

HARD TO PLACE PROTOCOL

**Education Inclusion Service
Hard to Place Protocol**

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Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

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Aim of the Hard to Place Protocol

The aim of this Protocol is designed:

- to provide a fair, equitable and open allocation of school places for those learners who do not have a school place, have been permanently excluded or require re-integration following specialist provision;
- to ensure that vulnerable learners who require a school place quickly are admitted without unnecessary delay;
- to be fair and transparent and to have the confidence of all schools with all schools working collaboratively;
- to take account of the School Admissions Code (2013) and the statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions;
- to ensure implementation in conjunction with the Blaenau Gwent School Admissions Policy for Nursery and Statutory Education;
- to ensure up-to-date and accurate records are kept of the movements in and out of all schools;
- to take account of genuine school concerns, e.g. previous serious breakdown of relationship between school and family.

Needs of Learners considered by the Hard to Place Protocol?

Learners covered under the Protocol will be those who are in years Reception to Year 11 who are not solely on a mainstream school roll or are out of school because they are in the process of transferring between schools and who fall under one of the following categories:

- Children who were permanently excluded from their last maintained school placement and are able / ready to integrate to an alternative school;
- Children attending PRUs or alternative provision who are ready to be reintegrated back into mainstream education;

- Children returning from the criminal justice system (secure estate);
- Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);
- Children who are CLA;
- Children who have been out of education for longer than two months, including electively home educated pupils where there is evidence that the child has not been in receipt of a suitable education
- Children with below 50% attendance;
- Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;
- Children of carers, Gypsies, Roma, Travellers, children whose parents offend, asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school;
- Homeless children who have been placed in temporary housing;
- Children who are in a refuge due to domestic violence;
- Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school and will have experienced multiple moves;
- Children who have received 10 days' exclusions in the last twelve months;
- Children on the child protection register;

Coordinating the Hard to Place Protocol

It will be the role of a Designated Inclusion Officer (DIO) to coordinate the movement of learners who are considered hard to place, working in close liaison with the Admissions Officer who manages admissions arrangements and the general transfer process.

The role will include:

- point of contact for schools regarding hard to place learners;

- management of the Hard to Place Learner spreadsheet;
- oversight of PSPs;
- close liaison with schools, parents/carers, social services, health and other agencies to ensure a team around the learner approach for those hard to place;
- providing quality assurance of the hard to place summary forms;
- provision of regular updates to DMT, Attendance Forum, Admissions Forum and ALN QA Group.

In addition to the role of the DIO, and in line with the Welsh Government School Admissions Code (2013) and Blaenau Gwent Admissions Policy for Nursery and Statutory Education, the Admissions Forum will monitor how well the protocol is working, how quickly learners are found places, and the contribution every school in the area is making.

Determining which Learner is Hard to Place

The table below (Hard to Place Learner Summary) will be used to determine those learners who are considered hard to place. Learners will fall into one of three categories:

Level 1 – Straight admission

Level 2 – Admission with acknowledged need but not meeting criteria for hard to place

Level 3 – considered hard to place

The table sets out 14 categories each covering areas that would either cause a learner to be hard to place (such as permanent exclusion) or contribute in part to a learner being hard to place (such as a learner having been out of education).

Each category has a weighting attached to it, the sum of which determine whether a learner is considered hard to place.

NB: It should be noted that a learner who meets the criteria for Hard to Place does not mean that the learner is unable to be placed or is not appropriately placed in mainstream. It simply gives an indication of those pupils for whom a mechanism is needed to ensure a careful, coordinated and planned integration/reintegration and a recognition that the school has enrolled a pupil with particularly needs.

Nor is the Hard to Place Learner summary a list to be used to support a position that a learner in mainstream is no longer suitable for mainstream. Where schools consider a learner requires a more specialist placement appropriate documentation must be completed and submitted to ALN Panel for consideration.

Hard to Place Learner Summary

Category Score	Category	Tick if relevant	(for INC use only)
7	Children who were permanently excluded from their last maintained school placement and who are ready for re-integration to an alternative school.		
7	Children attending PRUs or Alternative Provision who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended;		
7	Children returning from the criminal justice system (secure estate);		
5	Children who are CLA and in a residential setting;		
3	Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);		
3	Children who are CLA.		
2	Children who have been out of education for longer than two months including electively home educated pupils where there is evidence that the child has not been in receipt of a suitable education;		
2	Children with below 50% attendance;		
2	Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;		
2	Homeless children who have been placed in temporary housing;		
2	Children who are in a refuge due to domestic violence;		
2	Children who have received 10 days exclusions in the last twelve months;		

2	Children on the child protection register;		
1	Children who are carers; children of Gypsies, Roma, Travellers; children where parents offend; children of asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school; children with SEN.		
1	Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school;		
		Total	

Hard to Place Level

Description	Points
Level 1 - Straight forward Admission	0
Level 2 - Admission but doesn't meet scoring for Hard to Place (added to Hard to Place Learner spreadsheet)	1-5
Level 3 - Hard to place (Education Information) form to be completed	6+

The Learner form is sent to schools as part of the information requested by the Admissions Officer upon receipt of an in-year transfer request.

When the summary has been completed the scoring will determine whether a learner is considered hard to place.

Should a learner be Level 1 there is no further action required and the admission will be processed by the Admissions Officer in the usual way. Details of the learner will not be recorded by the DIO.

Should a learner be Level 2 the Admissions Officer will pass the details to the DIO who will hold the information provisionally until placement has been agreed through the Admissions process. Level 2 acknowledges a level of need but not to the extent that a learner could be considered hard to place. The DIO would allocate the scoring to the school the learner transfers to once enrolled and remove the same allocation from the school the pupil has left.

Should a learner be Level 3 then a Hard to Place (Education Information) form will be sent to the school for completion and the Hard to Place process will commence.

All in-year transfers have a 15-day processing deadline. If there is an indication or relevant additional information submitted that determines the pupil(s) is hard to place, then the transfer request will still need to be processed in line with the Blaenau Gwent Admissions Policy for Nursery and Statutory Education, within the 15-day deadline.

Foundation Schools

Foundation schools manage their own admission process and therefore reference to Admissions Officer in this document refers to both a local authority Officer in the Education Transformation Team and the admissions committee responsible for admissions in the Foundation school.

Who can refer a pupil under the Hard to Place Protocol?

An officer of the Council can refer an individual under the Hard to Place Protocol. It is anticipated that any individual who has been identified as unplaced will be referred immediately following the local authority becoming aware of their status.

Any school receiving an application outside the normal applications round can refer any applicant under the Hard to Place Protocol if they consider that the applicant satisfies the criteria referred to in the Hard to place Protocol. However, if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Hard to place Protocol.

All referrals to the Hard to Place Protocol will be reviewed within 15 working days of the referral date.

Hard to Place Processes

Each year a significant number of learners change schools. For the majority, the change of placement will be straightforward and managed solely through the Admissions Team.

However, there are a smaller number of learners who will have a range of needs that would warrant consideration of being Hard to Place.

A number of processes are needed to ensure that for such learners' movements between schools and in and out of specialist provision are managed smoothly.

Below are processes for:

- Movements between Blaenau Gwent schools
- Learners permanently excluded from a mainstream school
- Integration from Specialist Provision into a new school
- Re-integration from Specialist Provision back into current m/s school

Movements between Mainstream Schools

The process below covers only Hard to Place pupils moving between schools following an in-year request by parents.

NB: This process sits separate to the managed move protocol although for pupils who are managed moved, once the learner is sole registered on the new school roll, and if the pupil met the level 2 or 3 criteria then the Hard to Place Learner spreadsheet will be updated to reflect the learner starting in the new school and leaving the previous school. The additional weighting will be added to the new school and subtracted from the old school.

1. Admissions form is submitted to the Education Transformation Team.
2. Admissions Officer forwards a copy of the Learner form to the current school.
3. Learner form completed and returned to Education Transformation Team.
4. If the learner scores 0 the Admissions Officer will process the admission in accordance with the Blaenau Gwent Policy.
5. If the learner scores above 0, the Admissions Officer will pass the details to the Designated Inclusion Officer (DIO).
6. If the learner scores above 0 but does not meet the threshold for Hard to Place, the learner's details and scoring will be recorded on the Hard to Place Learner spreadsheet and the Admissions Officer will be informed to proceed with the general admissions process.
7. If the learner's score meets the threshold for Hard to Place, the DIO will contact the current school and request that an Education Information Form (EIF) is completed.

8. Upon receipt of the EIF, the DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of new pupil placements accepted and pupils who have moved into other provisions or out of the Borough, as recorded on the Hard to Place Learner spreadsheet.
9. Should it be agreed that based on the current scoring a placement in an alternative school should be considered, the DIO will discuss this with the parents/carers.
10. Once a placement has been determined in discussion with parents/carers (whether the original choice of school or an alternative) the DIO will contact the school to provide a copy of the EIF and the Learner form and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

11. Should a school not agree with the placement they will be asked to complete a Hard to Place referral form which will be returned to the DIO for discussion at the Additional Learning Needs Panel (Appendix 1)
12. On receiving a referral from a school the Additional Learning Needs Panel will consider the application and make a determination as to whether the referral meets the criteria for placement on the grounds of challenging behaviour.
13. Any referral under the Hard to Place Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in year admission. The Additional Learning Needs Panel reaching this determination will provide the School full reasoning for this decision. Schools accept that the Additional Learning Needs Panel's decision in this matter is final and all pupils will be admitted within 5 days of receipt of the Vulnerable Pupil's Panel's decision.
14. Any referral not accompanied by suitable supporting evidence from the School will not be considered. Schools will instead be required to admit any pupils as an In-Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In-Year Transfer within 5 days of receipt of the Additional Learning Needs Panel's decision.

Additional Learning needs panel decision

Any school required to admit a pupil under the Hard to Place Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.

Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The Council's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The School must also notify the Admissions Department of the admission date confirming that the child is on roll.

In the event that a school refuses access of a pupil they must provide a written response to the Corporate Director of Education within seven calendar days. In this event the Council will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

Learners permanently excluded from a mainstream school

Excluded learners should only be educated outside of the mainstream where there are significant problems that need to be addressed in a different environment. For some permanently excluded learners the best course of action is for them to re-join a mainstream school within a matter of days or weeks. The longer a learner is out of school the more difficult it is for them to be reintegrated. For those who are permanently excluded from primary schools, rapid reintegration into a mainstream environment is particularly important.

For a small number of learners approaching the end of compulsory schooling it may be unrealistic to expect them to make a successful return to school. In these circumstances the LA will arrange a programme of study and experience designed to lead to further education, training or employment.

Admission authorities should not normally refuse admission to learners because of their past disciplinary record, including any previous exclusions. The Welsh Government School Admissions Code (2013) - Statutory Code Document No: 005/2013 makes it clear that admission authorities should not make subjective judgements as to the suitability of certain learners for a school.

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions. However, this duty does not apply when a learner has been permanently excluded from two or more schools and at least one of the exclusions took place after 1 September 1997. The requirement to comply with parental preference is disapplied for a period of two years following the second exclusion.

When a pupil is permanently excluded from a Blaenau Gwent school, in addition to following Welsh Government process guidance, the school will complete an Education Information Form (EIF) within five school days of the permanent exclusion being issued and forward it to the Designated Inclusion Officer (DIO).

For learners who are CLA, a meeting will also be held within the first five days following the issuing of a permanent exclusion. More details are in the section 'CLA Learners' on page 17.

The LA will convene a Permanent Exclusion meeting within five school days of receiving the EIF with Lead Officer for Inclusion, Principal Educational Psychologist, ALN Manager, DIO and a senior representative from the River Centre. The meeting will determine whether it would be appropriate for the ALN Panel to consider a placement in revolving door provision if available or whether a mainstream placement should be sought.

Option 1 – Mainstream

1. If agreed that a mainstream placement should be sought the outcome of the Discipline Committee and appeals process will be awaited.
2. If the permanent exclusion is overturned the pupil will return to school.
3. If the permanent exclusion is upheld the DIO will liaise with the parents/carers to ascertain parental choice of placement.
4. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of the Hard to Place Learner spreadsheet and pupil movements.
5. Should it be agreed that a placement in an alternative school to the one expressed as parental preference should be considered, the DIO will discuss this with the parent.
6. Once a placement has been determined in discussion with parents (whether the original choice of school or an alternative) an admissions form will be completed and the DIO will contact the school to provide a copy of the EIF and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

7. Should a school not agree with the placement they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter

remains unresolved, the Lead Officer for Inclusion will provide a brief for the Director of Education.

Option 2 - Specialist Provision

1. If agreed that a River Centre revolving door placement may be appropriate the outcome of the Discipline Committee and appeals process will be awaited.
2. If the permanent exclusion is overturned the pupil will return to the school unless it is agreed at independent appeal that because of exceptional circumstances or other reasons it would not be practical to give a direction requiring reinstatement
3. If the permanent exclusion is upheld the DIO will make contact with the parents/carers regarding placement and will:
 - a. gain parental consent for discussion at ALN Panel
 - b. gain the parents/carers and learner views
 - c. ascertain parental choice of roll school
 - d. explain next steps.
4. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference for roll school and the current position of each school in terms of the Hard to Place Learner spreadsheet and pupil movements.
5. DIO will agenda the learner for discussion at the next ALN Panel (late inclusion on the agenda is agreed in this instance).
6. DIO will inform parents/carers of outcome.
7. DIO will liaise with Admissions Officer regarding enrolment.
8. Revolving door placement, if agreed, will begin. If not agreed, the process for integration into mainstream will be followed.
9. After a period of intervention, the pupil will be reviewed and paperwork submitted to ALN Panel with recommendations (either move to mainstream or continued placement at River Centre). If the latter, DIO will agenda under 'Ongoing Placement' and provide a clear rationale as to what has been done with the pupil and what will be done differently to meet their needs to prepare for reintegration.

10. If it is the view of the ALN Panel that a mainstream placement is appropriate, then the process for 'Integration from Specialist Provision into a new mainstream school' should be followed.

Integration from Specialist Provision into a new mainstream school

This process is applicable for:

- Learners who have been permanently excluded and are awaiting placement into a new school from a specialist provision.
 - Learners who attend a specialist provision on a dual registered basis but it would not be appropriate for them to reintegrate back into the school they previously attended.
1. At the point at which it is felt that a pupil is ready to integrate into a new school from specialist provision an EIF will be completed. It is not necessary for a Hard to Place summary to be completed as pupils in specialist provision for SEBD are considered Hard to Place learners automatically.
 2. The DIO will liaise with the parents/carers to ascertain parental choice of placement.
 3. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of new pupil placements accepted and pupils who have moved into other provision or out of the Borough, as recorded on the Hard to Place Learner spreadsheet.
 4. Should it be agreed that a placement in an alternative school should be considered, the DIO will discuss this with the parent.
 5. An admissions form will be completed.
 6. Once a placement has been determined in discussion with parents (whether the original choice of school or an alternative) the DIO will contact the school to provide a copy of the EIF and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.
 7. Should a school not agree with the placement they will be asked to complete a Disagreement form which will be returned for discussion

between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter remains unresolved, the Lead Officer for Inclusion will provide a brief for the Director of Education.

8. Should it be determined that the integration is not appropriate at that time, a further period of specialist provision will be allocated.
9. Once placement has been agreed, but whilst the learner is still on roll at the specialist provision, a PSP meeting should be held to update the PSP. This will be attended by the DIO, a senior member from the specialist provision, a senior leader from the school's relevant key stage as well as representatives from other agencies involved.
10. Once the learner is on roll, the Hard to Place Learner spreadsheet will be updated reflecting the learner starting in the new school and leaving the previous school. The additional weighting will be added to the new school.

Re-integration from Specialist Provision back into current mainstream school

1. At the point at which it is felt that a pupil is ready to re-integrate back from specialist provision into their current school, an EIF will be completed. It is not necessary for a Hard to Place summary to be completed as pupils in specialist provision for SEBD are considered to be Hard to Place automatically.
2. As the pupil is already dual registered there is no requirement to seek parental choice or complete an admissions form.
3. The DIO will contact the school to provide a copy of the EIF.
4. The DIO will coordinate a meeting between the school, DIO, specialist provision and the school's Educational Psychologist.
5. The meeting will discuss the reintegration plan, the establishing of a new PSP, timescales and the support that may be required to ensure a successful reintegration.
6. Should a school not agree with the reintegration they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter remains unresolved, the Lead Officer for Inclusion will provide a brief for the Director of Education.

7. Should it be determined that a reintegration is not appropriate at that time, a further period of specialist provision will be allocated.
8. Once reintegration has been agreed, but whilst the learner is still dual registered at the specialist provision, an updated PSP meeting should be held. This will be attended by the DIO, a senior member from the specialist provision, a senior leader from the school's relevant key stage as well as representatives from other agencies involved.
9. Once the learner is on roll, the Hard to Place Learner spreadsheet will be updated reflecting the learner being back in school.

Permanent Exclusion – More Details

The School's Role

A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the head teacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon.

Exclusion should not be imposed in the heat of the moment. Before deciding whether to exclude a learner the head teacher should:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations. The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be
- take account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010
- allow the learner to give his or her version of events
- check whether the incident may have been provoked, e.g. by bullying or by racial or sexual harassment
- if necessary consult others, but not anyone who may later have a role in reviewing the head teacher's decision, e.g. a member of the discipline

- committee
- keep a written record of the incident and actions taken.

The school's obligation to provide education continues while the learner is still on the roll and therefore the name of a permanently excluded learner should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged. It may be removed earlier if the parents/carers and/or learner give notice in writing that they do not intend to appeal.

CLA Learners

Everything must be done to avoid the permanent exclusion of any Child Looked After. Schools are expected to be proactive in working with the young person, carers, social workers, CLA Education Coordinator, River Centre and the Inclusion Service in doing everything possible to avoid permanent exclusion.

Should a head teacher permanently exclude a Child Looked After, the school will provide a completed Education Information Form to the LA within five school days. In addition, the head teacher will convene a meeting within that same timescale to discuss the pupil needs and the support available. The meeting will be attended by the social worker, foster carer/parent, CLA Education Coordinator and representative from the River Centre. The meeting will be chaired by the CLA Education Coordinator.

The head teacher will present the case for the permanent exclusion, providing evidence that the decision was reasonable, fair, proportionate and lawful. Those present will then have an opportunity to comment on the permanent exclusion. At the meeting it will be determined whether there is an option to put alternative provision in place that would enable the head teacher to rescind the permanent exclusion, dual registering the pupil whilst an alternative school setting is found. However, the right still remains with the head teacher to permanently exclude should the circumstances warrant it.

The Education (Admission of Looked after Children) (Wales) Regulations 2009 places a duty on admission authorities in Wales to admit children looked after by a LA in Wales where an application for admission outside the normal admissions round is made by the corporate parent on their behalf.

However, before making an application, the corporate parent (i.e. the Welsh LA responsible for looking after the child) must consult with the relevant admissions authority and make every effort to ensure the appropriateness of the named school in the light of the child's background including SEN and/or faith needs.

Learners with a Statement of SEN/Individual Development Plan

Other than in the most exceptional circumstances, schools should avoid permanently excluding learners with statements of SEN/Individual Development Plans. They should also make every effort to avoid excluding learners who are being supported at School Action or School Action Plus under the Special Educational Needs Code of Practice, including those at School Action Plus who are being assessed for a statement.

Where a learner with a statement of SEN is permanently excluded, the head teacher should use the period between their initial decision and the meeting of the discipline committee to work with the LA to see whether more support can be made available or whether the statement can be changed to name a new school. If either of these options is possible, the head teacher should normally withdraw the exclusion.

Therefore, when a learner with a statement of SEN/IDP is permanently excluded, the school will provide a completed Education Information Form to the LA within five school days to enable a LA Permanent Exclusion meeting to be held. This meeting will discuss whether the ALN Panel should consider a revolving door placement for the pupil or whether another mainstream school may be appropriate.

No action can be taken on alternative/new placement until the discipline committee has reached a decision and the appeals process has been concluded.

Section 324 of the Education Act 1996 requires a maintained school that is named in a statement of SEN to admit the child.

Funding to follow learners

Funding is removed from the excluding school's budget at the point at which the permanent exclusion is upheld by the independent appeal panel, or alternatively if there is no appeal, the final date on which an appeal could have been made. The learner will remain on the excluding school's roll until that time and the school remains responsible for the learner's education.

Where a learner is permanently excluded from a maintained school, that school's budget share for that year will be reduced by the amount required in the School Funding (Wales) Regulations 2010 at the point at which the exclusion is upheld by the independent appeal panel, or alternatively if there is no appeal, the final date on which an appeal could have been made.

Where a school admits a learner who has been permanently excluded in that financial year from another maintained school, the LA will allocate an amount for the rest of the financial year as required by the regulations.

Alternatively, it will help offset the cost to the LA of education otherwise than at school under the LA's duty under section 19 of the Education Act 1996.

The LA's Role

The LA will seek to ensure there are flexible, creative strategies in place to meet the individual needs of learners permanently excluded from school.

Once a learner is removed from a school roll, unless a new school has been identified and transition begun, the LA is responsible for ensuring that suitable education is made available. In cases where the school from which the learner has been excluded is maintained by a different LA, this will be the home LA.

Should the LA Permanent Exclusion meeting decide that the excluded learner should be considered for a revolving door placement, the learner will be added to the agenda of the next available ALN Panel for consideration of future arrangements. Representatives from those services involved with the learner will be invited e.g. social services, CAMHS, Careers etc. and the learner will be discussed first on the agenda.

LA Support to mainstream schools

Reintegration of excluded learners into mainstream schools is a significant challenge for both schools and learners. The LA will make support available for the receiving school to ensure that the reintegration is successful. Support may be in terms of services such as advice & guidance, a suitably trained member of special school staff who provides an agreed level of transition support or ongoing support or funding to assist the school to support the excluded pupil. This is separate from the transfer of learner-related funding from excluding schools to accepting schools under the School Funding (Wales) Regulations 2010 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999 (as amended).

Reintegration plans and Pastoral Support Programmes (PSPs)

An excluded learner reintegrating into a mainstream school will require a reintegration plan (or transition plan) drawn up. The plan may be an adaptation of an existing PSP or may remain as a separate but linked element.

The school and LA will look carefully at how to meet the needs identified in a learner's plan by using their resources both creatively and flexibly, making best use of existing and additional resources provided. Multi-agency strategies and provision should be fully considered in the development of a full individual timetable. Consideration should be given to whether learners need regular input from a teacher to address their key skills. The amount of input should be agreed according to the individual needs of the learner.

The LA will liaise with the parents/carers, the learner and the receiving school about the plan, where appropriate agreeing action with the learner. The plan should include the steps to be taken for reintegration into school including action to be taken by the River Centre to address the learner's problems and ensure a smooth return to mainstream, or transition into post-16 education.

Where it is considered that reintegration into mainstream is appropriate and possible, consideration should be given to:

- support arrangements to be put in place by LA and school
- preparing the pupil (including knowing their views)
- preparing the parents/carers (including knowing their views)
- preparing receiving staff
- arrangements for arrival
- time-tabling implications
- Specific Measurable Attainable Relevant Time-bound (SMART) targets
- monitoring and review arrangements
- learning and behaviour targets for individual education plans
- the nomination of a key worker in the LA and school
- multi-agency involvement and key areas of responsibility
- home-school liaison.

Appendix 1

Additional Learning Needs Panel Referral Form

Hard to Place

NB. Please consider UNCRC, Disability Discrimination 1995 and the Equality Act 2010 and any reasonable adjustments that can be made when completing this form.

School making referral			
Pupil name			
Pupil address			
DOB		NCY	
Reason for changing school			

I am referring this pupil to Blaenau Gwent County Borough Council as a Hard to place pupil. The pupil meets the following fair access criteria (*please indicate as appropriate*):

Blaenau Gwent Hard to Place Criteria	X
Children who were permanently excluded from their last maintained school placement and who are ready for re-integration to an alternative school.	
Children attending PRUs or Alternative Provision who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended;	
Children returning from the criminal justice system (secure estate);	
Children who are CLA and in a residential setting;	
Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);	
Children who are CLA.	
Children who have been out of education for longer than two months;	
Children with below 50% attendance;	

Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;	
Homeless children who have been placed in temporary housing;	
Children who are in a refuge due to domestic violence;	

1. Information about your school *(Secondary schools – please read ‘class’ as year group)*

No. in year group	
How year group is organised	
No. in class this pupil would join	
No. of Statements/IDPs in class	
No. of SA and SA+ in class	
No. of EAL in class	
Support available in the class	
Additional information about this year group	

Please indicate below if there are any particular challenges the school is currently facing in addition to the pupil profile above:

2. Information about the pupil

What is it specifically about this child that means your school could not meet their needs but another school could? These must be unique to the school and considered as valid reasons by the panel

What can the school offer the pupil and what support might be needed to integrate them into the school?

Please give any further information you would like the Panel to take into account

NAME	
ROLE	
DATE	

Please email this form to lisa.adams@blaenau-gwent.gov.uk