

Inclusion Policy

Contents

| | |
|--|---|
| Rationale | 3 |
| 1. Aims..... | 4 |
| 2. Identification..... | 4 |
| 3. Special Educational Needs and Disability | 4 |
| 4. A Graduated Approach to SEN Support..... | 5 |
| 5. Managing students’ needs on the SEND register | 6 |
| 6. Exclusion | 6 |
| 7. Monitoring and Evaluation of SEND | 6 |
| 8. Funding of SEND support | 7 |
| 9. Criteria for exiting the SEND register..... | 7 |
| 10. Supporting students and families | 7 |
| 11. Admission and Transition..... | 7 |
| 12. Training and Resources | 8 |
| 13. English as an Additional Language | 8 |
| 14. Pupil Premium Grant & Service Pupil Premium Grant..... | 8 |
| 15. Monitoring, Evaluation and Review..... | 9 |
| 16. Looked After Children and Previously Looked After Children | 9 |
| 17. Personal Education Plans | 9 |
| 18. Funding | 9 |

| | | |
|-----|--|----|
| 19. | Admission..... | 10 |
| 20. | School Trips and Special Activities | 10 |
| 21. | Supporting children with medical conditions | 10 |
| 22. | Roles and Responsibilities..... | 10 |
| 23. | Reviewing the policy | 11 |
| 24. | Accessibility | 11 |
| 25. | Complaints | 11 |
| | Futura Learning Partnership Key Personnel | 12 |
| | Appendix 1: Child/Young Person with EHCP..... | 15 |
| | Process for Schools where there are Concerns over Behavioural Issues | 15 |

This policy describes the way in which we meet the needs of pupils/students who experience barriers to their learning.

This policy complies with the statutory requirements of the following legislation:

- Children and Young Persons Act 2008
- Equality Act, 2010
- Teaching Standards, 2012
- School SEN Information Report Regulations, 2014
- Statutory Guidance on Supporting pupils/students at school with medical conditions, April 2014
- Children and Families Act, 2014
- SEND Code of Practice 0 – 25, September 2014

The following have been used to guide this policy:

- The role and responsibilities of the designated teacher for looked after children - DCSF 2009
- The Promoting the educational achievement of looked after children: statutory guidance for local authorities - DCSF 2010

NB: Looked After Child (LAC) and Child in Care are interchangeable. For this policy, LAC is the chosen term.

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They include the following:

- (i) children who are accommodated by the local authority under a voluntary agreement with their parents;
- (ii) children who are the subject of a care order or interim care order;
- (iii) children who are the subject of emergency orders for the protection of the child;
- (iv) children who are compulsorily accommodated. This includes remanded to the local authority or subject to a criminal justice supervision order with a residence requirement.

A looked after child may be in residential care, a foster placement or could be living with their parents. If living with their parents, this could be on a part time basis or possibly before returning home permanently after a care placement.

Rationale

Futura Learning Partnership (the trust) is committed to improving outcomes for all pupils/students through providing an appropriate and high quality inclusive education to all members of the Academy community. We recognise that we need to provide a safe environment for all our pupils/students as every pupil/student has different life experiences and needs and that pupils/students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We endeavour to identify these needs as they arise and provide appropriate support.

There will be a focus on the well-being and progress of every pupil/student and where all members of the trust community are of equal worth. It is important that our Inclusive practices make everyone feel valued and that they have a sense of belonging.

This policy should also be read in conjunction with the SEND Policy, Equality & Diversity Policy, Supporting pupils with Medical Conditions Policy and Behaviour & Exclusions Policy.

1. Aims

The trust aims to;

- 1.1 work in partnership with our pupils/students, parents and the community to improve outcomes for our pupils/students
- 1.2 Promote equality of opportunity and diversity
- 1.3 provide a broad and balanced curriculum for all our pupils/students which meets their social and learning needs
- 1.4 The curriculum is ambitious and it is tailored where necessary to meet individual needs
- 1.5 promote a positive ethos with an atmosphere of encouragement, tolerance and respect for each other so that all pupils/students can achieve their best
- 1.6 identify, nurture and encourage the skills and talents of all our pupils/students
- 1.7 develop and celebrate their successes
- 1.8 develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- 1.9 identify a pupil/student who needs support as early as possible and adapt the curriculum effectively and/or implement appropriate interventions to support their needs

2. Identification

We identify the needs of pupils/students by considering the needs of the whole person. There are several factors which may impact on progress and attainment such as

- 2.1 Special Educational Needs (SEN) and/or Disability (D)
- 2.2 Being in receipt of Pupil Premium (PP) Grant
- 2.3 Being a child of Service Personnel on active duty
- 2.4 Being a Looked After Child (LAC)
- 2.5 Health and Welfare (Medical)
- 2.6 English as an additional language (EAL)
- 2.7 Attendance and Punctuality – in a separate policy
- 2.8 More able and/or gifted and talented

3. Special Educational Needs and Disability

The SEND Code of Practice 2014 defines SEN and Disability as the following:

- 3.1 *SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others the same age.** Special educational provision means **educational***

or training that is additional to, or different from, that is made generally for others of the same age in a mainstream setting in England.

- 3.2 Disability: *Many children and young people who have SEN/D may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities.” This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*
- 3.3 The broad areas of need are:
- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- 3.4 These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to enable the development of appropriate adaptations to the curriculum, not to fit a student into a category.
- 3.5 In the recent guidance identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a pupil/student’s behaviour should be described as an underlying response to a specific or range of needs. Academies endeavour to recognise and identify this through understanding of the pupil/student. Challenging behaviour should be seen as an unmet need.

4. A Graduated Approach to SEN Support

The new Code of Practice for SEN clearly states that;

- 4.1 ‘teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’.
- 4.2 Quality First Teaching delivered by class teachers includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum for all pupils/students.
- 4.3 Teachers have a range of inclusive strategies to meet the needs of different types of learner. They will support the learning of pupils/students who are at different levels of ability and who work at different rates.
- 4.4 If there are further concerns for a pupil/student the academy will apply the ASSESS-PLAN-DO-REVIEW cycle which involves:
- Collecting further evidence of the pupil/student’s needs including any formative data or support agency advice.
 - Observations of learning used to identify learning strengths with a focus on what the pupil/student **can** do.
 - Meeting with parents to discuss their views and how they are able to support
 - Ascertaining the views of the pupil/student
 - Seeking the support of the SENCO as necessary
 - Planning and setting targets and regularly keeping parents informed of progress

- Reviewing the plan with parents and setting new targets if progress has not been made in line with expectations
- 4.5 If, after a period of 'early action' and where pupils/students have not made adequate progress, the adults involved with the pupil/student and the SENCO will consider if further or continued support is required.
- 4.6 If this is the case, the pupil/student will now be identified as receiving **SEN Support**, the single category of SEN.
- 4.7 Parents are informed of this in writing and informed that their child will be recorded on academy tracking system as receiving SEN Support with the category of need.

5. Managing students' needs on the SEND register

- 5.1 If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then further specialist advice may be sought from an outside agency.
- 5.2 If expected progress is not evident, despite 'relevant and purposeful action', then the academy will consider requesting an Education, Health and Care needs assessment.
- 5.3 This may lead to an Education, Health and Care Plan (EHCP) which replaces the former Statement of SEN; this process should take 20 weeks.
- 5.4 Once an EHCP is in place it will be reviewed annually.
- 5.5 Parents and pupils/students are involved throughout and will be invited to participate in meetings and target setting.

6. Exclusion

- 6.1 The trust does not support the use of permanent exclusion with our most vulnerable learners, particularly those with an EHCP.
- 6.2 If a student is at risk of permanent exclusion the process given in **Appendix 1** must be followed. If a school is considering permanently excluding a pupil they must consult their phase Director and seek agreement before proceeding.

7. Monitoring and Evaluation of SEND

- 7.1 The academy regularly monitors and evaluates the quality of provision offered to all pupils/students.
- 7.2 SEND learning walks enable the SENCO and other members of the Academy community to audit the quality of provision for pupils/students with additional needs in the classroom setting.
- 7.3 Further meetings are held to monitor progress of these pupils/students and identify further allocation of resources and training needs.
- 7.4 SMART (Specific, Measurable, Achievable, Realistic, Time related) targets are set for individual pupils/students and these are monitored and reviewed regularly.
- 7.5 SEND provision and support for vulnerable learners is a focus of academy governor's meetings. An annual SEND report is shared with the Academy Council who monitors and evaluates the progress of SEND across the academy.

8. Funding of SEND support

- 8.1 Academies receive funding for all pupils/students including those with Special Educational Needs and Disabilities and additional needs are met through this.
- 8.2 Funding allocated to schools enables early intervention and appropriate provision for all pupils/students with SEND.
- 8.3 For those pupils/students with a Statement of SEND or an EHCP, extra funding may be allocated to the academy.
- 8.4 Through the process of academy based reviews, the academy evaluates the provision provided through school based funding showing pupil/student progress.

9. Criteria for exiting the SEND register

- 9.1 The role of the teacher is fundamental to the planning and delivery of any additional needs. Learning is personalised by all teachers and targets are set, in collaboration with the SENCO where appropriate, for pupils/students who require them.
- 9.2 When pupils/students have made similar progress to their peers and are broadly achieving in line with their peers, it is appropriate to remove them from the SEN register.
- 9.3 The performance of these pupils/students will continue to be monitored to ensure progress is sustained.

10. Supporting students and families

- 10.1 Academies have a statutory requirement to provide a SEND Information Report and this can be found on the academy websites.
- 10.2 A copy of the Local Offer can be found at [South Glos](#) or [B&NES](#) or [Bristol](#) as appropriate. Education, Health and Social Care jointly produce the information and these are dedicated websites for disability services.

11. Admission and Transition

- 11.1 The trust adopts an inclusive admissions policy. In the case of a pupil/student in possession of a statement or EHCP, the recommendations from the last Annual Review will be taken into account.
- 11.2 The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next. As such, the SENCOs in both schools and colleges will communicate to ensure that the transition is as smooth as possible.

- 11.3 Some pupils/students may find transition between year groups a challenge and extra support will be provided. All SEND information is passed forward as necessary. Parents are welcome to contribute to the transition process.

12. Training and Resources

- 12.1 In order to maintain and develop the quality of teaching and provision in response to the strengths and needs of all students, academy staff undertake regular and appropriate training and development.
- 12.2 If the child has specific needs which require highly personalised training, this will be arranged and specialists will be involved where necessary.

13. English as an Additional Language

- 13.1 All pupils/students have an entitlement to language development as it is the main medium that we use for thinking, teaching and learning. It is best learnt in the context of the subjects being taught.
- 13.2 Pupils/Students will be baseline assessed in order to support both teachers and learning in understanding the next steps and to complete the January census accurately.
- 13.3 Those pupils/students who are not yet fluent in English are entitled to receive planned support to enable access to the curriculum.

14. Pupil Premium Grant & Service Pupil Premium Grant

- 14.1 The Pupil Premium Grant (PPG) is designed to tackle the achievement gap between pupils/students from low-income families and their peers. After prior attainment, poverty is the single most important factor in predicting a child's future life chances. The chances of a pupil/student eligible for free school meals (FSM) achieving five or more GCSEs at A*-C including English and mathematics across the country are less than one third of those of a non-FSM pupil/student.
- 14.2 The PPG is additional to main academy funding and is designed to address the underlying attainment inequalities between children eligible for free school meals and those from wealthier backgrounds.
- 14.3 The Government allocates money to schools/academies based on the number of pupils/students receiving free school meals with a six year date range. The money is not ring fenced but should be used to improve outcomes for those children. There are also allocations for Looked After Children, and a much lower grant for Service Personnel Children.

15. Monitoring, Evaluation and Review

- 15.1 The appointed person for PPG within each academy will report to the Governing Body on how effective the interventions have been in achieving their aims.
- 15.2 Each academy will publish data on achievement on its website annually, comparing the outcomes of eligible pupils/students with the remainder of the cohort.
- 15.3 Each academy will publish on its website, details of how the allocated funding has been spent annually, and an evaluation of the impact of the expenditure.
- 15.4 There will be a regular review of the learning experience for pupils/students in receipt of PPG within the usual monitoring and evaluation cycle.

16. Looked After Children and Previously Looked After Children

- 16.1 We aim to ensure that children in care and previously in care fulfil their potential.
- 16.2 We aim to overcome their barriers to learning, celebrate their successes and enable them to leave us happy and secure in themselves, understanding that they do have control over their destiny and that education does matter.
- 16.3 The trust strives to ensure that the culture and ethos of our academies are such that, whatever the heritage and origins of members of the academy, pupils/students should be treated with kindness and with respect and the opportunity to experience, understand and celebrate diversity in line with our vision statements.

17. Personal Education Plans

- 17.1 All children in care must have a Personal Education Plan (PEP) which is drawn up and reviewed by the local authority which looks after them.
- 17.2 The care plan must include a Personal Education plan (PEP), which forms part of the pupil/student's official academy record.
- 17.3 Each academy and the Local Authority have a shared responsibility for making sure that the PEP is a useful document and for helping children in care to achieve and enjoy.
- 17.4 If the pupil/student has a Statement of Special Educational Needs this should be reviewed annually and should, where possible, tie in with the PEP.
- 17.5 The PEP will be drawn up within 28 days of the pupil/student being placed into care and reviewed in line with current policy, currently every six months.

18. Funding

- 18.1 Children in long term care and previously in care are entitled to additional funding to help improve their outcomes and narrow the gap between their outcomes and those of their peers. Which young people are eligible and the amount of such funding available will be determined as a result of government policy.

- 18.2 The school is committed to ensuring effective use of this dedicated funding where available for all eligible children in care on roll to provide additional, personalised support to ensure accelerated progress in order to improve outcomes.
- 18.3 The appropriate use of allocated funding is to be assessed through the Personal Education Plan. The appropriate use of funding is to be assessed through the Personal Education Plan for children in care.
- 18.4 Allocated funding for previously looked after children should be used appropriately to meet their needs.

19. Admission

- 19.1 Children in care are a priority for admission and, as such, we will follow the Local Authority's published admission criteria.

20. School Trips and Special Activities

- 20.1 We aim to ensure that children in care enjoy as many extra-curricular opportunities as possible by reserving placements for them on trips or enrichment activities which they are eligible for and allowing sufficient time to gain the necessary consent. Activities such as this could be part paid for with pupil premium funding.
- 20.2 The responsibility for giving permission for educational trips and enrichment opportunities is that of the social worker, although they often delegate this to foster carers. The person who may give permission will be clarified at the first PEP meeting. If in doubt we will always send consent forms to the social worker.

21. Supporting children with medical conditions

- 21.1 All pupils/students have a right to access the full curriculum, adapted to their medical needs where possible and appropriate and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well.
- 21.2 The academy recognises that pupils/students at school with medical conditions should be properly supported so that they have reasonable and appropriate access to education, including school trips and physical education.
- 21.3 Some pupils/students may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs with their special educational provision.

22. Roles and Responsibilities

- 22.1 The trust has a strategic lead for SEND, Julie Dyer and each academy has a team of staff with the responsibility for individual sections of this policy. These can be found on the final page of this policy.

23. Reviewing the policy

- 23.1 This Inclusion policy will be reviewed annually in line with the SEND Code of Practice.
- 23.2 It will be shared with academy governors, all academy staff and placed on academy and the trust web sites.
- 23.3 Any alterations will be made to other sections of the policy as appropriate at this time.

24. Accessibility

The Disability Discrimination Act, as amended by the Equality and Disability Act 2010, placed a duty on all schools/academies and Local Authorities to plan to increase over time the accessibility of schools/academies for disabled pupils/students and to implement their plans.

Schools/academies are required to produce accessibility plans for their individual site.

The Equality Act 2010 prohibits schools/academies from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. The trust works with parents and children to prevent treating any individual 'less favourably' and is committed to improving access progressively over time.

25. Complaints

If a pupil/student, parent/carer or social worker wishes to complain about the provision or policy, they should in the first instance raise it with the designated teacher, who will try to resolve the situation alongside the carer and the social worker. If the issue cannot be resolved within 10 days, the pupil/student, carer or social worker can submit a formal complaint in writing to the Principal/Headteacher.

The Principal/Headteacher will investigate the complaint and respond within 10 working days, unless the formal complaint is about the conduct of the Principal/Headteacher, in which case the complaint will go straight to the chair of governors. Any issues that remain unresolved at this stage should be addressed through a meeting in order to assess the impact of any such complaint upon the young person's education. This meeting may include the named Academy Council Member and any other outside agency that both parties deem necessary to attend. This meeting should normally be held within 10 working days of the Principal's/Headteacher's response.

Pupils/students who wish to make a formal complaint against the school or about their care should be advised of the support available for children in care.

Futura Learning Partnership Key Personnel

Chief Executive – Mrs Andrea Arlidge

Chair of Trust Board – Mr Malcolm Broad

Futura Learning Partnership Strategic Lead for SEND – Julie Dyer

| <i>Aspire Academy Roles and Responsibilities</i> | | <i>Governor</i> |
|--|---------------|---------------------------|
| Principal | Mr P Headeach | |
| SEN/D | Mr P Headeach | All governors SEND School |
| EAL | Mr P Headeach | |
| PP | Mr P Headeach | Richard Morris |
| LAC | Mr P Headeach | n/a |
| Medical | Mr P Headeach | |

| <i>Bedminster Down School Roles and Responsibilities</i> | | <i>Governor</i> |
|--|----------------|-----------------|
| Principal | Mrs D Gibbs | |
| SEN/D | Ms K Luke | Mrs K Maule |
| EAL | Ms E Smith | |
| PP | Ms E Alexander | Mr S Dowland |
| LAC | Mr D Goater | Mrs T Shane |
| Medical | Mrs K Luke | |

| <i>Chandag Infant School Roles and Responsibilities</i> | | <i>Governor</i> |
|---|---------------|-----------------|
| Headteacher | Mrs A Smart | |
| SEN/D | Ms H Bancroft | Dr C Phillips |
| EAL | Ms H Bancroft | |
| PP | Ms H Bancroft | Dr C Phillips |
| LAC | Ms H Bancroft | Dr C Phillips |
| Medical | Ms H Bancroft | |

| <i>Chandag Junior School Roles and Responsibilities</i> | | <i>Governor</i> |
|---|---------------------------|-----------------|
| Headteacher | Mrs J Savory | |
| SEN/D | Ms K Eve | Ms H Price |
| EAL | Mrs J Savory | |
| PP | Mrs J Savory | Ms H Price |
| LAC | Mrs J Savory | Ms H Price |
| Medical (H&S remit) | Mrs J Savory/Office staff | |

| <i>Cheddar Grove Primary School Roles and Responsibilities</i> | | <i>Governor</i> |
|--|---------------|-----------------|
| Headteacher | Mr P Jeffery | |
| SEN/D | Ms K Abbott | Mr D Ashley |
| EAL | Mr C Unsworth | |
| PP | Mr C Unsworth | Mr D Ashley |
| LAC | Ms K Abbott | Mr P Bailey |
| Medical | Ms K Abbott | |

| <i>IKB Studio School Roles and Responsibilities</i> | | <i>Governor</i> |
|---|----------------|-----------------|
| Principal | Mr D Wilkinson | |
| SEN/D | Mrs R Riggs | Mr M Hall |
| EAL | Mr D Wilkinson | |
| PP | Mr D Wilkinson | Mr C Trout |
| LAC | Mr D Wilkinson | |
| Medical | Mr P Eadie | |

| <i>Saltford Primary Academy Roles and Responsibilities</i> | | <i>Governor</i> |
|--|--------------------------|-----------------|
| Principal | Mrs D Sage | |
| SEN/D | Mrs G Godwin | Mrs S Malna |
| EAL | Mrs E Spincer | |
| PP | Mrs G Godwin | Mrs S Malna |
| LAC | Mrs G Godwin | Mrs S Malna |
| Medical | Mrs G Godwin/Mrs J Evans | |

| <i>Sir Bernard Lovell Academy Roles and Responsibilities</i> | | <i>Governor</i> |
|--|---------------|-----------------|
| Principal | Mr D Anderson | |
| SEN/D | Ms S Connor | Mrs J Ware |
| EAL | Ms S Connor | |
| PP | Mr G Lyle | Mrs J Ware |
| LAC | Mr G Lyle | Mrs J Ware |
| Medical | Mr G Lyle | |

| <i>St John's Primary Academy Roles and Responsibilities</i> | | <i>Governor</i> |
|---|--------------|-----------------|
| Principal | Mrs C Graham | |
| SEN/D | Ms J Powell | Mr J Medlin |
| EAL | Mrs C Graham | Mr D Tyler |
| PP | Mrs C Graham | Mr D Tyler |

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| LAC | Mrs C Graham | Mr D Tyler |
| Medical | Ms A Clark | Mr T Gent |

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| <i>The Meadows Primary School Roles and Responsibilities</i> | | <i>Governor</i> |
| Headteacher | Mrs J Mounter | |
| SEN/D | Mrs L King | Mrs D Allez |
| EAL | Mrs L King | |
| PP | Mrs J Campbell | Mrs D De iuliis |
| LAC | Mrs J Mounter | Mrs D De iuliis |
| Medical | Mrs L King | |

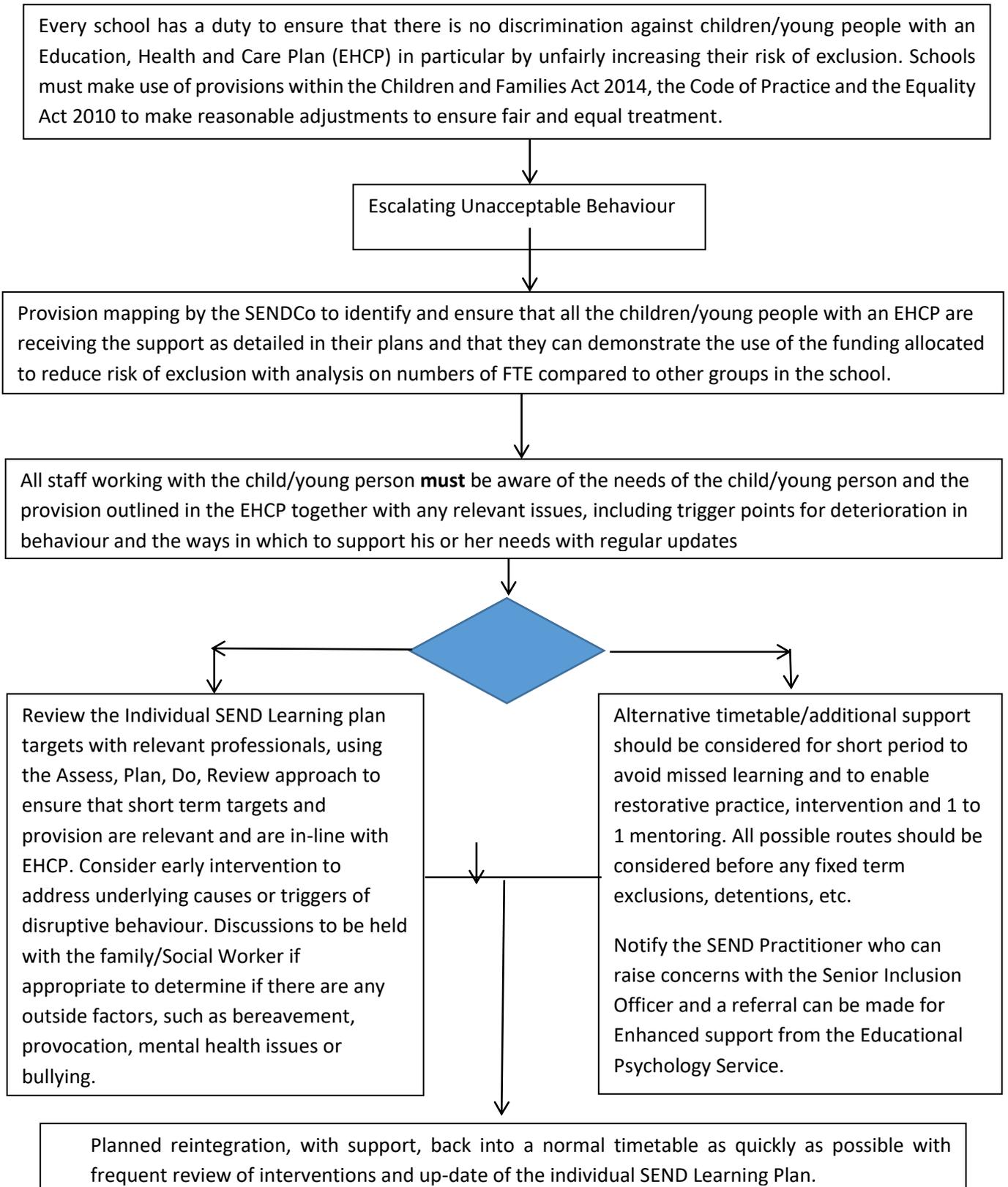
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| <i>Two Rivers Primary School Roles and Responsibilities</i> | | <i>Governor</i> |
| Headteacher | Mrs W Carver | |
| SEN/D | Mrs W Carver | Mrs C Formby |
| EAL | | |
| PP | Mrs W Carver | Mrs C Formby |
| LAC | Mrs W Carver | Mrs C Formby |
| Medical | | |

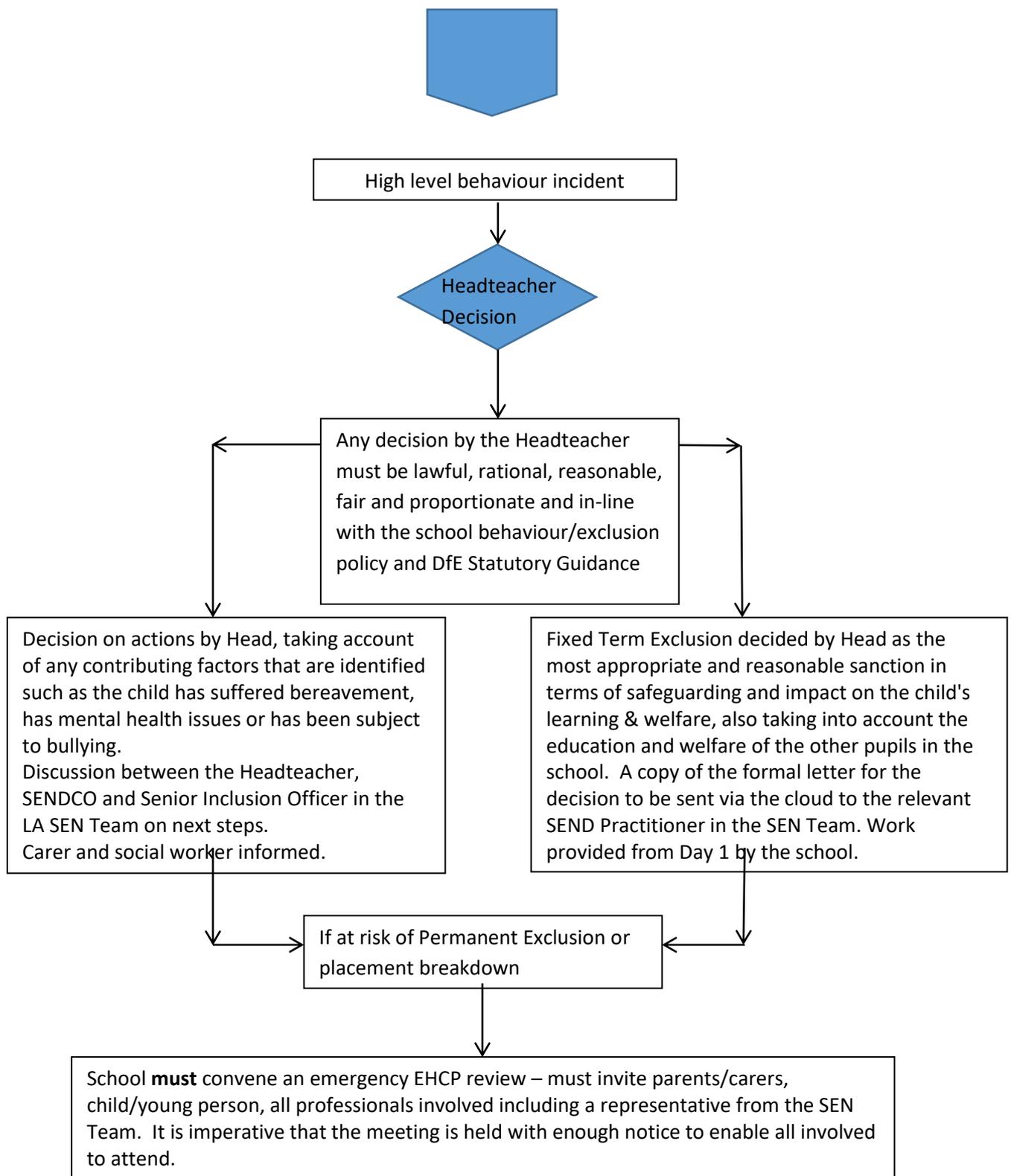
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| <i>Wansdyke Primary School Roles and Responsibilities</i> | | <i>Governor</i> |
| Headteacher | Mr A Smith | |
| SEN/D | Miss A Hall | Mrs P Getter |
| EAL | | |
| PP | Mrs M Tilling | Mrs L Leacy |
| LAC | Mrs M Tett | |
| Medical | Mrs P Getter | |

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|--|----------------|-----------------|
| <i>Wellsway Academy Roles and Responsibilities</i> | | <i>Governor</i> |
| Principal | Mr M Woodville | |
| SEN/D | Mr C Cooke | Mr D Biddleston |
| EAL | Mr C Cooke | |
| PP | Mr D Cooper | Mr S Parsons |
| LAC | Mr P Comber | Mr A Moir |
| Medical | Mr P Comber | |

Appendix 1: Child/Young Person with EHCP

Process for Schools where there are Concerns over Behavioural Issues





This is a process that must be followed for decisions regarding behaviour incidents of children/young people with an EHCP. This has been created due to the rising number of fixed term and permanent exclusions in Bath and North East Somerset.

The DfE statutory guidance on exclusions from September 2015 is very clear on the need for schools to take positive action to reduce fixed term exclusion rates for children/young people with SEND. The guidance states that as well as early interventions, schools should also consider what extra support might be needed to identify and address the needs of pupils with SEND in order to reduce their risk of exclusion.

At the Review the discussion should centre on what else can be put in place to support the continuation of the placement. If the placement has definitely broken down then the school **must** consider providing an alternative package whilst the legal process of consulting with a new placement is implemented. The child/young person's right to a full-time education must be met or an agreement reached with parents/carers if anything other than full-time is being offered. If a part-time agreement is reached this should be for the shortest time possible and reviewed regularly. School should also be able to evidence why part-time is appropriate. Alternatively a referral to the SPA panel can be considered for a temporary placement at Alternative Provision (AP)

In order to significantly reduce this trend, we expect schools to follow the above process and to work closely with the SEND Team.