



## BRIEFING NOTE No. 2

### SID FOCUS: THE LOCAL AP ARRANGEMENTS

#### The role of schools

- There is currently no set requirement on what schools should do to try and support a student to remain in mainstream education. However, all schools need to demonstrate that they have tried a variety of techniques.
- Students are referred at different stages of support based on the reason for a referral.
- If a student takes a weapon or drugs into school and has in the past shown no behaviour issues the school may make an immediate referral to AP rather than a permanent exclusion. In these cases support in school may not have been required as the student showed no signs of need.
- Different schools work with students in different ways.
- Some of the support offered is as follows:
  - Referrals to other services – IFIT, CAHMS, Family First, Think Forward
  - Learning mentor
  - 1-1 mentoring with form tutor or Head of Year
  - Small group work
  - Seclusion
  - Inclusion
  - Parent Meetings
  - Reports – Tutor, Head of Year, Senior Leader
  - Anger management
  - Aspire programme
  - Progress Park – now closed

Schools have to complete and send the Information Passport before a referral is accepted. See below for a sample Information Passport. Please note that some of the information has been removed or pseudonyms used due to data protection.

## **SAMPLE INFORMATION PASSPORT**

### **Alternative Provision Referral Process**

The following is a list of guidelines for a school to refer a student to Alternative Provision.

1. The referring nominated person at the school is to send All Year 10 and 11 referrals to the AP team.
2. Students must go through all three stages outlined in this form. If stage 1 and 2 are missed then the school must provide a reasonable explanation for this.
3. Referrers must set targets that they expect a student to attain. These should be marked short, medium or long.
4. No Year 11 can be referred after the October half term. Any Year 11 referred after this deadline will remain on their school roll and not transfer to the AP roll – The school and the AP team will however monitor student progress, attendance, behaviour and any other personal issues.
5. Year 10 students can be referred throughout the academic year.
6. A print out of the named student behaviour report must be included in this pack.

**(Please tick the forms you have included)**

Stage 1 Form ☒

Baseline Information ☒

Stage 2 Form ☒

Information Passport ☒

Behaviour Report ☒

Risk Assessment ☒

Write below your reasons for any of the above forms to not be included.

All forms complete

The AP team may return forms if not enough information on the student is included.

## **Stage 1 – School Intervention**

Name of School: School A

Name of Student:           G                                 Tutor Group: 10F

Attendance: 85%                      Punctuality: 80%

Names of those present at Stage 1 Meeting

School A's Deputy Head of Year  
School A's Headteacher  
G (student)  
G's mother  
G's father  
EWO

List below the needs of the student

### **Learning**

.....is a high achiever when she is focused and should be achieving A-C GCSE's in all subjects. She is a mature and able student.

She has been able to progress through hard work, and this has helped her to achieve a respectable grade in many of her subjects.

..... could do far better if she was committed to her school and studies she needs to be focused and use all her energy in trying to understand what is being taught.

I am sure if .....puts her mind to it she can reach her true potential, as this has been reflected by her progress so far.

She needs to develop her ability to be able to work independently in the classroom and not get distracted by others, as this makes G lose that sense of direction and purpose.

### **Behaviour**

..... has 80% attendance so far this year; she is punctual most of the time and smartly dressed. ....has already received a significant amount of achievement points and a few concerns being raised about her attitude towards being in school. .... wants and deserves to do well but needs to settle and commit to an educational establishment.

She clearly has the capacity to apply herself to her studies, enabling her to make rapid progress. As the year progresses it would be good to see her demonstrate a mature and studious approach to all of her studies, especially as the tasks become more challenging. There are some issues with lack of focus and motivation towards subjects.

List below the current support that is in place

..... will go and talk to pupil support when she feels she needs to talk to an adult about things outside of school for guidance.

Actions that the school will put into place for the student

School A will continue to support ..... through negotiation and collaboration  
There has also been various school projects that ..... has been a part of such as small group work for disaffected girls.

Actions that the parent/carer will put into place for the student

Parent had small punishments at home i.e. no TV and so on but student can play mom against dad as they are not living together and relationship with her mother can be rocky and uncomfortable. ....lives with her father.

What will the student do to support this plan? List their tasks or actions.

..... has said she would engage more in her subjects if the school looked into the possibility of supporting her on AP.  
This has been agreed as a motivation strategy in keeping the student in education.  
.....has promised to engage by attending school and being on time.

Date of Stage 2 review meeting (it is suggested that the review takes place within 6-8 weeks after the Stage 1 meeting): \***April 2015**

**I am willing to work with the school to improve my child's learning or behaviour. I am aware that if my child makes little or no progress that they may be referred to Alternative Provision as a positive pathway in order to support their needs.**

Parental Signature: **Signed document by parent in school file**

Date: 03/04/15

## **Stage 2 – School Intervention**

Name of School: School A

Name of Student:       Tutor Group: 10F

### **Names of those present at Stage 2 Meeting**

School A's Deputy Head Of Year

G (student)

G's father

EWO (EWO)

**Using the Stage 1 form, behaviour reports, teacher/academic reports discuss student progress before answering the question below.**

List evidence provided

Little progress made.

Has the student made satisfactory progress: NO  
(if no complete the sections below)

List the concerns that are preventing student progress

Continued issues with attendance and wanting to leave school for college

Identify the reasons why a move to Alternative Provision would be a positive route for this student

To further her career aspirations,  
Re-engagement into education through the alternative educational provision,  
This is seen as a positive route for this student in moving forward as the student feels she has out grown her peers and the school and wants to move on.

Does the student have a statement: No

Date of next Annual Review: N/A

List the support that the student requires in order to meet the statement and how this will be monitored

N/A

**I have understood that the school has tried to work with my child's learning or behaviour needs. I am now willing for my child to be referred to and then attend an Alternative Educational Provision.**

Parental Signature: Signed document by parent in school file

Date: 23/04/15

**Copies of both forms should be sent to the Parent and Head of Alternative Provision. Schools should keep a copy for their own records.**

## **Islington Information Passport (KS4)**

### **Stage 3 – School Referral**

**To be completed by the school.**

**Alternative Provision Provider:** Westminster Kingsway College

**Contact Name:** Ms Amanda Keer

**Number & E-mail:**

**UPN:**     **D.O.B:**

**Year Group:** 10F            **Ethnicity:** Wht-Eng

**First Name:**        **Surname:**

**Parents Name:**

**Address:**

**Contact Numbers:**

**KS2 Results**

ENG	MA	SC	ICT

**KS3 Results**

ENG	MA	SC	ICT
4A	5B	4A	5C

**Reading Age** \_\_\_\_\_ **Date of Test** \_\_\_\_\_

**Spelling Age** \_\_\_\_\_ **Date of Test** \_\_\_\_\_

	YES	NO
G&T		N
EAL		N
FSM		N
CAF		N

**Attendance %:** 80%

**Punctuality % :** 85%

**SEN Register:** No

**If yes please state stage and where the student will need support.**

N/A

**Behaviour** (issues if any) **You MUST include the behaviour report for the student.**

When G is focused she can show a good understanding.  
Her poor attendance has been her biggest barrier to progression as you cannot learn if you are not in class. When she is in her attitude is hit and miss, she can become distracted by lack of interest in school and as a result her written work does not reflect her true ability.

### **Professional Network**

	<b>Yes/No</b>	<b>Name</b>	<b>Contact</b> Number or e-mail
<b>School Mentor</b>	N		
<b>Connexions</b>	N		
<b>Social Worker</b>	N		
<b>EWO</b>	Y	[name]	[email]
<b>YOS</b>	N		
<b>Key Worker</b>	N		
<b>CAF Lead Professional</b>	N		

**You must write a minimum of three targets that the student should aim for whilst on Alternative Provision. These targets should be marked short, medium or long in the following areas:**

#### **Academic Targets**

1. To develop a career path in her preferred field of work. (L)
2. To progress in a course at the highest level. (L)
3. To ensure you sit your Maths, English and Science GCSE. (S)

#### **Personal and Social Development Targets**

1. To recognise that attending any educational establishment is for one self to progress as you deserve a good education.
2. A chance to show people how considerate and insightful you are.
3. To develop your self-worth and commitment to your studies.



## Students Strengths and Areas for Development

<u>Strengths</u>	<u>Areas for Development</u>
Considerate. Mature. Highly intelligent. Thoughtful. Loyal friend Reflective Calm nature Carer Leader	A little too laidback. Needs more motivation toward her education.  Long term solutions can be slow to be put into action.  A sense of direction,

## Strategies for success

Include strategies which have proved effective in addressing the student's needs.

<p>Talk to ..... like a young adult, mature female. This will also cause actions of reflection from .....</p> <p>To let ..... sit quietly and calm and approach the issue when she is less stressed</p> <p>Clear, Calm instructions</p>
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## Medical

Complete the box below listing the medical needs of the student and any medication they might be taking or if they are known to CAMHS.

<p>None recorded</p>
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Has the parent been made aware of the referral? Yes

Name of School: School A

Name of staff making the referral: School A's Deputy Head of Year

Contact details: [tel number and extension] / DeputyHeadOfYear@SchoolA

Signature: Deputy Head of Year

Date: 23<sup>rd</sup> April 2015

Name: Gender: Female Ethnicity: Wht Eng	DOB: School: SCHOOL A Year Group:10F UPN:	Provision Westminster Kingsway College
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### **English**

..... is a capable student. She has engaged in preparing for her i.G.C.S.E exam and ensured she has finished all tasks to the best of her ability. .... is can be focused and listens intently. She is consistently polite and encourages other students to work hard. She contributes to discussions and has been reading 'To Kill A Mockingbird' and the Language exam passages with enthusiasm. .... provides original ideas to tasks and shows great understanding of the work set.

#### **Targets:**

..... must ask 'why' and 'what-if' questions to develop her high-order thinking skills.

Keep asking for clarification if get confused

At the last formal assessment ..... achieved a grade C. G's target for the end of Year 10 is C leading to a grade B by the end of Year 11. This assumes regular attendance and completion of class work and homework.

### **Mathematics**

..... made a reasonably good start in mathematics this year. Her behaviour in class is generally good, but sometimes she allows herself to become distracted or can distract others. It is important that she addresses this throughout the year. She arrives to lessons promptly and is ready to work after an initial prompt. .... completes excellent work at times, but her presentation needs to improve. Her homework is usually completed; an increased level of effort and independent work will help her to achieve her target grade and possibly exceed it.

#### **Targets:**

..... achieved a grade D at the last assessment point; I believe that she should achieve her minimum target of C by the end of Year 10. To improve and secure the possibility of exceeding this target, .... should focus on the following topics: negative indices and standard form; simple and compound interest; multiplication and division with decimals; and writing numbers as products of prime factors.

### **Self Esteem**

Low

### **Attitude to Learning**

Very good when focused

### **Other Key point or observation**

Will over dramatize situations if allowed

**BEHAVIOUR MANAGEMENT PLAN**  
**RISK INDICATOR CHECKLIST**

Name:	D.O.B. :
Medical/Emotional considerations:	
School: SCHOOL A	
UPN:	

**1. RISK ASSESSMENT – HISTORY**

**2. BEHAVIOUR, Health & Safety RISKS**

***Tick appropriate box for each question***

***Tick any risk behaviours in past***

**year**

**History of violence**

None

One incident

Two incidents

Three incidents

More than three incidents

Threats of violence

**Most serious harm caused**

None

Minor injury

Serious/major injury

**History of suicide attempts**

None

One

Two-Three

More than three

**History of severe neglect (ever)**

No

Yes

**History of arson (ever)**

No

Yes

Threats

**History of containment (ever)**

Special Hospital

☒

Accidental harm at home (e.g. falling, careless, climbing)

☐
☐
☐

Lack of awareness of danger

☐
☐

Accidental harm outside the home (e.g. wandering into the road)

☒

Throwing of objects to cause harm

☐
☐

Biting

☐

Non-compliance with medication

☐
☐

Incidents involving the police

☐

Risk of abuse from others

☐

Running away from home/school

☐

Self-Harm (e.g. Cutting)

☒

Other self-harming behaviours (e.g. punching walls, head butting walls, punching self)

☐
☐

Use of weapon/object as weapon to cause harm

Sexual assault (including touching/exposure)

☐

Secure Unit	<input type="checkbox"/>	Violence to family	<input type="checkbox"/>
Prison	<input type="checkbox"/>		
Locked Ward	<input type="checkbox"/>	Violence to staff	<input type="checkbox"/>
Detained at a Police Station	<input type="checkbox"/>		
Detained under MHA 1983	<input type="checkbox"/>	Violence to other students	<input type="checkbox"/>
Detained under Section 136	<input type="checkbox"/>		
None	<input type="checkbox"/>	Violence to general public	<input type="checkbox"/>
<b>History of dropping out of contact with mental health services</b>		Unsafe use of equipment, machine tools etc.	<input type="checkbox"/>
No	<input type="checkbox"/>		
Yes	<input type="checkbox"/>	Other: Verbal Abuse, threatening language.....	<input type="checkbox"/>

### **STUDENT RISK ASSESSMENT / BEHAVIOUR MANAGEMENT PLAN**

<b>Triggers:</b>					
•					
<b>Specific Hazardous Behaviours:</b>		<b>Description/Examples</b>		<b>Risk:</b> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>	
• Verbal abuse		Screaming and shouting, threatening others		<b>Risk:</b> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>	
• Physical violence		Fighting		<b>Risk:</b> Low <input checked="" type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/>	
<b>Successful Strategies to manage risks:</b>					
•					
<b>De-escalation/Intervention:</b>					
	Try	Avoid		Try	Avoid
Clear Instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Hold (wrap/single elbow/double elbow/figure of four)	<input type="checkbox"/>	<input type="checkbox"/>
Verbal Advice & support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Take up time	<input type="checkbox"/>	<input type="checkbox"/>
Negotiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Withdrawal offered	<input type="checkbox"/>	<input type="checkbox"/>
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	Withdrawal directed	<input type="checkbox"/>	<input type="checkbox"/>
Distraction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>
Diversion	<input type="checkbox"/>	<input type="checkbox"/>	Consequences re-enforced	<input type="checkbox"/>	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	Humour	<input type="checkbox"/>	<input type="checkbox"/>
Planned Ignoring	<input type="checkbox"/>	<input type="checkbox"/>	Success reminders	<input type="checkbox"/>	<input type="checkbox"/>
Positive Touch	<input type="checkbox"/>	<input type="checkbox"/>	Other (see below):	<input type="checkbox"/>	<input type="checkbox"/>
Friendly hold	<input type="checkbox"/>	<input type="checkbox"/>	Other (see below):	<input type="checkbox"/>	<input type="checkbox"/>
<b>Others:</b>					

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<b>Recording and Notifications Required:</b>			
Parents/Carers/Staff	<input type="checkbox"/>	CAMHS	<input type="checkbox"/>
Placing authority	<input type="checkbox"/>	YOT/Police	<input type="checkbox"/>
Social Worker/Social Services	<input type="checkbox"/>	G.P.	<input type="checkbox"/>
Educational Psychologist	<input type="checkbox"/>	Other	<input type="checkbox"/>
Other: Alternative Provider			

<b>Name:</b> School A's Deputy Head of Year	<b>Signature:</b> <div style="height: 30px; width: 100%;"></div> [signed]	<b>Date:</b> 24/04/2015
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