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1. Policy Background

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65) (2014). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted School Inspection Handbook September 2015
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014

Children identified as having a significant learning difficulty/SEN or disability (as defined by the SEN Code of Practice 2014) will be offered additional SEN support, when it is clear that their needs require intervention which is ‘additional to’ or ‘different from’ the well-differentiated curriculum on offer to all pupils in the school.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Circular 6/94 says:

"Maintained special school...are, of course, devoted to making special educational provision. Their SEN policies will, therefore, cover the work of the school as a whole, as will their annual reports to parents on the special educational provision they make." (page 5, para.7 )

With the above quotes in mind, this SEND Policy provides an outline of Pathways Learning Centre’s response to SEND as a Specialist Provision in South Gloucestershire. This includes an outline of the roles and responsibilities within the organisation, processes and structures and monitoring and assessment.
Mission Statement
The Management Committee acknowledge their responsibilities under current legislation and the mission statement of the community:

To provide outstanding individual provision for young people; enabling them to develop social and emotional independence, achieve success and fulfil their potential, now or through future pathways

Aims and Objectives

- To identify, assess, monitor and support pupils’ needs at any time during their school career
- To meet these individuals’ needs through a wide range of provision; both academic and therapeutic
- To establish and deliver effective intervention and support programmes which help to promote self-esteem, emotional wellbeing, resilience and self-regulation
- To carefully map and monitor the effectiveness of the provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good outcomes
- As a result of successful intervention, support pupils’ return to a mainstream school, or transition successfully to other education, employment or training setting
- To ensure a high level of staff expertise to meet pupils’ needs, through well targeted evidence based professional development
- To work in a co-operative and productive partnership with pupils and parents/carers, and other educational establishments to ensure the best possible pupil outcomes
- To work in a co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To attain high levels of satisfaction and participation from children, parents and carers, through the purposeful monitoring and evaluation of the impact of agreed strategies.

Inclusion statement

We believe that a Special Educational Need or a Disability might be an explanation for delayed or slower progress but is not an excuse for it. Accordingly; we have high expectations of all our pupils and make every effort to narrow any gap in attainment between vulnerable learners and others.

- We use our best endeavours to fully include all pupils in the life of the school whilst meeting their individual needs.
• Teachers take responsibility for all the pupils in their class including those with Special Educational Needs.

• Teachers provide ‘Quality First’, differentiated learning opportunities for all the children within the school and provide materials and resources appropriate to their interests and abilities. This ensures that all children have full access to the school curriculum.

• School leaders monitor quality first teaching for SEND as part of the overall approach to securing good teaching and learning.

• Teachers undertake regular assessment of progress and need and, where required, put into place carefully planned programmes which address the root causes of any learning difficulty.

• We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs and/or a disability.
  
  o Some children may be underachieving but will not necessarily have a Special Educational Need (learning difficulty) or Disability. On admission and in liaison with the sending school, it is our responsibility to identify appropriate need and ensure interventions are put in place to help these children catch up.

  o Some children may have a disability which is not related to a learning difficulty but may require special education provision to be put in place to help them access the curriculum; others may have a disability but do not require any provision.

  o Other children will have special educational needs (related to a learning difficulty) and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that children with special educational needs and/or a disability have the maximum opportunity to attain and achieve good progress in line with their potential.

  o Similarly, some children may have a learning difficulty or disability that calls for special education provision to be put in place. This might be needed so they are able to access the curriculum and not necessarily because they have a learning difficulty. Where necessary, these children will be supported, initially, through additional support available within PLC resources.

• English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
2. Processes and structure

Admissions
- There are 6 possible entry routes to PLC (see appendix A)
- All admission will be carried out as quickly as possible. In the majority of cases, admissions accepted from the monthly Referrals and Admissions Panel (RAP) will be acknowledged to the referrer within 3 days of the panel meeting and arrangements for an admission meeting will be made within 5 days. Where applicable, the request for LA transport takes 5 working days and is usually completed in parallel with the internal admission arrangements.
- Where a referral misses the deadline to be considered by the RAP, the SLT will consider the referrals as soon as practically possible and may agree early consideration for admissions before the next RAP. This early consideration usually only applies to pupils with specific medical needs that also meet the PLC entry criteria.
- All pupils admitted to PLC are allocated a starting ‘Band’, which indicates what level of funding the school receives to support them. (See PLC funding below) This Band is reviewed each month at the ‘Pupil Conference’, where the needs and resources of each pupil are reviewed.
- Children in Care (CIC) – are considered under the same entry criteria as all other pupils. CIC attending out of authority PRU’s / EOTAS provision who move into South Gloucestershire, should not automatically be referred to PLC unless they meet the entry criteria. eg. Pupils who have not been permanently excluded have the right to apply to attend any mainstream school. Any refusal for entry by that school may be pursued in terms of ‘fair access’.
- Out of LA referrals – many may be considered by PLC but will always be as a ‘traded’ option with a defined timescale. This is to allow the prioritisation of SG pupils.
- Staff will be informed about the needs of the pupil before they arrive via the Pupil Placement Plan. (PPP) (See appendix B)

Transition
Transition may happen as a result of improvements and / or changes to a pupils’ needs, or where the PLC placement comes to an end. A transition plan will be agreed at a review meeting with the relevant professional and covers transition to:
- A return to the ‘Main Dual roll’ school
- A second mainstream Primary or Secondary School
- A Specialist School setting identified as a result of the EHCP
- A specialist post 16 provider for Year 11 pupils
- The agreed Post 16 provider, which may be a College placement, employer, or training establishment
- Students unlikely to return to mainstream and agreed by all professionals, parent and student that they can be removed from the home school roll, will remain on PLC single roll.
Structure of the day
The structure of the day has been carefully considered to best support the needs of PLC pupils individually and collectively. In order to make the appropriate use of resources and facilities to meet these needs, the day is structured dependent on the needs of the pupils.

For example, some KS4 students start later in the day, arriving at 10.15, whereas others may arrive for a morning or afternoon session only, depending upon their medical needs. Permanently excluded students generally arrive at 08.30 and finish at 13.30. There are also opportunities for small and carefully considered groups to attend PLC between 13.30 and 15.30 for targeted support. These hours are fully structured on site, but also allows students who find it difficult to attend with other students to have access to on site resources at staggered times.

This staggered start strategy, particularly for older students, is supported by extensive research on the impact of sleep deprivation in teenagers and the potential positive impact on learning capacity, mental health, fatigue, engagement, attendance where this is improved.

The staggered start also allows for a ‘readiness period’ at the start of the day for all pupils. This may be in the form of social time, breakfast, mentoring, mindfulness / meditation, physical activities and mind gym exercises which help settle and prepare pupils for the day ahead.

The individual needs of pupils are always the priority consideration and their individual programmes and attendance will be judged against the ‘agreed provision plan’ outlined at the admissions meeting.

Approach to SEND assessment and support
Pathways Learning Centre will adopt a graduated approach to assessment and support in relation to SEND.

A graduated approach means starting to address any issues through ‘Universal’ approaches that are normally available to any pupil who might need support. Where this is not having the desired impact, carrying out further more detailed assessment and, where necessary, moves to ‘Targeted’ support for SEND. However, by the very nature of our service, pupils who meet the criteria for admission to PLC already meet the criteria for ‘Targeted support’, described
Therefore it is typical for ‘Universal’ support and ‘Targeted support’ to be working in parallel in PLC.

Where expected progress is not made or not maintained, we may move to ‘Specialist’ support. Typically, this involves other agencies e.g. educational psychologists or speech and language therapists in advising teachers on the needs of the child and how they might be best met. It might also mean that we have to consider requesting additional ‘top up’ funding (see funding below) or a Statutory Assessment for an Education Health Care Plan (see PLC further assessment support diagram Appendix C) from the Local Authority.

‘Universal’ Provision

For the purpose of PLC, Universal support can be described as:

- Baseline assessment on entry, including Teacher Assessments (TA) and Social and Emotional measures eg. SDQ (Strengths and Difficulties Questionnaires) PASS and Personal Development (PD) Levels.
- Pupils’ needs being supported in a small class setting of no more than 6 pupils in Primary and Secondary permanent exclusion units and 8 -10 in the Cotswold unit.
- Pupils’ needs are supported by their class teacher through mechanisms such as:
  - The analysis of data including entry profiles, reading ages, other whole-school pupil progress data
  - Classroom-based assessment and monitoring arrangements
  - Following up concerns from parents/carers and/or pupils
  - Tracking individual pupil’s progress over time
  - Information from previous schools (or settings)
  - Information from other services, where available
- All learners will have access to ‘quality first’, differentiated teaching, which is regularly monitored by the Senior Leadership Team.
- Some vulnerable learners will have access to ‘Universal’ Wave 1 or Wave 2 interventions. These will probably be children who are underachieving and whom have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. ie. The intervention does not constitute special education provision. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional interventions across the school.

The range of interventions available at ‘Universal Provision’ includes:

- Small class teaching and TA support at the ratios outlined above
- Individual programmes adjusted to meet the needs of pupils
- 1:1 Mentoring
- Mindfulness/meditation
- Behaviour and attendance support
- Continued access to any specialist support already in place
- Transition support
This provision map is updated 3 times annually, through meetings between the SLT and ELT. (including the HT, DHTs, Intervention Manager, SENCo, TLR Primary) The information id then shared with the SEND Management Committee Member.

The whole school provision map enables the school to:
- Plan strategically to meet children’s identified needs and track their provision.
- Audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, Local Authority, external agencies and Ofsted about resource deployment.
- Focus attention on whole-school issues of learning and teaching, as well as individual needs, providing an important tool for self-evaluation.

‘Targeted’ Provision

Where pupils are identified as having a Special Educational Need or a Disability, the school makes provision in a variety of ways depending on the type of need and the individual pupil. The school might use a combination of approaches to help meet the outcomes identified for individual pupils. These approaches may include:

- Individual in class support
- Withdrawal for 1:1 support
- Wave 1, 2 and 3 interventions
- Access to additional PLC interventions as directed by the intervention Manager.

- This may include:
  - Emotional Literacy Support
  - Anger Management work through ‘zones of regulation’
  - Medical needs support
  - Play Therapy (Sand Tray and Art Therapy)
  - Sensory support
  - Counselling
  - Family Liaison support
  - Educational Welfare (for Attendance concerns)

In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.

‘Specialist’ Provision

With additional support at the targeted level, many children will make progress and the gap in attainment with their peers will start to narrow. However, for some, following further assessment, additional support and programmes may be needed. In such cases, it is likely that we will seek more specialist assessment from an educational psychologist, paediatrician, speech and language therapist etc. This will inform the types of support needed to help the child make progress and what level of resources may be required.
On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to request a multi-disciplinary assessment which will include assessments by health and social care in order to consider the need for an Education Health and Care Plan.

Pupils identified as requiring additional support, or where the need is significant, severe and sustained as a result of a medical and / or health need, will be supported through the appropriate plan, as identified in the PLC further assessment or support’ diagram. (appendix C)

Pupils already in receipt of a Statement of Special Educational Need or Education and Health Care Plan (EHCP) will have their needs reviewed with parents three times a year and at least once a year formally, through the ‘Annual Review (AR)’ process.

In addition to the range of PLC interventions outlined above, a range of external support services are available including:

- Educational Psychologists
- Speech and Language Therapists
- Child Health Services including CAMHS where appropriate
- Social Care

Funding and Resources

PLC is funded on a place led base funding model; currently at £10000 per pupil and a maximum of 82 places.

The appropriate funding required to provide the necessary level of teaching, support and resources for each pupil, is agreed at the RAP admission. The Pupil is allocated one of 12 ‘Bands’ to reflect a graduated response to need. As levels of need change, the required funding band is adjusted up or down at the monthly ‘pupil conference’.

It may be decided that a very small number of pupils, usually at the ‘specialist’ level, will require additional High Needs Funding which reaches beyond the 12 funding bands available. It is likely that these pupils will have profound SEN and are known to the LA 0-25 team. They may be awaiting a permanent placement in a Special School. Funding will be agreed by discussion between the Head Teacher and the Local Authority, to ensure the underlying special educational need or disability is being addressed.

Specialist advice, equipment and expertise, in relation to assessment and support of individual children, will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head Teacher and senior leaders will be responsible for reporting to the Management Committee on the efficacy of these arrangements (including value for money).

All staffing appointments to support children with SEN or a disability will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.
INSET and CPD

- All staff will be trained in how to best support pupils with SEN and/or a disability in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

- The SENCO attends relevant up-to-date courses and feeds back to staff within the meetings structure.

- The SENCO ensures staff are kept up to date with the latest guidance related to SEN

- Staff training related to SEND will make up 40% of INSET days each year and may include update training related to PLC’s ‘Trauma informed approaches’ such as:
  - Self harm
  - Anxiety
  - Attachment
  - Trauma – Included Adverse childhood experiences and sexualised trauma
  - Identifying needs
  - Emotional Literacy
  - Play Therapy
  - Mental Health and wellbeing

3. Roles and Responsibilities

Management Committee

Monitoring and evaluation of the content of this policy is delegated by the Full Management Committee and Headteacher, to the Operational sub group and the Management Committee member with oversight over SEND.

Headteacher

The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Head Teacher and the Management Committee will delegate the day-to-day implementation of this policy to the Special Educational Needs Co-ordinator (SENCo).

The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school’s provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- a monthly ‘Pupil Conference’ where the needs of each individual pupil are discussed
- regular meetings with the SENCo and Intervention Manager
- discussions with pupils and parents

The Head Teacher will report back to the Management Committee at least annually.
SENCo

The SENCO will be responsible for the day-to-day operation of the PLC’s SEND Policy.

This will include:

- Implementation, monitoring and evaluation of the SEN policy
- Co-ordinating provision for children with special educational needs
- Overseeing the records on all pupils with Special Educational Needs and/or a disability.
- Implementing a programme of ‘Annual Review’ for all pupils with a Statement of special educational need or Education Health and Care Plan. Liaising with the LA, all necessary agencies and persons in order that statutory reviews take place at least annually for all children, in line with the recommendations of the Code of Practice (January 2015)
- Carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention that a child may have a special educational need which will require significant support.
- Ensuring that all staff are following the procedures outlined within the policy document.
- Providing or securing any necessary support and training for staff to fulfil their statutory obligations within the Code of Practice and school policy.
- Advising staff on the implementation of support plans
- Contributing to the in-service training of staff
- Meeting termly with teaching staff to review and revise the impact of interventions and support for all vulnerable pupils who are being tracked on the school’s provision map
- Supporting the head teacher in monitoring Quality First teaching in relation to students with SEND
- Liaising with parents and families of children on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCo network meetings and training as appropriate
- Liaising with the school’s SEND Management Committee member, keeping him/her informed of current issues regarding provision for those with Special Educational Needs (nationally, locally and within school).
- Complying with requests from an Education Health and Care Plan Co-ordinator (key worker) to participate in a review.

In accordance with Section 6.84-6.86 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Co-ordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.

Intervention Manager

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on this provision map, a staged list of children with special educational needs (Universal, Targeted and Specialist) and those with Statements of Special Educational Need or Education Health and Care Plans
- Liaising with parents and families of children on the SEN list, keeping them informed of progress as a result of interventions and listening to their views
• Contributing to the in-service training of staff
• Overseeing the smooth running of transition arrangements and transfer of information for pupils on the provision map.
• Evaluating regularly, the impact and effectiveness of all additional interventions for all those with special educational needs or a disability.
• Meeting termly with support staff to review and revise the impact of interventions and support for all vulnerable who are being tracked on the school's provision map.
• Liaising closely with a range of outside agencies to support vulnerable learners.

All other staff

- Liaising with the SENCo and/or Intervention Manager to agree:
  - Which pupils are vulnerable learners
  - Which pupils are underachieving and need to have their additional interventions monitored via the provision map – but do not have special educational needs.
  - Which pupils (also on the provision map) require additional support because of a special educational need and/or a disability and need to go on the school's SEN list.
  - Securing good provision and good outcomes for children with SEN or a disability

Through Quality First Teaching including:
  - Providing differentiated teaching and learning opportunities.
  - The effective deployment of teaching assistants and resources.
  - Ensuring there is adequate opportunity for children with special educational needs and/or a disability to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies.” (SEN Code of Practice 2015).

Partnership with Parents/carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child’s education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child’s strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all children, in particular, those not making expected progress and, for some children identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the ‘Parent Partnership Services’ and other external support.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Inviting parental representation on the Management Committee.
Involvement of Pupils

We recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting, wherever possible, so that they know what their targets are, why they have them and how they can improve.
- Self-review their progress and set new targets.
- For some children with special educational needs - monitor their success at achieving the targets on their individual support plans.

4. Monitoring and Evaluating

- The responsibility for the day to day implementation of this policy is delegated to the SENCO.
- The SENCO will co-ordinate evidence to support a request for an EHCP assessment request for PLC students, or by liaising closely with the ‘Home’ School for ‘Dual registered’ students. (see roles and responsibilities)
- The Intervention manager will ensure all appropriate non-academic support available to pupils at PLC is considered in support of their individual needs. (see roles and responsibilities)
- As requested, the SENCO and Intervention Manager provide information for the Management Committee as requested, including an annual report to the FMC; the content of which is subsequently shared with parents and partner agencies through the annual SEND report (to be placed on the website)

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Pupil observations by the SENCo, Intervention Manager, SLT and/or external professionals as necessary
- Pupil progress tracking using assessment data (academic / social / emotional processes).
- Pupil progress tracking using the provision map / intervention tracking
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning
- The performance monitoring of teachers and other staff
- Informal feedback from all staff
- Pupil and parent feedback as part of the reviewing process
- Attendance and exclusion records
• Feedback during the monthly Pupil Conference
• Head Teacher’s report to parents and the Management Committee

Record keeping

SEND information related to individual pupils and groups of pupils, is stored on a secure central network file. Data is only shared with other professionals where necessary to support the development of the young person and under the conditions outlined in the ‘Data Protection Policy.’

5. Complaints

Normal procedure would be to contact the school/centre and resolve accordingly. Otherwise if there are any complaints relating to the provision for children with SEN or disabilities, these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by the Head Teacher. The management committee member with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the Authority Complaint’s procedure is adhered to. (see separate Complaints Policy).
Appendix A - Routes to Pathways Learning Centre

For pupils attending mainstream schools:

P1: Pupil not attending school for a specific medical need - e.g. Chronic fatigue

P2: Pupil attending school but AP identified in SP or IMIP

P3: Tier 3 or EHCP outcome identifies school placement with additional support

P4: Tier 3 or EHCP outcome identifies mainstream is not suitable due to SEMHD

P5: Pupil has been PEP (1st)

P6: Pupil has been PEP (2nd) or at risk of 2nd PEP

School or Service completes PEP referral form and provides supporting evidence (as identified on referral form)

Action

Referrer Request

P1: PLC provision or Home Tuition support from day 15 of absence

P2: PEP support for AP (collected from menu)

P3: PEP support for AP (collected from menu)

P4: PLC as temporary placement pending return to school or placement in alternative specialist provision

P5: PLC as permanent placement and named school

P6: PLC as a short stay placement pending PEP placement at second mainstream school

If at risk of 2nd PEP PLC as temporary placement 2nd PEP - PLC as permanent placement or until alternative specialist provision is found

Outcome (IF ACCEPTED)

P1: Pupil admitted to PLC or Dual Subsidiary Roll

P2: Pupil stays on mainstream roll with PLC AP support

P3: Pupil admits to PLC on Dual Subsidiary Roll (unless PLC is named school)

P4: Pupil admitted to PLC on Dual Subsidiary Roll until Governor PEP hearing is upheld. Then PLC Main roll

P5: Pupil admitted to PLC on Dual Subsidiary Roll

P6: PLC - PLC Main roll at risk of PEP - PLC DUAL Subsidiary

Funding

P1: Central funding pending agreement at RAP

P2: PLC support paid for by referrer: PLC confirms cost after RAP

P3: Central funding, pending agreed at RAP

P4: Central funding, pending agreed at RAP

P5: Central funding, pending agreed at RAP

P6: Central funding, pending agreed at RAP

If outcome from RAP is NO, refer back to school/D-25
Appendix B – Pupil Placement Plan

PLC Pupil Placement Plan

- This is the single Pupil Placement plan for all new pupils admitted to PLC
- Comments
- To
- be
- added

1. PLC Pupil Information

Part 1 to be completed before the child arrives and shared with all staff:

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<thead>
<tr>
<th>Name of Child/Young Person:</th>
<th>Gender: M/F</th>
<th>Date of Birth:</th>
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<th>Parent(s)/Guardian/Carer:</th>
<th>UPN:</th>
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<th>Address:</th>
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<th>Previous School:</th>
<th>Year Group:</th>
<th>Main School No:</th>
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Please (X) below as appropriate (please attached relevant documents to Appendix A)

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<tr>
<th>CIC:</th>
<th>SEN C&amp;I (SLCN / ASD):</th>
<th>SEN SI (VI/HI/MSI):</th>
<th>SEN support:</th>
<th>EHCP initiated:</th>
<th>FSM6:</th>
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<table>
<thead>
<tr>
<th>Care Plan / Child Protection Plan:</th>
<th>SEN C&amp;L (MLD SLD PMLD):</th>
<th>SEN PD:</th>
<th>SEMHD:</th>
<th>EHCP issued:</th>
<th>KS1FSM:</th>
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<th>Admission meeting Chair:</th>
<th>Start Date:</th>
<th>NO of FPEX:</th>
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<td></td>
<td>Lead MOS:</td>
<td>% Attendance:</td>
<td>Entry: Exit:</td>
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<th>Agreed starting contact hours:</th>
<th>Lead MOS:</th>
<th>% Attendance:</th>
<th>Entry: Exit:</th>
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Current/Previous Outside Agencies involved:

Please list and attach relevant documents to Appendix B

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<tr>
<th>Academic profile: (Please add latest School report to Appendix C)</th>
<th>Reading Comp:</th>
<th>Areas of interest: (to be discussed at admission meeting)</th>
<th>Strengths: (to be discussed at admission meeting)</th>
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<tr>
<td>Reading age assessment:</td>
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<tr>
<td>English level:</td>
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<tr>
<td>Maths Level:</td>
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</table>
2. Provision Plan

Part 2 to be completed before the pupil arrives and shared with staff:
Please provide a brief overview of the following:

<table>
<thead>
<tr>
<th>Barriers to Learning:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Timetable:</td>
<td></td>
</tr>
<tr>
<td>Alternative Provision:</td>
<td></td>
</tr>
<tr>
<td>Enrichment Programme:</td>
<td></td>
</tr>
<tr>
<td>Interventions:</td>
<td>Please attach Intervention Tracker to Appendix E</td>
</tr>
</tbody>
</table>

3. Risk Assessment & Plans

Part 3. to be completed within 4 weeks of joining
Where relevant, please outline the key issues from the following plans.

<table>
<thead>
<tr>
<th>Risk Assessment (Appendix F full RA)</th>
<th></th>
</tr>
</thead>
</table>
### 4. Review Meetings

Please complete for each review meeting held for this pupil. Please duplicate this table for each subsequent meeting:

<table>
<thead>
<tr>
<th>Date of meeting:</th>
<th>Invitees:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil’s Views:</td>
<td></td>
</tr>
<tr>
<td>Parent’s Views:</td>
<td></td>
</tr>
<tr>
<td>EOTAS Views:</td>
<td></td>
</tr>
<tr>
<td>Sending Schools Views:</td>
<td></td>
</tr>
<tr>
<td>Other Agencies Views:</td>
<td></td>
</tr>
<tr>
<td>Outcomes of Meeting / Action:</td>
<td></td>
</tr>
<tr>
<td>Next Review Date:</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Handover Plan

To be completed at the final review meeting before return to mainstream or for transition to another setting.

<table>
<thead>
<tr>
<th>Reintegration Plan:</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Transition Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Appendix A – Supporting evidence

Please list / attach evidence available in pupil file: eg EHCP / Care Plan / PEP etc

Appendix B – External agencies

Please list documents available from external agencies eg. SAF CAHMS report etc

Appendix C – School report

Please list / attach latest School report.

Appendix D – Social & Emotional

Please list / attach data related to Social & Emotional development. Eg PASS. PD scales etc.

Appendix E - Interventions

Please list / attach Intervention tracker for this pupil

Appendix F – Risk Assessment

Please attach pupil risk assessment/s. Where high risk is identified please add detailed risk assessment

Appendix G – Positive Handling Plan (PHP)

Where appropriate please attach PHP

Appendix H – Health Care Plan (HCP)

Where the pupil has Medical / Health needs that are not specifically a barrier to learning, please attach a HCP. Where a pupil’s needs impact significantly on learning then a EHCP may need to be requested if not already in place. (see Appendix A)