



Assessment placement

It is expected that all schools/academies will have demonstrated the steps they have taken to meet the needs of children and young people as identified in the SEND Guidance and have accessed appropriate external support agencies prior to considering an application to an alternative provision and can provide evidence to demonstrate impact. Schools should demonstrate that they have attempted to make an Early Help referral to support the young person and their families. Where the offer of Early Help has not been taken up, the school must explain why the parent/carer has refused the application. School must also ensure that they have made the parent/carer aware that the application process to alternative provision may result in a further referral to Early Help to access the appropriate alternative educational pathway.

Assessment- in light of the pupil's identified need, schools should provide evidence of impact of support for the child or young person provided by school and professionals. Schools must ensure a full application has been submitted to the Primary Inclusion Panel and include the following documents to support the application.

- Attendance and punctuality evidence for current and previous academic year.
- School behaviour plans or pastoral support plans and, if registered as receiving SEN, SEN support plans
- Prior and most recent academic assessment information (i.e. KS1, KS2, targets and progress)
- Evidence of the school's response to the pupil's needs
- Evidence of involvement with any other agencies (i.e., most recent reviews, reports, letters from Educational Psychologist, medical consultants)
- Informed consent from parent/carer.

Prior to referring a pupil to the Primary Inclusion Panel schools should consider the following;

- What impact the alternative provision would have on the pupil's behaviour and/or attendance
- What strategies schools have applied to support pupils with social, emotional and mental health difficulties
- How the pupil is expected to contribute towards improving their behaviours
- How the school will support the pupil on return to their mainstream setting
- That parent/carers are supportive of the referral
- That parent/carers are willing to engage with other services to support their child.
- That alternative providers have all current academic/assessment data.

What does an Assessment placement offer?

Following a consultation with the school and parent/carers, the Head of the Alternative Provision will develop a plan to make it clear to all stakeholders what will happen during the placement.

The minimum assessment period in the provision is two weeks, with a maximum of 12 weeks.

Within the assessment provision staff including teaching staff, educational psychologist, behaviour support and other key external agencies will carry out initial observations and interventions, the outcomes of which will be provided to schools and parent/carers in report format that will recommend the most suitable ongoing educational pathway.

All schools and academies allocated an assessment will need to enter into an agreed contract with the appropriate provision identified within this protocol, which will clarify the roles and responsibilities of each setting.

An exit review at the end of the assessment period will be used to develop, in conjunction with the home and school, a support plan which will be used to support integration into the most suitable educational placement or reintegration back into mainstream provision.

The Alternative Provision will provide a reintegration programme for a period of 2 to 4 weeks for those pupils that are returning to mainstream provision or into alternative suitable education.

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