

**VULNERABLE PUPILS PANEL PROTOCOL FOR TOGETHER FOR
CHILDREN'S COMMISSIONED ALTERNATIVE PROVISIONS**

**TO SUPPORT PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL
HEALTH DIFFICULTIES AND THOSE WITH MEDICAL CONDITIONS**

Issue date: 24 February 2020

Revised: 30 August 2021, 30 August 2022, 1 November 2023, 31 October 2024

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A. INTRODUCTION

Children often present with emotional dysregulated behaviours for a variety of reasons. Such dysregulation does not necessarily mean that a child or young person has a possible mental health problem or a special educational need or Disability (SEND). Negative experiences or distressing life events can affect mental health in a way that brings about temporary change in a person's behaviour. A pupil that experiences frequent and persistent difficulties with behaviour, emotional and social difficulties can significantly affect their learning experience and that of their peers.

Consistent disruptive or withdrawn behaviour can also be an indication of an underlying problem. Where there are concerns about presenting behaviour there should be an assessment to determine whether there are any factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

Formal diagnosis should only be made by medical professionals. However, schools are well-placed to observe children and identify those behaviours that children may be suffering from, or at risk of developing a mental health problem.

To support children and schools in Sunderland, Together for Children (TfC) have introduced assessment hubs and alternative provision that may support children and young people's current circumstances. TfC recommend and support SEND range descriptors that are based on national best practice in determining needs of pupil with SEND. There is a referral process to access the hubs and alternative provision and it is expected that schools will have considered the SEND range descriptions guidance prior to referring a young person.

The purpose of the Vulnerable Pupil Panel (VPP) is to provide a transparent, fair and impartial referral system into the Vulnerable Pupils Assessment Hub and appropriate alternative educational provision for pupils who are experiencing social, emotional and mental health difficulties within mainstream school settings.

The VPP also considers applications from schools for those children who, due to medical needs, are unable to access their usual education setting and are requesting tuition from the Tuition Service, or who are about to become parents and are unable to continue to access learning in their mainstream provision for the period of their maternity.

Assessment hubs or alternative provision/tuition can be accessed via a referral process to the Vulnerable Pupils Panel.

The VPP will consider applications to the TfC's commissioned assessment hub and alternative provision places and will determine an offer of a placement in accordance with the needs of an individual young person. Terms of Reference for the VPP can be obtained from the Inclusion and Access Team.

B. VULNERABLE PUPILS PANEL

1. Purpose of the Panel

1.1 The VPP was set up to consider referrals from schools and TfC representatives requesting access to the following provisions, commissioned by TfC;

- | | |
|---|--|
| ▪ Assessment Hub | ▪ Beacon of Light School |
| ▪ Key Stage 1/2/3/4 Link School | ▪ Foundation of Light - Primary Provision |
| ▪ Consilium Evolve | ▪ Hopespring |
| ▪ Young Parent Provision | ▪ EBRC (East Boldon Riding School) |
| ▪ Tuition Service (includes Home Tuition and Hospital Tuition) | |

1.2 To ensure a consistent and effective referral process it is envisaged that all Members of the VPP engage in this process.

1.3 The panel considers the most suitable outcomes to meet the referred pupil's needs and consists of representatives from the services/agencies outlined in the VPP Terms of Reference.

1.4 The Executive Behaviour and Attendance Panel, as outlined in the VPP Terms of Reference, will quality assure the functions of the VPP.

2. VPP Application Form Guidance – All Sections

2.1 All schools/academies allocated a Hub or alternative provision placement by the VPP will be required to enter into an agreement that identifies the responsibilities of the home school, alternative provider, the parent/carer and the child/young person.

2.2 **All sections** of the application form must be completed. Copies of evidence identified in the application form must be attached. Where this is not the case the application form will be returned to the applicant and the process can be delayed.

2.3 All application forms must be signed by the Headteacher of the school where the pupil's main registration is or their nominated representative. Applications without such signature will not be considered by the Panel and will be returned to the main school.

2.4 The Panel will not consider applications that do not identify at least **two** early intervention strategies or support services involvement.

2.5 VPP meetings are scheduled to take place on a fortnightly cycle. All applications must be received one week prior to a scheduled VPP. Scheduled Panel dates are available on the TFC website.

2.6 Any schools referring a cared for or previously cared for pupil, must contact their Virtual School Caseworker in the first instance. Tel: **07880465962** or email: virtualschool@togetherforchildren.org.uk

2.7 All KS1-KS3 Link School placements can only be offered over 12-week duration in the first instance. Returners and Home/Hospital tuition will take into consideration medical professionals' advice when allocating the duration of a placement.

2.8 The Panel, on occasions, do expect some conditions to be met prior to the placement commencing or throughout the duration of the placement. **These conditions will form part of the agreement between alternative providers and home schools. The delay in not fulfilling these conditions could lead to the placement ending.**

2.9 In exceptional circumstances an extension to a placement can be sought. However, all parties – the pupil, the parent/carer, the home school and the alternative provisions manager must support the extension. An Extension to alternative provision must be submitted to the VPP and signed by parent/carer, home school and alternative provider. The VPP will expect progress updates to determine whether the placement is still eligible, appropriate and can continue.

2.10 Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews. It is important that the home school representative/SENDCO has a full understanding of the needs of the pupil and is aware of the school's long-term education plan for the pupil.

2.11 Cross-Phase placements are not possible. Where a pupil is receiving alternative provision at KS1, 2 or 3, it cannot be expected that a pupil will automatically be placed in the next phased alternative

provision. A full application must be submitted to the VPP for their consideration. Exceptional circumstances will be considered by the VPP.

- 2.12 Due to the high demand of all alternative commissioned places, it is likely that a child may be placed on a waiting list. Where this is the case home schools **must** provide a half-termly synopsis around any progress made towards any conditions stipulated by the Panel when the place was allocated. Failure to provide progress can lead to the placement being withdrawn.
- 2.13 It is **essential** that the application includes evidence of two of the following evaluated plans; SEN, Behaviour Support and/or Pastoral Support, to demonstrate rigorous monitoring of the progress of the child concerned.
- 2.14 All **essential supporting** documentation, as referred to in section 2.6, Alternative Provision to Support Pupils with Social, Emotional and Mental Health difficulties, must be submitted with the application form (see Application Checklist). The Panel cannot consider referrals that do not contain essential documentation required.

3. Common Admissions Criteria

The DfE has published guidance that provides advice to Local Authorities and schools when considering supporting children with special educational needs, medical conditions and/or mental health conditions that may affect attendance. Schools are expected to have followed such guidance when considering requesting the home tuition service for a student. Such guidance has also been taken into considering when updating this protocol. DfE guidance includes;

- [Working to Improve School Attendance, August 2024](#)
- [Promoting and supporting mental-health-and-wellbeing-support-in-schools-and-colleges](#)
- [Mental health issues affecting a pupil's attendance](#)
- [Mental health and behaviour in schools](#)
- [Working together to improve school attendance - August 2024](#)

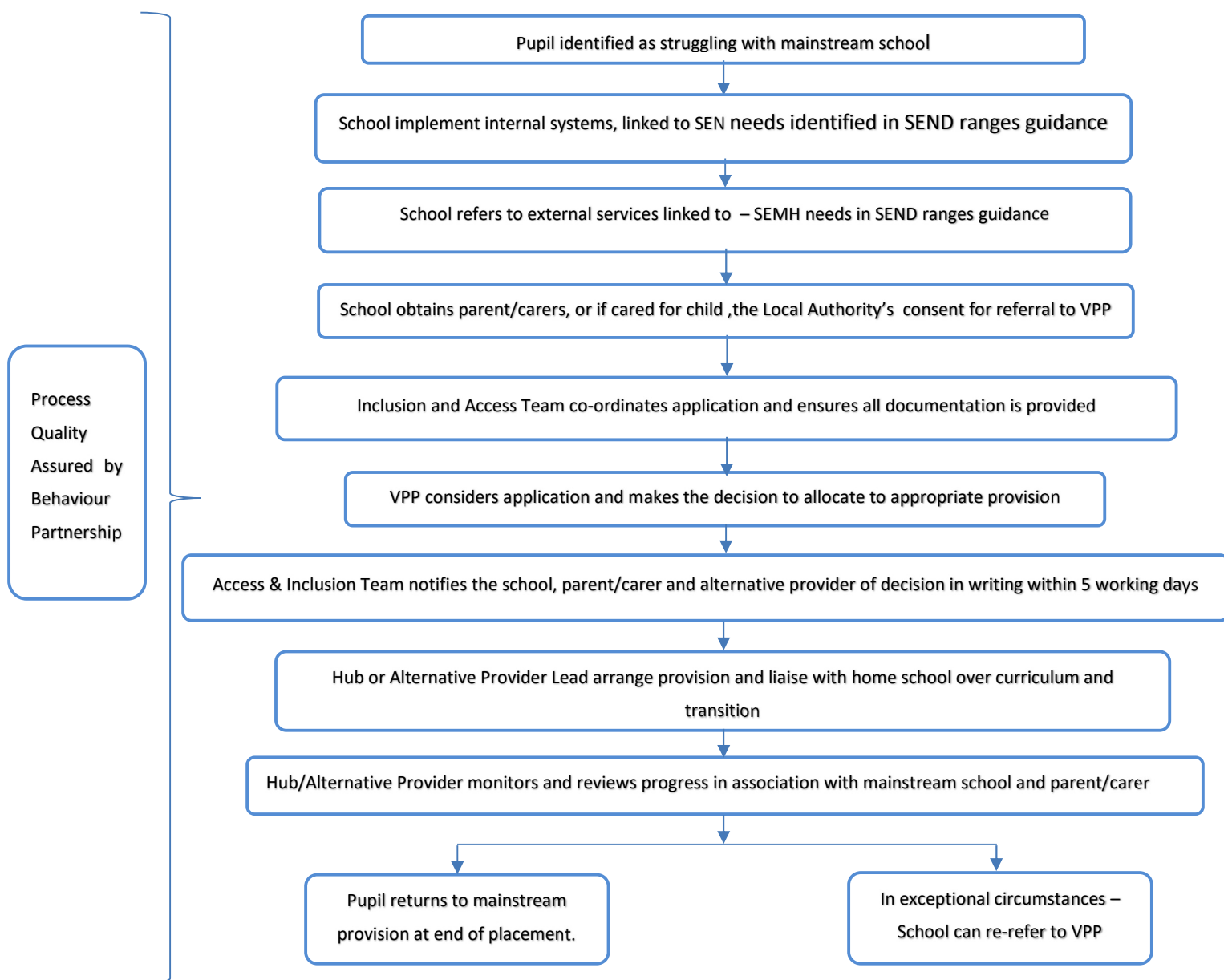
- 3.1 It is expected that all schools/academies will have demonstrated the steps they have taken to meet the needs of children and young people as identified in the SEND Ranges Guidance and have accessed appropriate external support agencies prior to considering an application to the VPP and can provide evidence to demonstrate impact.
- 3.2 Where a child has an EHCP and school are finding a child's behaviour is causing concern, school should consider liaising with their SEN Caseworker in the first instance, prior to considering a referral under VPP protocol.
- 3.3 There are rare occasions where a child with an EHC plan may be considered via the VPP process. However, these instances are generally when a child is unable to attend school, due to a medical condition or where a child is displaying extreme complex needs due to the trauma they have faced and may require a therapeutic placement. In these instances a referral for Home Tuition or Hopespring may be considered. The Entry criteria for these provisions detailed in Section 4 must be considered fully. **Please note when considering submitting a referral to VPP for a child with an EHCP, the child's current need and reason for the referral must not be linked to their primary SEN need.**
- 3.4 Schools should demonstrate that they have attempted to make an Early Help referral to support the young person and their families. Where the offer of Early Help has not been taken up, school must explain why parent/carer have refused the application. School must also ensure that they have made the parent/carer aware that the application process to alternative provision may result in a further referral to Early Help.
- 3.5 For Cared for Children, schools should have agreed any referral with their Virtual School Caseworker as part of the Personal Education Planning (PEP) process and prior to submission have the agreement of the Care Team, including the social worker and other professionals working with the child.
- 3.6 For children with a social worker, the referral should have been agreed by the care team prior to submission.
- 3.7 To access the appropriate alternative educational pathway, the process is outlined in the flow chart – diagram 1, page 5, must be followed.
- 3.8 School needs to identify, on the VPP application form, their preferred educational provision pathway in light of the pupil's identified need(s) and in accordance with the criteria set out in this protocol in section 4 and associated with the educational provision required.

- 3.9 Schools should also provide evidence of impact of support provided by school and professionals to the child or young person in the SEND Ranges, that demonstrates a graduated response.
- 3.10 Schools must ensure a full application has been submitted to the VPP and include the following documents to support the application;
- Attendance and punctuality certificate for current and previous academic year.
 - School behaviour plans or pastoral support plans and, if registered as receiving SEND, SEND support plans
 - Prior and most recent academic assessment information (i.e., KS1, KS2, KS3, KS4 targets and progress)
 - Evidence of the school’s graduated response to the pupil’s needs, directly linked to the Ranges Guidance 2019.
 - Evidence of involvement with any other agencies (i.e., most recent reviews, reports, letters from Educational Psychologist, medical consultants)
 - Informed consent from parent/carer.

Further guidance regarding the completion of application forms can be found in section 4.

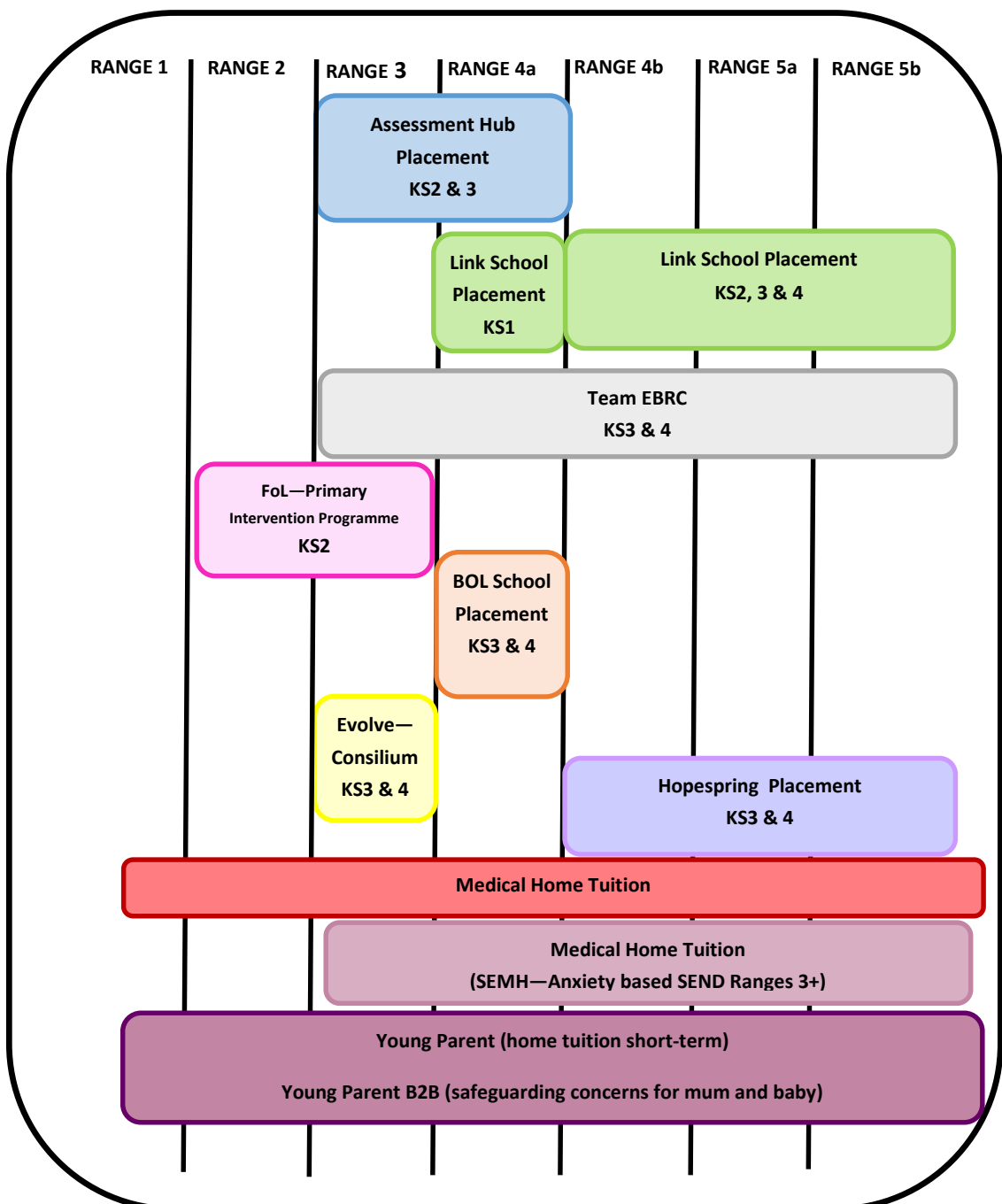
4. Referral to Vulnerable Pupils Panel

4.1 Diagram 1 – Flowchart detailing the referral process for schools to follow for children with SEMH



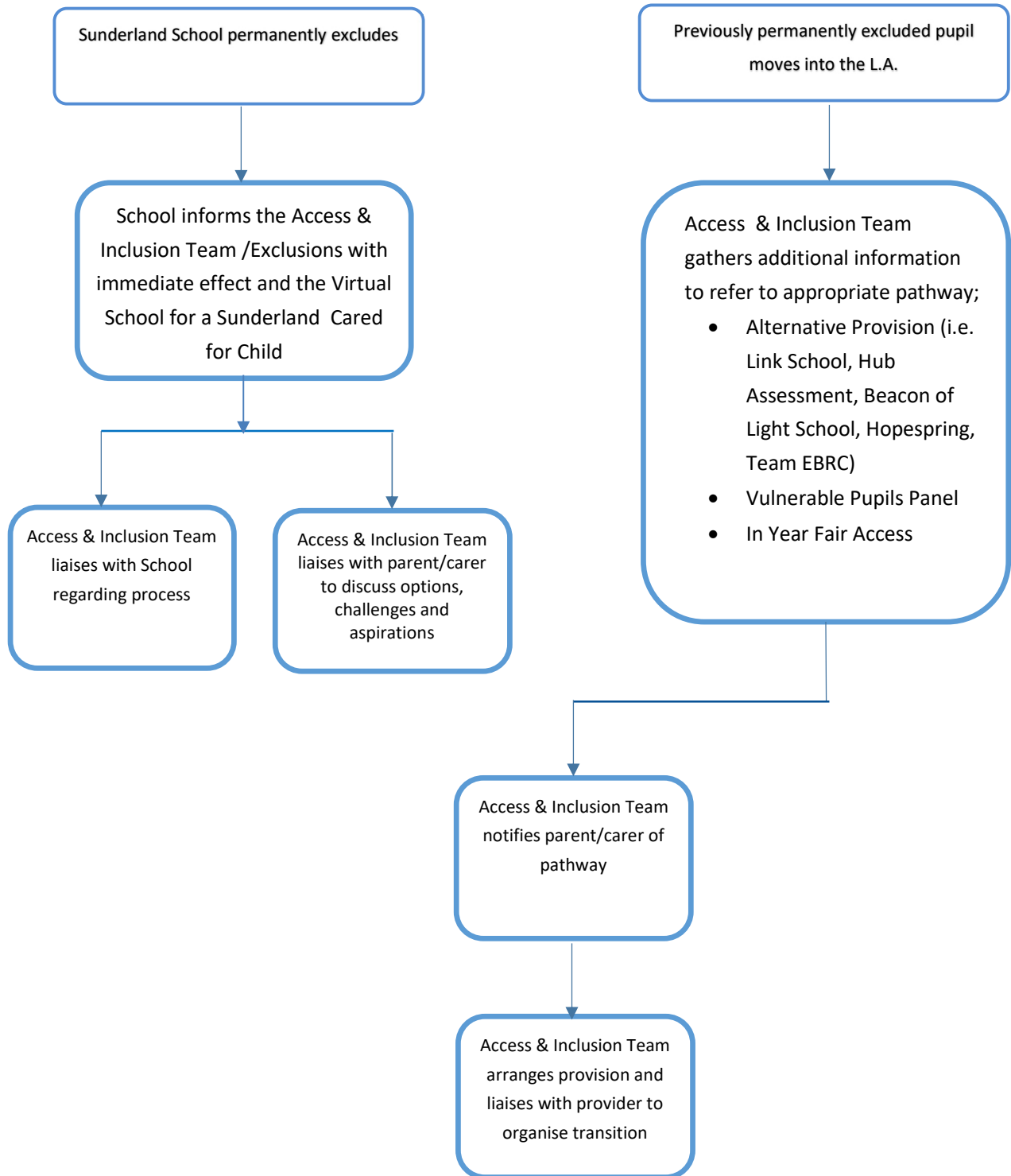
- 4.2 Prior to referring a pupil to the Vulnerable Pupils Panel schools should consider the following;
- 4.2.1. What impact alternative provision would have on the pupil’s behaviour and/or attendance?
 - 4.2.2. What strategies schools have applied to support pupils with social, emotional and mental health difficulties?
 - 4.2.3. How the pupil is expected to contribute towards improving their behaviours?
 - 4.2.4. How the school will support the pupil on return to their mainstream setting?
 - 4.2.5. That parent/carers are supportive of the referral
 - 4.2.6. That parent/carers are willing to engage with other services to support their child.
 - 4.2.7. That alternative providers have all current academic/assessment data, including information on exam boards for those attending KS4 provision.
- 4.3. Schools should consider the SEND Ranges Guidance to help determine whether an application for alternative provision should be considered by the Vulnerable Pupils Panel. See Diagram 2.

Diagram 2 – Stages of SEND Ranges Guidance which should relate to children with SEMH

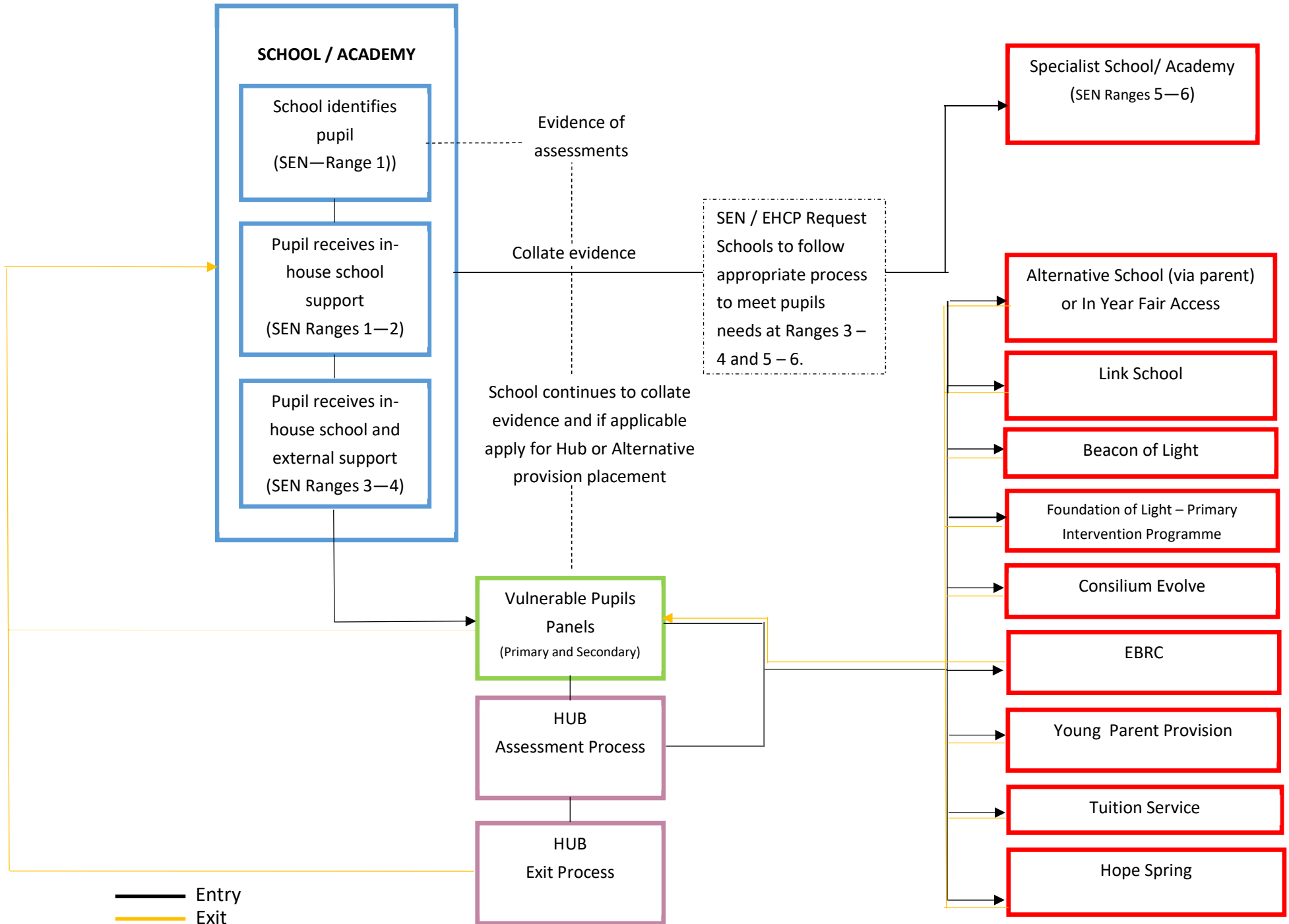


- 4.4. There will be occasions when Together for Children or the Local Authority may refer to the Vulnerable Pupils Panel for a hub or alternative provisions placement. For these instances see the process to follow at Diagram 3 – Flowchart
- 4.5 There is one application form for all provisions except Hospital Tuition. The Hospital Tuition form is completed by the Hospital that the pupil is an inpatient of. See 4.8.

Diagram 3 – Flowchart detailing the referral process for the Local Authority/Together for Children to follow



5. VPP Pathways to Alternative Provisions



6. VPP Pathways to Alternative Provisions – Entry and Exit Criteria

Based on the Alternative Provider's Service Delivery Specification with Together for Children.

6.1 Assessment Hub

Base: **Secondary Provision** – Springwell Dene, Link School

Primary Provision – Springwell Dene, Link School

Entry

- 6.1.1 The pupil experiences **frequent and persistent** difficulties with behavioural, emotional and social difficulties which will **significantly** affect curriculum access.
- 6.1.2 Pupils must be demonstrating behaviours identified in Range 3 - 4 of the SEMH element of SEND Ranges.
- Incidences of non-compliant and uncooperative behaviour e.g., refusal to work, disrupting the learning of others.
 - Difficulties self-regulating e.g., frequent emotional or aggressive outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships.
 - Significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out')
 - Low levels of resilience when faced with adversity
 - Behaviour causing a barrier to learning, e.g., pupil disengaging, may destroy own / others' work, use work avoidance strategies, concentration very limited
 - Difficulty socialising with peers and adults e.g., lack of empathy, victim or perpetrator of bullying
 - May show low mood or refuse to communicate for periods of time
 - Risk of isolation or becoming socially vulnerable
- 6.1.3 A VPP Application for an Assessment Hub place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. – Common Admissions Criteria and 3. - Referral to Vulnerable Pupils Panel of this document.

Placement Process

- 6.1.4 The minimum assessment period in the provision is two weeks, with a maximum of 8-12 weeks for secondary aged pupils and 12 – 16 weeks for primary aged pupils.
- 6.1.5 Within the assessment provision staff including; teaching staff, educational psychologist, behaviour support and mental health worker will carry out initial interventions. The outcomes of which will be provided to schools in report format that will recommend the most suitable ongoing educational pathway.
- 6.1.6 Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews. It is important that the home school representative/SENDCO has a full understanding of the needs of the pupil and is aware of the school's long-term education plan for the pupil. Reviews will take place at Week 4 and Week 8.
- 6.1.7 All schools and academies allocated an assessment will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.

Exit / End of Placement

- 6.1.8 An exit review at the end of the assessment period will be used to develop, in conjunction with the home school, a support plan which will be used to support integration into the most suitable educational placement or reintegration back into mainstream provision.
- 6.1.9 The Hub will provide a reintegration programme for a period of 2 – 4 weeks for those pupils that are returning to mainstream provision or into alternative suitable education. The reintegration period must take place between the remaining 4 weeks for a secondary aged pupil placement and 6 weeks for a primary aged pupil placement.
- Only extreme extenuating circumstances will a Hub Assessment placement may be extended. If this occurs it will be based on the individual need of pupils, capacity to extend the re-integration at additional cost to the home school, should this be deemed appropriate by all parties.

- 6.1.10 Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.

6.2 Key Stage 1 Behaviour Support / Link School (Years R – Y2)

Base: Link School, Springwell Dene

Entry

- 6.2.1. The pupil displays frequent and persistent behavioural, social and emotional difficulties which are escalating and indicating that a child may need to be taught or encouraged to learn the social and emotional skills that underpin good behaviour. The Key Stage 1 Link School placement is designed to educate children for a period of time that in a learning social environment that is designed for this purpose.
- 6.2.2. A VPP Application for a Key Stage 1 Link School place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. - Common Admissions Criteria and 3. - Referral to Vulnerable Pupils Panel of this document.
- 6.2.3. Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.2.4. Schools will need to evidence that the pupil is operating within range 4a of the SEND Ranges.

Placement Process

- 6.2.5. Placement at the provision will be full-time, 20 weeks in duration (no extensions) with approval by the Vulnerable Pupils Panel. Reviews will take place at weeks 5, week 10 (mid review) and 15 (exit review) which school must attend. Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews.
- 6.2.6. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 6.2.7. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.

Exit / End of Placement

- 6.2.8. At the Exit review a support plan which will be developed, in conjunction with the home school, to support reintegration.
- 6.2.9. It is advantageous that all pupils participating in a Link School placement benefit from a reintegration package.
- 6.2.10. The Link School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.3 Key Stage 2 and 3 Link School Placements (Year 3 – 9)

Base: Link School, Springwell Dene

Entry

- 6.3.1. The pupil displays significant and persistent behavioural, social and emotional difficulties which have escalated and become more complex, may necessitate a continued multi-agency response and indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour. The Key Stage 2/3 Link School placement is designed to educate children for a period of time that in a learning social environment that is designed for this purpose.
- 6.3.2. A VPP Application for a Key Stage 2/3 Link School place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. - Admissions Criteria and 3. - Referral to Vulnerable Pupils Panel of this document.
- 6.3.3. Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.3.4. Schools will need to evidence that the pupil is operating within the range of 4b – 5b of the SEND Ranges.

Placement Process

- 6.3.5. Placement at the provision will be full-time, 15 weeks (no extension) with approval by the Vulnerable Pupils Panel. Reviews will take place at weeks 5 (mid review) and 11 (exit review) which school must attend. Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews.
- 6.3.6. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 6.3.7. The review for a pupil in year 9 will determine whether the young person has the skills to be reintegrated back into mainstream or whether they should be considered for placement into Key Stage 4. Where consideration for a Key Stage 4 Link School placement is required, schools will need to refer into the VPP
- 6.3.8. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.

Exit / End of Placement

- 6.3.9. At the Exit review a support plan will be developed, in conjunction with the home school, to support reintegration.
- 6.3.10. The Link School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.4. Key Stage 4 Link School Placements (Years 10 – 11).

Base: Link School, Pallion Centre

Entry:

- 6.4.1. The pupil displays significant and persistent behavioural, social and emotional difficulties which have escalated and become more complex, may necessitate a continued multi-agency response and indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour. The Key Stage 4 Link School placement is designed to educate children that may need to be educated in a learning social environment that is designed for this purpose.
- 6.4.2. A VPP Application for a Key Stage 4 Link School place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Common Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document.
- 6.4.3. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.4.4. Schools will need to evidence that the pupil is operating within the range of 4b – 5b of the SEND Ranges.

Placement Process

- 6.4.5. The duration of a KS4 Link School placement will be subject to termly reviews. Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews, at least termly.
- 6.4.6. Where it is deemed a pupil has the ability to access mainstream provision, the Link School, will make a recommendation to the VPP, who will decide next steps
- 6.4.7. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.

Exit / End of Placement

- 6.4.8. Where it is deemed that a KS4 child would benefit from mainstream provision an Exit review a support plan will be developed, in conjunction with the home school, to support reintegration.
- 6.4.9. The Link School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.5. Beacon of Light School (Years 9 – 11)

N.B. Together for Children placements are very limited, and Schools can also access this provision via a service level agreement between the Beacon of Light School and the referring school.

Base: The Beacon of Light School, SAFC.

Entry

- 6.5.1. The pupil displays significant and persistent behavioural, social and emotional difficulties which have become more complex, may necessitate a multi-agency response and indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour. The Beacon of Light School placement is designed to educate children for a period of time that in a learning social environment that is designed for this purpose.
- 6.5.2. A VPP Application for a Beacon of Light school place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document.
- 6.5.3. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.5.4. Schools will need to evidence that the pupil is operating, up to and including, the range of 4a of the SEND Ranges and evidence of how the school has attempted to meet the needs of the pupil as part of the graduated response within in their setting, including the additional provisions and interventions used and their impact

Placement Process

- 6.5.5. Duration of the placement will be determined by the VPP and the Beacon of Light School. Reviews will take place at weeks 6 and 12 weeks initially, with termly reviews thereafter.
- 6.5.6. A written agreement between the school, parent and the Beacon School is required prior to the placement commencing. The aforementioned written agreement will be in line with the TFC and the Beacon of Light's Service Level Agreement.
- 6.5.7. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.

Exit / End of Placement

- 6.5.8. Where it is determined that a pupil should be reintegrated back to mainstream the Beacon of Light School submits a formal recommendation to VPP, following the review process. The formal recommendation for a student to return to mainstream is the conclusion of an ongoing dialogue between all parties (i.e., home school, parent, carer and - for those pupils placed as a result of a permanent exclusion – TFC).
- 6.5.9. Where it is agreed that a pupil should be reintegrated back to mainstream school a support plan will be developed, in conjunction with the home school, to support reintegration and agreed at an Exit Review.
- 6.5.10. The Beacon School, if appropriate may provide a personalised reintegration support programme. However, a reintegration programme will also form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service. All stages of intervention/support will be evidenced and shared up to the point of placement closure.
- 6.5.11. Where consideration for a Key Stage 4 Link School placement is required for a Key Stage 3 child already attending the Beacon of Light school, schools will need to refer to the VPP.

6.6 Foundation of Light – Primary Programme (PiP)

Base: Stadium of Light, Sunderland, SR5 1SU.

Entry

- 6.6.1. The pupil presents as a child with low to medium level ongoing behavioural and social difficulties which could be perceived as mild and moderate and may effect curriculum access. Pupil displays frequent and persistent behavioural, social and emotional difficulties which are escalating and indicating that a pupil may need to be encouraged to learn the social and emotional skills that underpin good behaviour. Pupil

may have a preference to follow own agenda, difficulties following adult direction, difficulties self-regulating, difficulties with appropriate learning behaviour eg (sustaining attention, concentration, motivation; difficulties responding to social situations; difficulties forming relationships; low levels of resilience.

- 6.6.2. The PiP Programme is designed to provide a time-limited short-term placement, between 6 to 12 weeks for children in Years 3 to 6.
- 6.6.3. It provides a safe educational placement that will include the chance to discuss issues, experiences and concerns relating to relationships and low self-esteem. The placement will also provide a child with the strategies learned to support the child's mainstream placement and offer a varied KS2 curriculum.
- 6.6.4. A VPP Application for a PiP Placement must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. - Common Admissions Criteria and 3. - Referral to Vulnerable Pupils Panel of this document.
- 6.6.5. Schools will need to evidence that the pupil is operating within the range of 2-3 of the SEND Ranges.
- 6.6.6. All schools and academies allocated a placement will need to enter into an agreed contract which will clarify the roles and responsibilities of each setting.

Placement Process

- 6.6.7 Placement at the provision will be full-time, Monday to Friday for a minimum of 6 weeks to a maximum of 12 weeks with approval by the Vulnerable Pupils Panel.
- 6.6.8 Weekly summary reports will be provided to schools via email with a written report at the end of the placement which will include progress data and impact.
- 6.6.9 If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 6.6.10 A dedicated and bespoke transition/reintegration programme for each pupil will be provided. Each pupil will be issued a mentor who will work with them during the programme. Placement staff will work in partnership with the home school at all times during the programme and fully support a collaborative approach with each home school.
- 6.6.11 The Programme Manager will be on hand to support the home school during an OFSTED inspection to discuss the impact of the programme which follows Ofsted statutory guidance of dual placements.
- 6.6.12 Curriculum offered, in a nurturing environment includes; English, Maths, PSHE, PE, Computing, social skills.

Exit / End of Placement

- 6.6.13 The programme will provide a bespoke reintegration support package, using mentors from our team of experienced youth workers.
- 6.6.14 At the end of the programme the mentor can visit the pupil in the home school to complete a formal handover if requested at a cost to the home school. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks.

6.7. Consilium Evolve Placement

Base: Thornhill Academy

Entry

- 6.7.1. The pupil is suffering with anxiety and remains socially and emotionally vulnerable, withdrawn, isolated and is finding it difficult to attend school.
- 6.7.2. Schools will have to evidence that the pupil is operating within the range 3 of the SEND Ranges for SEMH.
- 6.7.3. Pupils attending Consilium Evolve placement need to be registered on the SEND Code of Practice and evidence the graduated response in the mainstream setting.
- 6.7.4. A VPP Application for a Consilium Evolve place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document.

- 6.7.5. The application must include evidence that the child is suffering from anxiety, is actively engaging with a mental health support agency and has a relevant support plan. An associated medical report to support the application, **must be attached to the application**. It must also be demonstrated that the child is **currently** active to a mental health support agency.
- 6.7.6. The application must contain clear evidence that the home school has tried **EVERY** possible approach to re-engage the pupil and has evaluated the impact that these approaches have had. **This range of evidence must be attached to the application pack**.
- 6.7.7. The child **must not** have any evidence of disruptive or aggressive behaviours or incidents of exclusions/suspensions.
- 6.7.8. The home school must provide evidence that the child's attendance figure is lower than 50%.
- 6.7.9. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.

Placement Process

- 6.7.10 Maintaining links with the student's Home School is essential for the success of the student's programme. This includes working alongside Consilium Evolve on the reintegration back to their school, or if applicable another school which meets the needs of the student. This will be supported and guided by Consilium Evolve in association with all parties concerned.
- 6.7.11 Please note those pupils allocated a Consilium Evolve will serve a trial period before a secure place is finalised. All student placements are also subject to;
- a trial period of 6 weeks, this will include a 2 week internal review with parents and an invitation sent to the home school
 - The plan will lay out the intent, expectations and milestones and will be completed on during the first induction session
 - Together for Children, Home school and parents will be given prior notice during week 4 and week 5 if the placement may potentially fail.
 - A meeting with the SLT link from the home school will be held before the student starts their trial period to ensure all documentation is completed
 - Any breach of these conditions can result in the placement being terminated.
- 6.7.12. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting. An induction pack will also be completed by the student and parent at the first available point.
- 6.7.13. Where a pupil has been allocated a placement by the VPP and a start date offered by the Consilium Evolve, it would be expected that the pupil will have attended an induction and commenced the provision within 4 weeks of the start date offered. Where this has not happened Consilium Evolve will request the VPP to consider withdrawing the placement.
- 6.7.14. Continuous reviews will take place to ensure the welfare of the child. There are 2 weekly documented meetings which also may have representatives from, the student's home school, Parent/carer, pupil and multi-agency professionals where necessary.

Exit / End of Placement

- 6.7.15. Further to a review and where it is deemed that it is not in a pupil's best interest to continue with the placement, Consilium Evolve will take the case to the VPP and seek guidance and where appropriate VPP will confirm the withdrawal of the placement in writing within 5 days of notification received.
- 6.7.16. Where it is deemed a parent has not attended a review, as requested, and professionals have agreed that it is not in the pupil's best interests to continue with the placement, a Consilium Evolve representative will refer back to the VPP for consideration.
- 6.7.17. If the VPP decide to withdraw a placement the parent and home school will be notified in writing of the termination date.
- 6.7.18. Where it is determined that a pupil should be reintegrated back to mainstream Consilium Evolve submits a formal recommendation to VPP.

- 6.7.19. Where the pupil is no longer engaging with a mental health agency or there is no evidence that an anxiety disorder is still prevalent the placement can be withdrawn. In such cases the home school and parent will be notified in writing of the termination date.
- 6.7.20. Consilium Evolve will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. During this time the student will have the opportunity to access a mixture of both provisions to enable to smooth transition. It is **imperative that schools provide this support in-house.**
- 6.7.21. Where it is agreed that a pupil should be reintegrated back to mainstream school, a support plan which will be developed in conjunction with the home school, will be agreed at an Exit Review and staff will support the phased reintegration back into mainstream school.

6.8 HOME TUITION SERVICE

Base: Depending on the health and needs of the child, tuition may take place in hospital, home, community venue and on some occasions mainstream school, if appropriate.

Entry In most cases a referral for medical tuition is a result of a young person having struggled to attend school for a number of weeks and months due to a mental health or physical illness.

6.8.1. Mandatory requirements to be considered when completing the VPP application form.

For Home Tuition there is a mandatory expectation that the completed application should include

- The 'Medical Information' form completed by the **lead** medical professional (i.e. medical consultant). Not the G.P. unless there is corroborating evidence of ongoing medical and/or therapeutic support
- Attendance record for previous 12 months from the date of referral
- All relevant medical reports from medical professionals
- Records from consultation meetings /EHCP annual reviews/SEND (SEMH) meetings/Attendance Team meetings, where applicable.
- Minutes of any multi-professional meetings
- Progress and attainment over time: include NC levels, target and predicted grades (for current and previous years)
- Annotated timetable; Including, if available and/or relevant: Last 2 IEPs and reviews and last 2 PSPs and reviews
- Risk Assessment (where applicable – are there any risks associated with the home environment?).
- Behaviour log

6.8.2. Pupils eligible are those who reside in Sunderland and have a medical condition that is impacting on their ability to attend school.

6.8.3. A VPP application for home and/or hospital tuition through the Tuition Service must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Common Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document. Referrals originate from the home school.

6.8.4. An application for home tuition is completed by the school when a pupil has been absent for more than 15 school days, whether consecutive or cumulative and unable to attend school as a result of; physical health problems; physical injury; progressive health conditions; terminal illness; mental health problems – including anxiety and school have exhausted all efforts to ensure reasonable adjustments have been implemented.

6.8.5. When submitting a tuition service application, home schools must provide medical evidence of a pupil's medical condition from a medical practitioner and a school's attendance certificate. Home schools must also provide evidence that home tuition is in the best interests of the pupil.

- 6.8.6. Schools must use the SEND Ranges for SEMH to assess the needs of young people who cannot attend due to significant SEMH and where appropriate use the SEND process to apply for an EHCP. Home tuition should not be an alternative to appropriate specialist education provision accessed through the SEND process. If the referral is made due to a mental health need, the pupil will already be placed at K on the SEND register with accompanying evidence.
- 6.8.7. The application, if relevant, must include evidence that the child is suffering from anxiety, and has a relevant school support plan. An associated medical report to support the application, must be attached to the application. It must also be demonstrated that the child is currently active to a mental health support agency.
- 6.8.8. The application must contain clear evidence that the home school has tried every possible approach to re-engage the pupil and has evaluated the impact that these approaches have had. This range of evidence must be attached to the application pack.

Placement Process

- 6.8.9. Home tuition offers one to one tuition for **up to** 12 week period, which equates to 5 hours per week and depending on the medical needs of the pupil .
- 6.8.10. Once the pupil's application has been discussed at VPP, and the referral has been accepted, the Tuition Service will liaise with the school to arrange a Tuition Education Planning Meeting, which will be attended by the school named professional, parent/carer, pupil, and Tuition Service. The date for the tuition to begin and the 8 week review will be agreed at this meeting. The review meeting will be a multi-agency meeting including parent, child, school rep, tutor, rep from CYPS/CAMHS Early Help and any other professionals involved.
- 6.8.11. The Tuition Education Plan (TEP) is constructed using the Welfare Call electronic system, accessed by school and the Tuition Service via individual log-ins to enable the school and the Tuition Service to plan appropriate provision for the child or young person for the duration of the tuition.
- 6.8.12. It is the tuition service responsibility for setting up and supplying access to Welfare Call with the generic information about the pupil referred.
- 6.8.13. It is the school's responsibility for supplying the TEP meeting and Welfare Call system with;
- current progress update and suggested programme of work.
 - liaising with subject teachers to ensure work is consistent with that which the pupil would be studying at school.
 - agree resources to be provided to the tutor to deliver the agreed curriculum.
 - draft SMART targets to be reviewed at the next TEP meeting.
 - ensure agreed planning and review meetings take place within the timescales agreed and all relevant persons are invited.
 - liaise with the tutor to recommend a reintegration plan for the pupil to return to school.
- 6.8.14. At the 8 week review meeting an extension to home tuition can be considered. If this is deemed necessary, school has 4 weeks to submit an extension application for consideration at the VPP. Reports from all parties will be attached, including an up-to-date report from the home tuition service. Additional medical evidence of a pupil's medical condition and progress may be requested and this would be provided by the medical consultant and/or GP. If an extension is agreed a further Tuition Education Planning meeting will be arranged.
- 6.8.15. Good communication between the Tuition Service, schools, medical professionals and support services enables us to put in place the best support for our vulnerable children and young people.
- 6.8.16. Guidance for Schools on **Page 37 outlines** what is expected of schools to ensure the tuition offered is appropriate in meeting a child's educational needs.
- 6.8.17. It is good practice for the school's single point of contact or delegate to maintain weekly contact/welfare check with the pupil and the family.
- 6.8.18. Safeguarding and attendance at Children's Social Care meetings remains the home school's responsibility as does the recording of attendance to tuition sessions.

Exit / End of Placement

- 6.8.19. Following a review of tuition (involving Tuition Service lead, tutor, school, parent and child) a report will be submitted by school to VPP to consider whether tuition will continue or end as determined by the VPP.
- 6.8.20. Home tuition will cease upon the successful return to school/mainstream provision. The tuition service will provide an end date to school and to panel.
- 6.8.21. If a pupil fails to attend sessions on a regular basis without a valid reason for absence, the pupil will be referred by the Tuition Service to the VPP who will decide whether tuition continues.
- 6.8.22. Tuition may also be withdrawn if a pupil does not engage in any therapeutic programme which has been recommended to support the pupil.

6.9 Young Parent Provision

Base: Ryhope Health Centre, Black Road Ryhope, Sunderland.

Entry:

- 6.9.1. The Young Parent provision provides statutory education provision for girls who are pregnant or have had a baby, and due to health or significant safeguarding reasons are unable to attend their home school, and who are of statutory school age. The provision can be up to 3 days per week (15 hours). The home school remains responsible for the additional 2 days educational entitlement.
- 6.9.2. All schools are expected to provide an education for a school age young person who is pregnant and for them to be able to return to school following the birth of their child. Local nursery provision can be accessed to enable this to happen.
- 6.9.3. Schools should ensure the Care to Learn application is completed for nursery provision for the baby at a suitable nursery provision once it is born.
- 6.9.4. **Mandatory requirements to be considered when completing the VPP application form** for Young Parents Provision should include;
 - The 'Medical Information' form completed by the **lead** medical professional (i.e. medical consultant). Not the G.P. unless there is corroborating evidence of ongoing medical and/or therapeutic support
 - Attendance record for previous 12 months from the date of referral
 - All relevant medical reports from medical professionals
 - Records from consultation meetings /EHCP annual reviews/SEND (SEMH) meetings/Attendance Team meetings
 - Minutes of any multi-professional meetings
 - Progress and attainment over time: include NC levels, target and predicted grades (for current and previous years)
 - Annotated timetable
 - Including, if available and/or relevant: Last 2 IEPs and reviews and Last 2 PSPs and reviews
 - Risk Assessment (where applicable – are there any risks associated with the home environment?).
 - Behaviour log
- 6.9.5. In exceptional circumstances (i.e. health and/or significant safeguarding concerns) where the young person cannot be educated at their home school a tuition placement can be applied for. A VPP Application (supported by other health and social care professionals) for the Young Parent 's provision must be completed and forwarded to the Vulnerable Pupils Panel.

Placement Process

- 6.9.6. Placement at the Ryhope Health Centre is for a maximum of three days with the home school supervising their education for the remaining time, depending on individual needs with regular half-termly reviews.
- 6.9.7. Once the case has been discussed at VPP, and the referral has been accepted, the Tuition Service will liaise with the school to arrange a Tuition Education Planning Meeting, which will be attended by the school named professional, parent/carer, pupil, tuition service tutor and any multi-agency professionals involved.

- 6.9.8. The Tuition Education Plan (TEP) is constructed on the Welfare Call electronic system, accessed by school and tuition service via individual log-in to enable the School and the Tuition Service to plan appropriate provision for the child or young person for the duration of the tuition.
- 6.9.9. It is the tuition service responsibility for setting up and supplying Welfare Call with the generic information about the pupil referred.
- 6.9.10. It is the school's responsibility for supplying the Tuition Education Planning meeting and the Welfare Call electronic TEP with;
- current progress update and suggested programme of work;
 - liaising with subject teachers to ensure work is consistent with what the pupil is studying at school;
 - agree resources to be provided to the tutor to deliver the agreed curriculum;
 - draft SMART targets to be agreed and then reviewed at the next TEP meeting;
 - ensure agreed planning and review meetings take place within the timescales agreed and all relevant persons are invited;
 - and liaise with the tutor to recommend a reintegration plan for the pupil back to return to school.
- 6.9.11. The provision continues to support those examination courses/subjects that the students are currently studying.
- 6.9.12. For year 11 students exam arrangements should be planned early by the home school to ensure they can complete exams and identify an appropriate venue. Additional costs may be incurred if a 2nd invigilator is required by the exam board.
- 6.9.13. A school member of staff must attend all TEP reviews alongside the tuition service, parent/carer, pupil and any relevant multi-agency professionals involved.

Exit / End of Placement

- 6.9.14. Where it is deemed appropriate for the young person to return to mainstream school an Exit review meeting will be held and the Tuition Education Planning document on Welfare Call used to construct a support plan for reintegration into school and to safeguard the needs of the baby.
- 6.9.15. The tuition service will not provide a full reintegration support programme. However, a reintegration programme will form part of the Exit review and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils have a final TEP meeting and receive a reintegration programme in duration of at least 4 weeks.
- 6.9.16. If a young person is transitioning to post 16 provision schools are able to refer to the B2B Service.

6.10 Hospital Tuition

Base: Hospital/Medical facility where the child is an inpatient.

Entry

- 6.10.1 Where a pupil of statutory school age is expected to be in hospital for more than 5 days and is able to access education, a hospital tuition application can be completed by a medical practitioner from the hospital concerned.
- 6.10.2. In association with information provided by the medical practitioner, the VPP will determine the duration of the Hospital tuition and their understanding of the pupil's needs.
- 6.10.3. Where it is deemed that a pupil is unable to return to mainstream following the Hospital Tuition Service, Home Tuition will be provided for a specific period of time and where necessary and the home school may be requested to complete a home tuition application. Medical evidence of a pupil's medical condition must be provided.

6.11 Hopespring

Base: Sea View Road, Sunderland.

Entry

- 6.11.1 Hopespring Sunderland is an independent therapeutic school serving Sunderland Education Authority based at Sea View Road, Sunderland. The school takes up to twelve pupils aged 11-16 years who are demonstrating significant therapeutic need, including those who have been excluded from mainstream education and those who are at risk of permanent exclusion.

- 6.11.2 Schools will have to evidence that the pupil is operating within the range 4b - 5 of the SEND Ranges for SEMH.
- 6.11.3 Placement at the provision will be determined by the needs of the young person who would benefit from a therapeutic based curriculum which focuses on cognitive behavioural therapy and attachment theory with emotional regulation.
- 6.11.4 Placements at Hopespring Sunderland are designed to intake primarily from students who have complex needs and are presenting with SEMH issues, but also from those with ASD (mild to moderate) and SLD as secondary. Where a young person has a history and/or high risk of coercing or manipulating peers towards uniquely destructive/risky behaviours, including via social media, they may **not** be suitable for a Hopespring placement.
- 6.11.5 A VPP Application for Hopespring must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document. Referrals originate from a mainstream school.
- 6.11.6 Places are only eligible to pupils that are;
- Are a cared for child of the Local Authority;
 - or
 - in the care of a family member other than a parent;
 - or
 - have an educational health and care plan and require therapeutic support,
 - or
 - are currently attending the Link School/Pupil Referral Unit and their current placement is not meeting their educational or therapeutic needs
 - or
 - are a child who is on the child protection register or has a child in need plan
 - Are at risk of exclusion or have been permanently excluded
 - Are not meeting their current educational needs
 - Are disrupting their own learning and that of their peers
 - Have participated in alternative provisions that have been unsuccessful.
- 6.11.7. Schools may be expected to complete an additional proforma for Hopespring and will be required to complete a Booking Form where the placement has been agreed by VPP.
- 6.11.8. Referrals submitted will be in line with the TFC and Hopespring Service Level Agreement.
- 6.11.9. Any schools referring a pupil that has an education, health and care plan and due to current circumstances are unable to attend their current placement and it has been considered by all parties concerned in the child's education that a therapeutic placement may be more appropriate the school must liaise with their L.A. SEN Caseworker before submitting a VPP referral for Hopespring. If the home tuition continues for longer than a term an EHCP review must take place to determine if current provision continues to meet the SEND of the pupil.

Placement Process

- 6.11.10 Schools and parent/carers must attend regular reviews carried out by Hopespring.
- 6.11.11 The length of the placement will be based on a pupil's needs, but Hopespring will not generally consider any placement intended to last less than one full academic year. This is due to the long-term, attachment based therapeutic approach taken within the school.
- 6.11.12 Pupils study a bespoke curriculum that fulfils the requirements set out within the Independent School Standards. This includes English and Literacy, Maths and Numeracy, PSHE, RSE, science and technology, humanities subjects and PE. Pupils also have access to art therapy and speech and language therapy, with stress management and emotional regulation embedded within the taught school curriculum.
- 6.11.13 Placements be full-time. In the main, placements will be dual registered where Hopespring and the child's mainstream school will continue to work together to ensure any formal assessment is carried out to inform the pupil's appropriate educational pathway. Dual registered placements are for four days per week (Monday, Tuesday, Thursday and Friday, totalling 20 hours) with the remaining statutory entitlement being fulfilled by the referring school. Single registered placements will be five days per week full-time and fulfil the pupil's full statutory entitlement to education.

Exit / End of Placement

- 6.11.14. Where it is deemed appropriate for the young person to return to a mainstream setting an Exit review will be used to inform a support plan to support reintegration.
- 6.11.15. Where a pupil is returned to mainstream, Hopespring will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.12. EBRC Placement (East Boldon Riding School) - (Years 7 - 11).

Base: East Boldon Riding School, Field House Farm, East Boldon, NE36 0BX **Entry:**

- 6.12.1. An EBRC placement is an alternative provision within a nurturing environment that develops multiple transferable skills which can include; Biodiversity (wildlife, conservation and sustainability, Forestry (fencing, ponds & wetlands, environmental management and preservation); Land Management (horticulture, cultivating); construction (joinery, bricklaying, building structure); Animal Care; Sports, Equine Studies and the John Muir Award (gaining skills in health and safety, risk evaluation, confidence, empathy, decision making, self-awareness, resilience, communication, teamwork, independence, creativity and citizenship).
- 6.12.2. The pupil displays significant and persistent behavioural, social and emotional difficulties which have escalated and become more complex, may necessitate a continued multi-agency response and indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour.
- 6.12.3. EBRC placements are designed to educate children that may need to be educated in a learning environment that is designed to support children who are becoming dysregulated in their main school environment and may benefit from a temporary alternative curriculum.
- 6.12.4. A VPP Application for a EBRC place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Common Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document prior to completing the application.
- 6.12.5. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.12.6. Schools will need to evidence that the pupil is operating within the range of 3 – 5b of the SEMH SEND Ranges.

Placement Process

- 6.12.7. A written agreement between the school, parent and EBRC is required prior to the placement commencing. The aforementioned written agreement will be in line with the TFC and the EBRC's Service Level Agreement.
- 6.12.8. The duration of an EBRC placement is initially 12 weeks and subject to termly reviews. Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews.
- 6.12.9. Placement at the provision will be part-time for 3 days per week. The days of the provision will depend on the type of programme the pupil participates in.
- 6.12.10. Schools will be provided with access to their pupil's on-line profile which will provide daily attendance, work produced and regular feedback from tutors.
- 6.12.11. Placement staff will work in partnership with the home school at all times during the programme and fully support a collaborative approach with each home school.
- 6.12.12. The Programme Manager will be on hand to support the home school during an OFSTED inspection to discuss the impact of the programme which follows Ofsted statutory guidance of dual placements.
- 6.12.13. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process

Exit / End of Placement

- 6.12.14. Although the placement duration is initially 12 weeks, if at any time during the placement duration that it is deemed that the placement is not suitable by the home school and EBRC a formal recommendation to VPP, following the review process, to cease the placement will be submitted. The formal recommendation for a pupil to return to their home school is the conclusion of an ongoing dialogue between all parties

- (i.e., home school, parent, carer) and can also be as a result of a pupil being in serious breach of EBRC's behaviour policy.
- 6.12.15. Where the placement has been successful within the first 12 weeks of the programme and following the review process, it has been agreed by all parties that the placement should continue the home school will submit a formal request to VPP for an extension of the placement.
- 6.12.16. Where it is determined that a pupil should be reintegrated back to their home school Team EBRC submits a formal recommendation to VPP, following the review process.
- 6.12.17. EBRC will not provide a full reintegration support programme. However, a reintegration programme will form part of the pupil's transition back to the student's home school. The Home school will be expected to ensure appropriate support is dedicated to the reintegration of their pupil.
- 6.12.18. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

7. Referral Process

- 7.1 For all pupils referred to VPP, schools will need to supply the following supporting documentation:
- Fully completed pupil application, see also Section 8.
 - Current attendance certificate
 - Historical attendance information from previous 2 years (or length of time at the school)
 - Fixed term suspensions (number, reason, length) for every year in the school/academy
 - Internal fixed term suspensions (number, reason, length) for every year in the school/academy
 - Punctuality information for every year in the school/academy
 - School behaviour plans, pastoral support plans, and/or SEND support plans demonstrating strategies already employed by the school over a period of time.
 - Evidence of the school's graduated response to the student's needs, directly linked to the Ranges guidance 2019 (include reports/recommendations e.g., EP reports)
 - Involvement of any other agencies/services for every year since joining the school/academy and strategies reflected in support plans as above.
 - Academic Information (KS1, KS2, KS3, KS4 – targets and current progress) or most recent School Report
 - Informed consent from parent/carers
- 7.2 Where all information has been provided and no subsequent information is requested, the school and parent/carers will be notified, in writing, within 5 working days of the Panel's decision. Contact is then made by the assessment/alternative provider to the parent or carer and mainstream school.
- 7.3 Following contact with the parent or carer an induction interview is carried out where targets, trial periods, length of provision and contractual obligations are agreed. It is mandatory that the home school attends the induction.

8. Timescales

- 8.1 The VPP will meet on a fortnightly basis and a schedule of meetings will be provided at the beginning of the academic year.
- 8.2. The VPP will adhere to the VPP Terms of Reference.

9. Contact Information

For further general information please contact:

Michelle Burlinson, Inclusion and Access Officer,
Together for Children

Mobile: 07769 887602

email: michelle.burlinson@togetherforchildren.org.uk

Shelley Robson, Inclusion and Access Support
Officer,
Together for Children

Mobile: 07765 429145

email: shelley.robson@togetherforchildren.org.uk

Nifemi Adeniji
Inclusion and Access Support and Development
Officer,

Mobile: 07825 104504
email: nifemi.adeniji@togetherforchildren.org.uk

For further details pertaining to the alternative provisions contact the providers direct. Contact details can be found on page 42. Additional information can also be found in the [Alternative Provisions Directory](#).

10. Financial Implications

10.1 Together for Children contribute towards the costs of the commissioned Hub Assessment Placements and alternative provisions. Schools will be charged in accordance with the Alternative Provisions Charging Policy, which is annually reviewed. The cost will be calculated in accordance with the cost of each provision (based on the age of the learner, length of the placement and inclusive of pupil premium). Further information can be obtained from Debra Dixon, Team Manager Management Accounting, Together for Children.

11. Application Forms

See overleaf