



Inclusion Support and Alternative Provision Panel
Terms of Reference - Primary

Local authorities are responsible for arranging suitable education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such arrangements being made. The purpose of the Secondary Inclusion Support and Alternative Provision Panel is to ensure that pupils who are either at risk of permanent exclusion or are at risk of not receiving a suitable education for other reasons, are able to access the support that they need and an appropriate educational setting.

Referrals:

There are three types of referrals into the panel, as detailed in the table below:

	Preventative	Extraordinary fair access	Medical
Referrer	<p>School - SLT with responsibility for Inclusion, education provision and funding.</p> <p>School SENDCo would also need to attend if the YP has SEND needs.</p> <p>Social worker or VS officer who have delegated responsibility.</p>	<p>School admissions officer EHE officer</p>	<p>School – SLT with responsibility for Inclusion, education provision and funding.</p> <p>School SENDCo would also need to attend.</p> <p>Educational Psychologist</p> <p>Social worker or VS officer who have delegated responsibility.</p>
Prior to referral	<p>Despite reasonable adjustments and support implemented by school, YP is at risk of permanent exclusion. A number of suspensions have been implemented followed by supported reintegration and an EPM.</p> <p>School is able to clearly demonstrate the graduated response and the targeted provision that has been put in place for the YP.</p> <p>The Inclusion Pathway to ISAPP has been followed and the necessary assessments completed/multi-agency partners involved.</p>	<p>Fair Access Panel has identified that allocation of mainstream school place may not be appropriate.</p> <p>A YP has been Elective Home Education for a period of time and Fair Access Panel have decided mainstream may not be immediately suitable.</p>	<p>Emotionally Based School Non-Attendance Pathway has been followed and the resources implemented.</p> <p>Senior medical practitioner has identified medical needs that states the YP is unable to attend mainstream school and requires a part time provision.</p> <p>MESP meeting has been held and School/Home and Hospital is represented.</p>
Evidence	<p>A <u>minimum expectation</u> of evidence consisting of</p> <ul style="list-style-type: none"> • Referral form fully completed with all relevant information. • Costed provision map – if the YP is at SEN support demonstrating how the 	<p>Evidence from admissions/ FAP. A <u>minimum expectation</u> of evidence consisting of</p> <ul style="list-style-type: none"> • Referral form fully completed by admissions/EHE with any relevant information. 	<p>Hospital discharge paperwork or letter from a Senior Medical Practitioner at Consultant level detailing the condition and why the YP cannot attend fulltime or mainstream.</p> <p>Completion of appropriate assessments and reviews</p>

	<p>notional spending has been allocated for specific targeted support for the YP.</p> <ul style="list-style-type: none"> • APDR cycles. If the YP is demonstrating with behaviour that is deemed to be at risk of PEX then APDR cycles will be necessary to show the support that has been allocated. <p>Further evidence that would be useful and should be included if relevant: -</p> <ul style="list-style-type: none"> • Evidence of SC support through Early Help Assessment, CIN or CP reports. • An EP report/or professional's advice • Evidence of referrals to Inclusion and Outreach and reports if relevant. <p>If the YP is displaying offending behaviour, there would need to be an Exploitation Screening Tool, and details of previous incidents.</p>	<p>Full and detailed information from the previous school/s including if possible: -</p> <ul style="list-style-type: none"> • Costed provision map – if the YP is at SEN support demonstrating how the notional spending has been allocated for specific targeted support for the YP. • APDR cycles. If the YP is demonstrating with behaviour that is deemed to be at risk of PEX then APDR cycles will be necessary to show the support that has been allocated. <p>If an OOC YP information can be provided from the LA Inclusion Team/SEND/VS/.</p> <p>Further evidence that would be deemed useful: -</p> <ul style="list-style-type: none"> • Evidence of SC support through Early Help Assessment, CIN or CP reports. • An EP report/ professional's advice • Evidence of referrals to Inclusion and Outreach and reports if relevant. 	<p>(APDR) in EBSNA Pathway, specifying support needs and timescales. (if the need is an emotional based non-attendance)</p> <p>Minutes/report from the MESP meeting.</p> <p>Report/information from CAMHS/Base25.</p>
<p>Possible outcomes</p>	<p>Enhanced support package (outreach, mentoring, targeted interventions)</p> <p>Managed move (HTP) suggested. It may be facilitated if a HT on panel is willing to consider.</p> <p>12-week Preventative PRU / alternative Provision placement (part-funded)</p> <p>12 week Commissioned bespoke support package.</p> <p>A referral to the YOT Back on Track programme.</p> <p>Recommendations/signpost to further in-school interventions/ approaches/services.</p> <p>Re-referral to panel with further information.</p>	<p>Agreed plan of:</p> <ul style="list-style-type: none"> • Allocation to PRU assessment/ Alternative Provision intervention placement/interim specialist provision • Rereferral back to FAP for allocation to mainstream with identified additional support for transition. • If OOC – agree to continue commissioning current provision. 	<p>Placement in the Home and hospital Nightingale Unit.</p> <p>PRU placement for SEMH needs (12 week/ part-funded)</p> <p>Commissioned bespoke support package in AP</p> <p>Recommendations/signpost to further in-school interventions/ approaches/services.</p>

The Panel will meet every two weeks during term-time. All schools will be asked to send a representative to contribute to the Panel. Schools will only be able to refer to the Panel where the school has committed to

sending representation on the Panel. The schedule for attendance from school will be completed termly and schools can send representation from SLT.

Review:

Decisions of the Panel will be time-bound. Relevant agencies will be expected to monitor progress against agreed timescales. Where agreed actions are not implemented within agreed timescale, agencies will escalate to the Panel for further action.

Panel composition:

- Two school SLT representation
- Inclusion Service (Chair)
- PRU (SLT)
- Outreach
- SENSTART
- School admissions
- Educational Psychologist
- Service Manager – children's social care
- Youth Offending Manager
- Police
- Virtual School (SIA)

Quoracy:

Two school representatives will be invited to each panel meeting. A minimum of one school representation and one Local Authority Officer are required for the Panel to be quorate.

NB. In the event of an exceptional circumstance and no school representation is able to attend, the Chair may decide the panel can go ahead. Decisions would be followed up and agreed with school representation subsequent to the panel.

Preventative Part-funded placements:

Where the panel recommend an alternative provision placement is required, the local authority will be responsible for funding the first 6 weeks and the home school will fund the final 6 weeks of a placement. The LA will arrange to invoice the home school for 50% of the 12-week placement fee after the first 6 weeks of a placement have passed.

During placements, there is an expectation for ongoing communication between the PRU /AP and school regarding the young person's progress. Review meetings will be set up at 5 weeks and 10 weeks following the young person's placement start date. If a school representative does not attend these review meetings, the placement will be terminated, and the young person will return to school.

The expectation is that the YP's placement will cease in AP after 12 weeks and the YP will return to the substantive school. If a PRU placement continues beyond the agreed period, the school will become responsible for funding from that point.

Following the panel decisions, and agreement with all parties, a contract will be circulated. This contract will detail the timescales, level of support and financial responsibility for all parties. The placement in AP will not commence until this contract is signed by all parties involved (usually the substantive school, an AP provision and the LA).

Review of preventative placements:

The Head Teacher (or other senior representative) of the referring school will convene a meeting with the PRU/AP to review any joint-funded placements agreed at the Panel, and to agree next steps, a minimum of two weeks prior to the planned end of the placement. The PRU/AP will provide a report on the pupil's progress, detailing interventions, and further recommendations, for the review meeting.

If further support is identified at the 10-week review, it is the substantive school's responsibility to rerefer to ISAPP for consideration at Panel before the end of the 12-week PRU/AP placement. However, unless there are exceptional circumstances it will be the expectation that if AP continues to be needed then the school will directly commission the place. If no further support is required, the PRU/AP placement will end on the

agreed date and the pupil will return to school. In these cases, the PRU/AP will provide a report to school and Panel as above.

Review of Medical Placements

If the YP is placed at the Nightingale Home and Hospital unit, then the reviews will be completed in line with the half termly LA schedule of LA placements. If dual registered, then schools will need to continue monitoring and assessment of the placement.

Deadline for referrals: Referrals must be submitted by 12pm on the Wednesday preceding the Panel. Schools will be invited to present referrals at a specified time by 12pm on the Friday preceding the panel.

Mainstream School Readiness Referrals: As of September 2022, all referrals for children and young people deemed mainstream ready will be presented at Fair Access Panel. The PRU /AP settings will ensure completion of the Readiness to Reintegrate Journey report and arrange to share this with the LA Inclusion Manager. The LA Inclusion Service will also provide a supplementary report in support of referrals, confirming interventions delivered. The PRU /AP centre manager along with the LA Inclusion Service/Team Manager will present referrals at FAP.

NB: Referrals for pupils in Year 11 after the Autumn term will not be considered at FAP.