WORCESTERSHIRE
CHILDREN FIRST

GRADUATED RESPONSE TO PREVENTING EXCLUSIONS

Purpose of this Guidance

Worcestershire is ambitious for all children and young people and has set out a challenging agenda in the Children and Young People's Plan (CYPP), putting children at the heart of everything we do. Taking the lead from the CYPP, the vision is for 'Worcestershire to be a wonderful place for all children and young people to grow up'. We believe that it is important that all children and young people:

- Are safe from harm
- Reach their full potential
- Make a positive contribution in their communities
- Live healthy, happy and fun filled lives

This Graduated Response to Preventing Exclusions was designed in collaboration with partners to provide a consistent process for supporting any child/young person experiencing SEMH difficulties or other needs putting them at risk of suspension or exclusion. It sets out the roles, responsibilities and accountabilities of schools/settings and specialist services within Worcestershire, with the intention of ensuring that children/young people receive the right support, at the right time, to enable them to achieve positive outcomes. The guidance forms part of Worcestershire's SEND Local Offer. It draws together the work of services and professionals from across Worcestershire.

This document should be read alongside DfE guidance and links to Worcestershire's:

- **Fair Access Protocol**
- **Managed Moves Protocol**
- **Exclusions Process**
- **Part Time Timetable/Staged Reintegration Guidance and Protocol** Information and resources for schools | Worcestershire County Council (see 'Related Content' links)

All of **Worcestershire's Services for Schools** (including a link to **Worcestershire's SEND Local Offer**) can be found at: Support services | Worcestershire County Council and Inclusion in Educational Settings**.**

The WCF Children's Services offer (including Early Help) can be found here.

Guiding Principles:

Worcestershire's Inclusion Definition

In all educational settings in Worcestershire every child and young person has access to the educational provision which provides them with equity of access to the best opportunities so they are able to achieve, thrive and fulfil their potential. Children and young people learn together, regardless of difficulties or differences they may have and settings respond to the diverse needs of all individuals to enable this to happen within a nurturing environment where emotional wellbeing is a priority to give them the best life chances.

Every individual in all our educational settings is valued and every person in the educational community feels a sense of belonging and feel they are seen, heard and acknowledged. All children and young people in our settings have their needs met through quality first teaching, differentiation of delivery, appropriately planned learning objectives, an accessible curriculum and other reasonable adjustments enabling every child and young person to make progress through the curriculum regardless of their aptitude, ability or SEND.

In Worcestershire educational settings, we ensure that we identify and provide effective early support for children and young people identified with additional needs and this support is additional to and different from that which already available, based on need and not labels. There is a clear process in all settings for addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion from education in all its forms. All those involved with children and young people work collaboratively to enable this to happen.

Inclusion in Worcestershire is when all the above is delivered in adherence with the SEND Code of Practice, The Children and Families Act 2014, The Equality Act 2010, Working Together to Safeguard Children and Keeping Children Safe in Education (2022) and The United Nations Convention on the Rights of a Child.

Any relational behaviour policy / intervention should uphold these principles and, in doing so, act as a means to promote appropriate behaviour within a positive, nurturing environment as opposed to a misguided means of seeking to improve behaviour through punishment. Effective behaviour management focuses on identifying and addressing pupils' underlying needs ('wasp nests'), rather than exhausting ones-self dealing with the otherwise endless symptomatic behaviours ('wasps'). It is thus expected that a graduated response will be adopted to support each individual member of the school community which includes universal, targeted and specialist support; and that interventions will be appropriate for the assessed need of the individual child.

It must be noted that the pathway within is bi-directional. Intervention can be stepped down, when appropriate, as well as stepped up.

Defining Social, Emotional and Mental Health (SEMH)

Each aspect of SEMH covers a full spectrum, ranging from extremely positive to extremely negative. For instance, everyone has a fluid state of 'mental health'. SEMH should not be viewed as a negative term, only applied when there are difficulties. Proactive work to support positive SEMH is fundamental.

Where positive SEMH is not maintained, SEMH difficulties will arise. SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. Children and young people who have difficulties with their emotional and social development may have limited social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through behaviour that can be challenging to support and disruptive to the school system.

The SEND Code of Practice (2015) states that 'Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools'.

Underlying Reasons for SEMH Difficulties

When seeking to support a child whose behaviour is challenging, the underlying cause of the behaviour must be identified, understood and addressed. Challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty, such as Speech, Language and Communication Difficulties, attachment difficulties, unhelpful thought processes, learning needs or low self-esteem.

The majority of challenging behaviours can be significantly reduced or avoided through proactively promoting and supporting positive social, emotional and mental health. However, if SEMH needs are not appropriately understood and met, the outcomes for children and their families can be extreme. Equally, teaching and learning for all staff and pupils will be significantly disrupted.

Legislation and Policy Requirements

Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

Compliance with these duties is essential, especially when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not lead to a situation whereby they discriminate against pupils and unfairly increase their risk of exclusion.

The head teacher and governing body must fulfil their statutory duties in relation to Special Education Needs (SEN) and those who have a social worker, including looked-after children, and previously looked-after children. when administering the exclusion process. This includes having regard to the Special Education Needs and Disability (SEND) Code of Practice.

It is unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet. Other unlawful reasons would include academic attainment/ability, the action of a pupil's parents, or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

Ofsted's Education Inspection Framework sets out clear expectation regarding Behaviour & Attitudes:

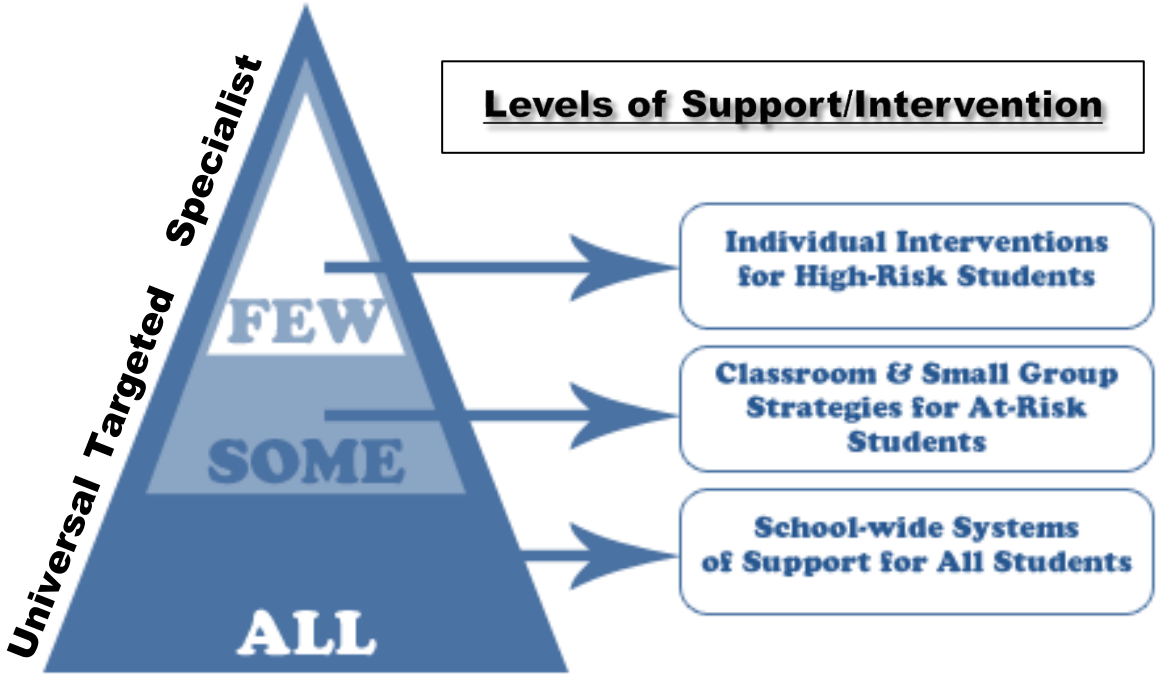
Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture
- leaders, teachers, other staff and learners create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread

See **Appendix 4** for further links.

The Universal, Targeted & Specialist Model

This guidance follows an established model of support & intervention, beginning with a **universal** support offer which is available to all children. Some children, who require a higher level of support, may also need **targeted** support and a few children will require **specialist** support.



Please note – roles identified within this guidance will vary dependent upon the specific circumstances of each school/setting. For instance, whereas in a Key Stage 2 case it may be appropriate for the class teacher to lead on Step 2, in a KS4 case it may be the Pastoral Manager, Head of Year, etc.

Graduated Response Overview

Universal

STEP 1 A WHOLE SCHOOL APPROACH

There is an expectation that certain universal elements will be in place within each school/setting to provide an offer that meets the needs of all pupils. This should be built around a strong whole school relational behaviour policy and inclusive ethos.

Targeted

STEP 2 LED BY CLASS TEACHER / PASTORAL LEAD / HEAD OF YEAR / EQUIVALENT

1. DEFINE / IDENTIFY CONCERNS.
2. GATHER PUPIL'S VOICE.
3. REFLECT ON OWN PRACTICE / LEARNING ENVIRONMENT.
4. GATHER FURTHER INFORMATION.
5. FORMULATE A 'PERSON CENTRED PLAN' (PCP) OR EQUIVALENT.
6. PUT THIS SUPPORT PLAN INTO PRACTICE.

STEP 3 CLASS TEACHER / PASTORAL LEAD / HEAD OF YEAR / EQUIVALENT & SENDCO WORK COLLABORATIVELY

1. SENDCo & TEACHER/STAFF MEMBER JOINTLY REVIEW PCP.
2. SENDCO GATHERS FURTHER INFORMATION.
3. SENDCo & TEACHER/STAFF MEMBER JOINTLY UPDATE PCP.
4. PUT THIS SUPPORT PLAN INTO PRACTICE.

STEP 4 LED BY SENDCO

1. MONITOR & REVIEW PCP, INTENSIFYING PROVISION
2. FORMAL MEETING WITH PARENTS/CARERS & PUPIL
3. REFERRAL TO EXTERNAL AGENCIES

Specialist

STEP 5 INVOLVEMENT OF LOCAL AUTHORITY / EXTERNAL AGENCIES

1. REFER TO APPROPRIATE EXTERNAL SPECIALIST/S FOR CONSULTATION / ADVICE / ASSESSMENT / INTERVENTION

STEP 6 ADDITIONAL PROVISION

1. CRITERIA FOR EHC ASSESSMENT
2. OUTREACH SUPPORT

Full details of this graduated response are outlined below.

Universal

(Incorporating Pathway Step 1)

STEP 1

A WHOLE SCHOOL APPROACH

There is an expectation that certain universal elements will be in place within each school/setting to provide an offer that meets the needs of all pupils. This should be built around a strong whole school relational behaviour policy and inclusive ethos. Examples of universal support include:

Positive, inclusive school climate, focusing on praise and encouragement	Appropriate behaviour is explicitly taught (including robust routines)	Clear, consistently applied behaviour policy (rules, rewards and sanctions) & protocols	Quality First Teaching consistently delivered	Effective utilisation of support staff
Partnership work with parents/carers	Staff have the necessary knowledge and skills to meet needs in and out of the classroom, through strong CPD	A solution-focused ethos with strong pupil voice	Broad and balanced curriculum offer	Classroom environments which account for additional needs of learners

There is an assumption that any learning needs will have been fully investigated before SEMH difficulties are considered in identifying the primary need. The assumption is that, for all levels, the pupil has experienced positive learning experiences within an

inclusive school/setting with appropriate behaviour management and support systems. Assessment and intervention plans must take account of contextual and interactional factors in the pupil's environment as well as individual pupil factors. Also, that a whole school/setting approach to the positive management of behavioural, emotional, social and mental development is consistently implemented by all staff and across all aspects of school life, together with the provision of an emotionally literate teaching and learning environment. This is also consistent with taking a trauma informed and attachment aware whole-school (TIAAS) approach.

Targeted

(Incorporating Pathway Steps 2-4 - below)

Some pupils may require further support to meet their individual SEMH needs, this will come in the form of targeted provision. For pupils with SEMH difficulties provision will be influenced by the following factors:

- frequency / duration / intensity of the behaviour / concern
- impact on the pupil's educational progress
- impact on the pupil's mental, emotional and physical wellbeing

At this point in the Pathway, a child or young person may be presenting with intensive or sustained behaviour that challenges. Schools, having implemented the universal measures in Step 1, may identify that more targeted intervention is now required.

The strategies shown in this guidance are not exhaustive and schools may utilise additional approaches to prevent exclusions.

Parents/carers and, where appropriate, the pupil should be involved from the very first moment the pupil begins to display behaviour that challenges. This will enable staff to identify underlying issues and intervene early to address this. This should include an assessment of whether appropriate provision is in place to support any SEND needs and should also provide opportunities for identifying any underlying health needs or support that is required for the family.

Early Intervention should be used when an additional need related to behaviour or attendance is first identified. The graduated response should be implemented; and an Early Help Assessment (EHA) should be considered to inform multi-agency practice. An EHA will provide a holistic view of the child or young person, which may help in identifying the cause of the poor attendance or

behaviour, or what this behaviour might be communicating. This will then allow schools to use their Early Help Offer appropriately and refer to services to support the identified needs.
Early Help is a term used to describe both preventative work and a range of services and support for children, young people and their families at the earliest opportunity when a need first emerges. By engaging a family in an Early Help Assessment, schools are able to identify what help and support they need and who is already identified. Help in identifying possible services or support can be found in the Early Help booklet or at the Worcestershire Virtual Family Hub page.

Early Help is not a referral process. It is the help and support given to children and their families through school's work with them and connections with others who also help and support them with the needs that have been identified.

Early Help guidance for professionals | Worcestershire County Council

Early Help in Worcestershire - Support for Families

Virtual Family Hub | Worcestershire County Council

The completion of an Early Help Assessment will ensure the presenting or emerging needs of the family are identified, and who or what may help prevent the escalation of these needs. This will help schools understand not only what works and makes a difference for that family but also what needs to be provided or where there are gaps in support. By using the EHA, having a holistic view of the child, and by knowing what is happening for the child at home, schools are in a strong position to support the child and empower them to achieve their full potential.

Evidencing a Graduated Response

SEMH is a recognised category of special educational need within the statutory SEND Code of Practice. This means that the school/setting, through its designated SENCo or lead professional, must evidence the graduated process of 'assess, plan, do, review'.
Children in receipt of targeted support benefit from having their needs, outcomes and progress documented in your preferred format. WCF's preferred template can be found here: Professionals' Toolkit | Worcestershire County Council

It is strongly recommended that schools utilise the 'Inclusion Self-Reflection' Tool (Appendix 2) to support schools in identifying strong practice, and areas for action to ensure the effective inclusion of children and young people. The 'Inclusion Self Reflection' Tool is aligned with the Ofsted Education Inspection Framework and can be used as a powerful development tool to support all

schools and education settings at any stage in their inspection cycle. For the purpose of this self evaluation tool, inclusive practice has been organised into 4 areas:

- The Environment, Culture and Ethos
- Leadership
- Personal Development, Well Being and Welfare
- Quality of Education

Targeted provision may include:

Identification of SEMH needs,which must be recognised as SEND. These pupils will be included on the schools SEND register.	A plan which is personal to the pupil which outlines specific, measurable targets with planned opportunities to monitor progress (e.g. IEP, Person Centred Plan)	Reasonable adjustments to teaching and learning (e.g. simplified language, achievable curriculum expectations, practical & stimulating lesson delivery) and access to resources / learning support which is additional to what is universally provided	Opportunity for regular & structured teaching in a small group by trained staff to work on clearly defined targets, reviewed often
Strategies and programmes that are proven to be successful (e.g. Thrive, social skills, ear defenders, sensory objects, nurture groups, anger management, thinking time, studio clubs)	Adaptations to the learning environment which provide support for specific needs, such as individual workstations, low arousal/quiet area, seating positioned to minimise distractions, removal of sensory overload	Additional adult support from trained staff (e.g. Learning Mentors, trained TAs, Family Support Workers, Counsellors).	Ongoing pupil voice and parent/carer engagement, including for target setting and reviewing progress and strategies
Initial involvement from external specialists (e.g. Early Help, Virtual School, CCN Team, School improvement Team, EPS, Locality SEND Hub referral) to gain advice and recommendations.	Part Time Timetable (notify LA)	Short term provision (behaviour placement) using an Alternative Provider	Parenting Support

STEP 2

LED BY CLASS TEACHER / PASTORAL LEAD / HEAD OF YEAR / EQUIVALENT

Assess

1. **DEFINE / IDENTIFY CONCERNS**
   Suggested tools: Strengths & Difficulties Questionnaire (SDQ), Boxall Profile, Edinburgh-Warwickshire Mental Wellbeing Scale, Me and My Feelings Questionnaire, Pupil Attitudes to Self and School. More information can be found on CORC website about these and others: Outcome & Experience Measures (corc.uk.net)

2. **GATHER PUPIL'S VOICE**
   Consider any issues that may be impacting on the pupil's SEMH and their behaviour.

3. **REFLECT ON OWN PRACTICE / LEARNING ENVIRONMENT**
   Consider how your practice and the school/setting/classroom environment may be positively or negatively affecting the pupil's SEMH and their behaviour.

4. **GATHER FURTHER INFORMATION**
   a. Informal meeting with parents
      Discuss issues at school/setting and home, any significant events, medical issues, involvement of outside agencies, etc.
   b. Record behaviours / concerns
      When are these behaviours / concerns occurring? How often? In which context? Are there any clear patterns / obvious triggers?

Plan

5. **FORMULATE A 'PERSON CENTRED PLAN' (PCP) OR EQUIVALENT (see Appendix 3 for WCF EPS's Positive Behaviour Support Plan template)**

Identify strategies / interventions planned to support changes in identified SEMH concerns / behaviours. Consider changes to the environment, use of support staff, resources, etc. Involve all appropriate stakeholders.

Do

6. **PUT THIS SUPPORT PLAN INTO PRACTICE**

Review

7. **Action plan gives rise to positive change in SEMH / behaviour?**

YES
Staff member continues to support pupil.

NO
Staff member seeks support from SENDCo (Step 3).

STEP 3

CLASS TEACHER / PASTORAL LEAD / HEAD OF YEAR / EQUIVALENT & SENDCO WORK COLLABORATIVELY

Review (continued)

8. **SENDCo & TEACHER/STAFF MEMBER JOINTLY REVIEW PCP**
   Have the strategies been effective?
   Has there been any change in the pupil's SEMH / behaviour?
   How has this been monitored?
   Discuss ideas for further interventions / strategies.

Assess

9. **SENDCO GATHERS FURTHER INFORMATION**

This could include observations of the pupil in a variety of contexts, discussions with other stakeholders, completion of behaviour checklists, etc.
Liaise with parents/carers.

Plan

10. **SENDCo & TEACHER/STAFF MEMBER JOINTLY UPDATE PCP** (i*nvolving all stakeholders including parents/carers and pupil)*
    Incorporate new advice / strategies.
    Consider monitoring arrangements.
    Consider required support for staff (e.g. mentoring/support/modelling from other staff, training from outside agencies, etc.).

Do

11. **PUT THIS SUPPORT PLAN INTO PRACTICE**

Review

12. **Plan results in positive change in SEMH / behaviour?**

YES ← Staff member continues to support pupil in collaboration with SENDCo

NO → SENDCo leads support (Step 4)

STEP 4

LED BY SENDCO

Review (continued)

13. **MONITOR & REVIEW PCP, INTENSIFYING PROVISION**

Consider:

- *Appropriate use of the notional SEN budget in order to resource intervention/s.*
- *Reviewing progress, revisiting of checklists, discussion with pupil and appropriate stakeholders.*
- *Monitoring arrangements.*
- *Evaluating/extending any training/support given to staff.*

Plan results in positive change in SEMH / behaviour?

YES

School/setting continues to support pupil with successful strategies and reviews progress as appropriate.

NO

Move to 14.

14. **FORMAL MEETING WITH PARENTS/CARERS & PUPIL**

SENDCo meets with parents/carers to discuss progress and referral to external agencies.

15. **REFERRAL TO EXTERNAL AGENCIES**

Specialist

(Incorporating Pathway Steps 5 & 6 - below)

A small number of pupils may need to be provided with **specialist support**. Individual needs at this stage are more severe, complex and pervasive and require a longer-term strategy, through the provision of more specialised assessments and interventions. Aspects of the personalised curriculum will require interventions from partner agencies. Specialist support may include:

A highly personalised approach to the curriculum, informed by the SEMH needs of the pupil	Highly structured routines, communicated with visual resources and prompts	A personalised timetable which is reviewed regularly, which may include temporary withdrawal from some activities which are challenging for the pupil	Daily teaching of skills by experienced staff, which may address specific targets outlined in the pupil's PCP / equivalent	Priority access to an attractive safe space, and/or a workstation that reduces emotional and sensory arousal
Adapted environment and activities for less structured times such as break and lunch, to support social interaction	Access to a trusted member of staff to act as a secure base	Ongoing assessment, support and advice from external professionals (e.g. Early Help, Virtual School, CCN Team, School improvement Team, EPS, CAMHS)	When a pupil's behaviour can put themselves or others at risk, produce and update a Positive Handling Plan (PHP)	Individualised Behaviour Plan

STEP 5

INVOLVEMENT OF LOCAL AUTHORITY / EXTERNAL AGENCIES

16. **REFER TO APPROPRIATE EXTERNAL SPECIALIST/S FOR CONSULTATION / ADVICE / ASSESSMENT / INTERVENTION**

Step 5 involves the provision of specialist assessment and intervention in a co-ordinated partnership with key people and professionals. A wide range of teams and services are available:

Worcestershire Teams and Services (see Appendix 1):

- All of **Worcestershire's Services for Schools** (including a link to **Worcestershire's SEND Local Offer**) can be found at: Support services | Worcestershire County Council and Inclusion in Educational Settings**.**
- WCF's Education Engagement – Inclusion Team provides early intervention to support schools with their graduated response to exclusions. Working collaboratively alongside schools and our alternative providers, the team offer advice guidance on:
    - Early intervention support to schools, to identify cases causing concern or deemed 'at risk' of permanent exclusion.
    - Short term intervention to allow restorative work to facilitate a full re-integration back to school.
    - Allocated Education Engagement Officers to each secondary short stay provision (AP).
    - Any cases of students identified as not being able to attend school due to exclusion/at risk of (CCAS) to be considered for discussion at CCAS panel.
    - Promotion of a collaborative and joint approach to students identified at risk of permanent exclusion, to involve attendance at parent meetings/multi-agency forums as necessary.
    - Ongoing strategic support to schools from the Education Engagement Manager for Inclusion.
    - Attendance at FAAP meetings to ensure any complex cases are discussed and allocated appropriate support where needed.
- **The WCF Children's Services offer** (including Early Help) can be found here.
- **Managed Moves**
  The managed moves process can be used where it is felt a pupil may benefit from a fresh start in another school and may be applied for pupils who are at risk of exclusion. Managed moves are agreed by headteachers to move pupils

from one school to another school in exceptional circumstances deemed in the best interest of the child. It is expected that managed moves are discussed as part of the half termly Fair Access Panel meetings. Alternative Provider expertise could be considered to support school to school managed moves where it is uncertain whether a managed move will succeed or where there are specific areas of support required to ensure the success of the move, such as bereavement support or family support.

- **Fair Access Protocol (FAP)** School admissions policies | Worcestershire County Council
  All local authorities must have a Fair Access Protocol developed in partnership with their local schools. The protocol is legally binding and is under-pinned by the School Admissions Code 2014. Schools will work together and with WCF to collaboratively support the FAP, sharing information to secure the best possible outcomes for children.
  The Worcestershire Fair Access Protocol ensures that, outside the normal admissions round, unplaced children are offered a place at a suitable school as quickly as possible. This protocol does not apply to Looked After Children, nor Previously Looked after Children, nor pupils who have a statement of special educational needs or EHCP. The protocol also seeks to ensure that no school - including those with available places - is asked to take a disproportionate number of children who have been excluded from other schools, or who have challenging behaviour.

Other Teams and Services:

- See **Appendix 1**
- The mental wellbeing route map developed with partners can be found here: Professionals' Toolkit | Worcestershire County Council
- The SEMH pages on the WCF Inclusion website can be found here: Social, emotional and mental health | Worcestershire County Council
- The approved providers (tuition partners, mentoring, placements, sports, etc.) on the **Alternative Provision DPS** can be found here SEND and Alternative Provision directory | Worcestershire County Council

STEP 6

ADDITIONAL PROVISION

17a **CRITERIA FOR EHC ASSESSMENT**

The majority of children and young people with difficulties with SEMH will not require an EHCP. However, some will demonstrate severe, complex and pervasive needs over a period of time, which have not responded to support from the school/setting and external specialists and may require consideration for assessment for an EHCP.

'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older,
prepare them for adulthood.'

'The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.'

'In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- *evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress*
- *information about the nature, extent and context of the child or young person's SEN*

- *evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEN*
- *evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided*
- *evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies*

(SEN CoP, January 2015).

17b OUTREACH SUPPORT

Alternative Provision Outreach Support

- See Appendix 4. Outreach support includes training, consultation and direct intervention.

Special School Outreach Support

- A range of special schools within Worcestershire can offer outreach & support.

Suspensions & Permanent Exclusions

Headteachers should make reference to the DfE document **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement**

This document includes specific guidance regarding particular groups of children and young people, such as those with EHCPs and those who have a social worker, including looked-after children, and previously looked-after children.

WCF's Education Engagement – Inclusion Team continues to support those schools who take the decision to permanently exclude a child, however work towards a positive approach which encourages schools to contact the Exclusions and Re-integration team at the earliest point. Through working with our short stay providers the team:

- Ensure timely and appropriate placement of provision which is suitable to the individual needs of the excluded child.
- Work collaboratively alongside schools and providers to encourage parental engagement with AP admissions timescales.
- Offer LA Support for Governing body meetings following the decision to exclude a child.
- Provide advice and support to schools and providers around the exclusion process.
- Offer training to schools and governing bodies around exclusions.
- Provide scrutiny around information provided by schools regarding the exclusion process.

Appendix 1 - Signposting

All of **Worcestershire's Services for Schools** (including a link to **Worcestershire's SEND Local Offer**) can be found at: Support services | Worcestershire County Council and Inclusion in Educational Settings**.**

A directory of providers who offer **SEND and Alternative Provision** can be found in Worcestershire's SEND and Alternative Provision directory

Worcestershire Children First Services

The following support services within WCF can provide advice and support for schools on improving outcomes and meeting the need of children and young people with Special Educational Needs and Disabilities, and with additional vulnerabilities.

WCF Inclusion Support Service

- Advice from Worcestershire Inclusion Support Service can support whole school CPD as well as individual support for a child or young person.
  Inclusion Support Service

WCF Education Services, Training and CPD

- Links to further training and CPD including safeguarding, Early Years and Governor services

Education Services Training and CPD | Worcestershire County Council

Medical Education Team

Responsible for providing education in small groups to children and young people who are unable to attend school due to medical difficulties, to enable children and young people to re-integrate into full time education.
Medical Education Team - Worcestershire Children First Education Services

Access to Education Team

A team of Education Welfare Officers who provide a traded Education Welfare Service to schools supporting with school attendance, including register checks, attendance policies and individual case work. This team also ensures that all Children Missing Education have access to school place in a timely manner, working with children and young people and their families and liaising

with schools, admissions team and other agencies that might be involved in the child or young person's life. The Prosecutions Officer supports schools with the legal processes around non-attendance.
Education welfare | Worcestershire County Council

Learner Engagement Team
Responsible for supporting children and young people from the Gypsy, Roma, and Traveller community to achieve their potential in education; and supporting schools to break down the barriers for this cohort of learners. The Elective Home Education Officers offer advice and guidance to families and schools, alongside ensuring that all children and young people who are electively home educated are receiving a suitable, full-time education.
The Exclusions Officer provides advice and guidance to schools and ensures that all pupils who are permanently excluded from school are receiving an alternative education within 6 days of their exclusion; working with families and Alternative Providers to find suitable placements.
Exclusions and fair access | Worcestershire County Council

CME & 16+ Team
This team are responsible for the tracking and monitoring of 10-day absences, irregular attendance and part time timetable notifications from school, being able to support and challenge schools to ensure that all pupils are receiving a full-time education. The team are responsible for tracing Post 16 NEET and supporting Post 16 NEET into education or training, by working with young people and Post 16 providers. The team are also responsible for the tracking and monitoring of 10-day absences and part time timetable notifications from school, being able to support and challenge schools to ensure that all pupils are receiving a full-time education. For those children and young people who have part time employment or take part in performances such as theatre and dance; the Child Employment and Entertainment Officer ensures that they can do these things both legally and safely.
Education welfare | Worcestershire County Council

Virtual School
Virtual School aims to promote high aspirations for children and young people placed in care, who are previously looked after, or are on a Child Protection or Child in Need plan. We endeavour to ensure all pupils are given the opportunity to succeed and develop their full potential. The Virtual School is not a teaching tool or online learning environment. They do not replace the school or educational provision for our Children Looked After. It is a statutory service which exists to support and challenge all those involved

in the education of children in care, working primarily with school age children. It uses the Personal Educational Plan as a vehicle for raising standards and improving educational outcomes.
The Virtual School | Worcestershire County Council

The Educational Psychology Service (EPS)
The Educational Psychology Service deliver statutory and traded psychological services for children and young people aged 0 to 25, within a range of educational settings including pre-schools, schools, and colleges. The team also respond to critical incidents in schools and settings to provide psychological advice.
Educational Psychology - Worcestershire Children First Education Services

The Autism and Complex Communication Needs Team
This team are made up of qualified specialist teachers and specialist practitioners with experience of supporting the needs of children and young people on the autism spectrum or who have complex communication needs from early years to higher education. The team also support the Umbrella Pathway as part of the autism diagnostic process and carry out statutory assessments/advice for the Education Health and Care Needs Assessment process.
Communication and interaction | Worcestershire County Council

The Learning Support Team
The learning Support team provide support to meet the needs and assess pupils with Specific Learning Difficulties (SPLD) and those struggling to engage with learning. The team is available to help schools and settings enhance their capacity to meet the needs of children and young people with a range of learning needs through specialist advice, interventions, assessment, and training. The team also carry out assessments for access arrangements and provide support for learners with English as an Additional Language.
Learning Support Team - Worcestershire Children First Education Services

The Sensory Impairment Team
This team provides support for Multi-Sensory Impairments, Visual Impairments and Hearing Impairments for sensory impaired babies, children, and young people (0 to 19 years), their families and carers. The team provides support that is offered from the point of diagnosis throughout the early years, through to further and higher education and where post school provision is made by Worcestershire SEND Service.

Physical and sensory | Worcestershire County Council

Worcestershire School Improvement Team
The School Improvement Team focus their work on improving quality first teaching, raising outcomes for all pupils, and holding leaders to account for ambitious standards of provision. A significant area of their work is ensuring equality of provision for SEND pupils in mainstream schools. The School Improvement team have a dedicated SEND school improvement adviser to support strategic leadership of SEND and Inclusion in schools across Worcestershire.
Please email: schoolimprovement@worcschildrenfirst.org.uk

SEND Casework Team
This dedicated team are part of the All Age Disability service and work specifically around the statutory assessment and review processes. The team work with schools, social care and health as well as parents and young people to provide guidance through policy and statutory processes. SEND caseworkers are responsible for Education, Health and Care Needs Assessment requests and suitable educational placements.
SEND School Provision and Education Health Care Plans (EHCP) | Worcestershire County Council

National Health Services (NHS)

Children and Adolescent Mental Health Service (CAMHS)
Provide mental health help to children and young people and their families across Herefordshire and Worcestershire Home | School Mental Health (hacw.nhs.uk)

School Health Nursing
This service provides a wide range of services to meet the needs of children, young people, and their families. These include (but are not limited to):

- National Child Measurement Programme (NCMP)
- School-aged Hearing Screening
- Home visits
- Time4U drop in service

- Health needs assessments

Occupational Therapy Universal

Paediatric (children's) Occupational Therapists get involved when a child or young person is finding it more difficult to access their education because of a specific illness, disability, or condition. The team support children and young people to do the things they need or want to do every day, such as brushing teeth, getting dressed, riding a bike, using scissors and handwriting. We provide assessment, advice, programmes and direct sessions depending on the needs of the child or young person. We work closely with other services to support the advice to be implemented into the child or young person's daily routines.

Worcestershire Children's Occupational Therapy (Paediatric) Service | Herefordshire and Worcestershire Health and Care NHS Trust (hacw.nhs.uk)

Speech and Language Therapy

- Children's centres: Every centre has a named speech and language therapist, regular talking walk-in sessions and therapy groups
- Child development centres: Speech and language therapists are part of the team
- Schools: Every mainstream school has a named speech and language therapist.

Children's Speech and Language Therapy Service information, advice, and training | Herefordshire and Worcestershire Health and Care NHS Trust (hacw.nhs.uk)

Social Services

Family Front Door

The Family Front Door, Initial Contact and Referral Team is the central point for all referrals for children and young people aged 0 to 18 years and living in Worcestershire.

Refer to Children's Social Care | Worcestershire County Council

Appendix 2 - Inclusion Self-reflection tool

Inclusion in Worcestershire

In all educational settings in Worcestershire every child and young person has access to the educational provision which provides them with equity of access to the best opportunities, so they are able to achieve, thrive and fulfil their potential. Children and young people learn together, regardless of difficulties or differences they may have, and settings respond to the diverse needs of all individuals to enable this to happen within a nurturing environment where emotional wellbeing is a priority to give them the best life chances.

Every individual in all our educational settings is valued and every person in the educational community feels a sense of belonging and feel they are seen, heard and acknowledged. All children and young people in our settings have their needs met through quality first teaching, differentiation of delivery, appropriately planned learning objectives, an accessible curriculum and other reasonable adjustments enabling every child and young person to make progress through the curriculum regardless of their aptitude, ability or SEND.

In Worcestershire educational settings, we ensure that we identify and provide effective early support for children and young people identified with additional needs and this support is additional to and different from that which already available, based on need and not labels. There is a clear process in all settings for addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion from education in all its forms. All those involved with children and young people work collaboratively to enable this to happen.

Inclusion in Worcestershire is when all the above is delivered in adherence with the SEND Code of Practice, The Children and Families Act 2014, The Equality Act 2010, Working Together to Safeguard Children and Keeping Children Safe in Education (2022) and The United Nations Convention on the Rights of a Child.

Inclusion Self-Reflection Tool

This document is a self-reflection tool to support schools in identifying strong practice, and areas for action in order to ensure the effective inclusion of children and young people. Based on the model used by West Sussex (Inclusion framework | Tools for schools (local-offer.org), it provides a structure aligned with the Ofsted Education Inspection Framework.

RAG rating 1 to 4

1. **Not Yet Developed: Identifying needs for development**
2. **Developing: Actively developing practice in this area**
3. **Established: Practice is being embedded into whole school practice**
4. **Enhanced: Clear cycle of review within whole school development cycle / Supporting other settings to develop practice**

NOTE – there will be strong links to SEND provision and so the SEND Professional Toolkit may also be of use. Hence links included.

		Links to further support/resource	Evidence of practice	RAG (1 to 4)	Actions needed
1	**THE ENVIRONMENT, CULTURE AND ETHOS**				
1.1	**Inclusive Vision, Aims and Values**				
	Clear inclusive aims and values are evident in the behaviour of staff, children and young people.				
	Inclusion is understood as an on-going process of increasing participation, achievement, and nurture for all				
	Aims and values reflect that leaders are ambitious about providing high-quality education to all children and young people				

GRADUATED RESPONSE TO PREVENTING EXCLUSIONS

1.2	**A welcoming environment**				
	A welcoming school / setting where children and young people, parent carers and visitors are greeted and feel they belong				
	Key information about the school / setting and its local community is readily available.				
1.3	**A reflective learning culture**				
	A reflective learning environment is provided for all staff, children and young people.				
	Staff, children and young people reflect, discuss and evaluate practice in relationship to outcomes and well-being				
1.5	**Communication**				
	A range of effective co-production and communication methods are used with children, young people, parent carers and the community to inform practice and foster positive relationships.				
1.6	**Accessibility**				
	The school / setting is accessible to all children and young people.	WCF Physical & Sensory			
1.7	**Transitions**				
	Children and young people are supported to manage transitions that take place to, from and within the school / setting.				

GRADUATED RESPONSE TO PREVENTING EXCLUSIONS

2	**LEADERSHIP**				
2.1	**School improvement**				
	There is a clear and aspirational improvement/development plan which has been created with all stakeholders				
	The development plan clearly prioritises inclusion of all children and young people, reflecting the needs of the whole setting community.				
	High expectations for children, young people and staff are modelled by senior leaders and, in turn, by all other stakeholders				
2.2	**Policies**				
	Policies are documents which are reflected in the observable practice of the school / setting and its routines.				
2.3	**Management of provision**				
	The school / setting has a system in place to ensure that there is joint planning and provision for those who manage emotional well-being / inclusion / behaviour and Special Educational Need and/ or Disability (SEND) provision	WCF Graduated Response SEND audit tool			
	There is a clear provision map which identifies children and young people with additional needs along with the provision that has been put into place, the cost of the provision and how the support is monitored and reviewed for impact	WCF Cognition & Learning			

		WCF Communication & Interaction WCF Physical & Sensory Impairment WCF Social, emotional & mental health WCF Professional Toolkit, costed provision plan			
	The senior leadership team (SLT) monitors the equality of access to resources				
	There is effective use of resources and key staff to ensure early identification of needs and that appropriate support is put in place for individual children and young people				
2.4	**Partnership working and collaboration**				
	The school / setting enhances its provision and practice for all children and young people through building relationships and partnership working and can evidence improved outcomes as a result				

	Corporate responsibility for all children and young people in the locality is evident in practice				
	The school / setting collaborates with a range of agencies and other settings to develop its capacity to improve outcomes for each child or young person	Early Help in Worcestershire - Support for Families Virtual Family Hub | Worcestershire County Council WCF Graduated Response			

3	**PERSONAL DEVELOPMENT, WELL-BEING AND WELFARE**				
3.1	**Social and emotional well-being and self-awareness**				
	There is an open and supportive atmosphere that promotes self-awareness and allows children, young people and staff to reflect on their own emotional needs and triggers				
	The well-being of staff, children and young people is promoted and supported, allowing them to flourish				

	Children and young people are given opportunities to share their feelings and emotions, and these are acted upon by the adults within school.	A Universal / Whole School Approach to emotional wellbeing			
	The curriculum is reflective of children and young people's needs and provides a universal curriculum for them to develop all areas of social and emotional well-being and self-awareness	DfE Personal, social, health and economic (PSHE) education			
3.2	**Respecting each other**				
	Positive relationships support all members of the school / setting community and shared values are understood by all				
	All children and young people feel individually valued and known				
	Personal strengths are recognised within day-to-day school / setting life.				
	The school / setting promotes anti-discrimination practice and counters all forms of discrimination.				
	Staff need to be challenged and reflective to teach a diverse curriculum, such as teaching history from different perspectives				
3.3	**A safe place to be**				
	The school / setting works proactively with all children and young people and their parent carers, to explore their experiences around school, their learning and to positively address sensitive areas.				

	The school / setting consistently counters all forms of discrimination				
3.4	**Behaviour policy and procedures**				
	The school / setting balances the need for consistent implementation of behaviour policies with the need to make reasonable adjustments to meet the needs of individuals and the Equalities Act 2010	DfE Behaviour in Schools			
3.5	**Attendance**				
	The school / setting celebrates good attendance. It can demonstrate that it analyses attendance data to identify patterns and trends and impact of interventions	DfE Working-together to improve school attendance			
	Consideration is given to how effectively this works for children and young people from different ethnic backgrounds, including those from Gypsy, Roma or other Traveller backgrounds				
3.6	**Promoting well-being through safeguarding practice**				
	Safeguarding policy is well understood and implemented by the whole school community				
	There is a strong culture of safeguarding in the school / setting				
	Children and young people understand, in an age appropriate way, the safeguarding procedures in place and have trust in these procedures to work in their best interests				
	All staff have a working knowledge of key policies (e.g. behaviour, safeguarding, Keeping Children Safe in				

	Education (KCSIE) and understand that it is good practice to question procedures				

4	**QUALITY OF EDUCATION**				
4.1	**Curriculum design**				
	The curriculum is geared towards ambitious outcomes for all and designed to give all children and young people, including the most disadvantaged, the knowledge and cultural capital they need to succeed in life.				
	The curriculum is designed to enable all children and young people to develop a range of skills and abilities to prepare them for their life now and in the future, in their community and beyond. It is also designed with the needs of all children and young people at its centre				
	The curriculum is designed to incorporate a variety of ways that engage all children and young people, including those operating at a younger developmental age				
	The curriculum is reflective of the needs of children and young people and provides a universal curriculum for them to develop all areas of relationship education.				
4.2	**Quality First Teaching**				
	Quality first teaching meets the needs of all children and young people with appropriate reasonable adjustments being made for those that need it. For example, more able,				

	special educational needs and disabilities (SEND), Pupil Premium.				
4.3	**Improving provision and outcomes**				
	Data is effectively used to inform future planning and improving outcomes for all children and young				
	Assessments are used to identify needs and appropriate support for learning and the effectiveness of these interventions is reviewed and adjusted according to outcomes. The school / setting is mindful about the time spent out of the classroom and promotes inclusion within class as much as possible				
	Children and young people who are not making expected rates of progress or engaging in the full range of provision are targeted so that they make accelerated progress				
4.4	**Meeting needs of individual children and young people**				
	The school / setting shows evidence of preparing for the inclusion of a wide range of individual children and young people.				
	Children and young people who are experiencing barriers to learning and participation are viewed as individuals with different interests, knowledge and skills.				
	The school / setting outlines the arrangements for and identifies and assesses children and young people in order to provide additional and different provision to meet individual needs				

GRADUATED RESPONSE TO PREVENTING EXCLUSIONS

4.5	**Parental engagement in their child/young person's learning**				
	Parent carers of children under 16 (and older if appropriate) understand how their child is doing, what their child or young person needs to do and what they can do to provide support.				
4.6	**Extra-curricular activities**				
	High quality extra-curricular activities are used to enhance learning opportunities for all				

GRADUATED RESPONSE TO PREVENTING EXCLUSIONS

Appendix 3 – Positive Behaviour Support Plan

Download: Positive Behaviour Support Plan

Name: School: Date:

Present:

Assessing the situation:

Who is this child/young person? What are their interests, positive qualities, strengths? How do they best communicate?
What are the behaviours causing concern that we want to reduce? Be specific - when, how often, what data do you have?
Why? What do we think the C/YP is trying to communicate with these behaviours? What would they say if they were able to communicate this verbally? What might be the function of this behaviour, is it about things or activities, attention, sensory needs, needing to escape something?
What is working well?
What should we avoid doing?

GRADUATED RESPONSE TO PREVENTING EXCLUSIONS

Plan - how we are going to help further:

To ensure that overall, despite these difficulties, the child/young person finds school a rewarding experience, we will:
To help the child/young person get their needs met in a constructive way, we will teach replacement behaviours – what and how?
To make the replacement behaviour more likely and to reduce the problem behaviour, we will make the following environmental changes: Consider wider factors such as - times of the day, predictability, choice/control, peers, adults, rules and rewards, class layout and resources, noise/crowding/light.
Other considerations (e.g. medical needs)?

Do – Action Points:

Interventions/strategies to be put into place:
We will know we are being successful if:

Review date:

GRADUATED RESPONSE TO PREVENTING EXCLUSIONS

Incident Support Plan

*This can be added to the plan for managing specifically challenging situations if needed.

What are the situations/behaviours that require an active containing response?	
What are the signs that indicate the C/YP is becoming anxious/challenging?	
What are the best things to do to try to avoid escalation and what should we avoid doing?	
If a situation escalates, we will try to contain and stabilise by:	
After an incident we will:	

Completed by: **Date:**

Review:

GRADUATED RESPONSE TO PREVENTING EXCLUSIONS

Progress seen:
What has worked/not worked?
What have we learnt?
What will we do differently or additionally?

Implement and/or re- plan

Appendix 4 – Legislation and Guidance

Department for Education legislation & guidance & wider national legislation

- Legislation: Education Act 2002, as amended by the Education Act 2011
- Legislation: School Discipline (Pupil Exclusions and Reviews) (England)
- Legislation: Education and Inspections Act 2006
- Legislation: Education Act 1996
- Legislation: Provision of Full-Time Education for Excluded Pupils (England) as amended by the Provision of Full-Time Education for Excluded Pupils) (England) (Amendment)
- DfE: Exclusion from maintained schools, academies, and pupil referral units in England
- Legislation: Equalities Act 2010
- DfE: Mental Health and Behaviour in Schools
- DfE: Behaviour in schools
- DfE: SEND Code of Practice
- DfE: Working together to improve school attendance

Ofsted

- Ofsted Education Inspection Framework

Appendix 5 – Alternative Provision Settings

Name	Area	Phase	Overview of offer	Type of school
The Beacon Pupil Referral Unit	Redditch	Primary	Local authority places for Key Stage 1 & Key Stage 2 for permanently excluded students. Outreach support to all the First, Primary and Middle Schools in North Worcestershire. Dual registered placements for students identified as being in need of short-term behaviour intervention support.	Pupil Referral Unit
Perryfields Primary Pupil Referral Unit	Worcester	Primary	Local authority places for Key Stage 1 & Key Stage 2 for permanently excluded students. Outreach support to all the First, Primary and Middle Schools in South Worcestershire. Dual registered (PIP) placements for students identified as being in need of short term behaviour intervention support. Outreach Toolkit | Perryfields Primary PRU	Pupil Referral Unit
Unity Academy (Opens Sept 23)	Kidderminster	Primary	Local authority places for Key Stage 1 & Key Stage 2 for permanently excluded students. Support to schools through short term intervention places and Outreach intervention (From Jan 2024).	Alternative Provision Academy/Short Stay School
ContinU Plus Academy	Kidderminster	Secondary and Sixth form	Local authority places for Key Stages 3 & 4 for permanently excluded students. Dual registered placements as part of a direct SLA with Schools, to support those students identified as being in need of a short-term behaviour intervention.	Alternative Provision Free School

			Re-Start programme to offer short intervention to students having difficulty accessing mainstream provision.	
Newbridge Short Stay School	Worcester	Secondary	Local authority places for Key Stages 3 & 4 for permanently excluded students and those identified as 'at risk' of exclusion. Support for mainstream secondary school settings through outreach and short-term intervention placements, aiming to support with the prevention of permanent exclusions.	Alternative Provision Academy
The Aspire Academy	Worcester	Secondary	Local authority places for Key Stages 3 & 4 for permanently excluded students and those identified 'at risk' of exclusion. Dual registered placements as part of a direct SLA with Schools, to support those students identified as being in need of a short-term behaviour intervention.	Alternative Provision Free School
The Forge Secondary Short Stay School	Redditch	Secondary	Local authority places for Key Stages 3 & 4 for permanently excluded students and those identified 'at risk' of exclusion. The Forge work with and support mainstream secondary school settings through outreach support and short-term intervention placements, aiming to support the prevention of permanent exclusions.	Pupil Referral Unit/Short Stay School

WCF Quality Assured Alternative Provision Providers (Dynamic Purchasing System)

Provider	AP?	Home Tuition?	DfE registered?	District(s) supported	Home Tuition – online or face to face?	Age range supported	Contact Name	Email address & Telephone Number	Provision Location Address
Access Educational provision	Yes	Yes	N/A	All 6 districts	Face to Face	5 - 16 yrs	Lisa Cashmore / Rachael Ginger	office@accesseducationalprovision.co.uk 07470 949382 / 07850 195456	17A The Furlong, Berryhill, Droitwich, WR9 9AH
Acton Mill Care Farm	Yes	N/A	N/A	Malvern	N/A	5 - 25 yrs	Mark Hooper	amcarefarm@hotmail.co.uk 01886 884227	Acton Mill Care Farm, Suckley, Worcestershire, WR6 5EJ
Bromsgrove Community hub	Yes	N/A	N/A	Bromsgrove	N/A	11 - 19 yrs	Sarah Mulhull	sm@thehubbromsgrove.org.uk 07717 438427	Bromsgrove Baptist Church, New Road, B60 2JD
Brownlow Farnell Tutoring	Yes	Yes	URN 2597071	Redditch & Worcester	Online	5 - 17 yrs			
EM Skills Enterprise CIC	N/A	Yes	N/A	All 6 districts	Online and Face to Face	4 - 25 yrs	Debbie Constantinou	debbie@emtuition.org.uk 01992 637336	Home, community centre, school, online tuition
Enable Others Ltd	Yes	N/A	URN 2668837	All 6 districts	N/A	11 - 25 yrs	Sarah Khan	centredirector@n-ableworcester.co.uk 07473 885883 / 01905 734992	60 Barbourne Road and 53 Barbourne Road Worcester WR1 1SA

Fresh Start in Education	Yes	Yes	N/A	All 6 districts	Online or Face to Face in a public venue or school	4 - 25 yrs	Referrals Team	referrals@freshstartedu.co.uk 0203 4096410 option 1	Home, venue within local community eg, library, leisure centre, community hub, school
GDF Consultancy	Yes	N/A	N/A	All 6 districts	N/A	6 - 18 yrs	James Gregory	jag@gdfconsultancy.com 07854 434575	Worcesters Rugby Club, Weston Fields, Offerton Lane, Hindlip, Worcester WR3 8TR
Ivy Russell/Targeted Provision	Yes	Yes	N/A	All 6 districts	Face to Face and online	EYFS through to post 16	Fabia Crole	fabia@targetedprovision.com 020 7153 4262	
Learn Solutions (TLC Live)	N/A	Yes	N/A	All 6 districts	Online	6 - 18 yrs	Amy Martin	sales@tlclive.com 01279 657193	2 Ducketts Wharf, South Street, Bishops's Stortford, Hertfordshire, CM23 3AR
Randstad	N/A	Yes	N/A	All 6 districts	Face to Face and online	Primary, Secondary, Post 16, University age up to 25 yrs	Nicola Toon Tom Baker Nico Sidhu	worcestershire@randstad.co.uk 0121 2816783	Home, school, care facility, Online secure environment

Redgate Sports Worcester	Yes	Yes	N/A	All 6 districts	Face to Face	5 - 18 yrs	Dan Thorp	dan.thorp@redgatesports.co.uk 07932 522156	Mobile, can deliver at schools, other venues, homes (depending on risk assessments)
Smart Education Ltd	No	Yes	N/A	All 6 districts	Face to Face and online	3 - 25 yrs	Sarah Piercy	sarah.piercy@smarted.co.uk 0121 392 7114	Tutors will tutor in the YP's home or at a residential setting LAC
Winchmore Tutors	Yes	Yes	N/A	All 6 districts	Home tuition, online, face to face & blended options. Can also arrange venue based tuition	4 -18 (up to 25 for children with SEND)	Martha Weeden	schoolreferrals@winchmoretutors.com 01628 484249	Home, school, local library
Worcester Learning Zone	Yes	Yes	URN 2729176	Malvern and Worcester	Face to Face, Online , Student Home or Educatio n Centres	5yrs to adult	Carys Thurlby	info@worcestertutors.co.uk 01905 780480	50 New Street, Worcester WR1 2DL 6 Sansome Lodge, Worcester, WR1 1LH

Your Ideas	Yes	N/A	Application in Progress	All 6 districts	N/A	5 - 16 yrs	Jordan Cooke Laura Garvey	jordan.cooke@yourideas.org.uk laura.garvey@yourideas.org.uk office@yourideas.org.uk 01527 502624 07565 283143	Your Ideas Youth and Community Project, Dilwun Close, Matchborough East, Redditch, B98 0BU

Unregistered Alternative Provisions

In addition to the six Alternative Provisions providers identified above there are other Alternative Provision settings within Worcestershire and surrounding counties. Although these are not registered schools, they can be beneficial to children and young people where they require a specific intervention and/or have an identified need which cannot be met in any other way. Schools might consider this provision as an option to help prevent exclusions.

Unregistered settings are different from Registered Alternative Provision providers and must not be considered the same. By the nature of their provision, unregistered settings will be limited in their offer of support to children of compulsory school age because they are not a registered school and therefore not subject to the same regulations and expectations. Please be aware that it is unlikely that they would be able to entirely provide a suitable education for any child or young person.

When arranging alternative provision full and careful regard must be given to the following:
“An illegal school is a setting that provides the whole or main part of education for five or more pupils of compulsory school age, or one or more pupils who are looked after or have a statement of Special Educational Needs/an Education, Health and Care Plan, and is not a maintained or non-maintained school

There is no legal definition of ‘full time.’ However, we would consider an institution to be providing full time education if it is intended to provide, or does provide, all, or substantially all, of a child’s education.

1. Relevant factors in determining whether education is full-time include:
   a) the number of hours per week that is provided - including breaks and independent study time.
   b) the number of weeks in the academic term/year the education is provided.

c) the time of day it is provided.
d) whether the education provision in practice precludes the possibility that full-time education could be provided elsewhere."

It is therefore essential when using any form of alternative provision, including regulated activities, that the purpose of identified provider and nature of the intervention is made clear. Specific objectives and timeframe for achieving these objectives need to be set, and regular reviews for assessing progress and suitability are planned for with school, provider, pupil, parent, and any other stakeholder involved in the care and education for the child.

Where a school has indicated that it intends to use an unregistered provider, they must consider the following:

- Will this be considered as a regulated activity/unregistered setting?
- What Quality and Assurance arrangements do we have in place to ensure the provision is always safe and suitable?
- What Monitoring and Review arrangements do we have in place to ensure the child is attending and making progress against the set objectives?
- Do we have arrangements in place for ensuring that we are not using illegal schools?

If a school has any concerns about the nature or conduct of an unregistered setting provision it must report these to:

1. Ofsted: Report an unregistered school - GOV.UK (www.gov.uk)
2. LADO: Are you worried about an adult who works with children? | Are you worried about an adult who works with children? | Worcestershire County Council

For further information please see:

- Keeping children safe in education - GOV.UK (www.gov.uk)
- Unregistered independent schools and out of school settings- Advice (publishing.service.gov.uk)