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| **Area Inclusion Panel Referral Form , Autumn 25**  **NB, By completing this form there is no guarantee of an APA space, it will enable the panel to make an informed decision,** |
| Student Name.  Year Group.  Referring School.  Parents agreed for this referral Yes / No  Once completed send to; [Jonathan.stocker@cornwall.gov.uk](mailto:Jonathan.stocker@cornwall.gov.uk) |

**Inclusion Checklist – checklist of expectations**

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| **1.Reasonable adjustments** | | |
|  | What does this look like. | Strategies put in place by the school and their impact. |
| Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory (DfE, Suspension and Permanent exclusion in schools 2024, p.10). | Adaptions.  Timetables  Classroom  Playtime  Lunchtime  Uniform  Parents views  (Is this a disability) |  |
| **2.In School Support and the identification of Need** | | |
| Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided  (DFE, Behaviour in Schools, Feb 2024 p.14) | Graduated response too  Plan do review cycles  ILPs/IBP |  |
| Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction  (DFE, Behaviour in Schools, Feb 2024 p.13) | Curriculum adaptions |  |
| Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour  (DfE, Suspension and Permanent exclusion in schools 2024, p.12). | Alternatives to suspension |  |
| Some pupils may require additional support to meet a school’s behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.  (DFE, Behaviour in Schools, Feb 2024 p.10) | In school strategies |  |
| Schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.  (DFE, Behaviour in Schools, Feb 2024 p.14) | Behaviour plans in place |  |
| **3. Engaging Specialist / External Support** | | |
| Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.  (DfE, Suspension and Permanent exclusion in schools 2024, p.23). | Early Help  School nurse Team  Speech and language team  CAMHS  ASD team  SEND Team |  |
| Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN, disability or mental health problems but the scope of the assessment could go further, for example, by seeking to identify housing or family problems (DFE 2018, p.19). |  |
| **4. Alternatives to Exclusion** | | |
| Headteachers should also consider the following: a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or b) managed moves (permanent measure) as preventative measures to exclusion.  (DfE, Suspension and Permanent exclusion in schools 2024, p.19). | Offsite direction  Managed move  Alternative provision |  |
| Alternative Provision  (DfE, Suspension and Permanent exclusion in schools 2024, p.19). | Alternative provision discussions |  |
| Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required  (DfE, Suspension and Permanent exclusion in schools 2024, p.24). | Interim review |  |
| The headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred  (DFE, Behaviour in Schools, Feb 2024 p.15) | Parental views  Feedback from professionals |  |
| It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet  (DfE, Suspension and Permanent exclusion in schools 2024, p.16). | Students not PXed because EHCP cannot be met |  |
| **5. Permanent Exclusion** | | |
| It is recognised that occasionally a serious one-off breach of the behaviour policy may occur that leads to an exclusion being considered but where there has not been opportunity to follow the steps as outlined in this document. It is important to note that in this situation, step 3 and 4 remains relevant. Every effort should be made to avoid permanently excluding a pupil where there has been insufficient opportunity to follow steps one and two. | Discussions with LA.  Review the above.  Restorative actions. |  |