staff involved with the child a factor to consider?	
14.	If so, what more can be done to support the staff in meeting the needs of the child?	
Evidence/impact:		