

## **Fair Access – Stage 3**

### **Primary Inclusive Practice Forum 2018/19**

If, having carried out Stages 1 (Self Evaluation) and 2 (External Advice and Guidance), there continues to be no improvement in the child's behaviour and they continue to be at risk of permanent exclusion then they can be referred, with the consent of the child's parent/carer, to Croydon Council's Primary Inclusive Practice Forum.

This stage is linked to the section of the DfE statutory guidance, which states:

*Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN.*

The forum will bring to the local authority's attention children who are at risk of permanent exclusion. This will be a multi-agency forum, chaired by a manager from the Learning Access team and provide an opportunity for a round table discussion with other schools attending that forum as well as other educational professionals. It will meet on a three weekly basis and will review those actions undertaken at Stages 1 and 2 and consider what the appropriate long term educational plan might look like for the child so that appropriate advice and guidance can be offered to the school.

In some cases an officer from the Learning Access team may be assigned to work more closely with the school over a period of time to support with co-ordinating TAF/TAC meetings. The purpose of this will be to provide fresh leadership to any plan and provide a bridge between the schools, the family and any other agencies in seeking to work together to support the child/family and to prevent a possible permanent exclusion.

Schools may request support with a managed move to another mainstream primary school. In which case they will be expected to state what they expect another mainstream primary school to do, that they are unable to do, and provide a rationale as to why a fresh start in a new mainstream primary is likely to be more successful than their current school. If a managed move is felt to be appropriate and the child's parents/carers consent, if needed, officers from the Learning Access team can assist with identifying possible schools and brokering any move by supporting the move through a TAC/TAF.

If the child already has an EHCP then schools should, rather than refer to the Primary Behaviour Inclusion Forum, carry out an interim review of the EHCP and engage with the young person's SEND caseworker. The purpose of this is to assess whether the school needs additional resources to meet the young person's needs or whether they need to seek a more specialist long term SEND placement that is more appropriate.

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Referred by:		Date form completed:	
Tel No:		Email:	

### Referral and Recommendations

Child Details (can be anonymised, but initials will be sufficient)	Name:		Other Names:		Male Female
	Ethnicity:				
	UPN:		Date of Birth:		Year Group:
	Current Provision/ School			Preferred School/type of School	

### Dates of any previous schools attended

Name of School	From	To	Reason for Leaving

### Attendance Information:

Current Attendance (%)	Authorised Absence (%)	Unauthorised Absence (%)	Date of last Attendance:	Is the pupil expected to attend 5 full days/week? Yes / No
If no, please provide further details of part-time timetable, including length of part-time timetable				
EWO involvement		Yes / No (if yes, please provide contact details)		
	Name:		Tel No:	

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**Internal Support:**

Support Used	Yes/No	Comment and Impact
Adapted timetables		
1:1 Sessions		
Use of part-time timetable		
Internal Learning Unit		
Internal Exclusion		
In Class Support		
Alternative Curriculum		
Peer Mentoring		
Use of External Mentoring		
Counselling		
Nurture Group		
Individual Behaviour Support Plan (IBSP)		
Pastoral Support Plan (PSP)		
Small Group Work		
Speech and Language Therapy (SALT)		
Occupational Therapy		
School Nurse		
Other Therapies eg Drama Therapy/Play Therapy/Art Therapy		
Behaviour Support Team		
Other		

