

Educational provision for pupils who are unable to attend mainstream school



**Information on
exclusions and pupils
with medical conditions**

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Introduction

Schools have the right to permanently exclude a pupil on disciplinary grounds. Pupils can be excluded for one or more fixed term periods (up to a maximum of 45 days in a single school year and if exceeded a pupil is automatically permanently excluded) or permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

It is unlawful to exclude for academic attainment or the actions of a pupil's parent, exclusions are undertaken as a direct result of a disciplinary issue. Behaviour that is disruptive over the lunchtime period may result in a lunchtime exclusion and is counted as a half day exclusion to give parents the right to challenge this via the school governors discipline panel.

The behaviour of pupils outside of school or attending alternative provision can be considered as ground for exclusion, this will be a matter of judgement on the part of the Headteacher in accordance with the school's published behaviour policy.

All exclusions must be made in line with the principles of administrative law in that they are lawful (including the school's wider legal duties as well as guidance on exclusion), rational, reasonable, fair and proportionate. The Headteacher must also apply the civil standard of proof when considering the use of exclusion i.e. the balance of probabilities that a pupil did what they are accused of rather than the criminal standard, beyond reasonable doubt.

Informal or unofficial exclusions, such as sending pupils home to 'cool off' are unlawful regardless of whether or not they occur with the agreement of the parents/carers. **The threat of exclusion must never be used in order to influence a parent to remove their child from a school.**

Whilst there is no role in the exclusion guidance for a dedicated LA officer, all schools in Gateshead including academies have access to one to ensure the robustness of their decisions in relation to good practice and national guidance.

All schools work within the fair access process and use the Pupil Placement Panel and Primary Fair Access Panel to consider managed moves to avoid permanent exclusion or to reintegrate a permanently excluded pupil.

Once a Headteacher makes the decision to permanently exclude, the Headteacher must notify the parents, local authority and the governing body of their decision. At this point the local authority will consider this as a permanent exclusion.

The governing body must convene a meeting within 15 days of receiving notice of the permanent exclusion in order to consider the reinstatement of the excluded pupil. If they support the decision to permanently exclude the pupil the exclusion is considered to be 'upheld' by the local authority.

A parent also has the right to request an independent review of their child's permanent exclusion.

Exclusion

Schools should have a written behaviour policy on their web site which sets out the standards of behaviour it expects from its pupils and what the consequences are for poor behaviour. One of those sanctions is exclusion from school. This can either be for a fixed period, up to 45 days in a school year which includes lunchtime exclusion that are recorded as a half day exclusion, or as a permanent exclusion for either a one-off serious offence or for ongoing disruptive behaviour.

Only the Headteacher can exclude a pupil which must be for behaviour issues. For a permanent exclusion it must be;

- in response to a serious breach or persistent breaches of the school's behaviour policy **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Fixed term exclusions

Fixed term exclusions can be for different lengths of time.

Should a pupil be fixed term excluded there is an appeal process for parents to the school's governing body;

- For a pupil excluded for 1 – 5 school days in a term, a parent can make representations to the governing body, but they are not required to arrange a meeting with parents and cannot direct reinstatement.
- For a pupil excluded for 5 – 14 school days in a term, a parent can make representations to the governing body who must consider these within 50 school days from the date of exclusion. The governors will consider any representation made to decide whether the excluded student should be reinstated. If there are no representations from parents, the governing body is not required to meet.

Where an exclusion would result in the student missing a public examination, the governing body where practicable must meet within 15 school days to consider the exclusion before the date of the examination. Parents have the right to make representations to the governing body in such cases.

For a pupil excluded for 15 school days or more in a term, the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the pupil should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the head teacher and in the case of a maintained school, a representative from the Local Authority. In the case of an academy a representative of the Local Authority may also be invited to attend unless the parents do not want them to.

For a pupil who is fixed term excluded for more than 5 days, the school must arrange suitable full-time education from the sixth day.

Appendix 1-3 sets out the paperwork for fixed term exclusions:

- Exclusion form
- For use with fixed term exclusion
- For use with a lunch time exclusion
- Flow chart outlining the governing bodies duties
- Information for parents

Permanent exclusions

For a permanent exclusion the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the pupil should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the Headteacher and in the case of a maintained school, a representative from the Local Authority. In the case of an academy a representative of the Local Authority may also be invited to attend unless the parents do not want them to.

In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the pupil's needs, in consultation with parents, with a view to identifying a new placement.

Appendix 3-9 sets out the paper work for permanent exclusions

- Exclusion form
- Permanent exclusions
- Permanent Exclusion Pupil Profile
- Process Chart for Permanent Exclusions
- Flow chart outlining the governing bodies duties
- Information for parents
- Permanent Exclusions Flowchart for parents

Schools will need to complete the Pupil Profile and return the information to the local authorities' Triage and Placement Officer **within 5 days** of the permanent exclusion in order for the local authority to decide the most appropriate education placement for the pupil. This is agreed through the Education Inclusion Panel.

Schools will need to further complete the permanent exclusion disciplinary paperwork, which is then sent to the parents and the Exclusions Officer at least 5 days before the Governors Disciplinary Hearing.

Educational provision for pupils who are unable to attend mainstream school

The local authority has a legal obligation to arrange suitable full time education for pupils who are permanently excluded as well as arranging suitable education if they are unable to continue at school due to illness or medical reasons. The local authority can meet these obligations through a variety of pathways.

The aim of this policy is to provide:

- A clear and transparent admission process that is understood by service users (pupil), their parents/ carers, schools/academies and staff
- To ensure that children and young people are given the most appropriate educational provision suitable to their age, aptitude, ability and any special educational needs.

The local authority commissions places at River Tyne Academy. These places can be used for children and young people who

- have been permanently excluded
- require an assessment period after a failed managed move that was agreed through PPP
- are Looked After or have an EHCP and who are at risk of permanent exclusion or require an assessment placement.

As well as this document setting out the procedures and practices for placement of pupils into River Tyne Academy, it also sets out how pupils will be allocated alternative provision, home tuition and an EBSA Learning Mentor.

Procedure and practices

Entry Criteria

The Education Inclusion Panel has been developed to decide on the most appropriate educational placements or support for pupils:

- who can't attend school due to medical reasons or illness (pregnancy or non-attendance is not appropriate entry criteria)

- who have been permanently excluded
- who are Looked After or have an EHCP and who are at risk of permanent exclusion or require an assessment placement
- require an assessment period after a failed managed move that was agreed through Pupil Placement Panel (PPP)
- require additional engagement support from an EBSA learning mentor to return to school.

Exit Criteria

The Education Inclusion Panel will also review pupils who are in receipt of education provided via home tuition, alternative education or River Tyne Academy, or who are supported by an EBSA LM on a regular basis.

The Education Inclusion Panel meets on a monthly basis (Wednesday 9:00-11:00) during term time to consider the educational placements or support of these pupils.

Core membership of the Panel includes::

- Service Manager Education Support Service (Chair)
- SEN
- Triage and Placement Manager
- Early Help Officer
- Mental Health (CYPS)
- Health
- Virtual School Headteacher (in the case of a Looked After pupils)
- HeadTeacher or Deputy Headteacher of River Tyne Academy Trust
- Children's Social Care representative
- Schools' representative

Any decisions are made jointly by the Panel members.

Process

The Education Inclusion Panel meetings will be held at the Dryden Centre. Information will be uploaded onto the Learning Platform prior to each Panel meeting. Members will be expected to bring their own papers downloaded from the Learning Platform or use an iPad/computer to access the papers at the meeting

Options

The Education Inclusion Panel will consider pupil referrals for:

- Home tuition alternative provision
- Placement at River Tyne Academy
- Placement at Eslington/ARMS in the event of a primary permanent exclusion
- Allocation of an Emotionally Based School Avoidance (EBSA) Learning mentor

Monitoring

The local authority will monitor the placement and support of pupils placed at River Tyne Academy, on home tuition and alternative education and being supported by a EBSA Learning Mentor through the Education Inclusion Panel.

In the first instance this will be through regular meetings between the Triage and Placement Manager and River Tyne Academy, as well as having an oversight of pupils on home tuition, and those on alternative education placements or being supported by a EBSA Learning Mentor. Looked after Children will also be monitored via REALAC service. Children with an EHCP will be regularly monitored by SEN. Reports will be submitted to EIP by both REALAC and SEN.

Children with an EHCP will be regularly monitored by SEND. Reports will be submitted to EIP by both REALAC and SEND.

Regular verbal reports on the progress of these pupils will be made to the Education Inclusion Panel; An annual written report will be sent to Headteachers, local authority officers and Panel members.

Permanently Excluded Pupils

Under the provisions of Section 100-101 of the Education and Inspections Act 2006 the Local Authority has a legal obligation to arrange suitable full time education for pupils who are permanently excluded.

When a pupil has been permanently excluded, the school inform the Exclusion Officer as soon as possible and then forward the relevant exclusion documentation to the Exclusion officer.

When invited, the Exclusion Officer will attend the governors' disciplinary panel; where the decision is made to uphold the permanent exclusion or to reinstate the pupil.

If asked, the Exclusion Officer will discuss with parents their options in light of the pending permanent exclusion.

The Exclusion Officer will then pass the information on the exclusion to the Triage and Placement Manager, who will meet with the pupil and parents to discuss Day 6 provision and options for education after this point. Part of this work will include the gathering of information from the parents, school and pupil on their educational, social and emotional needs.

The Triage and Placement Manager will present the information to the Education Inclusion Panel where a decision will be made on the most appropriate educational placement for the pupil.

For a permanently excluded pupil the Education Inclusion Panel can consider the following:

- 1 Recommendation for reintegration back into a mainstream school/academy. This decision is finally made by the PPP or the Primary FAP
- 2 Recommendation for alternative education **(from Y10 summer term onwards and only under exceptional circumstances)**. The pupil will then be singled registered on the local authority register
- 3 Alternative provision without placement at River Tyne Academy **(from Y10 summer term onwards and only under exceptional circumstances)**. Single registered on the local authority register for KS4 pupils
- 4 Placement at River Tyne Academy

Priorities for placement in River Tyne Academy

In order to clearly understand the River Tyne Academy admissions criteria via the Education Inclusion Panel the following priority areas have been agreed:

- Looked after children and those with an EHCP who are at risk of a permanent exclusion, or require an assessment placement, with robust evidence from the Virtual school or SEN team dual registered with mainstream school.
- Permanently excluded pupils including permanently excluded pupils who have moved into the local authority from another local area and have not yet been reintegrated back into a mainstream school
- Pupils who have been allocated a managed move through Pupil Placement Panel and this has failed due to a serious breach of the receiving schools behaviour policy that would, if the pupil had been on the school's admission register, have warranted consideration of an extended period of fixed term exclusion (6+ days) or permanent exclusion.

Monitoring/Review process

Pupils attending River Tyne Academy will be reviewed on an ongoing basis by the school, the local authority and the Panel as part of their normal reviewing process.

Admissions of pupils to the River Tyne Academy who meet the above criteria will only be funded by the local authority if they are placed there via the Education Inclusion Panel.

Children and Young People with a Medical Condition

The Children and Families Act 2014 includes a duty on schools to support children with medical conditions. In light of this, wherever possible pupils with a medical condition (broken legs, pregnant students etc) should be supported to continue to attend their home schools.

Local authorities have a legal duty under the Education Act 1996 to arrange 'suitable education' for pupils if they are unable to continue at school due to illness; through for example a hospital school or home tuition. For a small cohort of pupils there will be a need to commission home and hospital tuition because they are either:

- too unwell to attend school and expected to be away from school for more than three consecutive weeks
- unable to access special school placements (e.g. young people who move into Gateshead for whom short term provision should be made for up to one academic year)

In these cases the Panel can decide to allocate home tuition; single registered with their mainstream school.

Referrals to the Education Inclusion Panel will need to be made on the formal referral form and meet the following criteria:

- the existence of a medical condition which prohibits a pupil from attending a mainstream educational provision
- information on the support the school has put in to address the issues (where appropriate)
- a letter of support from an appropriate medical professional* which states that the pupil is medically unfit to attend their mainstream school and the reason for this.

Monitoring/Review process

Pupils will be reviewed by the Triage and Placement Officers on a regular basis, at least every six months. This will involve liaising with parent(s) and home school.

The Local Authority will fund the provision, offered via the Education Inclusion Panel, to pupils whom, it is agreed, meet the above criteria.

* Appropriate medical professionals as agreed locally: Consultant; paediatrician, CYPS, clinical psychologist, psychiatrist and specialist mental health nurses.

Safeguarding, reporting and complaints

As pupils accessing tuition and educational support remain on the school roll, the school remain responsible for the core duty of safeguarding. Tutors are asked to inform school on a daily basis regarding the pupil's attendance in sessions or not. They are also asked to provide school with a brief update on engagement and progress.

If a school has any issues with the reporting or the quality of work of the tutor, they are asked, in the first instance, to raise it with the Triage and Placement Team (email; Triageandplacement@gateshead.gov.uk) who would discuss it at greater length with the appropriate member of the school team.

Looked After Children

The local authority has a statutory duty (Children's Act 1989 section 22 (3A) and Children and Family Act 2014) to promote the educational achievements of Looked after Children.

Gateshead Council's policy is that we don't permanently exclude Looked after Children.

Local authorities and schools/academies must have regard to the DfE statutory guidance *Exclusions from maintained schools, academies and pupil referral units in England (February 2018)*. In line with that, Headteachers should as far as possible, avoid excluding any Looked after Child. Where a school has concerns about a Looked after Child's behaviour, they should inform the Virtual School Head, so that they can make any additional arrangements to support the child's on-going education in the event of exclusion.

In this instance any Looked after Child at risk of a permanent exclusion or requiring an assessment placement will be given priority (with supporting evidence from the Virtual School).

All future admissions to River Tyne Academy for pupils who meet the above criteria will only be funded by the local authority if they are placed there via the Education Inclusion Panel, although the Education Inclusion Panel may also want to consider other options for that pupil.

The Looked after Child will remain dual registered with their mainstream/special school while attending River Tyne Academy.



River Tyne Academy and Pupil Placement Panel

Assessment places at River Tyne Academy after a failed managed move agreed through Pupil Placement Panel

From July 2021 educationGateshead may fund an assessment place at River Tyne Academy for pupils who have had a managed move agreed by Pupil Placement Panel under category BA6 which has subsequently failed due to the behaviour of the pupil in the receiving school that would have warranted the receiving school to consider an extended fixed term exclusion (6+days) or permanent exclusion.

The cessation of the managed move should generate consideration of a referral to the Education Inclusion Panel **with** informed consent of the parent/carer.

The home school must complete an **Education Inclusion Panel referral form** - outlining the behaviour(s) at the receiving school that would have warranted the receiving school considering an extended FTEx (6+days) or given consideration to a permanent exclusion.

The offer of an assessment place, and the duration of it (up to 12 weeks – placements will not be extended beyond this point), will be at the discretion of the multi-disciplinary EIP.

Out of Area Pupils and assessment places at River Tyne Academy

It is recognised that occasionally an OOA pupil will be referred to PPP as the school have refused to admit as there is evidence that there is significant challenging behaviour i.e. they have met refusal under FAPJ this may include information that they have been on an alternative provision package due to significant concerns from the previous school about their behaviour.

In these cases, after a school is named at PPP, PPP may also recommend an immediate referral into EIP so an assessment place at River Tyne Academy can be considered by EIP.

This placement would be offered if it is in the pupil's best interest to do so and would be focused on an assessment of needs to identify strategies for the pupil and receiving school that would support a positive and successful move into the named school.

To make this type of referral initially the '**In Year Transfer' school response form MUST** be submitted if the receiving school intend to refuse a placement under FAPJ as well as the **original in year transfer form**. The PPP form will also be submitted by ESS.

The offer of an assessment place, and the duration of it (up to 12 weeks – placements will not be extended beyond this point), will be at the discretion of the multi-disciplinary EIP.

River Tyne Academy managing pupils excluded for one off incidents

When a pupil has been permanently excluded for a one off incident and PPP feel that a managed move to another mainstream school is appropriate, that pupil will sit on the roll of River Tyne Academy for the period of the managed move or **up to a total of 12 weeks**.

RTA will receive the attendance data for that pupil from the host school.

EBSA Learning Mentors

Emotionally Based School Avoidance (EBSA) is recognised nationally as a growing issue to be addressed in both the areas of education and of health.

Therefore, to meet this growing need, the local authority and schools have provided funding until March 2022 to pilot the use of two EBSA Learning Mentors. These will provide support for pupils presenting with EBSA using THRIVE and other specialist approaches.

The Learning Mentors will work to support the reintegration and engagement of pupils with EBSA, currently in receipt of 1-1 home tuition, back into their educational provision (special or mainstream school). The EBSA Learning Mentors will also work with schools providing advice, support and guidance to pupils to remain in their educational setting.

Although EBSA Learning Mentors have a safeguarding responsibility, the school remain responsible for this core duty.

Referrals to EBSA Learning Mentors will be made via the Education Inclusion Panel.

Criteria for allocation of an EBSA Learning Mentor for pupils **not attending school is a two-stage process:**

1. Referral to Education Inclusion Panel for agreement in principle
2. EBSA Learning Mentor recommendation to Education Inclusion Panel

Criteria for referral:

- On a school roll
- EIP has already agreed home tuition for the child
- The pupil and the family are supportive of the EBSA Learning Mentor involvement
- Written parental/carer consent
- **Written confirmation from an appropriate medical professional* confirming anxieties in relation to school**

* **Appropriate medical professionals as agreed locally are: CYPS, clinical psychologist, psychiatrist and specialist mental health nurses.**

- Robust information from health, including physical and emotional mental health services on what interventions are being used to support the pupil overcoming their anxieties which are stopping them attending school
- Comprehensive information from school as to the interventions which they have tried **and** the impact of these intervention e.g. what has worked, what hasn't worked and why
- Clear rationale from the school as to why the EBSA Learning Mentor would be supportive in meeting the needs of the pupil in relation to the ESBA
- Information from parents/carers on any support they accessed for their child, what has worked, what hasn't worked **and** why
- Views of parents/carers on how the EBSA Learning Mentor may be supportive of their child
- Information from any other external agency involved with the pupil on the work they have done/are currently doing-what has worked/hasn't worked and why

Education Inclusion Panel will discuss the referral and one of following two decisions will be made:

1. The referral is agreed in principle.
2. The referral is not appropriate.

Schools will be informed of the decision of Education Inclusion Panel.

If the referral is agreed in principle an EBSA learning mentor will make arrangements to visit the home and talk to the family and young person and to talk with the school further. They will formulate a recommendation based on the initial referral and this further work at the next Education Panel. The panel members will make one of two decisions based on this recommendation:

- a. An EBSA Learning Mentor **will** be allocated.
- b. An EBSA Learning Mentor **will not** be allocated.

School will be informed of the decision of the Education Inclusion Panel.

Criteria for allocation of an EBSA Learning Mentor for pupils who **are still** attending school

- On a school roll
- The pupil and the parents/carers are supportive of the EBSA Learning Mentor involvement
- Written parental/carers consent
- Comprehensive information from school as to the interventions which they have tried **and** the impact of these intervention e.g. what has worked, what hasn't worked and why
- Up to date attendance certificate
- Clear rationale from the school as to why the EBSA Learning Mentor would be supportive in meeting the needs of the child in relation to their EBSA
- Information from parents/carers on any support they have accessed for their child, what has worked, what hasn't worked and why
- Views of parents/carers on how the EBSA Learning Mentor may be supportive of their child
- Information from any other external agency involved with the pupil on the work they have done/are currently doing-what has worked/hasn't worked and why
- A TAF may be in place

Register marking

Where there is a planned, agreed part-time timetable or reintegration plan that involves sessions with an EBSA Learning Mentor, these absences should be authorised by school using the C code.

An 'educated off site mark' would not be appropriate in this instance as the work undertaken by the EBSA doesn't meet the criteria laid down in the regulations, summarised in the guidance:-

Present at an Approved Off-Site Educational Activity

An approved educational activity is where a pupil is taking part in supervised educational activity such as field trips, educational visits, work experience or alternative provision. Pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements prescribed in regulation 6(4) of the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which the mark is recorded.

The EBSA work is not included in the categories covered by the 'Present at an Approved Off-Site Educational Activity', therefore should be recorded as an authorised absence (C code) for those sessions.



AV1 AVATAR Pilot

The AV1 AVATAR is a telepresence robot designed to help children and young people with long-term illness or an inability to access the mainstream classroom reconnect with school and their social lives. It acts as their eyes, ears and voice, representing them wherever they cannot physically be, whilst at hospital or at home. This allows the child to fully participate in on-going lessons, to the extent to which they feel comfortable.

The AVATAR robot is a small, robust piece of technology with a rechargeable battery and can be positioned anywhere in the classroom, providing this unobtrusive presence. It is controlled remotely by the pupil, via an iPad which is encoded to link into that one robot.

The robot cannot record, screenshots are forbidden, and it is a one-user device.

To apply for an AVATAR for a pupil unable to access school, a referral has to be made, along with accompanying evidence of need, to the Education Inclusion Panel

Whilst AVATARS are provided free of charge to schools, there is a small annual maintenance and insurance cost that participating schools will be required to contribute towards.

Attendance Codes

AV1 AVATARS, Safeguarding and Attendance

Safeguarding

Where it has been agreed between parents, school and other relevant agencies that the use of an AVATAR is appropriate to support a child/

young person's education, due consideration must be given to the safeguarding responsibilities and arrangements.

Safeguarding remains the responsibility of the school, in cooperation with the parent's/carers who have day to day oversight of the child/young person while they are learning.

Clear and agreed protocols should be put in place. For example, a member of school staff will make a weekly visit to the home to meet with the child/young person.

Attendance and register marks

For the sessions the child/young person is accessing learning via the AVATAR, this can be recorded with a 'B' mark (educated off site, statistically a present mark).

Where the child/young person is expected to be using the AVATAR, but fails to engage/'log on', this should be an absent mark, using the relevant register code depending on the reason for the absence.

Sessions where the child/young person is not expected to be using the AVATAR, and is not expected in school, should be marked with the absence code 'C'.

Example register

In a week where the pupil is absent from school but has two sessions with the EBSA LM on Tuesday and Thursday morning the marks would be:-

Where school decides the absence is unauthorised

	AM	PM								
Week 1	0	0	C	0	0	0	C	0	0	0

Where the school decides to authorise the absence, for example where the pupil is remote learning for those sessions-

	AM	PM								
Week 1	C	C	C	C	C	C	C	C	C	C

Safeguarding

Keeping Children Safe in education 2021

Oversight and the safeguarding of children, whether in receipt of an educational package or EBSA Learning Mentor support, will remain the responsibility of the school with which the pupils are registered. In the case of the very small number of pupils on the EOTAS register this duty will lie with the local authority. Keeping Children Safe in Education 2021 directs as follows:

Alternative provision

309. *Where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil.*
310. *Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.*

educationGateshead will continue to support schools in this and ensure that staff working with pupils, be they EBSA Learning Mentors, tutors or educational consultants, have appropriate DBS checks, sufficient to meet the requirements laid out in the guidance.

Where necessary they will also facilitate links between schools and the agencies providing the tutors, or the tutors themselves, to enable the schools to verify safeguarding standards to meet their own requirements. However, the responsibility for safeguarding and robust records will rest with the school for those pupils on their school admission register.

For those pupils placed on the local authorities EOTAS register without a school placement this duty will lie with the local authority.



Appendix 1



EXCLUSION FORM

FIXED LUNCHTIME

Current School:	Date of Entry:	
Full Name of Pupil:	Date of Birth:	
Previous School(s):	Age:	Year Group:
		Gender:
Point of contact in school		

Ethnicity	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Other

Name of Parent/Carer:	Telephone:
Address:	Post Code:
Email	

Exclusion Date & Time am/pm:	Length of this Exclusion: _____ sessions
Date Parent Informed:	Aggregated Total for this Term: _____ sessions
Member of Staff:	Aggregated Total for this School Year: _____ sessions
Last date of exclusion:	(1 day = 2 session. 1 session = ½ school day. Lunchtime = 1 session)

Pupil Exclusion Main Reason:				
PP	Physical Assault Against a Pupil	<input type="checkbox"/>	SM Sexual Misconduct	<input type="checkbox"/>
PA	Physical Assault Against an Adult	<input type="checkbox"/>	DA Drug and Alcohol Related	<input type="checkbox"/>
VP	Verbal Abuse/Threatening Behaviour Against a Pupil	<input type="checkbox"/>	DM Damage	<input type="checkbox"/>
VA	Verbal Abuse/Threatening Behaviour Against an Adult	<input type="checkbox"/>	TH Theft	<input type="checkbox"/>
BU	Bullying	<input type="checkbox"/>	DB Persistent Disruptive Behaviour	<input type="checkbox"/>
RA	Racist Abuse	<input type="checkbox"/>	OT Other (give details below)	<input type="checkbox"/>

Details of the Incident (Please attach any relevant documentation):

Any previous exclusions this academic year:

Names of any staff from LA Support Services Currently Involved: Primary Behaviour Support HINT/LINT EMTAS Education Psychology Early Help Education Support Service Other	EHCP	YES/NO
	SEN Team contact	
	If NO	
	SEN Support	YES/NO
	Name of SENCO	
Community Based Services involved: YES/NO If YES, contact name:		Looked After by Local Authority: YES/NO

This section is to be complete when a FTE is over 5 days or over 15 days in a school term

Please outline the measures taken to manage the pupil's behaviour problems in school:

For an exclusion over 5 days, please attach copies of any Pastoral Support Programmes and/or IEP's that have been implemented within the last 6 months together with records of any reviews of the programmes.

The Setting and Marking of Work During the Period of the Exclusion

Please give details of the arrangements made for setting and marking work while the pupil is excluded.

Outline what day 6 arrangements are in place if applicable.

Any Other Relevant Information

Please record any other information relevant to the decision to exclude the pupil.

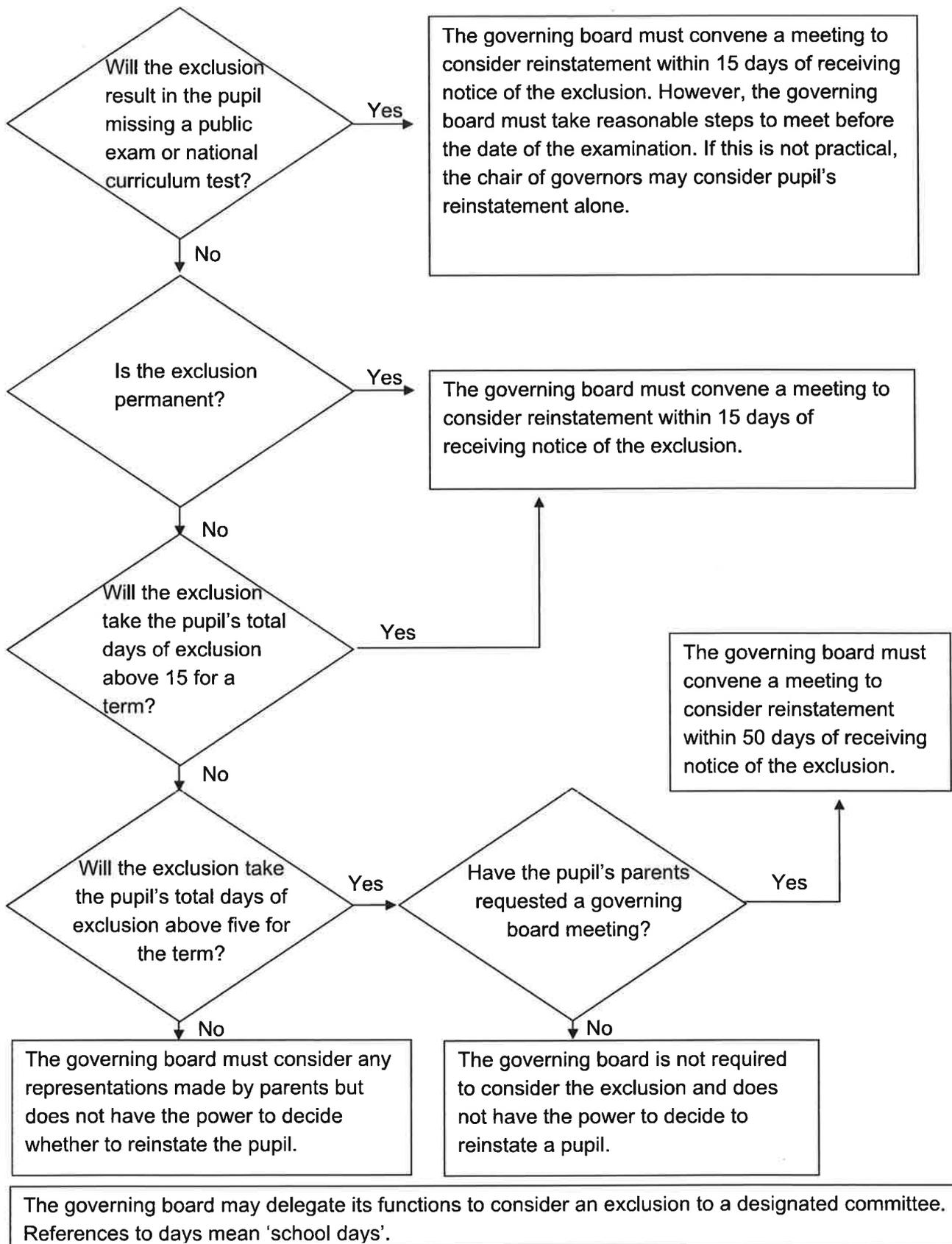
Signed:

(Head Teacher)

Date:

Appendix 2

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision



Appendix 3

Parental Information: Permanent and Fixed Term exclusions

Your child's school should have a written behaviour policy on their web site which sets out the standards of behaviour it expects from students and what the consequences are for poor behaviour. One of those sanctions is exclusion from school. This can either be for a fixed period, up to 45 days in a school year which includes lunchtime exclusion that are recorded as a half day exclusion, or as a permanent exclusion for either a one-off serious offence or for ongoing disruptive behaviour.

Only the Headteacher can exclude a student, which must be for behaviour issues, and for a permanent exclusion it must be;

- In response to a serious breach or persistent breaches of the school's behaviour policy and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Fixed Term Exclusions

Should your child be excluded there is an appeal process for parents to the school's governing body;

Excluded for 1-5 school days in a term, a parent can make representations to the governing body but they are not required to arrange a meeting with parents and cannot direct reinstatement.

Excluded for 5-15 school days in a term, a parent can make representations to the governing body who must consider these within 50 school days from the date of exclusion. The governors will consider any representation made to decide whether the excluded student should be reinstated. If there are no representations from parents the governing body is not required to meet.

Where an exclusion would result in the student missing a public examination, the governing body where practicable must meet within 15 school days to consider the exclusion before the date of the examination. Parents have the right to make representations to the governing body in such cases.

Excluded for 15 school days or more in a term, the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the student should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the head teacher and in the case of a maintained school, a representative from the Local Authority. In the case of an academy a representative of the Local Authority will also be invited to attend unless the parents do not want them to.

Permanent Exclusion

For a permanent exclusion the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the student should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the head teacher and in the case of a maintained school, a representative from the Local Authority. In the case of an academy a representative of the Local Authority will also be invited to attend unless the parents do not want them to.

Additional Information

You should also be aware that if you think that discrimination has occurred under the Equality Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination) which must be lodged within six months from the date the exclusion began.

The contact details are;

HM Courts and Tribunal Service
Special Education Needs and Disability
1st Floor, Darlington Magistrates Court
Darlington
DL1 1RU

The telephone number is 01325 289350
email: sendistdisability@hmcts.gsi.gov.uk

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you will need to notify the school in writing if you wish to be supplied with a copy of this. There may be a charge for photocopying.

You may also wish to contact other sources of free impartial information and advice relating to exclusion from school;

- The Coram Children's Legal Centre who provide free legal advice and information to parents. They can be contacted on telephone number 0300 3305485 which is available Monday to Friday 8am to 6pm or at www.childrenslegalcentre.com
- ACE Education whose advice line is available Monday to Wednesday 10am-1pm or at www.ace-ed.org.uk
- Gateshead Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 20 Bewick Road, Gateshead, NE8 4DP. They can be contacted on telephone number 0191 478 4667 or at DIASS@barnardos.org.uk
- The National Autistic Society (NAS) School Exclusion Service. They can be contacted on telephone number 0808 8004002 or at schoolexclusions@nas.org.uk
- Ian Stewart, Exclusion and Admissions Officer, Gateshead Council. He can be contacted by telephone on 0191 433 8591 or at ianstewart@gateshead.gov.uk
- The guidance from the Department of Education, entitled "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" is available at www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

For further information please contact:

Ian Stewart
Exclusions and Admission Officer
Education Support Service

Dryden Centre
Evistones Road
Gateshead
NE9 5UR

Tel: 0191 433 8591

Fax: 0191 433 8583

www.gateshead.gov.uk



Appendix 4



EXCLUSION FORM

The Headteacher must inform the Local Authority immediately of any Permanent Exclusion

PERMANENT EXCLUSION

Current School:	Date of Entry:
Full Name of Pupil:	Date of Birth:
Previous School(s):	Age: <input type="text"/> Year Group: <input type="text"/>
	Gender: <input type="text"/>
Point of contact in school	

Ethnicity	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Other
<input type="checkbox"/>									

Name of Parent/Carer:	Telephone:
Address:	Post Code:
Email:	

Exclusion Date & Time am/pm:	Length of this Exclusion: _____ sessions
Date Parent Informed:	Aggregated Total for this Term: _____ sessions
Member of Staff:	Aggregated Total for this School Year: _____ sessions
Last date of exclusion:	(1 day = 2 session. 1 session = ½ school day. Lunchtime = 1 session)

Pupil Exclusion Main Reason:			
PP Physical Assault Against a Pupil	<input type="checkbox"/>	SM Sexual Misconduct	<input type="checkbox"/>
PA Physical Assault Against an Adult	<input type="checkbox"/>	DA Drug and Alcohol Related	<input type="checkbox"/>
VP Verbal Abuse/Threatening Behaviour Against a Pupil	<input type="checkbox"/>	DM Damage	<input type="checkbox"/>
VA Verbal Abuse/Threatening Behaviour Against an Adult	<input type="checkbox"/>	TH Theft	<input type="checkbox"/>
BU Bullying	<input type="checkbox"/>	DB Persistent Disruptive Behaviour	<input type="checkbox"/>
RA Racist Abuse	<input type="checkbox"/>	OT Other (give details below)	<input type="checkbox"/>

Details of the Incident (Please attach any relevant documentation):

Any safeguarding issues to be aware of in relation to home visit:	
Names of any staff from LA Support Services Currently Involved: Primary Behaviour Support HINT/LINT EMTAS Education Psychology Early Help Education Support Service Other	EHCP YES/NO
	SEN Team contact
	If NO SEN Support YES/NO
	Name of SENCO
Community Based Services involved: YES/NO If YES, contact name:	Looked After by Local Authority: YES/NO

Please outline the measures taken to manage the pupil's behaviour problems in school:

The Setting and Marking of Work During the Period of the Exclusion

Please give details of the arrangements made for setting and marking work while the pupil is excluded.

Any Other Relevant Information

Please record any other information relevant to the decision to exclude the pupil.

Signed:	(Head Teacher)	Date:
---------	----------------	-------

Appendix 5



Permanent Exclusion Pupil Profile

2021/22

This form must be received before any progression decisions can be taken about the permanently excluded pupil

**Pupil information marked with an Asterix need not be completed if "Exclusion Form" has already been completed and returned to the Local Authority.*

PUPIL/CARER CONTACT DETAILS			
Excluding school		School telephone number	
Pupil's Full name		Date of Birth	
Current Address*		Postcode*	
Name of main parent/ carer*		Telephone number*	
Address of main carer if different		Postcode*	
Relationship*			
Any safeguarding concerns regarding home visits?			Yes/ No
If yes/ please give details			
School contact (name of person most able to provide additional information)		Telephone number (incl. extension)	

PUPIL INFORMATION					
Ethnicity*		Gender*		Religion	
FSM	Yes/ No	Pupil Premium	Yes / No	Young Carer	Yes/ No
Looked after Child	Yes/ No	Child protection/ Child in need	Yes/ No	TAF/ CAF	Yes/ No / closed
Attendance over last year (%)		Details of any health related issues/ medical concerns			
Details of any safeguarding concerns					
Safeguarding/ TAF lead/ contact					
EHCP	Yes/ No/ referral made	SEND Support	Detail;	Educational Psychologist involvement	Yes/No

If SEND; SENCO Contact		Contact number	
------------------------	--	----------------	--

UPN		ULN (if applicable)	
-----	--	---------------------	--

ACADEMIC PROGRESS AND ATTAINMENT						
SECONDARY EDUCATION; re current Keystage						
Subject	Key stage 3		Key stage 4			Comments
	Current attainment level	Target level	Exam Board	Current level of attainment	Predicted Grade	
English						
Mathematics						
Science						
Art and design						
Computing/						
Languages						
Design and technology						
Geography						
History						
Music						
Physical Education						
Religious Education						

OTHER ASSESSMENT DATA; IF AVAILABLE			
Reading age		Date Assessed	
Spelling age		Date Assessed	
Comprehension age		Date Assessed	

PRIMARY EDUCATION; KS2 ASSESSMENTS				
KS 2 Assessments	Reading	Writing	Maths	RWM

RISK ASSESSMENT								
BEHAVIOUR Is there a risk of:	None	If yes what is the level of risk						If you have ticked any of the boxes 1-6 please provide examples of the occurrence including triggers and de-escalation strategies.
		Low		Medium		High		
		1	2	3	4	5	6	
Threats towards other students (including cyber bullying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Harm or physical aggression towards other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Threats towards members of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Harm or physical aggression towards staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Harm or physical aggressions towards members of the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Name calling or verbal abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Racist abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Refusal to follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

VULNERABILITIES Is there a risk of:	None	If yes what is the level of risk						If you have ticked any of the boxes 1-6 please provide detailed examples of the student's behaviour
		Low		Medium		High		
		1	2	3	4	5	6	
Absconding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Being bullied including cyber bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domestic Violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Radicalisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Risk taking behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Self-harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Substance misuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

STUDENT STRENGTHS AND INTERESTS

--

EXTERNAL AGENCY INFORMATION

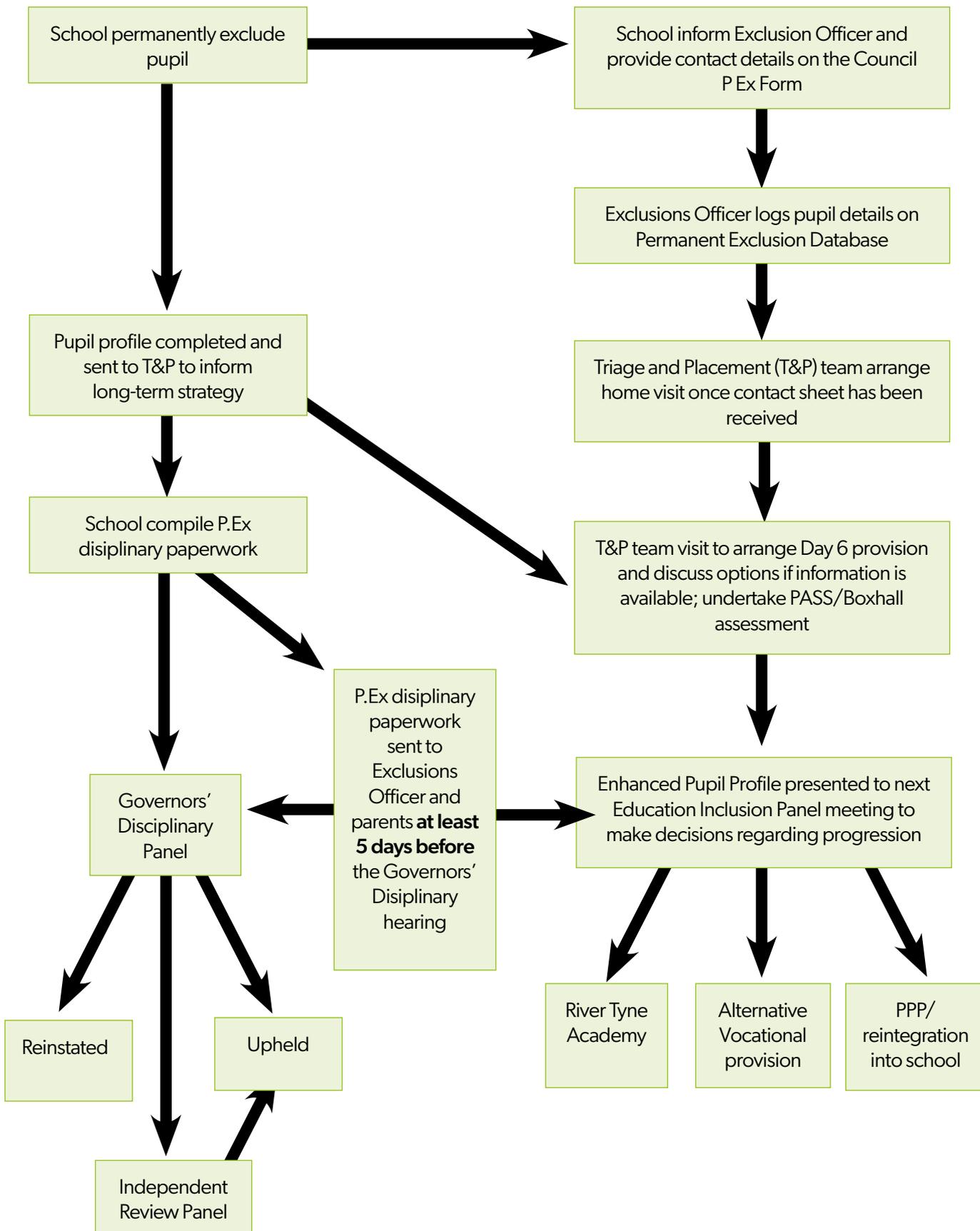
Agency	Contact Name	Telephone number	Comment
GP/ Specialist Doctor			
SALT			
CAMHS/ CYPS			
Early Help			
YOT			
Educational Psychologist			
Social Worker			
HINT			
SEN			
Other			

Completed by**Designation****Signed****Date****Tel. No
(including extension)****e-mail address**

When completed please return to the Triage and Placement Team, Education Gateshead, Dryden Centre, Evistones Road, Low Fell, Gateshead NE9 5UR or by email to TriageandPlacement@Gateshead.gov.uk

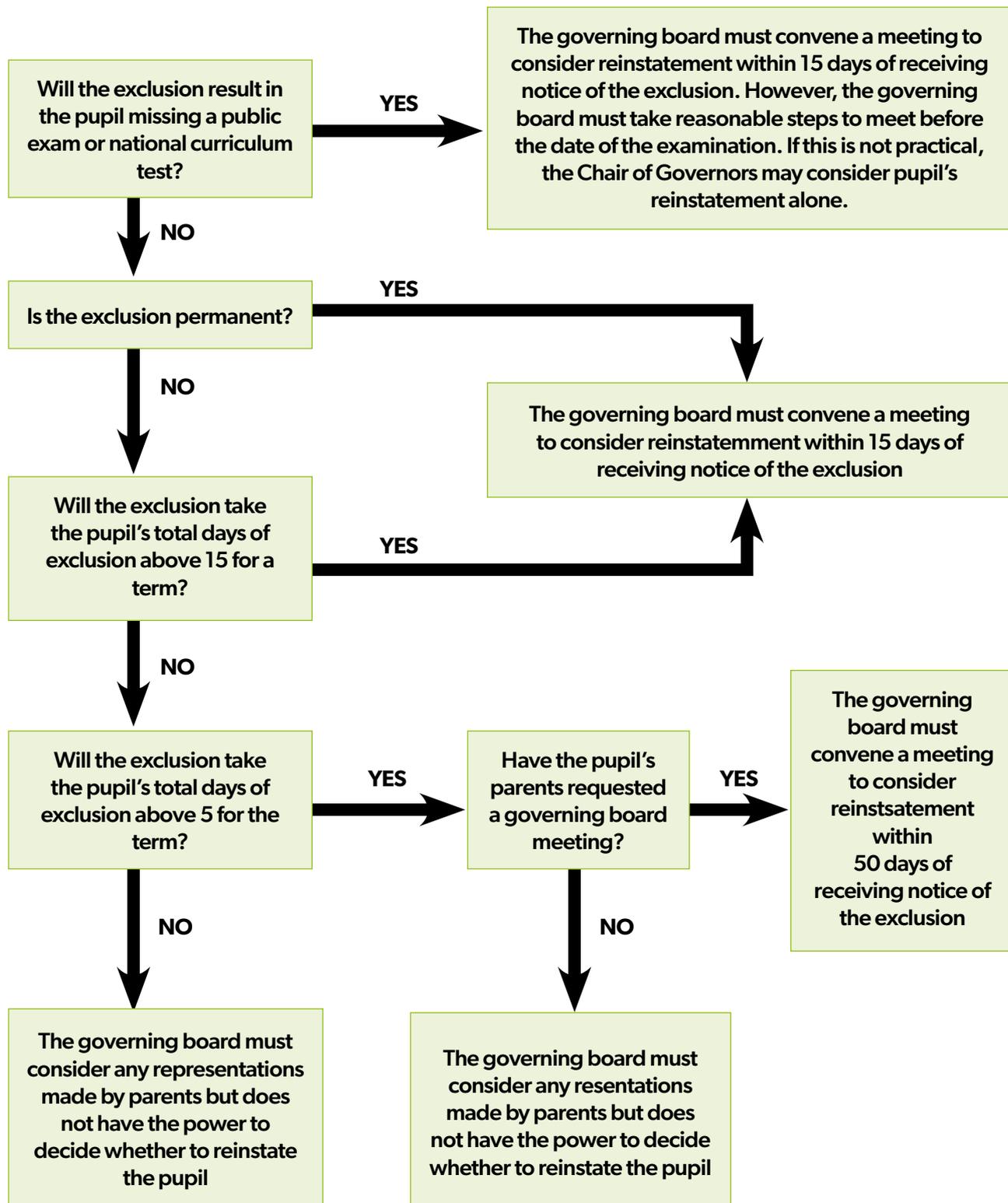
Appendix 6

Permanent Exclusion Flowchart



Appendix 7

Annex A - A summary of the governing board's duties to review the headteacher's exclusion decision

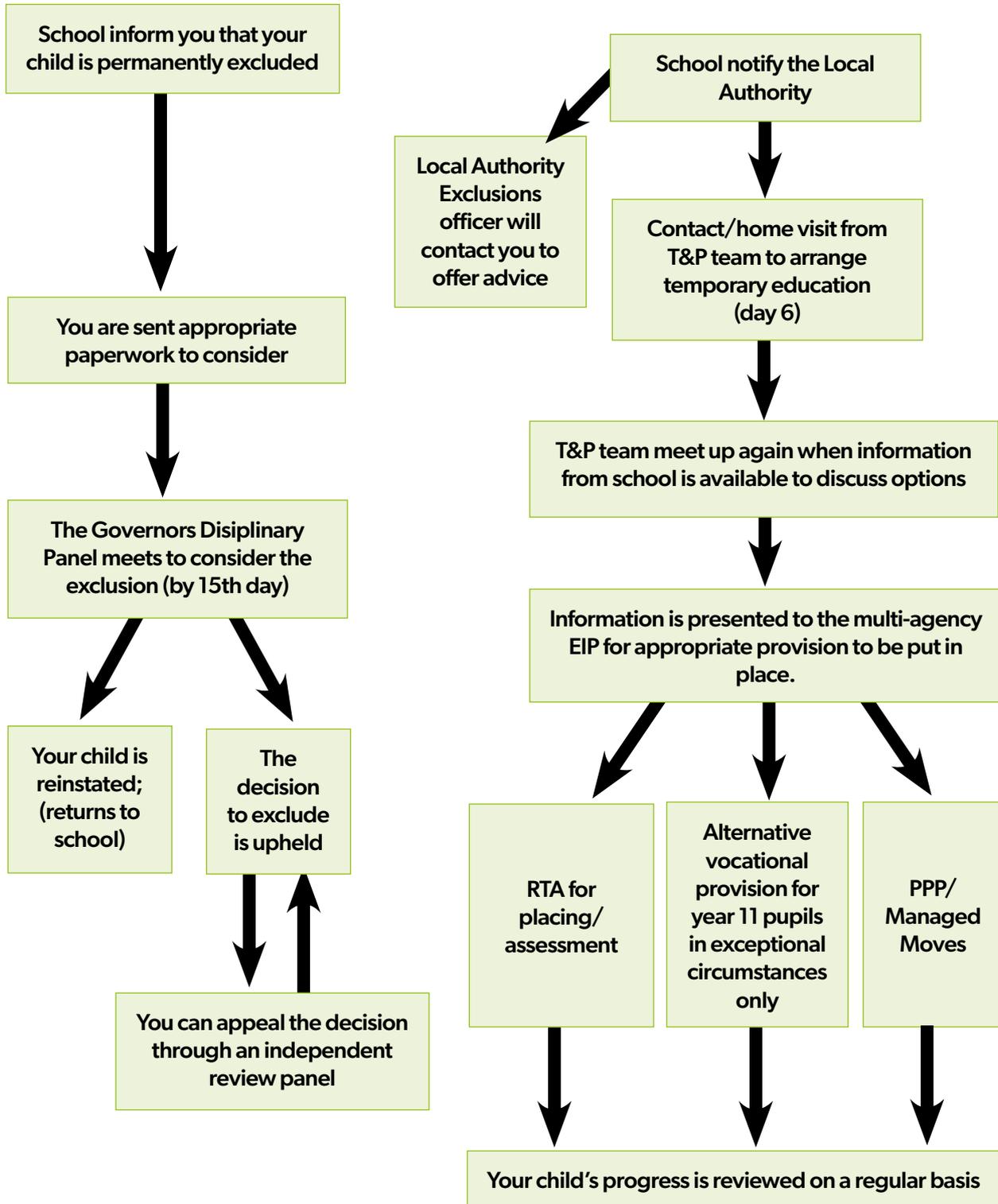


The governing board may delegate its functions to consider an exclusion to a designated committee. References to days mean 'school days'.

Appendix 8

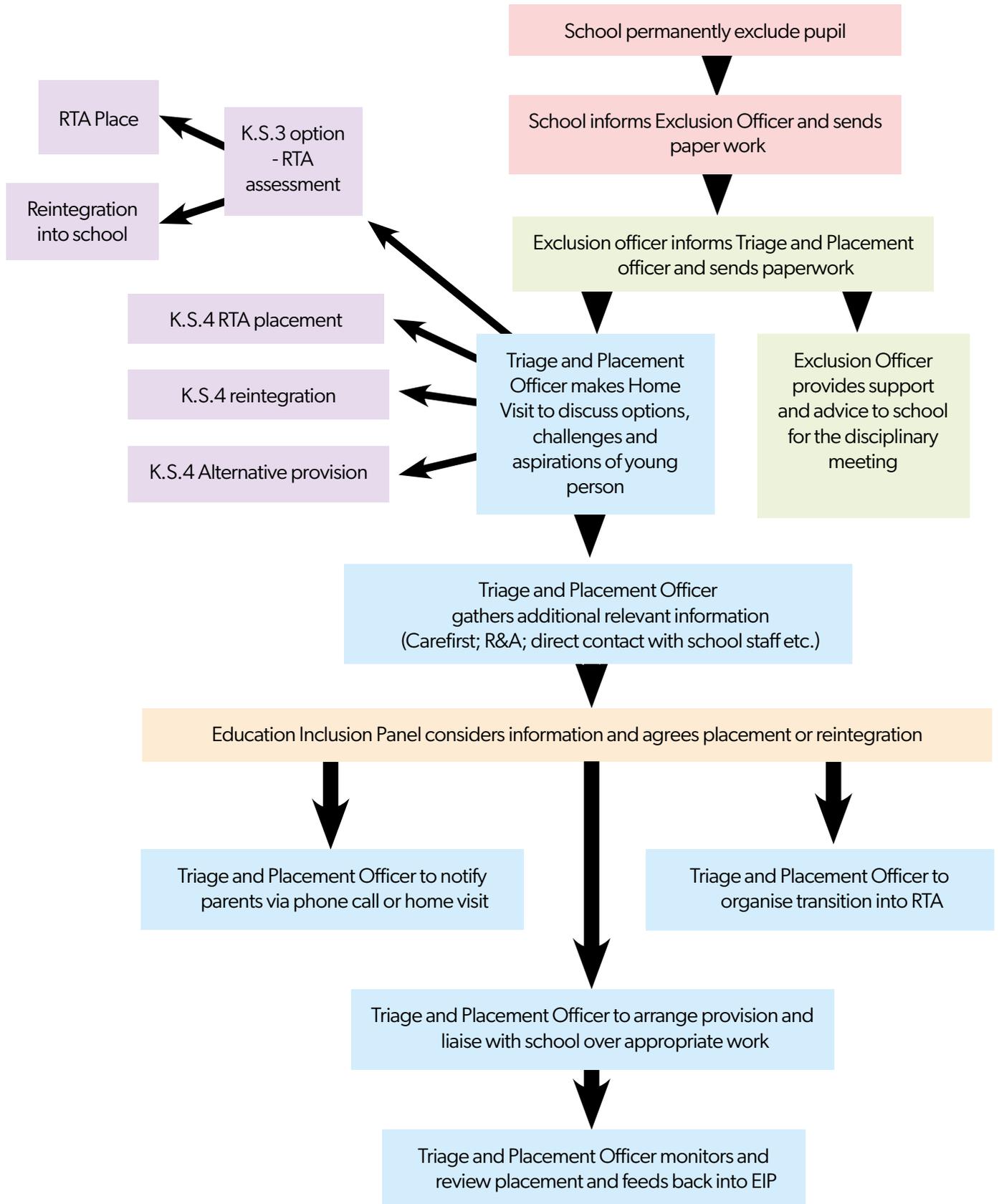
Placing a permanently excluded child; a flow chart for parents and carers

Abbreviations	
EIP	Education Inclusion Panel
PPP	Pupil Placement panel
RTA	River Tyne Academy
T&P	Triage and Placement Team



Appendix 9

Flowchart outlining process for supporting young people who have been permanently excluded



Appendix 10



EDUCATION INCLUSION PANEL

REQUEST FOR SUPPORT FOR PUPILS UNABLE TO ACCESS EDUCATION 2021/22

Please note the form will be returned if all of the information required has not been included in the referral form.

SCHOOL INFORMATION

School Name			
Address			
Name of referrer		Position of referrer	
Telephone number		Email	

PUPIL INFORMATION

Legal surname		Legal forename	
Preferred surname		Preferred forename	
Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Undisclosed <input type="checkbox"/>
Ethnicity		Religion	
Date of birth		Current school Year	
UPN		NHS Number	
Address			
Postcode			
Parent/Carer name		Relationship	
Telephone number(s)			
Second emergency contact name		Relationship	
Telephone number(s)			
SEN Status	No SEN <input type="checkbox"/>	SEN Support <input type="checkbox"/>	EHCP <input type="checkbox"/>

What type of support are you seeking from the Panel?			
Last date of school attendance:			
Attendance this academic year (%)		Attendance last academic year (%)	
Typical pattern of attendance over the last six weeks (please highlight typical pattern)		Not attending; ½ day/week; 1 day/week; 2 days/week; 3 days/week; 4 days/week	
Are there any patterns with particular days?			
Has the family ever been referred to the Legal Intervention Team over school attendance?			
Yes/ No			
Date			
Outcome			

<p>Please provide details of the pupil's needs and how these are impacting upon their educational achievement, behaviour and <u>attendance</u> Please include the following if appropriate:</p> <ul style="list-style-type: none"> • Triggers for dysregulated behaviour • How dysregulated behaviour is seen • Whether or not the pupil presents a risk to themselves or others? 	
<p>If this pupil is being referred to the Panel for an assessment place at River Tyne Academy after a failed managed move agreed via Pupil Placement Panel, it is essential that the details of how this referral meets this Panel criteria are detailed below.</p>	
<p>Does the pupil have: PSP <input type="checkbox"/> IBP <input type="checkbox"/></p>	
<p>Has the pupil been subject to any fixed term exclusions this academic year? If yes, please provide dates and reasons below.</p>	
<p>Please detail the support/intervention that have been implemented by school, their duration (date from until) <u>and</u> their impact with regards to meeting the pupil's needs?</p>	
<p>What do the parent(s)/carers and pupil describe as the main areas of need and barrier(s)?</p>	
<p>Have the parent(s) /carers sought any additional support for their child? When and what was the impact?</p>	
<p>Pertinent views of other external agencies with regards to this referral</p>	

Information that **must** be attached with this referral:

1. Attendance certificate (all referrals)
2. SEN K plan or EHCP (if ticked pupil identified as such in referral information)
3. Current IBP PSP (if pupil has this ticked on referral form)
4. Medical professional evidence (if appropriate to referral)

Pupil's Academic Profile			
<i>Please include all subjects the young person is currently taking</i>			
Subject	Qualification	Target grade	Working at
English			
Mathematics			
Science			
Name of school contact for academic information on this pupil			
Position in school			
Tel. No (+ extension)		Email address	

Is there a risk of:	None	If yes what is the level of risk					
		Low		Medium		High	
		1	2	3	4	5	6
Self-harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harm or physical aggression towards other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harm or physical aggression towards staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harm or physical aggression towards members of the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats towards other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats towards members of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name calling or verbal abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racist abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refusal to follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk taking behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Runaway behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance misuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCREENING QUESTIONS 1- no issue6- major issue							
social interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to cope with change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being bullied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
planning and organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sensory sensitivities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXTERNAL AGENCY INFORMATION			
Agency	Contact Name	Contact details	Evidence submitted
Specialist Doctor/ Medical			
CYPS			
Educational Psychologist			
SALT			
Early Help			
CAF/ TAF/ TAS			
Children's Services			
Youth Justice Service			
LAC			
Other Professional organisation			

HEAD TEACHER / PRINCIPAL CONSENT	
I agree that this referral may be made, and that all of the information required has been provided and is up to date and accurate.	
Signed	
Name	
Date	

Please email a copy of the form to the email addresses below.

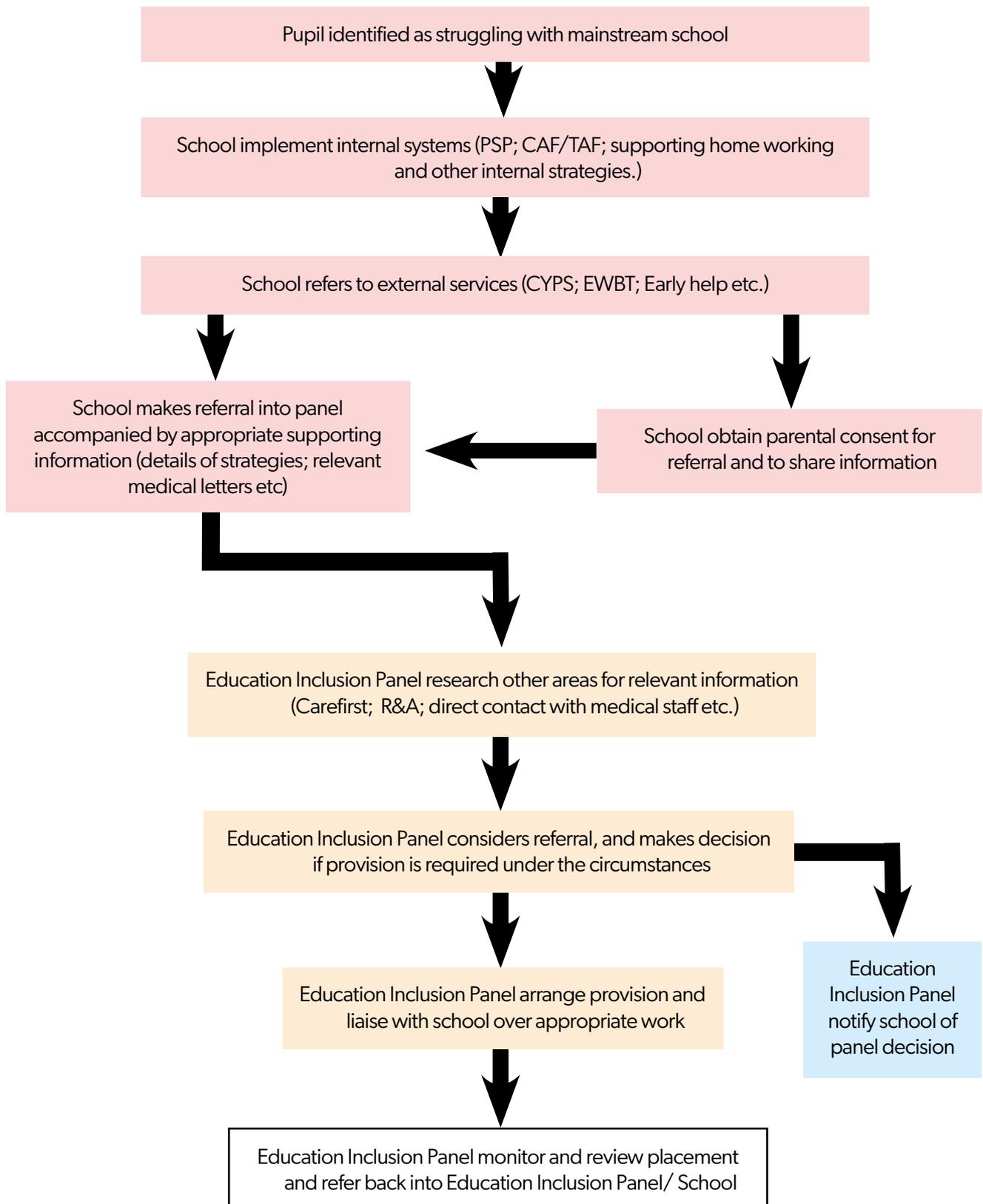
TriageandPlacement@Gateshead.gov.uk

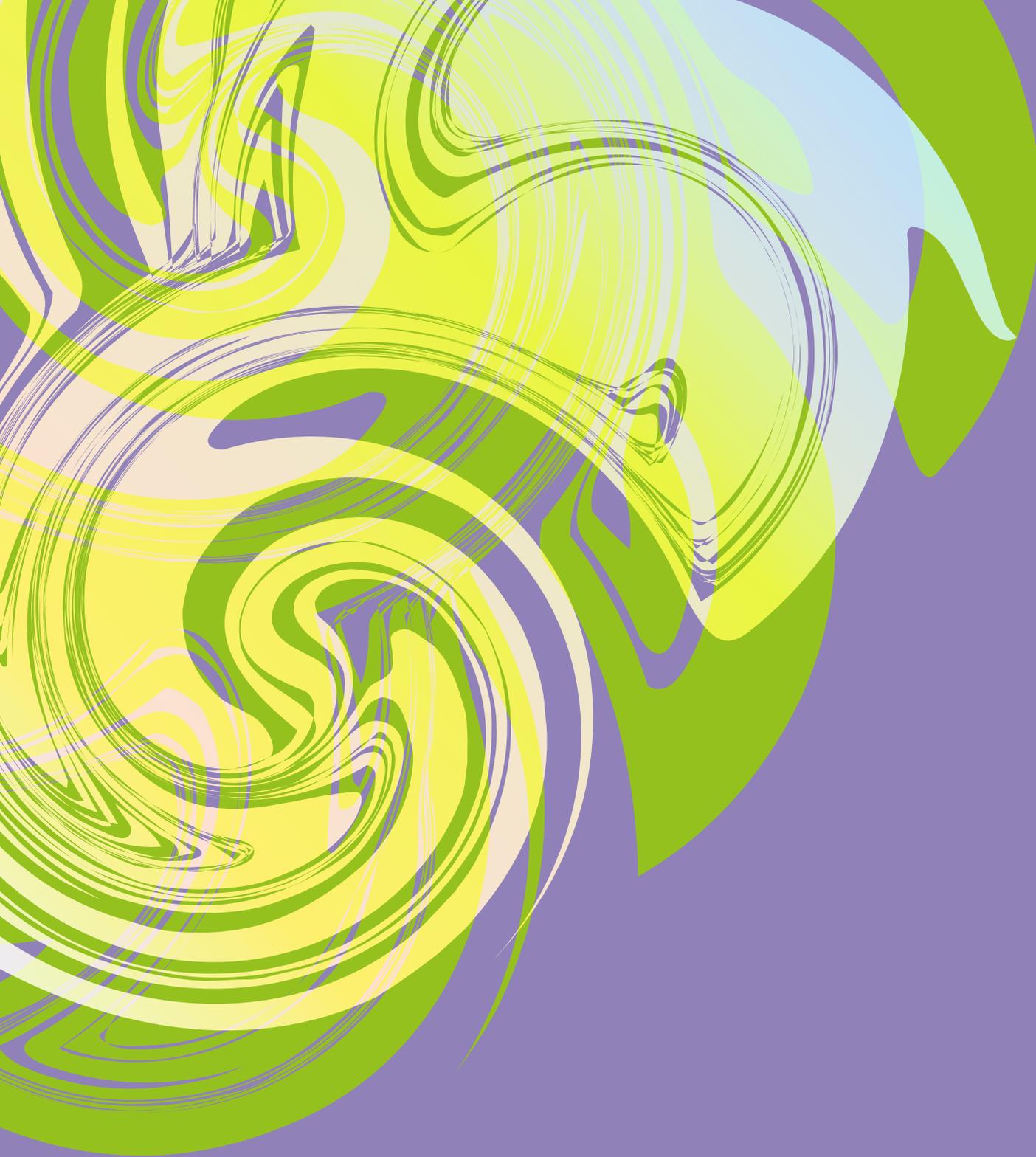
Or post it to;

Triage and Placement Team
 Education Support Services
 Dryden Education Centre
 Evistones Road
 Low Fell
 NE9 5UR

Appendix 11

Flowchart for referrals to EIP for pupils unable to access mainstream education





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