



Northumberland
County Council

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Northumberland County Council Inclusion Panel for permanently excluded learners and those at risk of exclusion



POLICY DOCUMENT
September 2022

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Overview, aims and objectives

The local authority has a legal obligation to arrange suitable full-time education for children and young people who are permanently excluded. The local authority can meet these obligations through a variety of pathways including commissioning places at the PRU or alternative provision settings, including Primary Support Bases.

Schools/Academies can also access placements in the PRU or alternative provision for young people at risk of exclusion.

The aim of this policy is to provide:

- A clear and transparent admission process that is understood by service users (pupils), their parents/carers, schools/academies and staff
- To ensure that children and young people are placed in the most appropriate educational provision suitable to their needs

The objectives are to ensure that there:

- Are clear criteria for deciding which children and young people should have priority for the limited places that are available in the PRU, alternative provision and Primary Support Bases
- Is a clear understanding of the nature of the PRU, alternative provision and Primary Support Bases
- Is a clear understanding of the criteria for places and the means by which placements are decided

Instead of an automatic placement in the PRU, the local authority may also choose to place children and young people who meet the criteria in an alternative provision setting. For children at risk of permanent exclusion, the panel might offer school-based support, advice or guidance if it is deemed appropriate.

This paper sets out the procedures and practices for placing children and young people into the PRU, alternative provision and Primary Support Bases.

Procedure and practices

Entry Criteria

The Inclusion Panel has been developed to decide on the most appropriate educational placements for those children and young people who:

- Who have been permanently excluded
- Those who are at risk of permanent exclusion

For young people at risk of exclusion schools have a responsibility to demonstrate the support and strategies that they have previously put in place which should mirror the graduated approach.

NB: At present the Northumberland PRU provides short term provision for pupils between KS1 and KS3. From September 2022, there will no longer be KS1/2 provision at the PRU but KS3 remains and there will be a gradual move to include KS4.

Exit Criteria

The Inclusion Panel will also review pupils who are in receipt of education provided via alternative education, Primary Support Bases or the PRU on a regular basis. In the first instance this will be done via the Inclusion Support Officers. All children and young people who are placed via the Inclusion Panel must have exit route identified which might include:

- Post 16 progression plan
- Return to mainstream (via the fair access process if PEX)
- EHCP (with a view to moving out of the PRU/AP)

The Inclusion Panel meets on a fortnightly basis during term time to consider the educational placements of these children and young people.

Core membership of the Panel includes representation from:

- School Admissions and Inclusion Manager
- NIES (SEND Services)
- Early Help/Social Care representative
- Health
- Virtual School (in the case of a Looked After child/Young Person)
- Head Teacher of Pupil Referral Unit
- Alternative Provision representative
- Primary Support Base Lead
- School representative (rota basis)

Decisions on the placement of children and young people will be made jointly by the panel members, with any financial decisions being the final decision of the School Admissions and Inclusion Manager.

Process

The Inclusion Panel meetings will be held at County Hall or virtually. Information will be shared electronically prior to each meeting. Members will be expected to bring their own papers or use an iPad/computer to access the papers at the meeting

Options

The Inclusion Panel will consider a range of educational options for the children and young people referred to them including:

Reintegration back into another mainstream school via the Pupil Placement Panel

- Alternative provision
- Placement in the PRU
- Placement at Primary Support Base

Monitoring

The local authority will monitor the placement of children and young people placed at the PRU, alternative provision or Primary Support Bases through the Inclusion Panel.

In the first instance this will be through regular meetings between the Inclusion Team and the PRU/AP/PSB's. It will also include monitoring of those young people on a managed move (following a permanent exclusion) into a mainstream school until the move has been deemed a success or failure. Looked after Children will be monitored via the Virtual School.

Half-termly reports on the progress of these pupils will be made to the Inclusion Panel; an additional panel meeting will be held at the end of each term to monitor pupil progress.

Monitoring/Review process;

- Permanently excluded pupils attending the PRU /AP/PSB will be reviewed on an ongoing basis by the Inclusion Team.
- Pupils who are dual registered will be reviewed by the Inclusion Team in conjunction with their "home school". School must visit pupils in their setting on a half-termly basis to ensure they are safe and making progress.

Permanently Excluded Pupils

Under the provisions of Section 100-101 of the Education and Inspections Act 2006 the Local Authority has a legal obligation to arrange suitable full-time education for pupils who are permanently excluded.

When a child or young person has been permanently excluded, the school inform the Inclusion Team as soon as possible and then forward the relevant exclusion documentation.

The Inclusion Team Leader will attend the governors' disciplinary committee meeting for all maintained schools and when invited for academies. This committee meets to review the permanent exclusion decision.

Following a permanent exclusion, the Inclusion Team will meet with the child/young person and parents to discuss Day 6 provision. Part of this work will include the gathering of information from the parents, school and child/young person on their educational, social and emotional needs.

Placements can be one of the following:

- Reintegration back into a mainstream school/academy on a Managed Move basis
- Alternative provision
- PRU
- Primary Support Base

Priorities for placement in the PRU

In order to clearly understand the PRU admissions' criteria via the Inclusion Panel the following priority areas have been agreed Admission priority to the PRU:

Priority 1 - Looked after children who are at risk of a permanent exclusion; with evidence from the Virtual School.

Priority 2 - Permanently excluded pupils, who haven't previously attended the PRU, who have been reintegrated back into a mainstream school but this reintegration has failed.

Priority 3 - Permanently excluded pupils

Priority 4 - Permanently excluded pupils who have moved into the local authority from another PRU

Priority 5 - Children/young people at risk of exclusion where all strategies have been tried without success.

Monitoring/Review process:

Pupils attending the PRU will be reviewed on an ongoing weekly basis

Appendix 1 - Referral passport for PEX/at risk children/young people



PERMANENT EXCLUSION/AT RISK

Please note the form will be returned if all of the information required has not been included in the referral form. The form must be completed electronically.

First Day of Exclusion	
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School Name			
Address			
Name of referrer		Position of referrer	
Telephone number		Email	

Legal surname			Legal forename	
Preferred surname			Preferred forename	
Gender	Male <input type="checkbox"/>		Female <input type="checkbox"/>	Other (please specify) <input type="checkbox"/>
Ethnicity			Religion	
Date of birth			Current school Year	
UPN			NHS Number	

Address			
Postcode			
SEN Status	No SEN <input type="checkbox"/>	SEN Support <input type="checkbox"/>	EHCP <input type="checkbox"/>
Please provide a brief description of needs			
Free School Meals Entitlement	Yes <input type="checkbox"/> No <input type="checkbox"/>		

You must include details of both parents/carers if known

Parent/Carer 1 Name		Relationship	
Address			
Contact Information (telephone/email)			
Parent/Carer 2 Name		Relationship	
Address			
Contact Information (telephone/email)			
Second emergency contact name		Relationship	
Telephone number(s)			

School Attendance Information			
Last date of school attendance			
Attendance this academic year (%)		Attendance last academic year (%)	
Pattern of attendance over the last six weeks	0 ; ½ ; 1 ; 2 ; 3 ; 4 ; 5 days		
Any issues with particular days?			
Has the family ever been referred to the Education Welfare Team over school attendance?			Yes/ No Date

Name of key person		Position of key person	
Telephone number		Email	
Please provide details of the young person's needs and how it is impacting upon attendance;			
What does the pupil describe as their main barrier to being in school?			
When in school, what support packages were used to try and engage this pupil? Did any of these prove successful?			

Please provide details of the support you believe to be required
What outcomes are anticipated from this intervention?

EXTERNAL AGENCY INFORMATION			
Agency	Contact Name	Contact details	Evidence submitted
Specialist Doctor/ Medical			
CYPS			
Northumberland Inclusive Education Service: Literacy Support Service (Dyslexia) English as an Additional Language Psychological Services Autism Support Service			

Emotional Wellbeing and Behaviour Support Service			
Speech, Language and Communication Service			
Sensory Support Service (Hearing, vision and multisensory Impairment)			
Early Help			
CAF/ TAF/ TAS			
Children's Services			
Youth Justice Service			
Virtual School			
Other Professional organisation			

Student's Academic Profile			
<i>Please include all subjects the young person is currently taking</i>			
Subject	Qualification	Target grade	Working at
English			
Mathematics			
Science			
Name of school contact for academic information on this pupil			
Position in school			
Tel. No (+ extension)		E mail address	

Does the student have:	PSP	<input type="checkbox"/>	IBP	<input type="checkbox"/>
Has the student been subject to any fixed term exclusions/suspensions this academic year? If yes, please provide details below.				
Provide an overall summary of the student's behaviour and any identified behaviour strategies which are successful for this student				
Please include the following:				
<ul style="list-style-type: none"> • Triggers for inappropriate behaviour • How inappropriate behaviour is displayed • What behaviour strategies have been employed and, what are their outcomes (including timescale) • Whether or not the student presents a risk to themselves or others? 				

SCREENING QUESTIONS 1- no issue6- major issue							
social interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to cope with change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being bullied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
planning and organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sensory sensitivities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Provide details of any safeguarding issues when interacting with the student's Parents/Carers at school or at their home

Reason for exclusion – please tick the box which indicates the MAIN reason: additional reasons can be given in the letter to parents (also please attach copy of letter sent to parent regarding the exclusion and notifying them of their rights of representation and review and supporting documentation)

N.B. DfE guidance states that the categories below should cover the main reasons for exclusion: the 'other' category should be used sparingly and only for incidents not covered by the categories below. The descriptions in the final column are provided by DfE to help schools categorise their exclusions.

Exclusion category	Enter tick	May include (this column is for guidance - only need tick the general category e.g. 'bullying', not the specific type of bullying).
Bullying		Verbal, physical, homophobic
Damage (includes damage to school or personal property)		Arson, graffiti, vandalism
Drug and alcohol related		(Unknown substance – please describe in text box the appearance of the substance e.g. white powder, tablet etc.
Persistent disruptive behaviour		Challenging behaviour, disobedience, persistent violation of school rules
Physical assault against an ADULT		Obstruction and jostling, violent behaviour, wounding

Physical assault against a PUPIL		Fighting, obstruction and jostling, violent behaviour, wounding
Racist abuse		Derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics
Sexual misconduct		Lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Theft		Selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property, stealing school property
Verbal abuse / threatening behaviour against an ADULT		Aggressive behaviour, carrying an offensive weapon, homophobic abuse or harassment, swearing, threatened violence, verbal intimidation
Verbal abuse / threatening behaviour against a PUPIL		Aggressive behaviour, carrying an offensive weapon, homophobic abuse or harassment, swearing, threatened violence, verbal intimidation
Other		None of the above – please ensure details are set out in the letter to parents

Please use this space to give further details regarding a specific incident that has resulted in a permanent exclusion:

The local authority is required to provide full-time education from Day 6 of this permanent exclusion. It is therefore essential that all the information requested on this form is completed. If you have any problems with the form, please email exclusions@northumberland.gov.uk

HEAD TEACHER / PRINCIPAL CONSENT

I agree that this referral may be made, and that all of the information required has been provided and is up to date and accurate.

Signed

Name

Date

If this referral is for a child or young person at risk of exclusion, please ensure you obtain parental consent:

Relationship to child/young person:

Please read and agree all of the following statements: **(All must be ticked)**

- I have read the information school have provided on the referral form
- I have understand the role of the Inclusion Panel
- I have read the GDPR statement regarding use of data
- I understand this request may not result in direct contact with me / my child and school will keep me informed of how work will be undertaken

PARENTAL CONSENT

I agree that this referral may be made, and that all of the information required has been provided and is up to date and accurate.

Signed

Name

Date

GENERAL DATA PROTECTION REGULATION 2018 PRIVACY STATEMENT

Northumberland County Council is the data owner of the information collected by our service. The information collected will enable us to assess the support/requirements that would help to achieve better outcomes for your child / young person's education and development. We will not provide your personal information to any other external organisation or individual unless it is lawful to do so or where you have provided explicit consent to do so. Personal data will be held securely, then destroyed in line with the Northumberland County Council retention schedule. The Council's retention schedules and Privacy Notice can be found on the Council's website.

Please email a copy of the completed form to inclusionpanel@northumberland.gov.uk

For Permanent exclusions only please email a copy of the completed form to exclusions@northumberland.gov.uk