



VULNERABLE PUPILS PANEL PROTOCOL FOR TOGETHER FOR CHILDREN'S COMMISSIONED ALTERNATIVE PROVISIONS

TO SUPPORT PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES AND THOSE WITH MEDICAL CONDITIONS

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A. INTRODUCTION

Children often present with emotional dysregulated behaviours for a variety of reasons. Such dysregulation does not necessarily mean that a child or young person has a possible mental health problem or a special educational need or Disability (SEND). Negative experiences or distressing life events can affect mental health in a way that brings about temporary change in a person's behaviour. A pupil that experiences frequent and persistent difficulties with behaviour, emotional and social difficulties can significantly affect their learning experience and that of their peers.

Consistent disruptive or withdrawn behaviour can also be an indication of an underlying problem. Where there are concerns about presenting behaviour there should be an assessment to determine whether there are any factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

Formal diagnosis should only be made by medical professionals. However, schools are well-placed to observe children and identify those behaviours that children may be suffering from, or at risk of developing a mental health problem.

To support children and schools in Sunderland, Together for Children (TfC) have introduced assessment hubs and alternative provision that may support children and young people's current circumstances. TfC recommend and support SEND range descriptors that are based on national best practice in determining needs of pupil with SEND. There is a referral process to access the hubs and alternative provision and it is expected that schools will have considered the SEND range descriptions guidance prior to referring a young person.

The purpose of the Vulnerable Pupil Panel (VPP) is to provide a transparent, fair and impartial referral system into the Vulnerable Pupils Assessment Hub and appropriate alternative educational provision for pupils who are experiencing social, emotional and mental health difficulties within mainstream school settings.

The VPP also considers applications from schools for those children and young people who, due to medical needs, are unable to access their usual education setting and are requesting tuition from the Tuition Service, or who are about to become parents and are unable to continue to access learning in their mainstream provision for the period of their maternity.

Assessment hubs or alternative provision/tuition can be accessed via a referral process to the Vulnerable Pupils Panel.

The VPP will consider applications to the TfC's commissioned assessment hub and alternative provision places and will determine an offer of a placement in accordance with the needs of an individual young person. Terms of Reference for the VPP can be obtained from the Inclusion and Access Team.

B. VULNERABLE PUPILS PANEL

1. Purpose of the Panel

- 1.1 The VPP was set up to consider referrals from schools and TFC representatives requesting access to the following provisions (both Ofsted registered and non-registered), commissioned by TFC;
- Assessment Hub (KS2 & KS3)
 - Key Stage 1 Communication Hub
 - Key Stage 1/2/3/4 Link School
 - Consilium Evolve – Secondary Provision
 - Consilium Evolve – KS2 Emotionally Based School Avoidance
 - Young Parent Provision
 - Tuition Service (includes Home Tuition and Hospital Tuition)
 - Beacon of Light School
 - Hopespring
 - East Boldon Alternative Provision
 - Springboard Sunderland
 - Education Plus North East
- 1.2 To ensure a consistent and effective referral process it is envisaged that all Members of the VPP engage in this process.
- 1.3 The panel considers the most suitable outcomes to meet the referred pupil's needs and consists of representatives from the services/agencies outlined in the VPP Terms of Reference.
- 1.4 The Behaviour and Attendance Partnership, as outlined in the VPP Terms of Reference, will quality assure the functions of the VPP.

2. VPP Application Form Guidance – All Sections

- 2.1 All schools/academies allocated a Hub or alternative provision placement by the VPP will be required to enter into an agreement that identifies the responsibilities of the home school, alternative provider, the parent/carer and the child/young person.
- 2.2 **All sections** of the application form must be completed. Copies of evidence identified in the application form must be attached. Where this is not the case the application form will be returned to the applicant and the process can be delayed.
- 2.3 All application forms must be signed by the Headteacher of the school where the pupil's main registration is or their nominated representative. Applications without such signature will not be considered by the Panel and will be returned to the main school.
- 2.4 The Panel will not consider applications that do not identify at least **two** early intervention strategies or support services involvement.
- 2.5 VPP meetings are scheduled to take place on a fortnightly cycle. All applications must be received one week prior to a scheduled VPP. Scheduled Panel dates are available on the TFC website.
- 2.6 Any schools referring a cared for or previously cared for pupil, must contact their Virtual School Caseworker in the first instance. Tel: **07880465962** or email: virtualschool@togetherforchildren.org.uk
- 2.7 KS1 Link School placements can only be offered over 20 weeks and KS2 and KS3 Link School placements can only be offered over 15-week duration. Returners and Home/Hospital tuition will take into consideration medical professionals' advice when allocating the duration of a placement.
- 2.8 The Panel, on occasions, do expect some conditions to be met prior to the placement commencing or throughout the duration of the placement. **These conditions will form part of the agreement between alternative providers and home schools. The delay in not fulfilling these conditions could lead to the placement ending.**
- 2.9 In exceptional circumstances an extension to some alternative provision placements may be sought. However, all parties – the pupil, the parent/carer, the home school and the alternative provisions manager must support the extension. An Extension to alternative provision must be submitted to the VPP and signed by parent/carer, home school and alternative provider. The VPP will expect progress updates to determine whether the placement is still eligible, appropriate and can continue.

- 2.10 Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews. It is important that the home school representative/SENDCO has a full understanding of the needs of the pupil and is aware of the school's long-term education plan for the pupil.
- 2.11 Cross-Phase placements are not possible. Where a pupil is receiving alternative provision at KS1, 2 or 3, it cannot be expected that a pupil will automatically be placed in the next phased alternative provision. A full application must be submitted to the VPP for their consideration. Exceptional circumstances will be considered by the VPP.
- 2.12 Due to the high demand of all alternative commissioned places, it is likely that a child may be placed on a waiting list. Where this is the case home schools **must** provide a half-termly synopsis around any progress made towards any conditions stipulated by the Panel when the place was allocated. Failure to provide progress can lead to the placement being withdrawn.
- 2.13 It is **essential** that the application includes evidence of two of the following evaluated plans; SEN, Behaviour Support and/or Pastoral Support, to demonstrate rigorous monitoring of the progress of the child concerned.
- 2.14 All **essential supporting** documentation, as referred to in section 3.10, must be submitted with the application form. Also see Application Checklist in the referral form. The Panel cannot consider referrals that do not contain essential documentation required.

3. Common Admissions Criteria

The DfE has published guidance that provides advice to Local Authorities and schools when considering supporting children with special educational needs, medical conditions and/or mental health conditions that may affect attendance. Schools are expected to have followed such guidance when considering requesting the home tuition service for a student. Such guidance has also been taken into considering when updating this protocol. DfE guidance includes;

- [Working to Improve School Attendance, August 2024](#)
- [Promoting and supporting mental-health-and-wellbeing-support-in-schools-and-colleges](#)
- [Mental health issues affecting a pupil's attendance](#)
- [Mental health and behaviour in schools](#)
- [Working together to improve school attendance - August 2024](#)

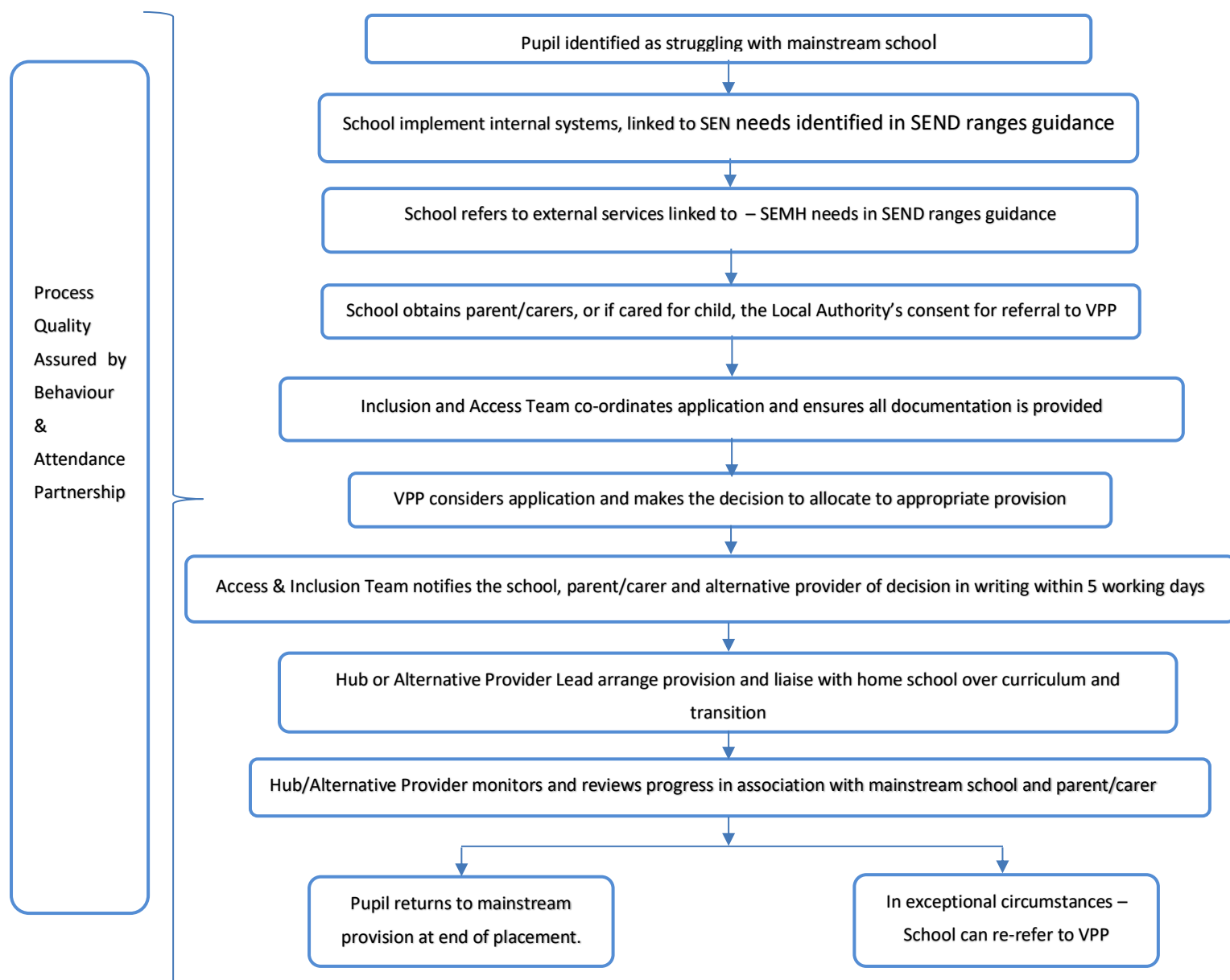
- 3.1 It is expected that all schools/academies will have demonstrated the steps they have taken to meet the needs of children and young people as identified in the SEND Ranges Guidance and have accessed appropriate external support agencies prior to considering an application to the VPP and can provide evidence to demonstrate impact.
- 3.2 Where a child has an EHCP and school are finding a child's behaviour is causing concern, school should consider liaising with their SEN Caseworker in the first instance, prior to considering a referral under VPP protocol.
- 3.3 There are rare occasions where a child with an EHC plan may be considered via the VPP process. However, these instances are generally when a child is unable to attend school, due to a medical condition or where a child is displaying extreme complex needs due to the trauma they have faced and may require a therapeutic placement. In these instances, a referral for Home Tuition or Hopespring may be considered. The Entry criteria for these provisions detailed in Section 6 must be considered fully. **Please note when considering submitting a referral to VPP for a commissioned place in alternative provision or for home tuition the reason for the referral must not be linked to the child's primary need.**
- 3.4 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, school must explain why parent/carer have 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.
- 3.5 For Cared for Children, schools should have agreed any referral with their Virtual School Caseworker as part of the Personal Education Planning (PEP) process and prior to submission have the agreement of the Care Team, including the social worker and other professionals working with the child.

- 3.6 For children with a social worker, the referral should have been agreed by the care team prior to submission.
- 3.7 To access the appropriate alternative educational pathway, the process outlined in the flow chart – diagram 1, page 7, and diagram 5, page 10, must be followed.
- 3.8 Schools need to identify, on the VPP application form, their preferred educational provision pathway in light of the pupil's identified need(s) and in accordance with the criteria set out in this protocol in section 4 and associated with the educational provision required.
- 3.9 Schools should also provide evidence of impact of support provided by school and professionals to the child or young person in the SEND Ranges, that demonstrates a graduated response.
- 3.10 Schools must ensure a full application has been submitted to the VPP and include the following documents to support the application;
- Attendance and punctuality certificate for current and previous academic year.
 - School behaviour plans or pastoral support plans and, if registered as receiving SEND, SEND support plans
 - Prior and most recent academic assessment information (i.e., KS1, KS2, KS3, KS4 targets and progress).
 - Evidence of the school's graduated response to the pupil's needs, directly linked to the Ranges Guidance 2019.
 - Evidence of involvement with any other agencies (i.e., most recent reviews, reports, letters from Educational Psychologist, medical consultants)
 - Informed consent from parent/carer.
- 3.11 In most instances schools should only request for one type of provision. However, where there is a slight overlap between the entry criteria and SEN Ranges the Panel may consider schools identifying **one other** type of provision. Panel may also recommend an alternative provision if they believe another alternative provision would be more suitable to that identified.
- 3.12 Due to TfC commissioned alternative provision places being in high demand, where VPP's decision to allocate and where the alternative provision has contacted the school with a date/time of induction a school must arrange admission a.s.a.p. Where a school does not take up the offer of an induction within 4 weeks of contact by the alternative provider a re-referral to VPP must be submitted.
- 3.13 Also, due to the high demand of places some children may be placed on a waiting list and a place may not become available within 4 weeks. In this instance schools do not need to re-apply. A child will remain on the AP's waiting list until contact has been made with the home school.

Further guidance regarding the completion of application forms can be found in section 4.

4. Referral to Vulnerable Pupils Panel

4.1 Diagram 1 – Flowchart detailing the referral process for schools to follow for children with SEMH

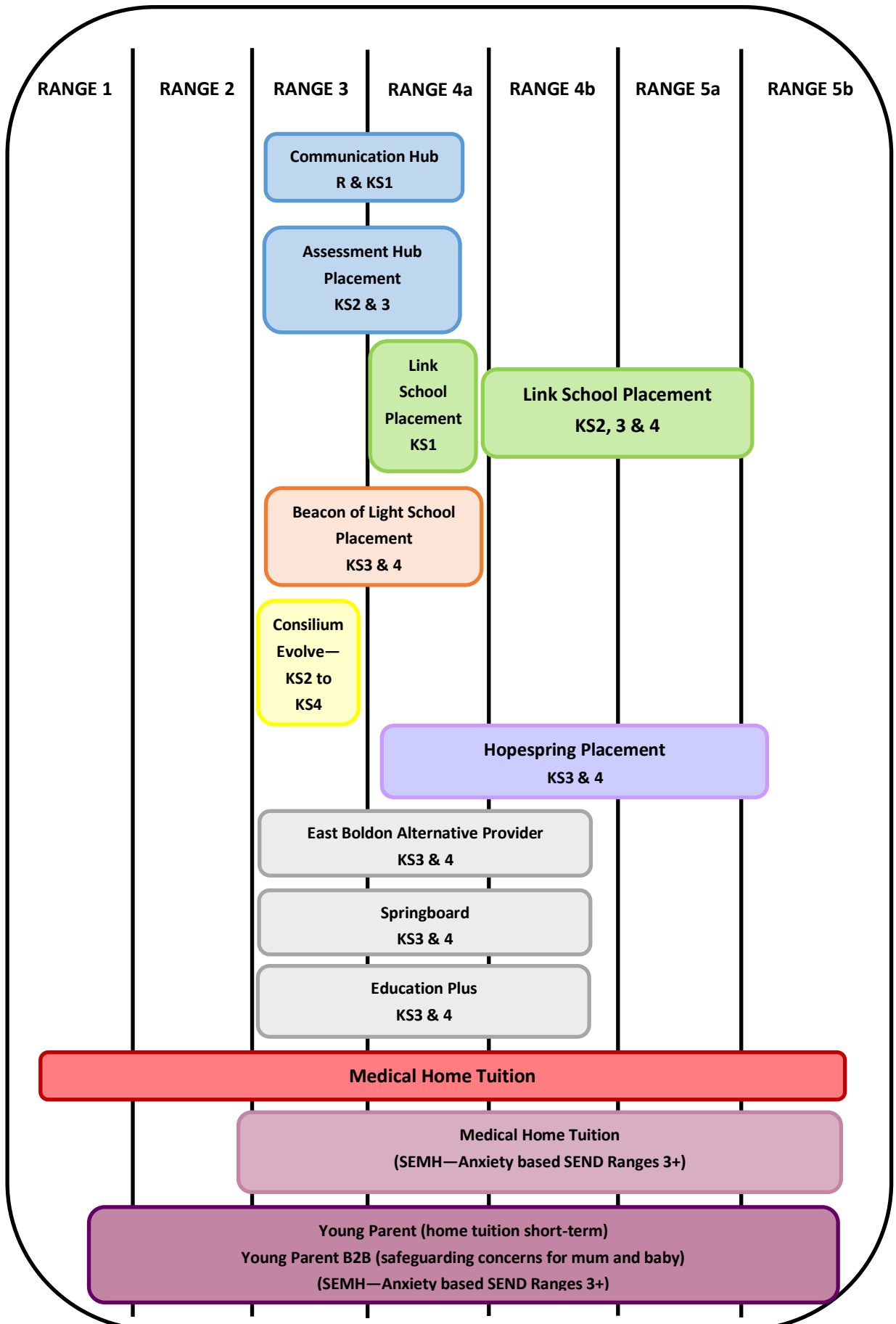


4.2 Prior to referring a pupil to the Vulnerable Pupils Panel schools should consider the following;

- 4.2.1. What impact alternative provision would have on the pupil's behaviour and/or attendance?
- 4.2.2. What strategies schools have applied to support pupils with social, emotional and mental health difficulties?
- 4.2.3. How the pupil is expected to contribute towards improving their behaviours?
- 4.2.4. How the school will support the pupil on return to their mainstream setting?
- 4.2.5. That parent/carers are supportive of the referral
- 4.2.6. That parent/carers are willing to engage with other services to support their child.
- 4.2.7. That alternative providers have all current academic/assessment data, including information on exam boards for those attending KS4 provision.

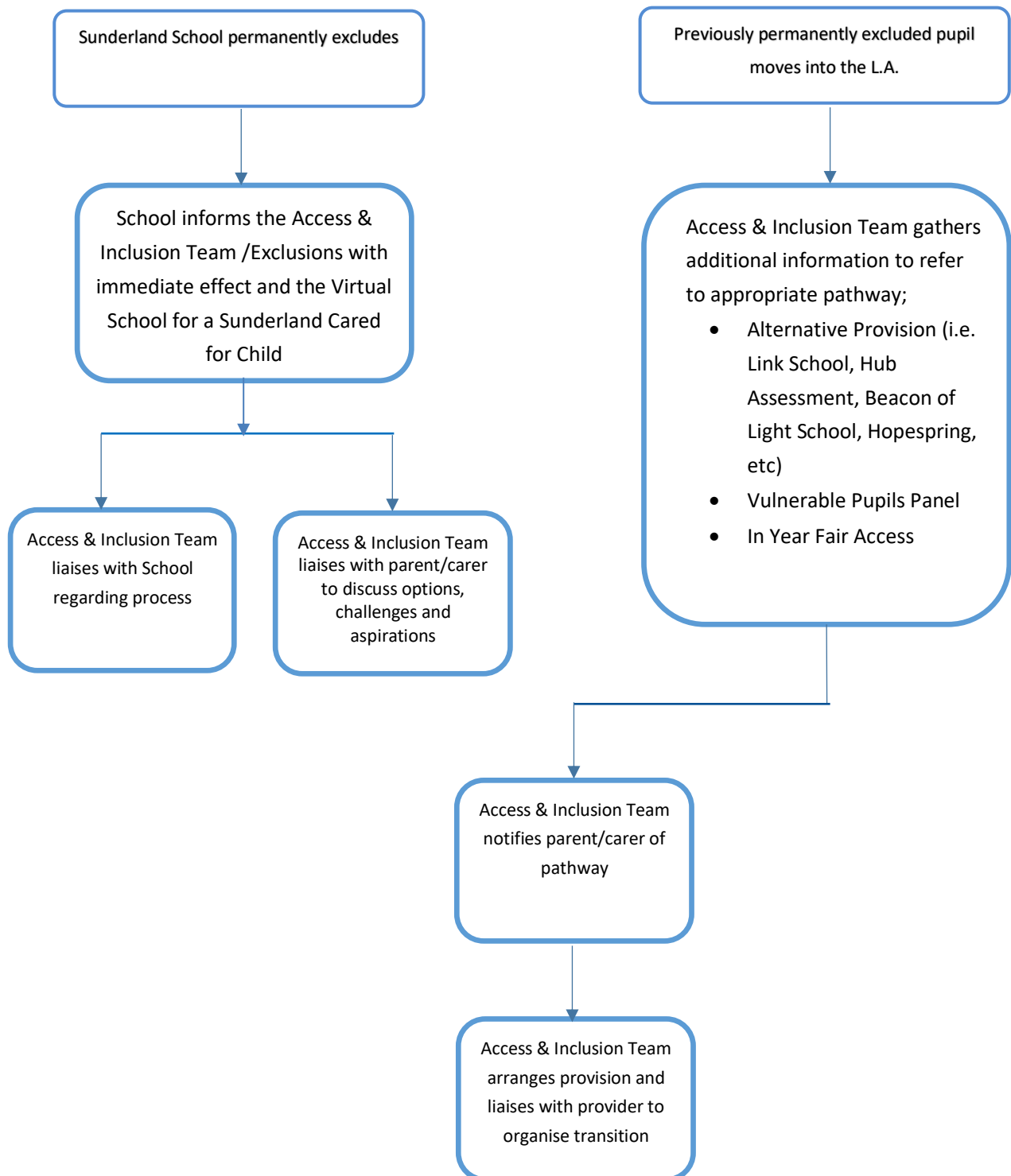
4.3. Schools should consider the SEND Ranges Guidance to help determine whether an application for alternative provision should be considered by the Vulnerable Pupils Panel. See Diagram 2 overleaf

Diagram 2 – Stages of SEND Ranges Guidance which should relate to children with SEMH

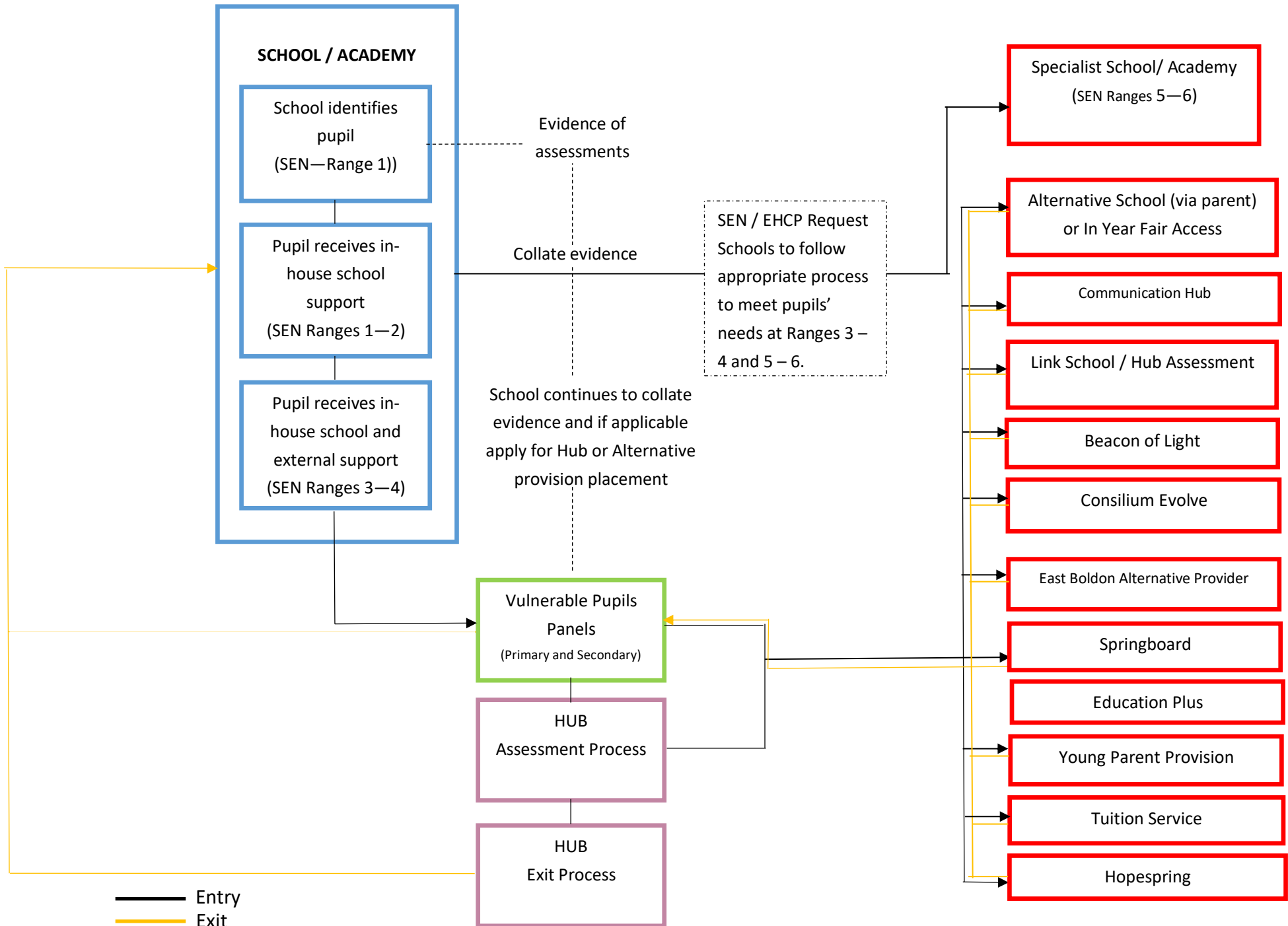


- 4.4. There will be occasions when Together for Children or the Local Authority may refer to the Vulnerable Pupils Panel for a hub or alternative provisions placement. For these instances see the process to follow at Diagram 3 – Flowchart
- 4.5. There is one application form for all provisions except Hospital Tuition. The Hospital Tuition form is completed by the Hospital that the pupil is an inpatient of. See 4.8.

Diagram 3 – Flowchart detailing the referral process for the Local Authority/Together for Children to follow



5. VPP Pathways to Alternative Provisions - Diagram 4



6. VPP Pathways to Alternative Provisions – Entry and Exit Criteria

Based on the Alternative Provider's Service Delivery Specification with Together for Children.

6.1 Assessment Hub

Base: **Secondary Provision – Springwell Dene, Link School – Moratorium 25/26 – No Places available.**
Primary Provision – Springwell Dene, Link School

Entry

- 6.1.1 The pupil experiences **frequent and persistent** difficulties with behavioural, emotional and social difficulties which will **significantly** affect curriculum access.
- 6.1.2 Pupils must be demonstrating behaviours identified in Range 3 - 4 of the SEMH element of SEND Ranges.
- Incidences of non-compliant and uncooperative behaviour e.g., refusal to work, disrupting the learning of others.
 - Difficulties self-regulating e.g., frequent emotional or aggressive outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships.
 - Significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out')
 - Low levels of resilience when faced with adversity
 - Behaviour causing a barrier to learning, e.g., pupil disengaging, may destroy own / others' work, use work avoidance strategies, concentration very limited
 - Difficulty socialising with peers and adults e.g., lack of empathy, victim or perpetrator of bullying
 - May show low mood or refuse to communicate for periods of time
 - Risk of isolation or becoming socially vulnerable
- 6.1.3 A VPP Application for an Assessment Hub place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. – Common Admissions Criteria and 3. - Referral to Vulnerable Pupils Panel of this document.

Placement Process

- 6.1.4 The minimum assessment period in the provision is two weeks, with a maximum of 8-12 weeks for secondary aged pupils and 12 – 16 weeks for primary aged pupils.
- 6.1.5 Within the assessment provision staff including; teaching staff, educational psychologist, behaviour support and mental health worker will carry out initial interventions. The outcomes of which will be provided to schools in report format that will recommend the most suitable ongoing educational pathway.
- 6.1.6 Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews. It is important that the home school representative/SENDCO has a full understanding of the needs of the pupil and is aware of the school's long-term education plan for the pupil. Reviews will take place at Week 4 and Week 8.
- 6.1.7 All schools and academies allocated an assessment will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.

Exit / End of Placement

- 6.1.8 An exit review at the end of the assessment period will be used to develop, in conjunction with the home school, a support plan which will be used to support integration into the most suitable educational placement or reintegration back into mainstream provision.
- 6.1.9 The Hub will provide a reintegration programme for a period of 2 – 4 weeks for those pupils that are returning to mainstream provision or into alternative suitable education. The reintegration period must take place between the remaining 4 weeks for a secondary aged pupil placement and 6 weeks for a primary aged pupil placement. Only extreme extenuating circumstances will a Hub Assessment placement may be extended. If this occurs it will be based on the individual need of pupils, capacity to extend the re-integration at additional cost to the home school, should this be deemed appropriate by all parties.
- 6.1.10 Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.

6.2 Key Stage 1 – Communication Hub

Base: New Penshaw Primary School

Core purpose is to access provision that is intended to bring about an improvement in the child's ability to access and generalise skills across the curriculum and general school activities through the development of effective child centred strategies. Strategies implemented will enable them to communicate more effectively and display increased confidence in communicating their wants and needs. The placement will also aim to support the child and family in developing strategies that aid functional communication.

It is expected that the child will gain progress, through a range of applied interventions that support the child to access the mainstream curriculum more effectively. The placement will also aim to provide the home school with a robust set of effective strategies and approaches to enable them to continue to support the child's progression in language and literacy outcomes post placement.

Entry

- 6.2.1. Places will be agreed via the Vulnerable Pupils Panel (VPP) with active representation from Head Teacher of New Penshaw and / or Lead Teacher in attendance. The child will remain on the role of the home school.
- 6.2.2. The home school retains responsibility for seeking involvement from relevant external agencies, e.g., Educational Psychology, and they will retain all normal statutory duties, including responsibility for making requests for Statutory Assessment, should this be appropriate
- 6.2.3. The placing authority is Together for Children on behalf of Sunderland City Council via Vulnerable Pupil Panel (VPP). To access a Communication Hub placement within Sunderland LA, a child must have an identified speech and/or language need confirmed by SaLT and be actively on SaLT caseload (or waiting list). However, the child should not be on the active caseload of the Intensive Interaction Team (IIT).
- 6.2.4. Speech and/or language difficulties will be the child's identified area of primary need. It is envisaged children will be experiencing moderate to significant levels of difficulty in accessing the curriculum and have difficulties in line with Range 3 - 4 of the SEN Ranges document. Children are not expected to require an Education Health care Plan (EHCP) prior to entry to the Hub
- 6.2.5. Discussion between parents, SaLT, and teaching staff will have taken place through SEN support meetings
- 6.2.6. The child will be considered to have the potential to take advantage of an intensive level of intervention to support their communication and interaction difficulties, which will include access to a Speech and Language Therapist as part of Language and Learning team, in addition to specialist teaching and support staff within the Communication Hub. Factors affecting this potential, such as medical diagnosis and learning profile, will be considered. The child may have an Autism Diagnosis, but this would not be expected to be their primary area of need
- 6.2.7. Where children are exposed to more than one language, their impairment will be significant in all languages to which they are exposed
- 6.2.8. The impact of child's speech and/or language difficulties on his/her social and emotional functioning will be considered
- 6.2.9. Children are likely to have some difficulties with social interaction associated their speech and language difficulties. However, social communication skill difficulties should *not* be their main area of need
- 6.2.10. Children may display some level of behavioural difficulty due to frustrations in expressive language use. However, SEMH will not be their primary area of need and children should not be ranged above Range 3 in this area.
- 6.2.11. Consideration will be given to transport being provided for the pupil to in line with the Home to School Transport Policy.
- 6.2.12. Both the home school and Communication Hub will maintain effective communication, (e.g., via school/home diaries, phone calls, and observational visits to the provision) to maintain consistency in approach across settings

Placement Process

- 6.2.13. The Communication Hub placement period will be for a maximum of 20 weeks, with first 2 weeks being an assessment period.
- 6.2.14. The placement will be a full time, five days offer at New Penshaw Primary School. However, by agreement the child may return to their home school for a special school event e.g., School Sports day.
- 6.2.15. A review will take place involving parents and home school at the midway point and prior to exiting the provision school, SaLT and parents must attend the meeting. The Communication Hub will host and chair the meeting to ensure consistent support is in place on the child's return to home school and the home school will

receive an exit report summarising overall outcomes and progress and providing information to inform the home school's support plan

- 6.2.16. Staff from the home school are strongly encouraged to visit the Communication Hub during the placement to observe the interventions being delivered so they can support the child more effectively on return to school.

Exit / End of Placement

- 6.2.17. The home school will be provided with a list of suggested resources that have been demonstrated to be effective in meeting the child's needs during the placement.
- 6.2.18. A follow up support visits to the child can be carried out by Language and Learning Partnership Team (LLP) after the child has returned to their home school to support the school in maintaining progress against the agreed support plan targets (schools will need to submit a referral form to LLP for this service).
- 6.2.19. It will be the responsibility of the parent or home school to make suitable arrangements for transport to and from the Communication Hub during transition periods.

6.3 Key Stage 1 Behaviour Support / Link School (Years R – Y2)

Base: Link School, Springwell Dene

Entry

- 6.3.1. The pupil displays frequent and persistent behavioural, social and emotional difficulties which are escalating and indicating that a child may need to be taught or encouraged to learn the social and emotional skills that underpin good behaviour. The Key Stage 1 Link School placement is designed to educate children for a period of time that in a learning social environment that is designed for this purpose.
- 6.3.2. A VPP Application for a Key Stage 1 Link School place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. - Common Admissions Criteria and 3. - Referral to Vulnerable Pupils Panel of this document.
- 6.3.3. Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.3.4. Schools will need to evidence that the pupil is operating within range 4a of the SEND Ranges.

Placement Process

- 6.3.5. Placement at the provision will be full-time, 20 weeks in duration (no extensions) with approval by the Vulnerable Pupils Panel. Reviews will take place at weeks 5, week 10 (mid review) and 15 (exit review) which school must attend. Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews.
- 6.3.6. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 6.3.7. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.

Exit / End of Placement

- 6.3.8. At the Exit review a support plan which will be developed, in conjunction with the home school, to support reintegration.
- 6.3.9. It is advantageous that all pupils participating in a Link School placement benefit from a reintegration package.
- 6.3.10. The Link School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.4 Key Stage 2 and 3 Link School Placements (Year 3 – 9)

Base: Link School, Springwell Dene

Entry

- 6.4.1. The pupil displays significant and persistent behavioural, social and emotional difficulties which have escalated and become more complex, may necessitate a continued multi-agency response and indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour. The Key Stage 2/3 Link School placement is designed to educate children for a period of time that in a learning social environment that is designed for this purpose.
- 6.4.2. A VPP Application for a Key Stage 2/3 Link School place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. - Admissions Criteria and 3. - Referral to Vulnerable Pupils Panel of this document.
- 6.4.3. Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.4.4. Schools will need to evidence that the pupil is operating within the range of 4b – 5b of the SEND Ranges.

Placement Process

- 6.4.5. Placement at the provision will be full-time, 15 weeks (no extension) with approval by the Vulnerable Pupils Panel. Reviews will take place at weeks 5 (mid review) and 11 (exit review) which school must attend. Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews.
- 6.4.6. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 6.4.7. The review for a pupil in year 9 will determine whether the young person has the skills to be reintegrated back into mainstream or whether they should be considered for placement into Key Stage 4. Where consideration for a Key Stage 4 Link School placement is required, schools will need to refer into the VPP
- 6.4.8. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.

Exit / End of Placement

- 6.4.9. At the Exit review a support plan will be developed, in conjunction with the home school, to support reintegration.
- 6.4.10. The Link School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.5. Key Stage 4 Link School Placements (Years 10 – 11).

Base: Link School, Pallion Centre

Entry:

- 6.5.1. The pupil displays significant and persistent behavioural, social and emotional difficulties which have escalated and become more complex, may necessitate a continued multi-agency response and indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour. The Key Stage 4 Link School placement is designed to educate children that may need to be educated in a learning social environment that is designed for this purpose.
- 6.5.2. A VPP Application for a Key Stage 4 Link School place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Common Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document.
- 6.5.3. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.5.4. Schools will need to evidence that the pupil is operating within the range of 4b – 5b of the SEND Ranges.

Placement Process

- 6.5.5. The duration of a KS4 Link School placement will be subject to termly reviews. Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews, at least termly.
- 6.5.6. Where it is deemed a pupil has the ability to access mainstream provision, the Link School, will make a recommendation to the VPP, who will decide next steps.

- 6.5.7. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.

Exit / End of Placement

- 6.5.8. Where it is deemed that a KS4 child would benefit from mainstream provision an Exit review a support plan will be developed, in conjunction with the home school, to support reintegration.
- 6.5.9. The Link School will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.6. Beacon of Light School (Years 9 – 11)

N.B. Together for Children placements are very limited, and Schools can also access this provision via a service level agreement between the Beacon of Light School and the referring school.

Base: The Beacon of Light School, Part of the Laidlaw Trust based in the Beacon of Light

Entry

- 6.6.1. The pupil displays significant and persistent, social and emotional or mental health difficulties which have become more complex. Due to the increasing complexity of need they may require a multi-agency response in order to support the pupil effectively. The presenting behaviours indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour as they are displaying presenting behaviours at range 4a or below, using the Sunderland SEND Ranges. The Beacon of Light School placement is designed to educate children for a sustained period of time in a learning and social environment that is designed for this purpose.
- 6.6.2. A VPP Application for a Beacon of Light School place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document.
- 6.6.3. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a return to a mainstream placement at any time.
- 6.6.4. Schools will need to evidence that the pupil is operating, up to and including, the range of 4a of the SEND Ranges and evidence of how the school has attempted to meet the needs of the pupil as part of the graduated response within in their setting, including the additional provisions and interventions used and their impact

Placement Process

- 6.6.5. Duration of the placement will be determined by the VPP and the Beacon of Light School. Reviews will take place at week 6, termly as a support plan review, then as and when needed.
- 6.6.6. A written agreement between the school, parent and the Beacon of Light School is required prior to the placement commencing. The written agreement will be in line with the TFC and the Beacon of Light's Service Level Agreement.
- 6.6.7. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 6.6.8. If at any point during the placement duration the student requires a referral to SCCYPMHS the commissioning school will be required to support the application.
- 6.6.9. If at any point during the placement duration a referral is deemed appropriate to an external service the commissioning school would be required to cover any financial implication the referral may incur.

Exit / End of Placement

- 6.6.10. Where it is determined that a pupil should be reintegrated back to mainstream the Beacon of Light School submits a formal recommendation to VPP, following the review process. A request to end a placement can also be submitted following a series of breaches of the school behaviour policy, and/or an incident which has caused a significant safeguarding risk to the school floor and/or wider building. The formal recommendation for a student to return to mainstream is the conclusion of an ongoing dialogue between all parties (i.e., home school, parent, carer and to TFC for those pupils placed at risk of a permanent exclusion or end of placement).
- 6.6.11. Where it is agreed that a pupil should be reintegrated back to mainstream school a support plan will be developed, in conjunction with the home school, to support reintegration and agreed at an Exit Review.
- 6.6.12. The Beacon of Light School, if appropriate may provide a personalised reintegration support programme. However, a reintegration programme will also form part of the exit report and schools will be

expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service. All stages of intervention/support will be evidenced and shared up to the point of placement closure.

- 6.6.13. Where consideration for a Key Stage 4 Link School placement is required for a Key Stage 3 child already attending the Beacon of Light School, schools will need to refer to the VPP.
- 6.6.14. Nearing the end of an academic year it is expected that schools who have been allocated a placement through VPP during the academic year must consider a direct SLA arrangement between school and the Beacon of Light School. Tfc cannot guarantee that the placement offered via VPP will continue the following academic year.

6.7. CONSILIUM EVOLVE PLACEMENT

Base: Thornhill Academy Site. Separate units for KS3/4 and KS2.

Consilium Evolve is an Alternative Provision Academy which caters for, both primary (KS2) and secondary aged, children and young people who experience emotionally based school avoidance.

Entry

- 6.7.1. The pupil is suffering with anxiety and remains socially and emotionally vulnerable, withdrawn, isolated and is finding it difficult to attend school.
- 6.7.2. Schools will have to evidence that the pupil is operating within the range 3 of the SEND Ranges for SEMH.
- 6.7.3. Pupils attending Consilium Evolve placement need to be registered on the SEND Code of Practice and evidence the graduated response in the mainstream setting.
- 6.7.4. A VPP Application for a Consilium Evolve place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to Section 2. Admissions Criteria and Section 3. Referral to Vulnerable Pupils Panel of this document.
- 6.7.5. The application must include evidence that the child is suffering from anxiety, is actively engaging with or has been referred to a mental health support agency and has a relevant support plan. An associated medical report to support the application, **must be attached to the application**. It must also be demonstrated that the child is **currently** active with, or has been placed on a waiting list of, a mental health support agency.
- 6.7.6. The application must contain clear evidence that the home school has tried **EVERY** possible approach to re-engage the pupil and has evaluated the impact that these approaches have had. **This range of evidence must be attached to the application pack**.
- 6.7.7. The child **must not** have any evidence of disruptive or aggressive behaviours or incidents of exclusions/suspensions.
- 6.7.8. The home school must provide evidence that the child's attendance figure is lower than 50%.
- 6.7.9. In light of the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.

Placement Process

- 6.7.10. Maintaining links with the student's Home School is essential for the success of the student's programme. This includes working alongside Consilium Evolve on the reintegration back to their school, or if applicable another school which meets the needs of the student. This will be supported and guided by Consilium Evolve in association with all parties concerned.
- 6.7.11. Please note those pupils allocated a Consilium Evolve will serve a trial period before a secure place is finalised. All student placements are also subject to;
- a trial period of 6 weeks, this will include a 2-week internal review with parents and an invitation sent to the home school
 - The plan will lay out the intent, expectations and milestones and will be completed on during the first induction session
 - Together for Children, Home school and parents will be given prior notice during week 4 and week 5 if the placement may potentially fail.
 - A meeting with the SLT link from the home school will be held before the student starts their trial period to ensure all documentation is completed

- Any breach of these conditions can result in the placement being terminated.

- 6.7.12. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting. An induction pack will also be completed by the student and parent at the first available point.
- 6.7.13. Where a pupil has been allocated a placement by the VPP and a start date offered by the Consilium Evolve, it would be expected that the pupil will have attended an induction and commenced the provision within 4 weeks of the start date offered. Where this has not happened Consilium Evolve will request the VPP to consider withdrawing the placement.
- 6.7.14. Continuous reviews will take place to ensure the welfare of the child. There are 2 weekly documented meetings which also may have representatives from, the student's home school, Parent/carer, pupil and multi-agency professionals where necessary.

Exit / End of Placement

- 6.7.15. Further to a review and where it is deemed that it is not in a pupil's best interest to continue with the placement, Consilium Evolve will take the case to the VPP and seek guidance and where appropriate VPP will confirm the withdrawal of the placement in writing within 5 days of notification received.
- 6.7.16. Where it is deemed a parent has not attended a review, as requested, and professionals have agreed that it is not in the pupil's best interests to continue with the placement, a Consilium Evolve representative will refer back to the VPP for consideration.
- 6.7.17. If the VPP decide to withdraw a placement the parent and home school will be notified in writing of the termination date.
- 6.7.18. Where it is determined that a pupil should be reintegrated back to mainstream Consilium Evolve submits a formal recommendation to VPP.
- 6.7.19. Where the pupil is no longer engaging with a mental health agency or there is no evidence that an anxiety disorder is still prevalent the placement can be withdrawn. In such cases the home school and parent will be notified in writing of the termination date.
- 6.7.20. Consilium Evolve will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. During this time the student will have the opportunity to access a mixture of both provisions to enable to smooth transition. It is **imperative that schools provide this support in-house**.
- 6.7.21. Where it is agreed that a pupil should be reintegrated back to mainstream school, a support plan which will be developed in conjunction with the home school, will be agreed at an Exit Review and staff will support the phased reintegration back into mainstream school.

6.8 HOPESPRING

Base: One school across three campuses – Sea View (Ashbrook/Grangetown area), Bell Street (Millfield area) and Kings Road (Southwick area).

Entry

- 6.8.1. Hopespring Sunderland is an independent therapeutic school serving Sunderland Education Authority. It is based one DfE registered independent school spread across three campuses – Sea View Campus, Bell Street Campus and Kings Road Campus.
- 6.8.2. The school takes up to thirty pupils aged 11-16 years who are demonstrating significant social emotional and mental health (SEMH) needs, including those who have been excluded from mainstream education and those who are at risk of permanent exclusion.
- 6.8.3. Schools will have to evidence that the pupil is operating within the range 4b - 5 of the SEND Ranges for SEMH.
- 6.8.4. Placement at the provision will be determined by the needs of the young person who would benefit from an educational curriculum with therapeutic tools for stress management, emotional regulation and social communication embedded within it, delivered within a social and flexible environment. The therapeutic approach is based on Schema therapy – an integrative, evidence-based model that combines attachment-based, emotionally-holding strategies with elements of cognitive behavioural therapy (CBT) amongst other modalities.
- 6.8.5. Placements at Hopespring Sunderland are designed to intake primarily from students who have complex needs and are presenting with SEMH issues, but also from those with ASD (mild to moderate) and SLD as secondary.

Where a young person has a history and/or high risk of coercing or manipulating peers towards uniquely destructive/risky behaviours, including via social media, they **may not** be suitable for a Hopespring placement.

6.8.6 A VPP Application for Hopespring must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to Section 2 Admissions Criteria and Section 3. Referral to Vulnerable Pupils Panel of this document. Referrals originate from a mainstream school.

6.8.7 Places are only eligible to pupils that are;

- Presenting with a primary SEN need of SEMH ranged at 4b or above.

Typically, such pupils there will often meet *all* of the following criteria

- Are a cared for child of the Local Authority or care experienced;
or
are a child who is on the child protection register or has a child in need plan
or
in the care of a family member other than a parent;
• or a child who is at risk of CCE/CSE/gang affiliation
or
have an educational health and care plan and require attachment based therapeutic support,
or
are currently attending the Link School/Pupil Referral Unit and their current placement is not meeting their educational and/or attachment-based therapeutic needs
or
- Are at risk of exclusion or have been permanently excluded
- Are not meeting their current educational needs
- Are disrupting their own learning and that of their peers
- Have participated in alternative provisions that have been unsuccessful.

6.8.8. Schools may be expected to complete an additional proforma for Hopespring and will be required to complete a Booking Form where the placement has been agreed by VPP.

6.8.9. Referrals submitted will be in line with the TFC and Hopespring Service Level Agreement.

6.8.10. Any schools referring a pupil that has an education, health and care plan and due to current circumstances are unable to attend their current placement and it has been considered by all parties concerned in the child's education that a therapeutic placement may be more appropriate the school must liaise with their L.A. SEN Caseworker before submitting a VPP referral for Hopespring. If the home tuition continues for longer than a term an EHCP review must take place to determine if current provision continues to meet the SEND of the pupil.

Placement Process

6.8.11. Schools and parent/carers must attend regular reviews carried out by Hopespring.

6.8.12. The length of the placement will be based on a pupil's needs, but Hopespring will not generally consider any placement intended to last less than one full academic year. This is due to the long-term, attachment based therapeutic approach taken within the school.

6.8.13. Pupils study a bespoke curriculum that fulfils the requirements set out within the Independent School Standards. This includes English and Literacy, Maths and Numeracy, PSHE, RSE, science and technology, humanities subjects and PE. Pupils also have access to art therapy and speech and language therapy, with stress management and emotional regulation and social communication interventions embedded within the taught school curriculum.

6.8.14. Placements may be full-time. In the main, placements will be dual registered where Hopespring and the child's mainstream school will continue to work together to ensure any formal assessment is carried out to inform the pupil's appropriate educational pathway. Dual registered placements are for four days per week (Monday, Tuesday, Thursday and Friday, totalling 20 hours) with the remaining statutory entitlement being fulfilled by the referring school. Single registered placements will be five days per week full-time and fulfil the pupil's full statutory entitlement to education.

Exit / End of Placement

6.8.15. Where it is deemed appropriate for the young person to return to a mainstream setting an Exit review will be used to inform a support plan to support reintegration.

- 6.8.16. If a pupil is returned to mainstream, Hopespring will not provide a full reintegration support programme. However, a reintegration programme will form part of the exit report and schools will be expected to ensure appropriate support is dedicated to the reintegration of their pupil. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.9 HOME TUITION SERVICE

Base: Depending on the health and needs of the child, tuition may take place in hospital, home, community venue and on some occasions home school, if appropriate.

Entry In most cases a referral for medical tuition is a result of a young person having struggled to attend school for a number of weeks and months due to a mental health need or physical illness.

6.9.1. **Mandatory requirements to be considered when completing the VPP application form.**

For Home Tuition there is a mandatory expectation that the completed application should include

- The 'Medical Information' form completed by the **lead** medical professional (i.e. medical consultant). Not the G.P. unless there is corroborating evidence of ongoing medical and/or therapeutic support
- Attendance record for previous 12 months from the date of referral
- All relevant medical reports from medical professionals
- Records from consultation meetings /EHCP annual reviews/SEND (SEMH) meetings/Attendance Team meetings, where applicable.
- Minutes of any multi-professional meetings
- Progress and attainment over time: include NC levels, target and predicted grades (for current and previous years). If unavailable due to low school attendance, included predicted working at levels.
- Annotated timetable; Including, if available and/or relevant: Last 2 pastoral support plans and reviews.
- Risk Assessment (where applicable – are there any risks associated with the home environment?).
- Behaviour log

- 6.9.2. Pupils eligible are those who reside in Sunderland and have a medical condition that is impacting on their ability to attend school.
- 6.9.3. A VPP application for home and/or hospital tuition through the Tuition Service must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Common Admissions Criteria and 3. Referral to Vulnerable Pupils Panel of this document. Referrals originate from the home school.
- 6.9.4. An application for home tuition is completed by the school when a pupil has been absent for more than 15 school days, whether consecutive or cumulative and unable to attend school as a result of; physical health problems; physical injury; progressive health conditions; terminal illness; mental health problems – including anxiety and school have exhausted all efforts to ensure reasonable adjustments have been implemented.
- 6.9.5. When submitting a tuition service application, home schools must provide medical evidence of a pupil's medical condition from a medical practitioner and a school's attendance certificate. Home schools must also provide evidence that home tuition is in the best interests of the pupil.
- 6.9.6. Schools must use the SEND Ranges for SEMH to assess the needs of young people who cannot attend due to significant SEMH and where appropriate use the SEND process to apply for an EHCP. Home tuition should not be an alternative to appropriate specialist education provision accessed through the SEND process. If the referral is made due to a mental health need, the pupil will already be placed at K on the SEND register with accompanying evidence.
- 6.9.7. The application, if relevant, must include evidence that the child is suffering from anxiety, and has a relevant school support plan. An associated medical report to support the application, must be attached to the application. It must also be demonstrated that the child is currently active to a mental health support agency.
- 6.9.8. The application must contain clear evidence that the home school has tried every possible approach to re-engage the pupil and has evaluated the impact that these approaches have had. This range of evidence must be attached to the application pack.
- 6.9.9. Guidance for Schools on Page 42 outlines what is expected of schools to ensure the tuition offered is appropriate in meeting a child's educational needs.

Placement Process

- 6.9.10. Home tuition offers one to one tuition for **up to** 12-week period, which equates to 5 hours per week and depending on the medical needs of the pupil.
- 6.9.11. Once the pupil's application has been discussed at VPP, and the referral has been accepted, the Tuition Service will liaise with the school to arrange a Tuition Education Planning Meeting, which will be attended by the school named professional, parent/carer, pupil, and Tuition Service. The date for the tuition to begin and review(s) dates will be agreed at this meeting.
- 6.9.12. Where the child or young person is regularly receiving support from other agencies, the review will be carried out as a multi-agency meeting including parent, child, school rep, tutor and other professional services involved (i.e. SCCYPMHS)
- 6.9.13. The Tuition Pupil Education Plan (T-PEP) is constructed using the Welfare Call electronic system, accessed by school and the Tuition Service via individual log-ins to enable the school and the Tuition Service to plan appropriate provision for the child or young person for the duration of the tuition.
- 6.9.14. It is the tuition service responsibility for setting up and supplying access to Welfare Call with the generic information about the pupil referred.
- 6.9.15. It is the school's responsibility for supplying the T-PEP meeting and Welfare Call system with;
- current progress update and suggested programme of work.
 - liaising with subject teachers to ensure work is consistent with that which the pupil would be studying at school.
 - agree resources to be provided to the tutor to deliver the agreed curriculum.
 - draft SMART targets to be reviewed at the next T-PEP meeting.
 - ensure agreed planning and review meetings take place within the timescales agreed and all relevant persons are invited.
 - liaise with the tutor to recommend a reintegration plan for the pupil to return to school.
- 6.9.16. At the review meeting(s) an extension to home tuition can be considered. If this is deemed necessary, school has 4 weeks to submit an extension application for consideration at the VPP. Reports from all professionals involved will be attached to the extension referral, including an up-to-date report from the home tuition service. If an extension is agreed a further Tuition Education Planning meeting will be arranged.
- 6.9.17. Where an extension is requested and a pupil has received more than 12 months home tuition additional medical evidence of a pupil's medical condition may be requested and provided by a medical practitioner.
- 6.9.18. It is good practice for the school's single point of contact or delegate to maintain weekly contact/welfare check with the pupil and the family.
- 6.9.19. Safeguarding and attendance at Children's Social Care meetings remains the home school's responsibility as does the recording of attendance to tuition sessions. w

Exit / End of Placement

- 6.9.20. Following a review of tuition (involving Tuition Service lead, tutor, school, parent and child) a report will be submitted by school to VPP to consider whether tuition will continue or end as determined by the VPP.
- 6.9.21. Home tuition will cease upon the successful return to school/mainstream provision. The tuition service will provide an end date to school and to panel.
- 6.9.22. If a pupil fails to attend sessions on a regular basis without a valid reason for absence, the pupil will be referred by the Tuition Service to the VPP who will decide whether tuition continues.
- 6.9.23. Tuition may also be withdrawn if a pupil does not engage in any therapeutic programme which has been recommended to support the pupil.

6.10 Young Parent Provision

Base: Ryhope Health Centre, Black Road Ryhope, Sunderland.

Entry:

- 6.10.1. The Young Parent provision provides statutory education provision for girls who are pregnant or have had a baby, and due to health or significant safeguarding reasons are unable to attend their home school, and who are of statutory school age. The provision can be up to 3 days per week (15 hours). The home school remains responsible for the additional 2 days educational entitlement.
- 6.10.2. All schools are expected to provide an education for a school age young person who is pregnant and for them to be able to return to school following the birth of their child. Local nursery provision can be accessed to enable this to happen.

- 6.10.3. Schools should ensure the Care to Learn application is completed for nursery provision for the baby at a suitable nursery provision once it is born.
- 6.10.4. **Mandatory requirements to be considered when completing the VPP application form** for Young Parents Provision should include;
- The 'Medical Information' form completed by the **lead** medical professional (i.e. medical consultant). Not the G.P. unless there is corroborating evidence of ongoing medical and/or therapeutic support
 - Attendance record for previous 12 months from the date of referral
 - All relevant medical reports from medical professionals
 - Records from consultation meetings /EHCP annual reviews/SEND (SEMH) meetings/Attendance Team meetings
 - Minutes of any multi-professional meetings
 - Progress and attainment over time: include NC levels, target and predicted grades (for current and previous years)
 - Annotated timetable
 - Including, if available and/or relevant: Last 2 IEPs and reviews and Last 2 PSPs and reviews
 - Risk Assessment (where applicable – are there any risks associated with the home environment?).
 - Behaviour log
- 6.10.5. In exceptional circumstances (i.e. health and/or significant safeguarding concerns) where the young person cannot be educated at their home school a tuition placement can be applied for. A VPP Application (supported by other health and social care professionals) for the Young Parent 's provision must be completed and forwarded to the Vulnerable Pupils Panel.

Placement Process

- 6.10.6. Placement at the Ryhope Health Centre is for a maximum of three days with the home school supervising their education for the remaining time, depending on individual needs with regular half-termly reviews.
- 6.10.7. Once the case has been discussed at VPP, and the referral has been accepted, the Tuition Service will liaise with the school to arrange a Tuition Education Planning Meeting, which will be attended by the school named professional, parent/carer, pupil, tuition service tutor and any multi-agency professionals involved.
- 6.10.8. The Tuition Education Plan (T-PEP) is constructed on the Welfare Call electronic system, accessed by school and tuition service via individual log-in to enable the School and the Tuition Service to plan appropriate provision for the child or young person for the duration of the tuition.
- 6.10.9. It is the tuition service responsibility for setting up and supplying Welfare Call with the generic information about the pupil referred.
- 6.10.10. It is the school's responsibility for supplying the Tuition Education Planning meeting and the Welfare Call electronic T-PEP with;
- current progress update and suggested programme of work;
 - liaising with subject teachers to ensure work is consistent with what the pupil is studying at school;
 - agree resources to be provided to the tutor to deliver the agreed curriculum;
 - draft SMART targets to be agreed and then reviewed at the next T-PEP meeting;
 - ensure agreed planning and review meetings take place within the timescales agreed and all relevant persons are invited;
 - and liaise with the tutor to recommend a reintegration plan for the pupil back to return to school.
- 6.10.11. The provision continues to support those examination courses/subjects that the students are currently studying.
- 6.10.12. The home school should plan year 11 student's exam arrangements, ensure students can complete exams and identify an appropriate venue for the exam to take place. Additional costs may be incurred if a second invigilator is required by the exam board.
- 6.10.13. A school member of staff must attend all T-PEP reviews alongside the tuition service, parent/carer, pupil and any relevant multi-agency professionals involved.

Exit / End of Placement

- 6.10.14. Where it is deemed appropriate for the young person to return to mainstream school an Exit review meeting will be held and the Tuition Education Planning document on Welfare Call used to construct a support plan for reintegration into school and to safeguard the needs of the baby.
- 6.10.15. The tuition service will not provide a full reintegration support programme. However, a reintegration programme will form part of the Exit review and schools will be expected to ensure appropriate support is

dedicated to the reintegration of their pupil. It is recommended that all pupils have a final T-PEP meeting and receive a reintegration programme in duration of at least 4 weeks.

6.10.16. If a young person is transitioning to post 16 provision schools can refer to the B2B Service.

6.11. Hospital Tuition

Base: Hospital/Medical facility where the child is an inpatient.

Entry

- 6.11.1. Where a pupil of statutory school age is expected to be in hospital for more than 5 days and can access education, a hospital tuition application can be completed by a medical practitioner from the hospital concerned.
- 6.11.2. In association with information provided by the medical practitioner, the VPP will determine the duration of the Hospital tuition and their understanding of the pupil's needs.
- 6.11.3. Where it is deemed that a pupil is unable to return to mainstream following the Hospital Tuition Service, Home Tuition will be provided for a specific period of time and where necessary and the home school may be requested to complete a home tuition application. Medical evidence of a pupil's medical condition must be provided.

6.12. EBRC Placement (East Boldon Riding School) - (Years 7 - 11).

Base: East Boldon Alternative Provision, Field House Farm, East Boldon, NE36 0BX
Inspire Before Education, South Hylton, Sunderland.

We aim to instil care, build courage, encourage confidence and create smiles. We provide alternative provision that builds confidence, practical skills, and emotional resilience through diverse vocational and therapeutic pathways. Our programmes provide real-world skills, personal growth and tailored learning.

Entry:

- 6.12.1 An EBRC placement is an alternative provision within a nurturing environment that develops multiple transferable skills which can include; Biodiversity (wildlife, conservation and sustainability, Forestry (fencing, ponds & wetlands, environmental management and preservation); Land Management (horticulture, cultivating); construction (joinery, bricklaying, building structure); Animal Care; Sports, Equine Studies and the John Muir Award (gaining skills in health and safety, risk evaluation, confidence, empathy, decision making, self-awareness, resilience, communication, teamwork, independence, creativity and citizenship. The Inspire Before Education programme offers daily maths and English alongside tailored opportunities that can include; Hair and Beauty, Talk Therapy, Music, Art, Cookery, Life Skills.
- 6.12.2 The pupil displays significant and persistent behavioural, social and emotional difficulties which have escalated and become more complex, may necessitate a continued multi-agency response and indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour.
- 6.12.3 EBRC placements are designed to educate children that may need to be educated in a learning environment that is designed to support children who are becoming dysregulated in their main school environment and may benefit from a temporary alternative curriculum.
- 6.12.4 A VPP Application for a EBRC place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to 2. Common Admissions Criteria and 3.
- 6.12.5 Referral to Vulnerable Pupils Panel of this document prior to completing the application.
- 6.12.6 Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.12.7 Schools will need to evidence that the pupil is operating within the range of 3 –4b of the SEMH SEND Ranges.

Placement Process

- 6.12.8 A written agreement between the school, parent and EBRC is required prior to the placement commencing. The written agreement will be in line with the TFC and the EBRC's Service Level Agreement.
- 6.12.9 The duration of an EBRC placement is initially 12 weeks and subject to termly reviews. Home schools must ensure that a school representative including the SENDCo attends all scheduled reviews.
- 6.12.10 Placement at the provision will be part-time for 3 days per week. The days of the provision will depend on the type of programme the pupil participates in.

- 6.12.11 Schools will be provided with access to their pupil's on-line profile which will provide daily attendance, work produced and regular feedback from tutors.
- 6.12.12 Placement staff will always work in partnership with the home school during the programme and fully support a collaborative approach with each home school.
- 6.12.13 The Programme Manager will be on hand to support the home school during an OFSTED inspection to discuss the impact of the programme which follows Ofsted statutory guidance of dual placements.
- 6.12.14 If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process

Exit / End of Placement

- 6.12.15 Although the placement duration is initially 12 weeks, if at any time during the placement duration that it is deemed that the placement is not suitable by the home school and EBRC a formal recommendation to VPP, following the review process, to cease the placement will be submitted. The formal recommendation for a pupil to return to their home school is the conclusion of an ongoing dialogue between all parties (i.e., home school, parent, carer) and can also be as a result of a pupil being in serious breach of EBRC's behaviour policy.
- 6.12.16 Where the placement has been successful within the first 12 weeks of the programme and following the review process, it has been agreed by all parties that the placement should continue the home school will submit a formal request to VPP for an extension of the placement.
- 6.12.17 Where it is determined that a pupil should be reintegrated back to their home school Team EBRC submits a formal recommendation to VPP, following the review process.
- 6.12.18 EBRC will not provide a full reintegration support programme. However, a reintegration programme will form part of the pupil's transition back to the student's home school. The Home school will be expected to ensure appropriate support is dedicated to the reintegration of their pupil.
- 6.12.19 It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

6.13 Springboard Sunderland Trust (Positive Progression Pathways Yrs 7 – 11)

Base: Unit 1 Rivergreen Industry Centre, SR4 6AD.

Springboard Sunderland Trust is an alternative provision for pupils who find mainstream schooling ineffective. It supports pupils in Years 7 to 11 who require early intervention and present with social, emotional, or mental health issues, utilizing the **Positive Progression Pathways (PPP)** programme.

PPP offers a framework for learning outside of the home school, with pathways ranging from Entry Level to Level 1. The focus is on:

- Positive engagement
- Building confidence and resilience
- Enhancing communication and interaction with professionals
- Improving attendance

Skill acquisition is supported through vocational qualifications delivered in practical workshops and facilities.

Experiential training is provided through **AALA-licensed** outdoor and adventurous activities.

Wraparound support targets improvements in health and wellbeing, including behaviours such as self-regulation, empathy, and decision-making.

Vocational qualifications are tailored to students' ambitions and local labour market needs, delivered in small group formats. Accredited training is available for pupils in Years 7 to 11.

Post-16 progression to full-time education, apprenticeships, or employment is supported through ongoing careers guidance.

The primary aim of PPP is to re-engage learners with mainstream education and support progression to post-16 education and training, where age appropriate.

Practical vocational training is offered in the following areas:

- **Animal Care:** Small animal care from Entry Level to Level 1 with City & Guilds qualifications, including work experience in a commercial canine daycare facility.
- **Beauty Therapy:** Salon-based training at Entry Level and Level 1 through VTCT awarding body.
- **Construction:** Workshop and offsite practical skills training in multi-skills at Entry Level and Level 1 through City & Guilds.
- **Engineering:** Practical workshop-based training at Foundation Level and Level 1.
- **Hairdressing:** Salon-based training at Entry Level and Level 1 through VTCT awarding body.

- **Functional Skills:** Maths and English from Entry Level to Level 2.

All vocational areas are supported by local industry and skills specialists.

Outdoor and Adventure: Experiential learning is provided by our AALA-licensed centre, offering training in:

- Land-based management and forestry
- Environmental and conservation skills
- Forest school activities
- A range of outdoor pursuits including kayaking, canoeing, stand-up paddleboarding, mountain biking, climbing, gorge walking, and team/confidence-building activities

Functional Skills in Maths and English, along with PSHE, are delivered to all pupils.

Springboard Sunderland Trust is an **Ofsted-rated 'Good'** provider.

Entry:

- 6.13.1. A VPP Application for a Springboard Sunderland Trust place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to section 2. - Common Admissions Criteria and section 3. - Referral to Vulnerable Pupils Panel of this document.
- 6.13.2. The pupil displays significant and persistent behavioural, social and emotional difficulties which have escalated and become more complex, may necessitate a continued multi-agency response and indicate that a child may need to be taught and encouraged to learn the social and emotional skills that underpin good behaviour.
- 6.13.3. The PPP placement is designed to educate children who will benefit from a temporary alternative curriculum.
- 6.13.4. Schools will need to evidence that the pupil is operating within the range of 2 – 4b of the SEND Ranges.

Placement Process

- 6.13.5. Part-time – 15 hrs per week over 3 days with a minimum of 12 weeks.
- 6.13.6. The duration of a Springboard PPP placement is subject to termly reviews. Home schools must ensure that a school representative, including the SENDCo, attends all scheduled reviews, at least once per term.
- 6.13.7. Where it is deemed that a pupil has the ability to access mainstream provision, Springboard will make a recommendation to the Vulnerable Pupils Panel (VPP), who will decide the next steps.
- 6.13.8. Placement at the provision will be part-time, initially for 12 weeks, with approval by the VPP and subject to termly review. The part-time schedule will consist of 15 hours over 3 days per week. Days of attendance will depend on the vocational area the pupil is enrolled in.
- 6.13.9. Schools will be provided with access to their pupil's online profile, which will include daily attendance records, work produced, and regular feedback from tutors.
- 6.13.10. Springboard staff will work in partnership with the home school throughout the programme, fully supporting a collaborative approach.
- 6.13.11. The Programme Manager will be available to support the home school during an Ofsted inspection and discuss the impact of the programme, which aligns with Ofsted's statutory guidance on dual placements.
- 6.13.12. If, at any point during the placement, it is deemed that a pupil may require a statutory assessment of special educational needs, the home school will remain the lead setting throughout the process.
- 6.13.13. Reviews will take place at Week 5 (mid-review) and Week 11 (exit review), which the school must attend. Home schools must ensure that a school representative, including the SENDCo, attends all scheduled reviews along with the pupil's parent or guardian.

Exit / End of Placement

- 6.13.14. At the Exit Review, a Support Plan will be developed collaboratively with the home school to ensure a smooth reintegration for the pupil. This plan will be tailored to the individual needs of the pupil and will form a key part of the Exit Report.
- 6.13.15. Schools are expected to dedicate appropriate resources and support to the reintegration process. It is recommended that all pupils receive a Reintegration Programme lasting at least four weeks, to allow for a gradual and supported reintegration back into the home school.
- 6.13.16. It is imperative that schools work in partnership with Springboard to facilitate this transition. Ongoing communication and collaboration between the home school, Springboard staff, and the parent/guardian are crucial to the success of the reintegration.
- 6.13.17. All pupils who have participated in a placement will benefit from a Springboard Transition Plan, which outlines the steps and support required during reintegration. This ensures continuity of care and reinforces the shared responsibility for the pupil's successful return to school.

6.14 Education Plus North East

Base: Education Plus, Washington Hub, Northern Area Playing Fields, Stephenson Road, Washington, NE37 3HR.

The curriculum offer at Education Plus is organised with 3 distinct provisions (across different sites) to ensure students have the best possible opportunity for success. These are a Nurture group, a Year 7 and 8 group (Red) and a standalone Year 9 (and above (Blue)) provision. Sunderland pupils learn together whilst in the initial stages of building relationships, before moving on to rebuilding education.

Each provision has its own area/base and their own classrooms. On referral students are allocated a provision based on their individual needs.

The Blue group has been designed to accommodate older students that require a more hands on offer in their own space. Depending on levels on entry students complete either GCSE or FSK alongside ASDAN/AQA qualifications in their vocational subjects. Vocational subjects are offered around students' personal interests but include Sport; Construction; Bike Maintenance; Horse riding.

The 'Nurture' provision has been designed to be a focused intervention for students with social, emotional, and behavioural difficulties which are creating a barrier to learning within their mainstream school. This includes significant partnership working between this area and key professionals, which has assisted greatly in the obtaining of EHCP plans and specialist settings for students.

The red group (Year 7,8) is targeted for a younger age group who in some cases require a more primary approach to learning. Staff have undergone CPD in nurture approaches to learning as part of a wider LA focus which over time should result in sustained and continued improvement in behaviour. These are a combination of teaching and support staff.

This structure is further supported by a site coordinator and an SLT team of Directors and Head of Site. All outcomes are assessed on a student-by-student basis depending on individual needs. These maybe designed around mainstream reintegration, personalised support/mentoring, GCSE examinations or reengaging students in engagement. Discussions with the referring school/LA will determine what outcomes we are working towards.

All vocational subjects are delivered offsite which requires a degree of flexibility in lesson timings and logistical considerations, whilst still trying to maintain a consistent structure.

Entry

- 6.14.1. Can consider any students with primary need of Cognition & Learning; ASD; SEMH; SLCN; MLD; SpLD; Multi-Sensory Impairment.
- 6.14.2 A VPP Application for an Education Plus NE place must be completed and forwarded to the Vulnerable Pupils Panel. Schools must refer to section 2. - Common Admissions Criteria and section 3. - Referral to Vulnerable Pupils Panel of this document.
- 6.14.3 Considering the Schools Admission Code, Schools must be mindful that the parent/carer has the right to request a mainstream placement at any time.
- 6.14.4 Schools will need to evidence that the pupil is operating within Enter an appropriate SEN range and SEN primary need (i.e. range 3 of the Sunderland SEND Ranges for social, emotional and mental health need).

Placement Process

- 6.14.5. Provision is part-time – maximum of 15 hours per week for as long as required.
- 6.14.6. Weekly reports are shared with LA/host school with attendance, progress and attitude to learning data for the week. We attend all LA/school meetings, contributing to student updates. We contribute towards external reports including EHCP where required.
- 6.14.7. If at any point during the placement duration, it is deemed that a pupil may require a statutory assessment of special education need, the **home school** will be the lead setting throughout the process.
- 6.14.8. All schools and academies allocated an alternative provision placement will need to enter into an agreed contract with the appropriate providers identified within this protocol, which will clarify the roles and responsibilities of each setting.

Exit / End of Placement

- 6.14.9. At the Exit review a support plan will be developed, in conjunction with the home school, to support reintegration.
- 6.14.10. It is advantageous that all pupils participating in *Education Plus NE* placement benefit from a reintegration package.
- 6.14.11. A customised transition plan will be discussed with the relevant school, depending upon the needs of the child. This is assessed on a case-by-case basis.
- 6.14.12. It is recommended that all pupils receive a reintegration programme in duration of at least 4 weeks. It is imperative that schools either provide this support in-house or access their local Behaviour Support Services to provide this service.

7. Referral Process

- 7.1 For all pupils referred to VPP, schools will need to supply the following supporting documentation:
- Fully completed pupil application, see also Section 8.
 - Current attendance certificate
 - Historical attendance information from previous 2 years (or length of time at the school)
 - Fixed term suspensions (number, reason, length) for every year in the school/academy
 - Internal fixed term suspensions (number, reason, length) for every year in the school/academy
 - Punctuality information for every year in the school/academy
 - School behaviour plans, pastoral support plans, and/or SEND support plans demonstrating strategies already employed by the school over a period of time.
 - Evidence of the school's graduated response to the student's needs, directly linked to the Ranges guidance 2019 (include reports/recommendations e.g., EP reports)
 - Involvement of any other agencies/services for every year since joining the school/academy and strategies reflected in support plans as above.
 - Academic Information (KS1, KS2, KS3, KS4 – targets and current progress) or most recent School Report
 - Informed consent from parent/carer
- 7.2 Where all information has been provided and no subsequent information is requested, the school and parent/carer will be notified, in writing, within 5 working days of the Panel's decision. Contact is then made by the assessment/alternative provider to the parent or carer and mainstream school.
- 7.3 Following contact with the parent or carer an induction interview is carried out where targets, trial periods, length of provision and contractual obligations are agreed. It is mandatory that the home school attends the induction.

8. Timescales

- 8.1 The VPP will meet on a fortnightly basis and a schedule of meetings will be provided at the beginning of the academic year.
- 8.2. The VPP will adhere to the VPP Terms of Reference.

9. Contact Information

For further general information please contact:

Michelle Burlinson, Inclusion and Access Officer,
Together for Children

Mobile: 07769 887602

email: michelle.burlinson@togetherforchildren.org.uk

Shelley Robson, Inclusion and Access Support
Officer,
Together for Children

Mobile: 07765 429145

email: shelley.robson@togetherforchildren.org.uk

Nifemi Adeniji
Inclusion and Access Support and Development
Officer,

Mobile: 07825 104504

email: nifemi.adeniji@togetherforchildren.org.uk

For further details pertaining to the alternative provisions contact the providers direct. Contact details can be found on page 46. Additional information can also be found in the [Alternative Provisions Directory](#).

10. Financial Implications

10.1 Together for Children contribute towards the costs of the commissioned Hub Assessment Placements and alternative provisions. Schools will be charged in accordance with the Alternative Provisions Charging Policy, which is annually reviewed. The cost will be calculated in accordance with the cost of each provision (based on the age of the learner, length of the placement and inclusive of pupil premium). Further information can be obtained from Debra Dixon, Team Manager Management Accounting, Together for Children.

11. Application Forms

See overleaf

VPP - Eligibility Checklist

Pupil:		DoB		Year Group	
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Application Support Documentation	E / D	✓ / x	Attached ✓ / x
Application form fully completed	E	<input type="checkbox"/>	<input type="checkbox"/>
Early Help Referral considered	D	<input type="checkbox"/>	<input type="checkbox"/>
Social Care Support/Involvement		<input type="checkbox"/>	<input type="checkbox"/>
Most recent school report academic data (including targets and progress)	E	<input type="checkbox"/>	<input type="checkbox"/>
SEMH – Evidence indicates that school have considered SEN Ranges	E	<input type="checkbox"/>	<input type="checkbox"/>
Internal / External Behaviour or Learner Support Plans	D	<input type="checkbox"/>	<input type="checkbox"/>
Pastoral Support or Behaviour Plan attached	D	<input type="checkbox"/>	<input type="checkbox"/>
Risk Assessment	D	<input type="checkbox"/>	<input type="checkbox"/>
Internal/Suspension Record	E	<input type="checkbox"/>	<input type="checkbox"/>
SEN Support Plan applicable	E	<input type="checkbox"/>	<input type="checkbox"/>
Education Psychologist Support	D	<input type="checkbox"/>	<input type="checkbox"/>
Attendance Certificate	E	<input type="checkbox"/>	<input type="checkbox"/>
If relevant;			
Mental Health Agency Support	D/E	<input type="checkbox"/>	<input type="checkbox"/>
Medical / Consultant Support	D/E	<input type="checkbox"/>	<input type="checkbox"/>
Autism & Outreach Team Support	D	<input type="checkbox"/>	<input type="checkbox"/>
Speech and Language Therapy	D	<input type="checkbox"/>	<input type="checkbox"/>
Language and Learning Partnership	D	<input type="checkbox"/>	<input type="checkbox"/>
Learning Disability Team Support	D	<input type="checkbox"/>	<input type="checkbox"/>
Youth Offending Services	D	<input type="checkbox"/>	<input type="checkbox"/>
Youth Drug & Alcohol Project	D	<input type="checkbox"/>	<input type="checkbox"/>
Other			
Does this pupil meet the criteria for referral to Vulnerable Pupils Panel?	E	<input type="checkbox"/>	
Provision allocated:			

Application to Vulnerable Pupils Panel for Hub or Alternative Provision Placement

N.B. A referral for Hospital Tuition should be completed on a separate Hospital Tuition form. See [Hospital-Tuition-Form-VPP](#)

Type of Provision Requested			
Hub (Assessment)	<input type="checkbox"/>	Communication Hub – KS1	<input type="checkbox"/>
Beacon of Light Placement	<input type="checkbox"/>	Home Tuition	<input type="checkbox"/>
KS1 Link School Placement	<input type="checkbox"/>	Young Mums Tuition	<input type="checkbox"/>
KS2 Link School Placement	<input type="checkbox"/>	Hopespring	<input type="checkbox"/>
KS3 Link School Placement	<input type="checkbox"/>	(N.B. additional information may need to be supplied)	
KS4 Link School Placement	<input type="checkbox"/>	East Boldon Alternative Provider	<input type="checkbox"/>
Consilium Evolve – KS3 & 4	<input type="checkbox"/>	Springboard – Sunderland	<input type="checkbox"/>
Consilium Evolve EBSA – KS2	<input type="checkbox"/>	Education Plus North East	<input type="checkbox"/>

School Information			
School name			
School address			
Name of referrer or SPOC		Position of referrer or SPOC	
Telephone no.		Email:	

Pupil information							
Full Legal Name							
Preferred Name							
Date of Birth:		Year Group		Age			
Gender		UPN				ULN	
FSM		CP/CIN		Cared for Children	Yes <input type="checkbox"/>	No <input type="checkbox"/>	G&T
Pupil Premium Grant	Is the pupil in receipt of Pupil Premium Grant?						
	Yes <input type="checkbox"/>			No <input type="checkbox"/>			
Cared for Children only:							
What Section is the child under?		Placement Details	<input type="checkbox"/> Foster home? <input type="checkbox"/> Children's home? <input type="checkbox"/> Placed with extended family <input type="checkbox"/> With parent(s) but Cared for Children <input type="checkbox"/> Other (state)_____				
Please state the name of the Local Authority with responsibility for caring for the child							
School's Designated Person for Safeguarding		School's Safeguarding Contact Tel No.					

Pupil's Ethnicity:		Pupil's Religion:	
First Language Spoken		Traveller Pupil	Yes <input type="checkbox"/> No <input type="checkbox"/>
			Immigration Status (if applicable)

Pupil's home details	
Main home address:	Who does pupil live with at this address:
Postcode:	
Other home address (<i>if applicable</i>):	Who does pupil live with at this address:
Postcode:	When this address applies:

Details of parents and carers				
Please provide full details of <u>all</u> parents / carers in order of priority for contacting.				
	1st	2nd	3rd	4th
Name				
Relationship to pupil				
Does this person have PR/Shared PR?				
Address				
Home phone				
Mobile phone				
Work phone				
Place of work (<i>if applicable</i>)				
Usual work hours				
Email address				
First language				
Parent/Carer Consent given	Yes <input type="checkbox"/> No <input type="checkbox"/>			

Attendance %			
Current Attendance	Current Authorised Absence	Current Unauthorised Absence	Previous Years Attendance
How many hours is the pupil currently attending school?			

N.B. Attendance Certificates must be attached for Home Tuition and Young Mums Tuition applications

Non – Attendance Strategies
<i>Describe the strategies that the school has used to remove the barriers to non-attendance. (including strategies for those children with anxiety-based difficulties)</i>

Family and Environmental Factors
<i>i.e., Family history, well-being, wider-family network, housing, employment and financial considerations, social and community involvement.</i>

Reason for application
<i>Outline the reason for the referral to VPP (please explain why this pupil has been referred, why the pupil is requiring an alternative provision, what impact the pupil is currently having on his/her own education and that of others – N.B. behaviours displayed can be detailed in the Brief Synopsis of Behaviours Section:</i>

Expected Outcome
<i>Explain what you are hoping the alternative provision will achieve. Please ensure the outcome is specific, measurable, achievable, realistic and timely. Include plans for reintegrating back into school, including, where applicable, Multi-Agency reviews, SENd reviews, EHCP reviews, medical advice.</i>

Brief synopsis of Behaviours

Provide an overall summary of the behaviours displayed: *(please include details of the types of behaviours displayed, when and how often such behaviours are happening, triggers for the described behaviour). This should include the behaviours that have led to non-attendance (e.g. anxiety) and that this is reflected in the SEND (SEMH for anxiety) ranges.*

Please indicate the behaviours the pupil is currently displaying in relation to level of frequency. behaviours and the frequency *(i.e., 1 = Rarely (once a term), 2 = Occasionally (once a month), 3 = Often (once a week) and 4 = Frequently (daily))*

Behaviour	Freq 1,2,3,4	Behaviour	Freq 1, 2, 3, 4	Behaviour	Freq 1, 2, 3, 4
Disruption	Choose an item.	Absconding / Absenting	Choose an item.	Discriminatory behaviour	Choose an item.
Vandalism	Choose an item.	Substance / alcohol misuse	Choose an item.	Inappropriate Sexual behaviour	Choose an item.
Bullying	Choose an item.	Threats & invective	Choose an item.	Medically related behaviour	Choose an item.
Fighting	Choose an item.	Impulsive dangerous behaviour	Choose an item.	Withdrawal	Choose an item.
Violence & physical Aggression	Choose an item.	Verbal abuse	Choose an item.	Self-harm	Choose an item.
Inappropriate attitude to staff	Choose an item.	Inappropriate attitude to peers	Choose an item.	Racist abuse	Choose an item.
Defiance	Choose an item.		Choose an item.	Other (please specify below)	Choose an item.

Other (please include any other additional behaviours displayed)

REASONABLE ADJUSTMENTS - Strategies Implemented by School:

(provide an overview of the strategies used to promote positive behaviours and the impact of such strategies – This can be taken from a pupil's SEN/Behaviour/Pastoral support plan and must include how external advice has been used to support the pupil's needs). This should include those who are not attending due to anxiety (SEMH SEND Ranges).

Strategy	Range	Impact (detail both positive and negative impacts)

Risk Assessment

Is the pupil a potential risk to adults, peers, property or other risk? Yes No

If yes, it is mandatory that a most recent risk assessment is attached to the application.

For Home Tuition please provide any information about risks associated with the home environment

Suspensions

Please provide a summary of the number of suspensions the pupil has received including the reason each academic year (a suspension report providing further details should be included as supporting documentation).

Additional Support - Special education needs and disability / Pastoral / Behaviour

Is the pupil recorded as receiving SEN support? Yes No

If yes, please identify the pupil's primary SEN need and the SEN Range that the child is operating?

SEN Range

Communication & interaction	<input type="checkbox"/>	Range	<input type="text" value="Choose an item."/>
Cognition and learning	<input type="checkbox"/>	Range	<input type="text" value="Choose an item."/>
Social, emotional and mental Health	<input type="checkbox"/>	Range	<input type="text" value="Choose an item."/>
Sensory and/or physical needs	<input type="checkbox"/>	Range	<input type="text" value="Choose an item."/>

Identify Area of Need(s) - (C&I, C&L, SEMH, Sensory/Physical) and describe strengths and barriers to learning;

Areas of Strengths (i.e. emerging skills, knowledge, attitude to learning):

Barriers to Learning (i.e. below age related expectation - skills, knowledge, attitude to learning):			
MANDATORY IF CHILD NOT RECEIVING SEN SUPPORT Please explain why the school has not considered providing SEN support			
Education, Health and Care Plan (EHC)			
Does the pupil have an EHCP?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
If not, has a request for an EHC plan been submitted?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
If yes, please enter the date of the Assessment Planning Meeting or date EHC plan was submitted _____			
Has the EHC needs assessment been accepted by the Panel?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Medical Condition	
MANDATORY SECTION FOR HOME OR YOUNG MUMS' TUITION	
Please provide details of the pupil's medical condition and any support needed (N.B. Where a pupil has a SEMH need (including anxiety leading to non-attendance), schools must provide a SEN support plan that identifies the strategies implemented)	
Please provide the name, address and telephone number of the pupil's GP / Family Doctor	
Supporting Medical Evidence	
I confirm that I have attached a letter from a hospital consultant or other senior medical officer. <input type="checkbox"/> (please X)	
Failure to provide evidence from a hospital consultant or other senior medical officer will delay the allocation of tuition.	
Request for Hospital Tuition Pre/Post Hospital In-Patient	
Hospital name and address:	Tel No:
Consultant:	Ward No: Duration of hospital stay: Days
Hospital tuition start date:	Is tuition required at home following the hospital stay? YES <input type="checkbox"/> NO <input type="checkbox"/>
If YES: Home tuition start date:	Return to school date:
Request for Home Tuition	
Expected Duration of HOME Tuition (weeks)	
Proposed Tuition Start date	
Return to school date	
Designated Senior Lead in School: Name and Contact Details	

Medical Condition**MANDATORY SECTION FOR HOME OR YOUNG MUMS' TUITION**

Please provide details of the pupil's medical condition and any support needed (N.B. Where a pupil has a SEMH need (including anxiety leading to non-attendance), schools must provide a SEN support plan that identifies the strategies implemented

Please provide the name, address and telephone number of the pupil's GP / Family Doctor

Supporting Medical Evidence

I confirm that I have attached a letter from a hospital consultant or other senior medical officer. (please X)

Failure to provide evidence from a hospital consultant or other senior medical officer will delay the allocation of tuition.

Request for Young Parent – Where the Pupil is pregnant

Expected Delivery Date:

Designated Senior Lead in School: Name and Contact Details

Other key professionals involved:
i.e. Social Worker, Health Visitor

Name, email and telephone number

Alternative Provision

Please provide details of any alternative provision that the pupil may have engaged in (including DFE and non DFE registered providers and managed moves).

EARLY HELP / SOCIAL CARE

Has school referred the family/pupil to Early Help/Social Care? Yes No

Please provide a synopsis of the support currently being offered and by whom with contact details.

EXTERNAL AGENCY INVOLVEMENT

Please identify all agencies involved, including key worker contact details (i.e., EPS, YOS, Wear Kids, YDAP, Autism & Outreach, SaLT, Complex Behaviour Service, SCCYPMHS, Behaviour Support Service, Social Services,)

Agency	Currentl y involved	Name:	E-mail/phone number:	Report s Attach ed	Date of Report
Attendance officer	Choose an item.			Choose an	
Autism & Outreach	Choose an item.			Choose an	
Behaviour Team	Choose an item.			Choose an	
Counselling Service	Choose an item.			Choose an	
Custodial Services	Choose an item.			Choose an	
SCCYPMHS	Choose an item.			Choose an	
Drug and Alcohol Team	Choose an item.			Choose an	
Educational psychologist	Choose an item.			Choose an	
Health visitor	Choose an item.			Choose an	
Hearing Impaired	Choose an item.			Choose an	
Language and Learning	Choose an item.			Choose an	
Occupational therapist	Choose an item.			Choose an	
Paediatrician	Choose an item.			Choose an	
Physiotherapy	Choose an item.			Choose an	
Portage	Choose an item.			Choose an	
SENDIASS	Choose an item.			Choose an	
Social Care	Choose an item.			Choose an	
Speech & lang. therapist	Choose an item.			Choose an	
Virtual School Caseworker	Choose an item.			Choose an	
Visually Impaired	Choose an item.			Choose an	
Youth Offending Service	Choose an item.			Choose an	
Others:	Choose an item.			Choose an item.	

PRIOR ATTAINMENT

If requesting Home Tuition and/or Young Mums, please provide accurate information from their latest assessment

MUST COMPLETE for the student's KEY STAGE

Pupils in Key Stage 1**Foundation Assessment Grade**

Language and Learning
 Mathematics and Numeracy
 The Arts
 The World Around Us
 Personal Development and Mutual Understanding
 Physical Education
 Religious Education

Level Working At**Pupils in Key Stage 2****KS1 Test / Assessment - P Levels**

Mathematics
 Reading
 Writing
 Science
 SPAG

Level Working At Grade**Pupils in Key Stage 3 and 4****KS2 Test / Assessment - P Levels**

Mathematics
 Reading
 Writing
 Science
 SPAG

Level Working At Grade**Pupils in Key 4****KS3 Assessment**

English
 Maths
 Science

**Working
at Grade**

Art & Design
 Drama

ICT
 Technology
 Learning for Life and
 Work
 PE
 RE

**Working
At Grade**

Languages
 Geography
 History

Music

**Working
Grade****Current KS4 Subjects****Qualification****Exam Board****Predicted Grade**

Complete this section if child is KS1 or KS2

CHILD'S VIEW – KS1 AND KS2 ONLY

My story so far:

(If written in the first person, please indicate if these are the views of: child / parent / carer / professional)

Important people in my life

My health needs or disability

MY LIKES AND PREFERENCES

What I am good at:

What I am good at:

What is important for me:

What people do for me:

What is working well for me:

What could be better for me:

Complete this section if child is KS3 OR KS4

YOUNG PERSON'S VIEW – KS3 AND KS4

AGREEMENT

- All parties will adhere to the Vulnerable Pupil's Panel protocols at all times
- All pupils are to remain on roll with their home school and will be dual registered with the alternative provision allocated to.
- All parties agree that the pupil will be returned to their home school when the intervention has been completed.
- Schools retain responsibility for the pupil during the alternative placement.
- All parties agree to the final decision made by the Vulnerable Pupil's Panel.
- A signed copy of the Parental Consent Form must accompany this application, or the application will not be considered at the Vulnerable Pupil's Panel.
- An incomplete application form may delay the application process.
- Ensure any related reports from other agencies that may support the referral are included in the application.
- Any safeguarding concerns are reported to the school DSL immediately.

School / Academy Consent			
School/Academy agree to:			
<ul style="list-style-type: none"> • Arrange to attend reviews and meet with the Tutor/Provider and parents to complete Personal Education Plans (PEP) and Partnership Agreements. • Present all Curriculum targets, Individual Learning Plans, Attainment Data and Resources. • For Home, Hospital and/or Young Mums Tuition; provide curriculum and exam material at agreed times. • Maintain weekly contact with child and family during the period of tuition/provision. 			
Referrer Signature		Date	
Print Name			
Headteacher's Signature		Date	
Print Name:			

Send application, marked 'Strictly private and confidential' via email to VPP@togetherforchildren.org.uk

Parent / Carer's Consent

What is the Vulnerable Pupils Panel?

The Vulnerable Pupils Panel considers referrals from schools and Together for Children / Local Authority representatives requesting access to alternative provisions for pupils who may be experiencing social, emotional or mental health difficulties that are impacting on their learning.

The Vulnerable Pupils Panel consists of representation, as set out in the terms of reference and includes representatives from the Local Authority, Together for Children and schools/academies in Sunderland.

The Panel meets on a regular basis, every 2 weeks during term time to consider any referrals submitted.

Alternative provision placements are timebound and pupils continue to remain dual registered with their home school.

It is expected that schools will have worked with parents to obtain consent for outreach alternative provision requested in this application. However, Schools/academies have the power to direct off-site provision for pupils, where interventions or targeted support have not been successful in improving a pupil's behaviour. Off-site direction may only be used as a way to improve future behaviour and should only be used where in-school interventions and/or outreach have been unsuccessful or deemed inappropriate. Where deemed appropriate and identified by schools, the Vulnerable Pupils Panel **may** consider this application as an off-site direction where parent consent was not obtained.

Your view

Your view of your child's current issues, the impact this is having on his/her learning and how an alternative provision placement may benefit your child is extremely important. Please share your views in the box below.

What happens next?

If you accept the Vulnerable Pupils Panel allocation to alternative provision, arrangements will be made for your child to be admitted as soon as is practicable.

Alternative provision placements are timebound and pupils continue to remain dual registered with their home school.

To support the success of a child's placement, the alternative provision offered can include support from other people/services.

Your consent

Your consent is required for your child to be referred to the panel and please note your views will be shared with the Panel along with the application form submitted by the school.

To ensure you fully understand and consent to the application being considered by the Panel please sign and date the consent statement below.

If you have any queries regarding this application, please do not hesitate to contact the Referrer of the application.

Parent / Carer's Views (for all Key Stages)

Parental views on application to panel/potential placement (*please explain what you are hoping the alternative provision will achieve*).

What is working for my child now:

What is not working so well for my child at the moment / what worries do I have:

What would make things better

What are my goals and aspirations for my child

Parent / Carer's Consent

- I understand the information provided on this application form
- I give consent for my child to be referred to the Vulnerable Pupils Panel
- I give my consent for my child's information to be shared with other people/services as identified below, where applicable and have identified those services that I do not give my consent to share information with.

Services**Exclude Consent**

Services	Exclude Consent
	X
Allocated alternative provider	<input type="checkbox"/>
Early Help	<input type="checkbox"/>
Ethnic minority and traveller achievement service	<input type="checkbox"/>
Social Care	<input type="checkbox"/>
Your child's mainstream school	<input type="checkbox"/>
Sunderland Community Children and Young People's Mental Health Services (SCCYPMHS)	<input type="checkbox"/>
Children with disabilities Team	<input type="checkbox"/>
Complex Behaviour Service	<input type="checkbox"/>
Behaviour Support Service	<input type="checkbox"/>
Education Psychologist Service	<input type="checkbox"/>
SEN Team (including EHC plan if applicable)	<input type="checkbox"/>
Other third party as required by law	<input type="checkbox"/>
Other partner agencies of Together for Children that may support your child	<input type="checkbox"/>

- If you do not agree to information being shared, please state who it cannot be shared with by indicating (x) above. If at any-time that you wish to revoke your consent for information to be shared, please contact the Inclusion & Access Team, Shelley Robson - 07765429145 or Michelle Burlinson - 07769 887602.

I/We have read and understood the above and agreed that my child's school can refer my son/daughter for discussion at the Vulnerable Pupil's Panel. I am also happy for information to be shared with agencies as indicated above.

Signed _____

Name (print) _____

Date _____

Sunderland Virtual School

TUITION SERVICE FOR PUPILS WITH MEDICAL NEEDS GUIDANCE FOR SCHOOLS

Dear Colleague

Your Referral for Tuition for Pupils with Medical Needs has been approved by the Vulnerable Pupils Panel

It is the duty of the pupil's school to provide learning resources that enable the pupil to access a broad and balanced curriculum and ensure continuity in the pupil's education.

What to do

- | | Complete |
|---|--|
| <p>1 The Tuition Service Lead will contact you to introduce themselves and to advise you to convene a Tuition Education Plan (T-PEP) meeting with pupil (if possible), parents/carers, tutor, medical or other agency personnel (if appropriate) and Named Contact Person from school. This meeting can take place at school or at the pupil's home and must be held as soon as possible and no later than 10 days after referral has been agreed by VPP.</p> <p>If a parent/carer cannot be present during the tuition session, then a named appointed adult must be present during or for part of the T-PEP meeting and photo ID e.g., passport must be brought with them.</p> | <input type="checkbox"/>

<input type="checkbox"/> |
| <p>2 You will receive (by email):</p> <ol style="list-style-type: none"> 1. Tuition Service Guidance for Schools 2. Guidance on the use of the Welfare Call Tuition Education Plan 3. Partnership Agreement 4. Individual Curriculum Learning Plan Template 5. Curriculum Entitlement | <input type="checkbox"/> |
| <p>3 Distribute the Individual Curriculum Learning Plan template(s) to pupil's class teacher/subject teachers/curriculum leaders.</p> | <input type="checkbox"/> |
| <p>4 Ensure that teacher(s) provide itemised list of work on the Individual Curriculum Learning Plans and full set of resources for at least 4 weeks' work</p> | <input type="checkbox"/> |
| <p>5 Place each Individual Curriculum Learning Plan in a Work Folder with the accompanying teaching resources in preparation for the Tuition Education Plan meeting when they are to be presented to the tutor.</p> | <input type="checkbox"/> |
| <p>6 Named Contact Person chairs the Tuition Education Plan meeting and ensures that:</p> <ol style="list-style-type: none"> 1. Tutor receives all resources to deliver the agreed curriculum in the Work Folder(s) 2. Tuition times are set 3. Partnership Agreement is read through and signed by all parties 4. Current Progress and achievement have been inputted into Welfare Call template 5. Details of any SEN/D needs have been inputted onto Welfare Call T-PEP 6. SMART targets have been drafted 7. Minutes of the meeting have been recorded 8. Next review meeting has been set | <input type="checkbox"/> |
| <p>7 Named Contact Person sends a copy of the completed Tuition Education Plan and Partnership Agreement to the parent/carer</p> | <input type="checkbox"/> |

- 8** Once the tuition commences you will receive:
1. Weekly Tutor Report (which will also inform you of any further resources required)
 2. Weekly Pupil Evaluation
- 9** Distribute the Individual Curriculum Learning Plans to teacher(s) and collate the next programme of work on a regular basis as required by the tutor and agreed at the T-PEP planning meeting.
- 10** For pupils on long term provision, beyond one term, a Tuition Education Plan Review meeting must take place at least once per term.
- For pupils on short term provision, a Tuition Education Plan Review should take place at least 4 weeks before the scheduled end of the programme to ascertain whether a re-referral should be made to the VPP.
- 11** For re-referral, submit School Referral Form for Pupils with Medical Needs with current medical evidence from the pupil's consultant.

Sunderland Virtual School
Bunny Hill Centre
Hylton Lane
Sunderland
SR5 4BW

Tel: 07880 465962

Email: virtualschool@togetherforchildren.org.uk

Sunderland Virtual School

Tuition Service

Hospital Referral Form for Pupils with Medical Needs

For MEDICAL PROFESSIONAL STAFF only.

To be used when a pupil of statutory school age will be in hospital for more than 5 days and is able to access education. A copy of the form should be sent to the parents/carers and a copy retained by the Hospital.

Pupil Details

Pupil's Name:		Date of Birth:
Pupil's Address:		Home Tel No:
Parent/Carer Mobile Telephone Numbers:		
School:	Local Education Authority:	

Parent/Carer Details

Name of Adult with Parental Responsibility:	
Contact details if different to the above:	Tel No:
Is the pupil in the care of the LA? YES <input type="checkbox"/> NO <input type="checkbox"/>	Local Authority:
Are the pupil's parents/carers are aware of this referral? YES <input type="checkbox"/> NO <input type="checkbox"/>	

The pupil's school will be contacted and asked for curriculum details, target and current grades and the loan of resources as part of the pupil's Personal Education Plan, and the LA will be informed.

Hospital Details

City Hospitals Sunderland	Kayll Road, Sunderland	Post Code: SR4 7TP	Tel No: 0191 5656256
Consultant:		Ward Manager:	
Duration of Hospital stay:		Ward:	Wing:
Medical Information:			

Will the pupil require Home Tuition following the hospital stay? YES NO .

Approximate duration of recovery:

For pupils from other Local Authorities, this information will be provided to their school and LA.

Person making this referral:

Name:

Position:

Signature:

Date:

Please return form via email to Shelley Robson at email: VPP@togetherforchildren.org.uk

If further information is required contact Shelley on 07765 429145

12. ALTERNATIVE PROVISION CONTACT DETAILS

Schools can obtain further detailed information of the alternative provision placements by contacting the providers direct.

Alternative Provider	Contact
Hub Assessment Places	Donna Walker, Headteacher Tel: 0191 562 3630 (Springwell Dene) Or 0191 562 3640 (Pallion) email: donna.walker@linkschool.org.uk
The KS1 Communication Hub	Jill Dixon, Communication Hub Lead Teacher Tel: email: jill.dixon@inspiremultiacademytrust.co.uk
The Link School – Key Stage 1 - 4	Donna Walker, Headteacher Tel: 0191 562 3630 (Springwell Dene) Or 0191 562 3640 (Pallion) email: donna.walker@linkschool.org.uk
Consilium Evolve (previously known as Returners)	Karyn Taylor, Head of School Tel: 0191 920 0010 – Consilium Evolve 0191 500 7981 – Thornhill School Email: Karyn.Taylor@consilium-at.com
Young Mums –Tuition Service	Helen Whewell, Tuition Services Lead, Sunderland Virtual School. Tel: 07920835074 Email: helen.whewell@togetherforchildren.org.uk
Tuition Service	Helen Whewell, Tuition Services Lead, Sunderland Virtual School. Tel: 07920835074 Email: helen.whewell@togetherforchildren.org.uk
Beacon of Light	Denise Taylor, Principal Tel: 0191 563 4789 Email: denise.taylor@beaconschool.org.uk Lindsay Howells, Deputy Principal Tel: 07487358692 Email: lindsay.howells@beaconschool.org.uk
Hopespring	Jacob Vart, Principal Tel: 0191 567 4227 Email: jacob.vart@hopespringeducation.org.uk Peter Wyatt, Hopespring Operations Lead, Tel: 0191 820 2619 Email: peter.wyatt@hopespringcharity.org
East Boldon Alternative Provision	Lynne Stothard, Director, Team EBRC Tel: 07956815523 Email: lynne@safetyac.co.uk

Springboard Sunderland Trust

Steve Reay, Chief Executive

Kristie Whiteley, Alternative Education Contract Manager

Tel: 0191 5155300

Email: contact@springboard-ne.org

Education Plus

Mr Kevin Wake, Company Director

Kayley Brems, HR, SLT & Compliance Manager & DSL

Tel: 07535 058738

Email: kayley.brems@educationplusne.co.uk