

PRIMARY | NEXT STEPS TO CONSIDER BEFORE EXCLUSION

COGNITION & LEARNING	EXPLORATION OF OTHER SEND	TIMETABLE/CURRICULUM	SOCIAL SKILLS DEVELOPMENT
<ul style="list-style-type: none"> • Assessment or re-assessment for SEND • SpLD in-school screener • Reading and spelling age assessment • Assessment for processing speed/recall 	<ul style="list-style-type: none"> • Assessment or re-assessment for SEND • Request for support from the LA specialist teaching service who provide SEN support and EHCP support for pupils with a wide range of needs. SEND Specialist Teaching Service - Lancashire County Council • Take to local EP cluster. The EPS uses a consultation model to support schools with the graduated response to meeting then needs of children and young people with SEND. They also support the statutory EHCP process. Educational psychology requests - Lancashire County Council • Consider creating an IEP/SSP/Student passport with key strategies for a specific SEND, if this is a possibility; such as good practice for young people with ADHD/ASC; to aid teaching staff • If the young person has an EHCP seek guidance from the SEND team regarding an early review/change of banding. SEN support and EHC plans - forms for professionals - Lancashire County Council • Explore the superb "Ordinarily Available Toolkit for SEND": Teaching And Learning Toolkit: Ordinarily Available Provision (lancashire.gov.uk) • Explore GEMS resources from the Specialist Teaching team: Good Engagement Methods (GEMs) - Lancashire County Council. (Ready-made guidance sheets for staff linked to key SEND needs) • Referral to IEST, if the young person already has identified SEND needs/EHCP 	<ul style="list-style-type: none"> • "Different day" • Reduced curricular options • Change of class • Phased return (short term) • Respite time with personalised curriculum with a key adult. • Reducing academic challenge (temporary). • Increasing some aspects of timetable that go well • Plan in more movement times or time in different areas of school • Scheduling intervention for "hot spot" lessons/times • In exceptional circumstances and only as a temporary plan to be regularly reviewed: Working together to Improve School Attendance DFE Guidance May 2022 • Part time timetables page 18.pdf 	<ul style="list-style-type: none"> • Specific intervention programme to address focus area (e.g. self esteem, managing angry feelings, anxiety) • Targeted social or emotional skills intervention (e.g. from Emotional Literacy Support Assistant)
PASTORAL SUPPORT PLAN	MENTORING/COACHING	MONITORING	REGULATION SUPPORT PLAN
<ul style="list-style-type: none"> • Establish a formal PSP on the set pro-forma after a meeting with all involved in support and monitoring 	<ul style="list-style-type: none"> • Think about who the child has the most positive, constructive & trusting relationship with in school; how can they be involved? • Learning mentor involvement • Daily morning check in with keyworker • Mentoring (staff) • Behaviour and Learning Coach • Volunteer coach or mentor who is not in school each day (e.g. Governor or invigilator) 	<ul style="list-style-type: none"> • Begin a positive monitoring card (or virtual card) linked to positive calls home • Daily goals, lesson by lesson; linked to positive calls home or meaningful praise from keyworker 	<ul style="list-style-type: none"> • Establish, with the child an area to use as a calming area. • Use of a structured plan

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FAMILY & COMMUNITY	PUPIL VOICE	MENTAL WELLBEING SUPPORT OR INTERVENTION	SCHOOL TO SCHOOL SUPPORT
<ul style="list-style-type: none"> • Consider a referral to Child, Family & Wellbeing for mental health and wellbeing support • Refer parents to Talk Zone for support with parenting and general advice • Offer access to a parenting programme e.g. Incredible Years • Could Homestart offer the family any support? • Are there financial concerns which are impacting on the young person and their wellbeing, behaviour or attendance? • Could SEND IAS offer family support? 	<ul style="list-style-type: none"> • Refer to the Children's Champion team to access support and listening to the young person (childrenschampions@lancashire.gov.uk) • Talk to the child about who in school, in any role, they feel comfortable talking to and have a trusting relationship with. Facilitate time for them to talk, uninterrupted, and see what emerges from these discussions. What can we learn? What could we do? Could this be regular support? • These sessions could be timetabled in, non-academic, relationship building time playing games, construction etc to develop trust and opportunities to talk. 	<ul style="list-style-type: none"> • Support from Mental Health in Schools Team • Refer to Child, family & Wellbeing service • Access support from another voluntary organisation or agency (e.g. Barnados, Action for Children) • Access to play therapy/counselling within school or from a local provider • Could the child access support from NEST, if they have been a victim of crime/bullying or harm? Nest Lancashire - Supporting young victims • Explore We are With You: Home - With You (wearewithyou.org.uk) 	<ul style="list-style-type: none"> • Seek support from your local Inclusion Hubs. Cross District Inclusion Hubs (padlet.com) • If little impact from suspensions, consider discussing with local primary schools the possibility of internal suspensions.
ALTERNATIVE PROVISION	STAFF CPD	SPECIALIST TEAM SUPPORT	INVOLVEMENT FROM HEALTH TEAMS
<ul style="list-style-type: none"> • Contact the Alternative Provision Lead to discuss options (alternativeprovision@lancashire.gov.uk) • Explore options available for respite at your local PRU if available. • What AP is there locally and might this be appropriate? 	<ul style="list-style-type: none"> • Seek support for staff training which might be required • Trauma Informed approach, Neurodiverse specific training (ADHD, ASC), De-escalation, Emotion Coaching, Pupil regulation 	<ul style="list-style-type: none"> • Contact your local Education Partnership Officer for links into other local support/agencies • Liaise with the Virtual Schools team if the student is CLA/post CLA • Contact the Equality & Diversity/EAL team to discuss possible support • If the pupil has an allocated social worker, ensure they are fully involved and updated • Would it be appropriate to seek advice from the Ethnic Minority/Gypsy Roma Traveller Achievement Service? 	<ul style="list-style-type: none"> • School Nursing team • Mental Health in Schools team • Linking into the GP services

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IN-SCHOOL EHWB SUPPORT	SEXUALISED BEHAVIOUR	CATCH UP AND/OR INTERVENTION	OTHER EXTERNAL SUPPORT	MANAGED MOVE/TRANSFER
<ul style="list-style-type: none"> • Support from the Mental Health in Schools team • Can the child access an in-school Nurture provision at your school or another locally? • Time Out card to access keyworker • Specific intervention programme to address focus area (e.g. self esteem, managing angry feelings, anxiety) • Ensure that staff working with the child have been adopting a Trauma-Informed approach; explore further resources here: Tackle Violence Together Lancashire Violence Reduction Network (lancsvrn.co.uk) • Is the child possibly caring for someone outside school? Can Young Carers support them? • Personalised and bespoke behaviour plan with scripted responses, agreed consequences etc; tailored to the individual young person • Could Compass Bloom offer support with anger management? Central & West Lancs Compass Bloom - Compass (compass-uk.org) 	<ul style="list-style-type: none"> • Advice from safeguarding. • NSPCC PANTS programme Let's talk PANTS NSPCC • NSPCC advice How to manage incidents of harmful sexual behaviour NSPCC Learning • Guidance using Brooks Traffic Lights Tool CPD: Brook Sexual Behaviours Traffic Light Tool (RSE) Course 	<ul style="list-style-type: none"> • Use of Catch-up funding to offer 1:1 or small group tuition • Intervention groups for key subjects with lost learning • TA or HLTA withdrawal support • In-class TA support with bespoke behaviour plan 	<ul style="list-style-type: none"> • Consider contacting one of the DfE Behaviour Hubs for support • Are there safeguarding issues which need to be further explored? Consider talking through with Schools Safeguarding if unsure (school.safeguarding@lancashire.gov.uk) • Are respite placements available at your local PRU? • What AP is there locally and might this be appropriate? 	<ul style="list-style-type: none"> • Managed Move brokered with another local school; clear targets and timeframe • Intervention placement at another school within the trust or agreed with local school
ROLES & OPPORTUNITIES IN SCHOOL	EMOTIONALLY-BASED SCHOOL AVOIDANCE	RESTORATIVE APPROACH OR INTERVENTION	EXCEPTION FINDINGS...	
<ul style="list-style-type: none"> • Could the young person take on some role of responsibility in an area where they are successful at school? (e.g. Sports Leader/coaching in school team) • What are their interests out of school? How does this link into the school's extra or co-curricular programme? Could they be engaged by a key member of staff? Are there financial barriers to involvement and could PP funding help? 	<ul style="list-style-type: none"> • Could the Attendance support team help? • Explore some of the techniques and approaches from the EBSA toolkit: september-2022-eb-sa-guidance-toolkit.pdf (lancashire.gov.uk) 	<ul style="list-style-type: none"> • Can a structured restorative approach or conference be considered? (Staff CPD available from LPDS) 	<ul style="list-style-type: none"> • Try to think: when does the child really engage? At what times are there no issues with inappropriate behaviour? What can we learn from this? • How can we create more of these times and build on these for the future? 	