

Southend-on-Sea Education Board

Vulnerable Learners Sub Group

on 2 December 2021

Report prepared by:
Catherine Braun, Head of Access and Inclusion

Report Title: Inclusion Panel Resource Funding

1. Purpose of Report

- 1.1 To request Education Board agree the use of reserve DSG balances to provide additional resources to secondary schools through the Secondary Inclusion Panel to promote effective inclusive strategies

2. Recommendations

- 2.1 To agree the use of reserve DSG balances to provide additional resources to secondary schools through the Secondary Inclusion Panel to promote effective inclusive strategies to the sum of £60,000 for financial year 2021/22; and
- 2.2 To consider and agree a continued budget of £150,000 for the financial year 2022/23 for secondary school inclusion panel resources.

3. Background/Context

- 3.1 Since academic year 2019/20, the Council no longer funded a primary nurture base and instead used the previously allocated budget of £161,000 pa to provide additional resources to primary schools based on individual requests regarding a specific child.
- 3.2 The requests are referred to Inclusion Panels, where a panel of schools and services listen to the needs of the child and the school and agree strategies to promote inclusion in maintaining the child's placement within mainstream schools.
- 3.3 Where this involves a request for funding resources, there is an expectation that schools would have already evidenced that they have exhausted any notional SEN funding and should identify how they intend the resources to support the child.
- 3.4 In addition, Inclusion Officers monitor the effectiveness and impact of the resources over time. (Refer to appendix 1 for last academic year)
- 3.5 For this financial year, Primary schools have been allocated a total of £42,696.00 between 11 individual schools and for 21 individual children, leaving £118,304.00 for the remainder of the financial year. Hamstel Juniors and Greenways Primary

have made 4 separate requests; Bournemouth Park, Eastwood Primary, Prince Avenue and west Leigh Juniors have made 2 separate requests and 5 other schools have made single requests.

- 3.6 A further £18,590.00 in requests was allocated during the autumn and spring terms across 8 schools.
- 3.7 It has been noted by the schools how successful this has been in allocating funding for children, which has ranged from therapy, additional adult support, multi-sensory equipment and additional technology. For some children this has provided resources whilst needs assessments and EHCPs are prepared, for others it has meant children can continue to access suitable education through SEN support.
- 3.8 The funding is banded in accordance with needs and the panel not only decides if funding is agreed and at what band; but also provides advice and guidance on additional strategies and support which is reviewed each term. (See appendix 2)
- 3.9 There is an increase in referrals and spend this academic year likely linked to schools being closed last year and increase in needs linked to social emotional and mental health needs (SEMH). Current predictions based upon referrals to date do not however demonstrate that there will be insufficient funds to meet identified need.
- 3.10 Any underspend is then returned to the DSG reserves and carried over to the following year.
- 3.11 Historically Inclusion Panel funding was not allocated to secondary schools, as the funding was specifically identified for primary nurture interventions. In addition, secondary pupils already had access to a higher number of inclusion spend through alternative provision pathways commissioned through Victory Park, also financed through DSG.
- 3.12 Breakdown of Victory Park prevention pathway places (Turn Around dual registration) for each phase is:
- | | |
|---------|--|
| Primary | 10 full time equivalent places (i.e. could be split into 20 part time) |
| KS3 | 18 full time places |
| KS4 | 0 places |
- 3.13 In addition, Victory Park also has the following number of places for permanent exclusions (or at the point of permanent) and those placed on the roll of the school:
- | | |
|---------|-----------|
| Primary | 6 places |
| KS3 | 6 places |
| KS4 | 45 places |

4. Reason for recommendation

- 4.1 Numbers of children in secondary schools receiving exclusions are again rising within secondary schools with 12 young people to date being moved to Victory Park either at the point of or permanently excluded.

- 4.2 Schools have also fed back through Inclusion Steering groups how there is an increased need in relation to SEMH needs and the negative impact on behaviour both inside and out of school.
- 4.3 Secondary schools fed back at October's Fair Access Panel that prior to exclusion, schools have already exhausted all resources and other inclusion strategies. They identified that lack of resources after using the notional SEN funding prevented many other interventions used by primary schools and requested that funding for Inclusion panel also be an option for secondary schools.
- 4.4 One secondary member who also joined the primary inclusion panel meetings as a core member, stated how impressed and inspired she was by the interventions used within primary and wished to replicate this within secondary, however financial restraints prevented this from progressing.
- 4.5 The recommendation is therefore acknowledging that although there are an increased number of placements within Victory Park for secondary, that earlier interventions through resources may help to reduce those young people at risk of exclusion and increase access to education, particularly those with special educational needs, such as social, emotional and mental health.
- 4.6 Schools would be required to provide evidence on both how they have utilised their notional SEN funding first and how they intend to use any agreed funding. Where resources are agreed by the panel, evidence of impact must be reported back to the panel on a termly basis for each case.
- 4.7 If any school receiving resources is unable to provide clear evidence of spend and positive impact regarding reduced risk of exclusion and/or increased attendance at school and improved outcomes for the child, particularly where this impacts more than one request, consideration will be made as to whether the school is granted any further funding for that academic year.
- 4.8 The inclusion team will also continue to review the number of exclusions in schools overall and evaluate after a year if the additional resources have impacted a reduction in those being excluded from school with a focus on those pupils with SEND.
- 4.9 The recommendation is therefore twofold, firstly to agree to the release of funding for this financial year of £60,000 to provide resources to the secondary inclusion panel up to the end of March 2022; and secondly to provide funding for the next financial year at a slightly lesser amount than primary of £150,000.
- 4.10 The request is slightly less than primary, due to recognising primary had an underspend last year and current underspend to date this year, along with the continued additional places at Victory Park for secondary.

5. Risks

- 5.1 That exclusions continue to rise, and secondary schools continue to quote that they are prevented in being successful in providing fully inclusive strategies within school due to lack of funding.

5.2 Diversely, if funding is provided, it could be evaluated that the resources have no impact on a head teachers decision to exclude. If this is found to be the case, recommendations from evaluating the funding may determine that funding is withdrawn.

6. Appendices

6.1 Primary Inclusion Panel Impact 2020/21

6.2 Primary Inclusion Panel Banded Funding

6.3 Inclusion Panel Terms of Reference and example referral form currently used at Primary Inclusion Panel

Appendix 1

Primary Inclusion Overview 2020/2021

Our shared expectations rationale that all children and young people must receive the best possible provision or arrangements in their schools to meet their needs. For most this can be met by a good quality education and an inclusive approach. However, some pupils with SEND will require more than this. In our Borough, Southend-on Sea, we want all pupils to get the same minimum entitlement that is 'ordinarily available' across schools. This will ensure that the provision and arrangements offered to pupils with SEND is consistently effective, feel and look more of the same, across all Southend mainstream schools.

The focus on the inclusion team is to work with all parties to offer the best support to those with either a SEND need or an EHC plan.

This is achieved through the use of tracking and monitoring documents such as 'waves' and 'key students', along with early interventions and referrals through forums such as the Primary Inclusion Panel.

This has proven effective in allowing the team to sign post schools to the relevant support and liaise with key agencies in finding the most positive outcome for the learner.

The use of inclusion panel and Fair Access has been successful in supporting learners with SEND with additional resources and intervention strategies. Working with SEN team and other agency support has helped to promote good practice in supporting CYP with SEND through targeted interventions.

The role of the inclusion officer is to encourage schools to identify CYP with SEND where there may be barriers to learning and/or accessing suitable education and promote early intervention and work closely with schools, families and agencies to ensure best provision is offered.

Co-production has been at the heart of the work with schools. We have introduced a tool the 'waves' document and working closely with the outreach team. The turnaround (TAG) placements made available at Victory Park, via the inclusion panel, are an avenue of targeted intervention that can be monitored and reviewed.

In 'Southend SEND: Shared Expectations' we will use the word 'must' to mean statutory requirements from the Code of Practice. We will use 'should' to mean our Southend Local Authority expectations and ALL schools, including maintained and academies, are required to adhere to these expectations. Where the Code of Practice uses the word 'should' it means that the guidance must be considered and that those who must have regard to it will be expected to explain any departure from it. 'Southend SEND: Shared Expectations' will:

- Provide clarity on what is expected to be in place in schools and what schools need to do for ALL pupils with SEND.
- Provide support with regards to school decision making as provision is put in place and plans produced to meet pupils' SEND needs.

- Enable a robust monitoring or self-evaluation against what is expected for SEND and judgements to be made.
- Ensure greater consistency of practice for SEND across all Southend schools.

The use of inclusion funding has been successful in supporting learners with SEND with additional resources and intervention strategies, where schools have exhausted their notional SEND funding. Various schools have applied for this funding which is available via the inclusion panel. However, where appropriate and to avoid delay linked to COVID, cases that present with urgent needs have been able to be accommodated this support outside of panel. This allows the inclusion team to monitor and review the impact of the financial provision and support in preventing learners from receiving additional FTE's

Primary School - Inclusion Panel Funding

Level 1	Mild and new onset limited support required
£1,000)	Possible Strategies and Outcomes (From £500 -
Level 2	Funding used for a targeted support/intervention strategy
£2300)	Possible strategies and Outcomes (From £1,000 -
Level 3	Funding for longer term impact and resources
£3,200)	Possible Strategies and Outcomes (From £2,300 to

Funding, impact and next steps update April 2021

The banding was set up due to the nurture base programme no longer being a viable option. As a result, the banding streams (See Appendix A) was agreed. There are 3 levels of banding to support young people.

I cannot find this word document ? (page 5 to page 15)

Individual cases: Student A

Student: SM Age: 9 Year Group: 4	SEN Need: ADHD EHCP: No	
<p><u>Main issues</u></p> <ul style="list-style-type: none"> • Disruption is a significant barrier to his and his peers' learning. SM's behaviour is having a significant impact on their learning as well as his own. • SM will only comply with rules on his terms, even then, his compliance can be minimal. • SM has conducted a range of serious physical assaults on staff members including kicking, throwing staff members, barging staff across the room and significant threatening behaviour towards staff (including holding sharp objects at their throats threatening to slit them) regularly. • SM is unable to keep himself safe in a classroom. If there is a task he does not wish to participate in, he will throw objects and shout out. This very quickly – sometimes in a split second will escalate to throwing flipcharts, chairs and tables with very little or no warning. When staff try to intervene to keep him safe, this is when he becomes very violent and threatening towards them causing staff members or himself to get hurt. During these times SM also, regularly demonstrates self-harming behaviours including making a ligature and tying it round his neck resulting staff having to cut it off. • As a result of this behaviour, SM has been issued 2 fixed – term exclusions and was placed on a reduced timetable of attending school for mornings only for a period of 2 weeks. During the second week of a reduced timetable, SM was unable to keep himself, his peers or staff safe so, under the advice from the local authority, SM is now continuing his learning from home using our remote learning provision until further support for him can be sought. • Stanley's behaviour is very unpredictable and can switch from a calm, equally measured child, to a child with extreme violent, threatening behaviour in seconds. Equally he can seemingly be in control and calm, only to escalate seconds later again. Due to Stanley's violence, the school have deemed it necessary for 2 staff members to be always with him to ensure everyone's safety as far as possible. • SM has received 2 fixed-term exclusions within a month and is now deemed unsafe to be in school. He is a very serious risk of permanent exclusion should his behaviour continue to be as dangerous, violent and threatening as it has been. • SM has ADHD and is medicated for this. He receives a high level of adult support throughout the school day and uses visual supports and zones of regulation to attempt to help him. The school have previously tried sensory equipment to try to help him, but they end up being used as weapons for him to throw across the classroom. • Writing based tasks will result in defiant behaviours he cannot then back down from. The school are very aware of this and have utilised previous advice and experience from other children to break tasks down for him as well as using visual supports and limiting actual writing tasks. The strategies employed thus far have had limited success. • The risks are significant serious injury to staff. They have sustained large bruises. There are also risks to other children when SM throws objects at them or around the classroom as well as a risk of harm to himself. Both staff and children are intimidated by Stanley's behaviour due to the level of aggression and injuries previously sustained by his behaviour. • SM knows he can over-power certain members of staff due to his strength and size and will shoulder barge and rugby tackle. 		
<p><u>Support offered:</u></p> <ul style="list-style-type: none"> • Outreach observation • Reintegration meeting • TAG placement • Financial Support • Managed move 	<p><u>Other Agencies:</u></p> <ul style="list-style-type: none"> • Outreach Service • Lighthouse • Early Help 	<p><u>Financial Support:</u></p> <p>Yes</p> <p>Amount: Initial payment of £1,500, then another £1,700 if the managed move is successful</p>
<p><i>Report Southend Education Board Page 3 of 12 Report Number V 1.0</i></p>		

Narrative/Impact:

In supporting SM, the inclusion team had an initial meeting with the school on 06.01.2021. The meeting outlined his needs and the possible barriers to his learning. The outcome of this meeting was to organise a reintegration meeting with SM and mum due to him receiving his second FTE. This meeting took place on the 12.01.2021 and targets were given to SM for both in school and at home.

Unfortunately, at the review meeting on the 18.01.2021, it was reported that mum was not engaging with the at home targets. There were concerns that due to mum's employment at the school, this was impacting SM's behaviour.

During the most recent lockdown it was reported that SM's behaviour began to escalate a meeting was arranged with the Outreach team on the 29.01.2021. The outcome of this meeting was to consider a TAG placement for SM alongside a possible managed move for him to have a fresh start. During this period MS had been placed on a modified learning program due to his escalating behaviour during the February lockdown. Mum was consulted regarding the managed move and voiced her reservations but gave her consent. SM started his TAG placement on the 01.03.2021.

After the school agreed with mum regarding a managed move, the inclusion team contacted multiple schools on and one responded. A meeting with both schools, Outreach and the inclusion team was then arranged on the 05.03.2021. The actions from this meeting saw that SM would have an induction to the receiving on the week beginning the 15.03.2021 which will be supported by the Outreach and inclusion team.

Outcome/Follow up:

SM has responded well to his TAG placement, with reports of him making progress in key areas. This is reviewed weekly and Outreach are in continual contact with mum. The managed move has been co-ordinated quickly and smoothly and the use of inclusion funding has allowed the school to allocate additional support for SM when he arrives at the receiving school on his transition day from TAG. The managed move will be reviewed on the 26.04.2021 which will be 6 weeks from his first date of attendance at the receiving school. He will remain on role at the main, who will remain involved in the process.

The impact with regard to the finding will be reviewed on the 26.04.2021 to discuss impact and whether SM's managed move has been successful enough to warrant a second payment for in school support. This financial support will be reviewed across an 18-week period to monitor impact and outcome.

Update November 2021

Inclusion manager visited SM at Greenways with some additional support he is progressing well..

Individual cases: Student B

Student: NR Age: 9 Year Group: 5	SEN Need: SEMH (Anxiety) EHCP: No	
<u>Main issues</u> NR presents with school-based anxiety and frequently vomits and finds the process of going to school emotionally distressing as he finds clasping buttons and zips challenging. He also presents with development delay, including difficulties with fine motor skills. NR displays with possible sensory processing difficulties and doesn't like to wear certain materials. Nathaniel has not been engaging in the remote learning offer provided by the school. He has accessed some learning via a class friend (remotely) Nathaniel was offered a place at school for 2-3 days a week to support transition back into school, but Mum did not take up this offer due to COVID-19.		
<u>Strengths/likes:</u> NR engages with known peers in the playground and works hard in class. NR is good at IT, computers and reading. NR enjoys playing on his trampoline.		
<u>Support offered:</u> <ul style="list-style-type: none">• Inclusion support• Regular professionals meeting	<u>Other Agencies:</u> <ul style="list-style-type: none">• St. Christopher's Outreach• Little Heroes• Early Help (attendance)• Lighthouse• Play Therapist	<u>Financial Support:</u> No
<u>Narrative/Impact:</u> The inclusion team was contacted by mum seeking advice on in school support for NR. It was agreed by the school that NR will return to school on 8th March 8.30am-3.10pm Monday-Thursday and until 1.30pm on Friday. The inclusion team contacted mum on 9 th March and then organised a professionals meeting for the 17th March. The school was then contacted and was able to share their current plan of support; <ul style="list-style-type: none">• NR has been given a toilet pass, emotions cards and traffic light system cards to communicate his needs.• Modelling full sentence responses. Opportunity to read aloud in class (self-chosen). Opportunity to read aloud his written sentences.• Reading cloud (if wanted). - Now that NR is on the ASD pathway- referral to TSCS outreach for observation and strategies for support- home and school.• NR felt that he needed more talking about the task rather than concrete manipulatives. The teacher reports that NR is motivated to get things right. At the start of every lesson the teacher will check with NR that he understands the task and remind him how to ask for help e.g. hand up or traffic light cards.		

- Handwriting intervention (small group targeted intervention group).
- Teacher gives praise and positive re-enforcement so that NR knows he is doing well.
- Punctuation cue card/place mat on the table.
- Teacher to check in to ensure NR has understood the task and punctuation requirements.

During the initial meeting mum voiced concerns regarding support for NR and that she felt that the school could do more. The school outlined the targets of his ISP and mum has a copy. It was discussed that mum should mirror the plan at home with some chores and structured timetable to reduce his anxiety as NR does not present with extreme anxiety at school. He now has a visual timetable and a plan in place to help him come into school. Absence has been an issue due to his vomiting and unwillingness to go into school. EHFS (level2) are supporting on this.

The actions agreed at the meeting were;

1. Mum to contact GP regarding a sensory assessment and possible OT referral
2. Mum to contact little heroes and look for at home strategies to support NR (e.g. timetable, reward system etc.) – school to support on this.
3. School to contact the Outreach Service at Victory Park to seek support regarding anxiety management
4. SM to send information regarding Dr Pooky who specializes in school based anxiety
5. School to continue to work closely with mum regarding NR's current support plan and any adaptable targets.
6. A review meeting to be scheduled in 4 weeks-time to review progress. A review meeting was scheduled for the 20th April 2021.

Outcome/Follow up:

At the review meeting mum had not been able to contact the GP but will try to do so by the next meeting. Mum contacted little heroes and is speaking to one of the parents there. They are planning to reopen activities and mum is planning to take NR. Also, NR is due to have a SALT appointment on the 4th May 2021. Mum did not want the school to contact the Outreach Service and instead the school have consulted TSCS and have an observation scheduled for the 9th June. The school have been working closely with mum regarding the support plan. Mum is happy with the current support and has seen a difference in NR at home and he is engaging more in school. NR now gets himself dressed, has not been vomiting and has had 2 full weeks of attendance. EH have decided that her involvement is no longer needed as his attendance has improved but will be available if there is a drop later on.

The actions decided:

1. Mum to contact the play therapist to ask for strategies to engage NR in parent led games and conversations.
2. School to continue to work closely with mum regarding the support plan and achieving and adjusting NR's targets where necessary.
3. School awaiting an observation from TSCS on the 9th June 2021. A review meeting is scheduled for the 8th June 2021

Next steps/Priorities:

1. To continue to use the waves documents to track and monitor learners with SEND and encourage a proactive response in supporting their needs. Barrier to this could include a lack of response from the schools in filling out the waves document. This can be overcome by maintaining good relationships with key individuals in the school and reinforcing the need for early intervention. This will promote early identification and help take a proactive stance regarding intervention and the prevention of exclusions for those with SEND. This will be an ongoing priority across the summer term and will aid in the review of current support in place for the learners with SEND.
2. To continue to liaise with the relevant agencies to sign post schools to the support appropriate to the needs of the learners. Barriers to this could include a lack of information given by the necessary agencies, which could impact on the type of support that can be offered. This can be overcome by maintaining key contacts within agencies and encouraging the sharing of good practice through open communication. This will impact the level of support that can be offered to learners and allow for targeted intervention via agency resources. This target will be ongoing as the inclusion team are gathering a collection of key resources and interventions in order to sign post to schools.
3. To continue to build connections with the school SENCo's and organise regular termly meetings for additional support. Barriers to this could be a lack of opportunity to meet and liaise with the necessary key contacts. This will be overcome as the inclusion officers continue to attend regular SENCo Cluster and shared expectation meetings, as well as supporting the Advisory SENCo with the SEND School Reviews. This will increase the knowledge of the inclusion team surrounding SEND practice and support and will help to reinforce good practice. This target will be ongoing and regularly reviewed as part of the inclusion strategy to support learners with SEND.
4. To encourage the sharing of information and good SEND practice across the various schools to create a collaborative approach to SEND support. This aim is to support key schools who display particular strengths, to share strategies and resources with other schools to build a foundation of cohesive practice and support across the borough. Barriers to this could include an unwillingness for schools to engage. This can be overcome through mediation via the inclusion team by organising and encouraging participation. This will reinforce communication between schools who can then work together to support the needs of their learners with joined up practice. This will be a summer term target as the inclusion team look to support the practice of SEND in primary schools.
5. To continue to support learners via the inclusion funding for schools to access additional resources and strategies. This involves a follow-up, as well as a 6-, 12- and 18-week review to monitor the impact of the funding and look to minimise the number of learners with SEND who are at risk of exclusion. A possible barrier to this could be a lack of engagement from schools in accessing this funding. However, this can be overcome by reminding schools via the inclusion panels and SENCo. meeting of this available strategy. As this funding is intended to support on an interim basis, the review will the

team to look for next steps and monitor progress. This will be an ongoing priority to target learners with SEND at risk of exclusion.

6. When schools seek support, the inclusion team will encourage schools to share key information regarding their SEND learners. Potential barriers to this can include a lack of school engagement. This can be overcome by reinforcing the need for sharing information to advise on the best avenue of support. This will help to identify potential gaps in the current support and be able to more effectively advise on next steps. This will be an ongoing target for the summer term as this is key to improving the outcomes for learners with SEND.
7. The Inclusion team will continue to focus on parent view and pupil voice to best support the families with SEND. A barrier to this could be a lack of parent or school engagement. This can be overcome by promoting regular communication between schools and families and involving the necessary agencies to support both at home and school.
This will help promote an inclusive approach to SEND support and allow professional to understand the needs of the family as well as the learner. This will be an ongoing target in order to build a better understanding of whole family SEND support.

Appendix 2

Presenting Needs and barriers to learning

Banding - Level 0 (No funding available)

- Development in line with the typically developing child or young person (CYP).
- CYP engages successfully in learning and general school life for majority of the time.
- CYP is able to maintain stable social, emotional and mental health, responding to strategies and support.
- CYP may experience some difficulties in the areas of social skills, empathy, expression of feelings, motivation, self-awareness that is managed through school policies.
- CYP responds appropriately to school policy and rewards for majority of the time.
- CYP may encounter transitions and changes to life situations which may require a differentiated approach for a small length of time.

Banding Level 1 Mild and new onset limited support required

Possible Strategies and Outcomes (From £500 - £1,000)

CYP demonstrates mild difficulties in maintaining stable social, emotional and mental health. There are difficulties in any of the following areas:

- | | | | |
|--------------------------|--------------------|-----------------------------|-----------------------------|
| 1 Social skills | 2 friendships | 3 relationships with adults | 4 empathy |
| 5 expression of feelings | 6 motivation | 7 fear of failure | 8 low self-esteem |
| 9 attendance | 10 self-regulation | 11 self-awareness | 12 Organisation of learning |

- CYP may find it hard to develop the age appropriate behaviour for learning skills needed to focus, start and complete tasks.
- CYP's actions may interrupt the learning of others. This may be in certain areas only and sporadic.
- CYP may find it hard to express themselves emotionally and let others know how they are feeling.
- Difficulties with managing emotions might manifest in inappropriate ways, for example disruptive and or disturbing behaviours, minor risk of self-harming or withdrawal / isolation but this can largely be managed in the school environment with appropriate support and strategies.
- CYP usually responds to school's effective behaviour management policy consistently implemented in the classroom.
- CYP responds to targeted support arrangements and rewards for the majority of time.
- CYP may require access to an additional adult at targeted times to support curriculum access or emotional regulation.
- CYP responds to close modelling and external rule reinforcement from an adult.

Level 3 Useful for pre statutory stages , interim funding allows evidence for qualification, and can be used as supporting evidence.

Possible Strategies and Outcomes (From £2,300 - £3,200)

CYP has newly presented severe and / or persistent difficulties in any two or more of the areas of the SEMH descriptors at Levels 1 or 2 and which on a frequent basis (e.g. daily) cause significant barriers to learning.

This may link to the following:

1 Attachment difficulties: the case history should demonstrate evidence of short term, severe, new onset and unusual attachment difficulties.

2 Trauma: there is evidence from professionals of substantial trauma experienced by the child or young person, acting as a barrier to learning and making relationships.

3 Verbal and physical aggression as a result of being unable to self-regulate emotional responses.

4 Refusal to comply with reasonable requests from adults and whole school expectations.

- CYP displays coercive and controlling behaviour targeting vulnerable peers.
- CYP is at risk of exclusion or may have been excluded for a fixed period.
- CYP is unable to respond to individualised behaviour management without additional adult support.
- CYP is unable to respond to targeted support arrangements and rewards without additional adult support.
- CYP is currently unable to access the curriculum without on-going access to an additional adult.
- CYP may display some sensory regulation difficulties which results in heightened anxiety.
- CYP requires 1:1 support at times to maintain safety and wellbeing in a mainstream setting.
- CYP has prolonged periods of absence, poor or inconsistent attendance which significantly affect engagement and progress.
- CYP has displayed highly concerning levels of sexualised behaviours towards peers, adults and/or in the family home.
- CYP or family, may be known to the police- for a variety of reasons.
- CYP may have experienced trauma or bereavement in the recent months, due directly, or indirectly to Covid- be it lockdown or the virus. This could manifest in anxiety, challenging behaviour or a change in the child's usual demeanour.
- New onset anxiety/ attachment issues as a result of being at home through the mandated lockdown period.

Level 0 - No funding

Level 1 - Possible Strategies and Outcomes (From £500 - £1,000)

(Dependant on referral paperwork)

1. Purchase of specialised items to supplement learning-i.e specific programmes for the computer.
2. Use of fidget toys and minor classrooms modifications-different seating, type of table, specialist writing implements to refocus and assist engagement.
3. Access to targeted group activities- such as peer mentoring, circle of friends, 1-1 adult at unsupervised times - funds may be required to upskill staff in these targeted interventions, and can be continued throughout the whole school community, access to targeted group activities may help to improve self-esteem and regulate behaviours at unsupervised times.

Level 2 - Possible Strategies and Outcomes (From £1000 - £2,300)

(Dependant on referral paperwork)

- 1) Additional adult support to develop active learning and engagement as a short-term intervention to impact change.
- 2) Modified learning environment-this might take the form of a slight remodel and modification costs would apply, resources such as a scribble wall, different types of seating maybe considered, small changes in the classroom may affect positive change.
- 3) Discrete teaching approaches and adult modelling-may incur specific training programme cost, but by using these strategies it could improve unwanted behaviours in the long term.
- 4) Inclusive classroom environments-this might take the form of a slight remodel and modification costs would apply- addressing the environment can have a positive impact on engagement and negate further long-term interventions.
- 5) Multisensory teaching-funding can be used to enhance and modify learning environment and address any specific targeted need at that point in time.
- 6) Range of ICT tools (including specific fidget toys etc)- funding can be used to purchase additional items, resources which are specific and attributed to the individual child and the plan
- 7) Specific coaching which could include -Mindfulness coaching, PACE (playfulness, acceptance, curiosity, empathy), restorative approaches, SEAL, Thrive approach-these may not already be in use in the specific educational environment and so may incur funding costs in order to resource and run the programmes, engagement in these programmes can go some way to improving self-confidence and esteem, addressing unwanted behaviours, structuring unregulated time. Some children will have a unique issue which will need a short-term intervention, and then adjust back to a more acceptable set of behaviours.
- 8) May need to employ a specific adult to work with the child and family around absence, and reasoning related to dis engagement- may be impactful via a targeted short-term piece of work.
- 9) Rental of the AV1 robot -robot could be used as a bridging strategy to encourage re-engagement in a short-term way.
- 10) Use of short-term strategies and/or interventions to address new onset behaviours as a result of Covid 19.

Level 3 Possible Strategies and Outcomes (From £2,300 to £3,200)

(Dependant on referral paperwork)

- 1) Additional adult support to develop active learning and engagement as a short-term intervention to specifically address new onset behaviours.
- 2) Modified learning environment- funding could be used to remodel and modify the environment-i.e bean bag chair, scribble wall -special blinds, all of these can attribute to a more positive engagement in learning.
- 3) May relate to a specific programme e.g., for social skills, peer mentoring or area such as transition Year 6 to Year 7- funding could be used to upskill staff to provide these additional interventions, which may be used a short-term resource to address a specific need, especially in unregulated times throughout the day.
- 4) Advice from external professionals and agencies- again a targeted intervention could provide the impetus required to prevent a long-term intervention.
- 5) An individual planned programme emphasising positive behaviour -support from agencies in place or a more bespoke programme such as access to early help, YOS or a more specialised professional.
- 6) Nominated member of staff, such as a Learning Mentor or key adult ('buddy') for emotional support and regulation - funding can contribute resourcing this if not currently available.
- 7) Agreed system to facilitate emotional well-being e.g., regular contact with trusted adult, counselling, art therapy. -funding can be used to resource a set number of sessions and assess impact, again use of targeted and short term could impact on engagement, self-esteem and confidence, additionally using unregulated school time in a structured way will help to build a sense of boundaries and safety thus hopefully reducing the need in long term.
- 8) Alternative provision, - offsite, outdoors or other small group provision, accessed when necessary- a short term, focussed 'breathing space' where the child is engaged in a 'non-academic' activity will allow time to readdress behaviours and build confidence and esteem.
- 9) Rigorous baseline assessment tools, such as Boxall Profile, ABC logging etc., undertaken to assess levels, type of need, inform planning, monitoring and evaluate impact of any interventions these can be accessed through SBC, and also additional professional support.
- 10) Range of aids and resources easily accessible and proactively advocated to aid independence, such as letter/number charts, word banks of common exception and topic words, number lines/squares, calculators, dictionaries, computer and internet access. -funding can be used to purchase specific resources to target the specific need of the child to support in the interim.
- 11) Appropriately trained adults for support- funds can be used to employ specialist adults to provide short term targeted support.
- 12) Targeted opportunities linked to clubs externally run groups or clubs can be introduced as a short-term targeted intervention and help to regulate unwanted behaviours during periods of unstructured school time i.e lunch time /break time.
- 13) Increased use of appropriate technology, for example laptops, Ipads, tablets etc- funds for items and/or targeted programmes.
- 14) Attachment based mentoring- externally resourced specialist.
- 15) Emotional literacy support including bereavement counselling-investment in specified programme.
- 16) Internal nurture group-funding to modify environment, use additional adults in a small, time limited capacity.
- 17) Staff supervision- SHB (as an example) specifically can trigger issues for staff, specialist supervision can be paramount.
- 18) Therapy dog in school, use of short-term strategies and/or interventions to address new onset behaviours because of Covid 19.
- 19) Hire and use of AV1 robot to encourage re engagement in learning- robot can be leased over a period of 12 weeks.
- 20) Temporary recruitment of a specialist staff member-for specific re engagement work, alongside the family and any external professionals.

Terms of Reference for Southend on Sea Inclusion Panel

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children excluded from school are at a significantly higher risk of underachieving, being exploited and victims of abuse, and becoming a child missing education and/or NEET (not in education, employment or training) later on in life.

There are many circumstances where a child may become at risk of exclusion. However some vulnerable groups are consistently at a higher risk than others. According to national statistics, these are most likely to be pupils with SEN; pupils eligible for free school meals; looked after and previously looked after children; and pupils from certain ethnic groups.

Based on published data, Southend schools during 2019/20, 425 pupils of compulsory school age received one or more exclusion, of which 3 were permanent (0.01%). Of those excluded, 54 (4.74%) had an Education Health Care Plan; 92 (3.71%) were identified as SEND support. When comparing with national and local areas Southend performed better or on par. However, within secondary and special schools Southend performed worse than national and statistical neighbours placing Southend in the 3rd quartile for children with EHCP's (secondary 10.47%, special 4.36%).

Every child, regardless of their characteristics, needs or the type of school they attend, deserves a high-quality education which provides an opportunity to flourish and succeed both at school and later in adulthood.

A child exhibiting disruptive behaviour is often an indication of unmet needs. Whatever lies behind poor behaviour, schools need to be places where all children are included and can learn. Based on their knowledge of individual children, schools should identify the barriers to learning and consider what additional support has been attempted. Intervening early is essential to reducing needs from escalating and further risk of exclusion.

Membership

The membership is limited to members of the Fair Access Panel (LAC Virtual HT, Access and Inclusion, Early Help Family Support and Attendance, Youth Offending Service, SEND, Educational Psychology Service, Advisory SENCO, Inclusion Outreach Service, school nursing and where a case is open social care), and Southend Schools.

Purpose

The purpose of the panel is to promote effective inclusion strategies throughout the local area and as a result, improve practice and individual outcomes for children.

Effective joint ownership and shared responsibility for all children in the local area is required from schools, the local authority, health and external agencies to ensure all children get the opportunity for the best possible education within mainstream schools.

It is recognised nationally that schools need to regularly review their behaviour policies and audit the effectiveness and consistent use of strategies and systems to improve behaviour. This includes ensuring all teaching and support staff has the right skills to provide a nurturing environment, manage poor behaviour and be able to identify and provide support where children need it, as early as possible.

The behaviour and attitudes judgement within the revised Ofsted Framework 2021 considers 'how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils'. School inspections will evaluate the effectiveness of inclusion within schools and the use of exclusion. 'Inspectors will consider whether the school is developing the use of alternative strategies to exclusion and taking account of any safeguarding risks to pupils who may be excluded.' To achieve outstanding in this area, inspectors will be seeking evidence for exceptional behaviour and attitudes, whilst acknowledging, 'If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.' ([School Inspection Handbook September 21 Ofsted Research evidence Behaviour, Attendance and Attitudes](#))

In order to achieve effective and inclusive practice, it is recognised that schools sometimes need help and support from the local areas services and other educational establishments to effect positive change for individual children. Fully addressing a child's needs requires a holistic view of their individual circumstances, both within and outside school, and some children will need support beyond their school for this to happen.

There also needs to be a clear understanding and willingness of engagement from parents, carers and families to work with the school and other services in identifying and addressing the child's needs.

The Inclusion Panel is therefore a platform for schools to raise a child's case where current interventions have been unsuccessful in effecting improved outcomes for the child and where schools can receive timely and efficient support, guidance and shared good practice from peers, services and educational settings.

Terms:

1. Schools are responsible for gaining parental consent and views of the parent and child prior to referring a case for discussion. Referrals must be complete with all supporting documentation as agreed by parents.
2. All attendees will adhere to the agreed confidentiality statement.
3. Each agency is responsible for sharing information appropriately and in accordance with the principles of data protection.
4. Children and young people will be referred to the panel if they are identified under one or more of the following categories and/or risk factors:

- Requiring advice and guidance on early interventions to reduce barriers to learning
- Interventions have not increased attendance at school
- Interventions have not increased hours of education at school
- Multiple in-year school moves
- Additional resources are needed to impact change.
- Referrer is seeking an admission to VPA pathways both for primary and secondary
- Alternative provision placement has not impacted a sustainable positive change
- Seeking a fresh start through a managed move
- Managed move is at risk of failing (or has failed)
- CLA in need of a fresh start managed move, or signposting to resources in order to sustain a consistent access to appropriate education
- At risk of exclusion: current strategies and support has not been effective in reducing risks.

5. Decisions about individual cases open to statutory processes may require the involvement and agreement of statutory services, particularly where there are suggestions for managed moves and alternative provision. This is particularly pertinent for Children Looked After, Child In Need, Child Protection, children with an Education, Health and Care Plan and children under statutory court orders: Youth Offending Orders, School Attendance Orders and Education Supervision Orders. This panel cannot overrule or change decisions made by statutory processes.
6. Individual agencies will remain responsible for their own casework decisions and offers of support. The panel cannot direct an agency to undertake any course of action without their agreement.
7. It is the responsibility of the referring school to discuss the recommendations with parents and where needed gain consent for recommended actions and referring to external agencies.
8. Referring schools are required to report back on outcomes at set periods to monitor engagement and success and evidence impact.
9. Consideration will be made as to whether a school is granted further resources and/or funding during any one academic year, if it is deemed any one school is making multiple requests for support, without providing clear evidence of positive outcomes for the pupils, or is accessing more than their fair share of resources.
10. The Panel will report its activity to the Fair Access Panel and Vulnerable Learners Sub-Group. The Panel chair will report on effectiveness in reducing exclusion, themes in relation to the children and young people discussed appropriateness of service provision and engagement in recommendations.

11. The panel will meet to discuss secondary and primary in separate meetings. Dates will be issued in advance and planned throughout the academic year. Where deemed an necessary, the Inclusion Team will organise additional meetings mid-month to respond to urgent referrals for Victory Park placements and managed moves.
12. It is the expectation that the Inclusion outreach team have been invited to observe the student prior to a referral being heard at panel.
13. Termly review of the impact and outcomes of the inclusion resource fund.

Children open to Children's Social Care CSC (LAC, CP CiN) and Children with an Education Health and Care Plan (EHCP)

While it is important for schools to take reasonable and appropriate action to help children to succeed and progress, where a child needs more specialist support for example, from health and social care it is vital they can access this. For Children with an EHCP or open to CSC, it is best practice to consult their allocated SEN Officer, social worker and/or the Virtual School as soon as concerns about a child's behaviour develop and ensure that they are involved in working with the family as early as possible to identify need and desired outcomes within plans and minimise the risk of exclusion.

For this reason, children who fall under these statutory plans should first raise concerns with lead service professionals and seek support through statutory planning before referring to the Inclusion Panel.

School Referral to Primary Inclusion Panel

Children who fall under CLA and/or EHCP and would benefit from a managed move or alternative provision placement must be discussed with the headteacher for virtual schools and/or the named SEN officer before changes can be implemented.

Referral of Children Looked After, children open to Social Care or children with Education Health and Care Plans must first have been discussed with the lead professional and support to improve outcomes acknowledged within a child's plan.

All referrals require parental consent and without written consent, the case cannot be heard at Inclusion Panel

Section 1	Child Details		
Surname			
Forename (s)			
Date of Birth		Gender	
		Year Group	
Ethnicity		SEN	
		First Language	
Health Needs			
Address of child			
	Postcode		
EHCP / SEN School Support:	Yes / No	SEN Needs:	
		Date of next Annual Review / ISP:	
PLAC:	Yes / No	If yes, name of Local Authority:	
CP/CIN/CLA	Yes / No	If yes, name and contact details of Social Worker:	

Section 2	Parent / carer details		
Surname			
Forename (s)			
Relationship to child			Contact Tel Number
Address	If different from child		
		PR:	Yes No
Surname			
Forename (s)			
Relationship to child			Contact Tel Number
Address	If different from child		
		PR:	Yes No

Who does the child live with?

Section 3 SCHOOL DETAILS

Referring School

Date on roll

Name and contact details for school lead

Section 4 Attendance and Exclusions

Attendance (previous year group)	Attendance (current year group)
Year: <input type="text"/> %	Year: <input type="text"/> %

Has the child ever had a fixed term exclusion? **NO / YES**

Has the child ever had a permanent exclusion? **NO / YES**

Date of exclusion	Length of Exclusion	Main Reason for Exclusion	Any other information

Section 5 School interventions to date

	Intervention	Start date	Outcome	Finish date
1				
2				
3				
4				
5				

Section 6 Agencies currently or previously involved / Interventions taken and Outcomes

E.g.: Youth Offending Service / Educational Psychology / Early Help family Support / Behaviour Outreach Service / Emotional Wellbeing and Mental Health Service (EWMHS) / Alternative Provision and Prevention Programmes etc.

Please attach a copy of any Early Help Family Support Assessment / PSP / ISP / behaviour logs / EPS recommendations / Inclusion Outreach Service recommendations and any other relevant information.

Assessments and documents that will be shared are (please list all):

- 1.
- 2.
- 3.

	Name or Organisation and Contact Details (where known)	Intervention and Outcome (please state if still active)	Dates of Interventions
1			
2			
3			
4			
5			

Section 7	Relevant Home or Family Circumstances where Known
------------------	--

Are there any home/family circumstances that the panel should be aware of?

NO/YES (if yes please describe below)

--

Section 8	Additional information (information should be sought from the child and parent/carer to ensure consideration of all views)
------------------	---

Pupil Strengths

School views:

Parent / carer views:

Child views:

I am good at.....

I really enjoy.....

Barriers to success

School views:

Parent/carer views:

Child views:

I finddifficult.....

I think it may be because.....

Triggers or Risks:

School views:

Parent/carer views:

Child views:

Whenhappens, it makes me feel.....

These things can make me feel.....

Section 8		Additional information (information should be sought from the child and parent/carer to ensure consideration of all views)	
What has worked well? e.g., strategies, relationships, behaviours			
School views:		Parent/carer views:	
Child views: I feel happy or comfortable when I am with..... Because.....			
What needs to change?			
School views:		Parent/carer views:	
Child views: I think that changing.....would help because.....			
Any Other Information			
School views:		Parent/carer views:	
Child views: Is there anything else you would like to tell us, which will help you in your learning?			

Section 9					
9.1. Are you seeking or open to a Managed Move?					
School:	Y / N	Parent:	Y / N	Child:	Y / N
School Name in Order of Parental Preference for Managed Move					
1					
2					
3					
4					

9.2. Are you seeking or open to a Short-Term Placement at an Alternative Provision?					
School:	Y / N	Parent:	Y / N	Child:	Y / N
To access a placement at Victory Park Academy, an observation must have first be sought by the Inclusion Outreach Team.					
What date was the child/young person last observed?					

9.3. Are you seeking or open to short-term Inclusion Funding support?

School:	Y / N	Parent:	Y / N	Child:	Y / N
---------	-------	---------	-------	--------	-------

If you are seeking inclusion funding, please complete section 10 of the referral form.

9.4. Alternative support

If you are seeking alternative support please outline below

--	--

Section 10

Inclusion Panel Funding breakdown (please provide evidence of any pupil cost to-date)

Current individual pupil support costs:

Support	Cost
Total:	

Suggested support cost to meet outcomes:

Date (week)	Hours	Cost
<i>e.g. 4/1/2021</i>	<i>1hr per day</i>	<i>£25</i>
Total:		

Potential Impact:

--

Section 11

Risk assessment

		0	1	2	3	4	5
0 = Very Unlikely 1 = Unlikely 2 = Small Possibility	Theft						
	Truancy						
	Absconding						
	Substance / Alcohol Misuse						

Section 11		Risk assessment					
4 = likely (previous reported incidents) 5 = Very Likely (current reported incidents)	Damage to Property (including arson)						
	Weapon related incident						
	Physical aggression towards peers						
	Physical aggression towards adults						
	Verbal aggression towards peers						
	Verbal aggression towards adults						
	Threatening behaviour towards peers						
	Threatening behaviour towards staff						
	Bullying peers						
	Persistent defiance						
	Persistent refusal to follow instructions						
	Sexual inappropriate behaviour towards others						
	Dangerous behaviour in the environment						
	Confidential child protection – information available on request						

Any Other Relevant Information:

Section 12	School Consent Statement (without written parent consent the case cannot be heard at panel)
-------------------	--

I can confirm that I have discussed the referral process with the family, and they are happy for me to share the information contained within the referral and supporting documentation with the services identified as members of the inclusion panel.

Form completed by:

Designation:

School / Agency:

Date:

Parent consent statement of information storage and information sharing

Section 12

School Consent Statement (without written parent consent the case cannot be heard at panel)

Information collected as part of this Southend Inclusion Panel referral is so that we can understand the level of help and support you and your school may need to reduce risks of exclusion. Any parent or carer signing consent must have parental responsibility (PR) for the child identified on the referral.

Your child's school will have already examined to you the purpose of the Southend Inclusion Panel.

By signing this document, you are giving your consent for the information contained within and attached to this referral form to be shared with members of the Southend Inclusion Panel, including:

Virtual School, Access and Inclusion Service, Early Help Family Support, Attendance Team, Youth Offending Service, Special Educational Needs and Disabilities Team, Educational Psychology Service, Advisory SENCo, Inclusion Outreach Service, School Nursing, Social Care and Southend Schools.

Signature: Parent or carer (PR) and young person (YP) aged 13 and over.

Parent name		Parent signature		PR Y / N	Date	
-------------	--	------------------	--	-------------	------	--

Please refer to the school's data protection and Privacy Notice regarding how the schools share and process your personal information.

For information on Southend Borough Council's Fair Access, Managed Move and Inclusion Panel privacy notice, please go to

http://www.southend.gov.uk/info/200176/school_admissions/604/fair_access_protocol