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**Exclusion Prevention Checklist:**

**Pupils At Risk of Permanent Exclusion**

For Part 1 of the checklist, schools should refer to either section A, B **OR** C , depending on the Special Educational Needs status of the pupil:

**A:** For a pupil with no identified SEND

**B:** For a pupil with identified SEND at SEN Support

**C:** For a pupil with identified SEND and an EHCP

**PART 1:**

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| A: Assessment of Needs and provision **for a pupil with NO identified SEND** | | Yes/No | Comment(s) / Actions |
|  | Has the school met with the parent/carer and the pupil to ensure they have a holistic understanding of their needs? |  |  |
|  | Has the school used the ‘Initial Concerns Flowchart’ to identify potential unmet needs that are impacting on the pupil’s behaviour?  [SEND Pathway – Targeted Stage | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/send-pathway-targeted-stage) |  |  |
|  | Is the school confident that the pupil has experienced high quality teaching in an inclusive learning environment, with reasonable adjustments as required?  [Ordinarily available provision guidance (wolverhampton.gov.uk)](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/ordinarily-available-provision-guidance) |  |  |
|  | Has the school referred to the ‘Initial Concerns Screening Tool’ to consider whether the pupil’s presentation in school may be due to possible SEND?  Pastoral and SEND teams to work collaboratively to assess the pupil’s needs.  [SEND Pathway – Targeted Stage | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/send-pathway-targeted-stage) |  |  |
|  | Are the school implementing ongoing, targeted provision that is additional to and different from what is ordinarily available to support the pupil? (See the ‘Definitions, Needs and Interventions’ documents)  If so, SEND should be considered – pastoral and SEND teams to work collaboratively to implement the first cycle of a graduated response (assess, plan, do and review).  [SEND Pathway – Targeted Stage | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/send-pathway-targeted-stage) |  |  |
|  | Have school referred the pupil to the Inclusion Team?  [Inclusion Team | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/inclusion-team) |  |  |
|  | Has school implemented Individual Behaviour Plans, Pastoral Support Plans, Early Help Assessments, Specialised Personal Learning Plan (SPLP - as recommended by specialists), access to specialist support strategies and interventions and/or other agency involvement (see list of other agencies on [Wolverhampton Inclusive Schools for Everyone | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone))  If so, SEND should be considered – pastoral and SEND teams to work collaboratively to implement the first cycle of a graduated response (assess, plan, do and review).  [SEND Pathway – Targeted Stage | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/send-pathway-targeted-stage) |  |  |
|  | If the pupil’s behaviour puts them at risk to themselves or others, has specialist support been sought, a graded risk assessment undertaken and a positive handling plan implemented to decrease risk?  [Wolverhampton Outreach Service | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-outreach-service) |  |  |
|  | Has the school considered whether the pupil’s behaviour is an indication of possible emotional based school non-attendance and referred to the Wolverhampton EBSNA Pathway Guide for Schools?  [Attendance Pathway – Targeted Stage (wolverhampton.gov.uk)](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/attendance-pathway-targeted-stage) |  |  |
|  | If yes to above, has the school considered attending EBSNA reflective group supervision session for further advice and guidance?  [WVES - EBSNA Reflective Group Supervision](https://wves.wolverhampton.gov.uk/Search?search=EBSNA) |  |  |
|  | Has the schools consulted with the local authority EBSNA Coordinator for advice and support? |  |  |
|  | Is the pupil accessing support or been referred to any wellbeing/mental health support services (e.g. school nurse, Reflexions, Educational Psychology, Base 25, CAMHS etc)?  If so, SEND should be considered – pastoral and SEND teams to work collaboratively to implement the first cycle of a graduated response (assess, plan, do and review).  [SEND Pathway – Targeted Stage | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/send-pathway-targeted-stage) |  |  |
|  | Has the pupil been referred to a paediatrician or is on/being considered for an assessment pathway (e.g. ADHD, ASD)?  If so, SEND should be considered – pastoral and SEND teams to work collaboratively to implement the first cycle of a graduated response (assess, plan, do and review). |  |  |
|  | Have all staff working with the pupil (including non-teaching staff) received appropriate training to ensure they can meet the needs of all children and young people?  E.g. Trauma Informed and Attachment Aware, Autism Awareness, Emotion Coaching, Sensory Awareness, De-escalation and Positive Handling etc.  [Wolverhampton Education Services](https://wves.wolverhampton.gov.uk/) |  |  |
|  | Is the school’s behaviour policy inclusive and avoids discriminating against pupils that have any protected characteristics, including disability/special educational needs? |  |  |
|  | Has the school published its behaviour policy to parents and pupils? Ideally on the school website, in parent and pupil assemblies, and reinforced through a home-school agreement. The pupil should be completely clear on behavioural expectations and the policy reinforced through the broad and balanced curriculum offer. |  |  |
|  | Has the school attended a Solution Circle to seek additional support and guidance from colleagues and professionals?  [Global Search | Wolverhampton Education Services](https://wves.wolverhampton.gov.uk/Search?search=solution+circle) |  |  |
|  | Has the school presented the pupil at Inclusion Support and Alternative Provision Panel (ISAPP)?  [Inclusion Team | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/inclusion-team) |  |  |

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| B: Assessment of Needs and provision **for a pupil with identified SEND at SEN Support** | | Yes/No | Comment(s) / Actions |
|  | Has the school met with the parent/carer and the pupil to ensure they have a holistic understanding of the child/young person’s needs? |  |  |
|  | Has the school used the ‘Initial Concerns Flowchart’ to identify potential non-SEND related, unmet needs that are impacting on the pupil’s behaviour?  [SEND Pathway – Targeted Stage | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/send-pathway-targeted-stage) |  |  |
|  | Is the school confident that the primary area of need has been identified accurately and the appropriate, targeted provision has been implemented to meet this need?  See the ‘Definition, Needs and Intervention’ documents:  [SEND Pathway – Targeted Stage | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/send-pathway-targeted-stage) |  |  |
|  | Is the school confident that the pupil has experienced high quality teaching in an inclusive learning environment, with reasonable adjustments as required?  [Ordinarily available provision guidance (wolverhampton.gov.uk)](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/ordinarily-available-provision-guidance) |  |  |
|  | Is the school regularly (at least once per term) reviewing the provision that is in place to support all the needs of the pupil, amending accordingly and recording on an individual costed provision map?  [SEND Pathway – Targeted Stage | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/send-pathway-targeted-stage) |  |  |
|  | Where schools have implemented a graduated approach but need further support to identify needs and/or provision, have they engaged with specialist educational services (e.g. EP, Outreach, SIS, specialist teacher and SNEYS) and implemented their recommendations as part of a graduated response?  [SEND Early Identification and Support Services | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/send-early-identification-support-services)  <http://educationalpsychologywolverhampton.co.uk/> |  |  |
|  | Have school referred the pupil to the Inclusion Team?  [Inclusion Team | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/inclusion-team) |  |  |
|  | Has school implemented Early Help Assessments, Specialised Personal Learning Plan (SPLP - as recommended by specialists), access to specialist support strategies and interventions, and/or other agency involvement (see list of agencies)? |  |  |
|  | Are the school implementing ongoing, targeted and/or specialist provision that is additional to and different from what is ordinarily available, and which exceeds the school’s SEND notional budget?  If so, a multi-agency meeting should be held to consider whether a request for education, health and care needs assessment would be appropriate.  [SEND - Education, Health and Care Plans | Wolverhampton Information Network](https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=5) |  |  |
|  | If the pupil’s behaviour puts them at risk to themselves or others, has specialist support been sought, a graded risk assessment undertaken and positive handling plan implemented to decrease risk?  [Wolverhampton Outreach Service | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-outreach-service) |  |  |
|  | Has the school considered whether the pupil’s behaviour is an indication of possible emotional based school non-attendance and referred to the Wolverhampton EBSNA Pathway Guide for Schools?  [Attendance Pathway – Targeted Stage (wolverhampton.gov.uk)](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/attendance-pathway-targeted-stage) |  |  |
|  | If yes to above, has the school considered attending EBSNA reflective group supervision session for further advice and guidance?  [WVES - EBSNA Reflective Group Supervision](https://wves.wolverhampton.gov.uk/Search?search=EBSNA) |  |  |
|  | Has the school consulted with the local authority EBSNA Coordinator for advice and support? |  |  |
|  | Is the pupil accessing support or been referred to any wellbeing/mental health support services (e.g. school nurse, Reflexions, Educational Psychology, Base 25, CAMHS etc)? |  |  |
|  | Has the pupil been referred to a paediatrician or is on/being considered for an assessment pathway (e.g. ADHD, ASD)? |  |  |
|  | Have all staff (including non-teaching staff) received appropriate training to ensure they can meet the needs of all children and young people?  E.g. Trauma Informed and Attachment Aware, Autism Awareness, Emotion Coaching, Sensory Awareness, De-escalation and Positive Handling etc.  [Wolverhampton Education Services](https://wves.wolverhampton.gov.uk/) |  |  |
|  | Is the school’s behaviour policy inclusive and avoids discriminating against pupils that have any protected characteristics, including disability/special educational needs? |  |  |
|  | Has the school published its behaviour policy to parents and pupils? Ideally on the school website, in parent and pupil assemblies, and reinforced through a home-school agreement. The pupil should be completely clear on behavioural expectations and the policy reinforced through the broad and balanced curriculum offer. |  |  |
|  | Has the school attended a Solution Circle to seek additional support and guidance from colleagues and professionals?  [Global Search | Wolverhampton Education Services](https://wves.wolverhampton.gov.uk/Search?search=solution+circle) |  |  |
|  | Has the school presented the pupil at Inclusion Support and Alternative Provision Panel (ISAPP)?  [Inclusion Team | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/inclusion-team) |  |  |

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| C: Assessment of Needs and provision **for a pupil with identified SEND and an EHCP** | | Yes/No | Comment(s) / Actions |
|  | Has the school met with the parent/carer and the pupil to ensure they have a holistic understanding of the child/young person’s needs as outlined in their EHCP? |  |  |
|  | Is the school confident that the pupil has experienced high quality teaching in an inclusive learning environment alongside the provision as outlined in their EHCP?  [Ordinarily available provision guidance (wolverhampton.gov.uk)](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/ordinarily-available-provision-guidance) |  |  |
|  | Has the school engaged with specialist educational services (e.g. EP, Outreach, SIS, specialist teacher and SNEYS) to assess whether there has been a significant change to the pupil’s **needs**?  [SEND Early Identification and Support Services | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/send-early-identification-support-services)  <http://educationalpsychologywolverhampton.co.uk/> |  |  |
|  | Has the school engaged with specialist educational services (e.g. EP, Outreach, SIS, specialist teacher and SNEYS) to assess whether the **provision** outlined in the plan needs to be amended?  [SEND Early Identification and Support Services | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/send-early-identification-support-services)  <http://educationalpsychologywolverhampton.co.uk/> |  |  |
|  | If the pupil’s needs have changed, has the school held a multi-agency meeting and contacted their SEND officer to consider whether an early review meeting is appropriate?  [SEND - Education, Health and Care Plans | Wolverhampton Information Network](https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=5) |  |  |
|  | If the provision outlined in the plan needs to be significantly changed, has the school held a multi-agency meeting and contacted their SEND officer to consider whether an early review meeting is appropriate?  [SEND - Education, Health and Care Plans | Wolverhampton Information Network](https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=5) |  |  |
|  | Where the provision implemented by the school, following recommendations from specialists, exceeds the school’s notional budget and the high needs funding that it receives, has the school requested an increase to the matrix funding?  [SEND - Education, Health and Care Plans | Wolverhampton Information Network](https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=5) |  |  |
|  | Has school implemented Early Help Assessments, Specialised Personal Learning Plan (SPLP - as recommended by specialists and in agreement with SENSTART), access to specialist support strategies and interventions, and/or other agency involvement (see list of agencies)? |  |  |
|  | If the pupil’s behaviour puts them at risk to themselves or others, has specialist support been sought, a graded risk assessment undertaken and positive handling plan implemented to decrease risk?  [Wolverhampton Outreach Service | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-outreach-service) |  |  |
|  | Has the school considered whether the pupil’s behaviour is an indication of possible emotional based school non-attendance and referred to the Wolverhampton EBSNA Pathway Guide for Schools?  [Attendance Pathway – Targeted Stage (wolverhampton.gov.uk)](https://www.wolverhampton.gov.uk/education-and-schools/wolverhampton-inclusive-schools-everyone/attendance-pathway-targeted-stage) |  |  |
|  | If yes to above, has the school considered attending EBSNA reflective group supervision session for further advice and guidance?  [WVES - EBSNA Reflective Group Supervision](https://wves.wolverhampton.gov.uk/Search?search=EBSNA) |  |  |
|  | Has the schools consulted with the local authority EBSNA Coordinator for advice and support?  [Michelle.Dudley2@Wolverhampton.gov.uk](mailto:Michelle.Dudley2@Wolverhampton.gov.uk) |  |  |
|  | Is the pupil accessing support or been referred to any wellbeing/mental health support services (e.g. school nurse, Reflexions, Educational Psychology, Base 25, CAMHS etc) |  |  |
|  | Have all staff (including non-teaching staff) received appropriate training to ensure they can meet the needs of all children and young people?  E.g. Trauma Informed and Attachment Aware, Autism Awareness, Emotion Coaching, Sensory Awareness, De-escalation and Positive Handling etc.  [Wolverhampton Education Services](https://wves.wolverhampton.gov.uk/) |  |  |
|  | Is the school’s behaviour policy inclusive and avoids discriminating against pupils that have any protected characteristics, including disability/special educational needs? |  |  |
|  | Has the school published its behaviour policy to parents and pupils? Ideally on the school website, in parent and pupil assemblies, and reinforced through a home-school agreement. The pupil should be completely clear on behavioural expectations and the policy reinforced through the broad and balanced curriculum offer. |  |  |
|  | Has the school attended a Solution Circle to seek additional support and guidance from colleagues and professionals?  [Global Search | Wolverhampton Education Services](https://wves.wolverhampton.gov.uk/Search?search=solution+circle) |  |  |

**PART 2:**

**If a pupil has an EHCP ensure that the SEND Officer is kept informed**

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| **Child Looked After (CYPiC)** | Yes/No | Comment(s) / Actions |
| Is the pupil looked after (CYPiC)?  Again, avoid exclusion if possible. Schools “should co-operate proactively with foster carers or residential care home staff and the Virtual School, local authority that looks after the child.” Concerns should be raised immediately with the allocated social worker, at reviews and PEP meeting. |  |  |

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| **Safeguarding/Child Protection** | Yes/No | Comment(s) / Actions |
| Is the pupil on your vulnerable/at risk list and being monitored at school or as part of a TAC? |  |  |
| Is there a pending MASH referral? If yes, confirm date and details of referral |  |  |
| Is the pupil open to an Early Support Plan? Who leads on this plan? |  |  |
| Is the pupil subject to a Family Help Plan (Targeted Early Support/CIN) or Child Protection Plan? |  |  |
| Have concerns been raised at CP conferences/core groups/CIN or multi agency meetings? Include dates of meetings |  |  |
| Has the pupil made an allegation against a professional with LADO involvement? |  |  |
| Is the pupil persistently absent and/or have issues of poor attendance/poor punctuality but no other CP concerns? |  |  |

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| **Other vulnerable / higher risk groups** | Yes/No/NA | Comment(s) / Actions |
| Does the pupil belong to one or more of the higher risk groups: (Add Yes/No for each category below)   * Physical * Disability, * Young carers, * Child Missing Education (CME) * Elective Home Education (EHE) * Gypsy Roma Traveller * Social or emotional difficulties, * Minority ethnic, * Challenging complex behaviour, * Showing signs of engaging in antisocial or criminal behaviour, living in poverty, * Live in challenging circumstances, for example, adults with issues around poor mental health, * Substance abuse * Domestic violence, * Parents with learning difficulties, * Pupil Premium/FSM   Has the above been taken into consideration in the decision-making process? |  |  |
| If Pupil Premium, has the school applied the Pupil Premium funding effectively to support the pupil? (School needs to evidence they have spent any additional funding first on resources to support the child holistically and the expected outcome.) |  |  |
| Has the age of the pupil been taken into consideration? (The younger the pupil, the more scrutiny for the exclusion.) |  |  |
| If primary school age pupil, did school receive any history from Early Years provision/reception class or health visitor? |  |  |
| If Year 7 pupil, did school receive behaviour history from primary school and pay heed to the need for interventions? |  |  |
| Has school allowed sufficient time for interventions to take effect? |  |  |
| If Year 11 pupil, has school considered alternatives to ensure pupil takes full complement of GCSEs they would have sat? |  |  |
| If pupil has arrived from another setting, has school received: (Add Yes, No or NA for each category below)   * CTF * Safeguarding files * SEND file |  |  |

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| **Alternatives to Exclusion** – the pupil, their parent/carer and specialists must be involved in discussions about AP or off-site direction to ensure it is in the pupil’s best interests. | Yes/No | Comment(s) / Actions |
| Has school considered commissioning a place at an alternative provision? If so, have the pupil’s interventions and support followed them to the alternative provision? (If the pupil has an EHCP then SENSTART must be informed)  [Alternative Provision Directory | City Of Wolverhampton Council](https://www.wolverhampton.gov.uk/education-and-schools/alternative-provision-directory) |  |  |
| Has school considered an [offsite direction/managed move](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf) ? If an option, school must liaise with new school, provide information about necessary interventions and support, and maintain contact for updates and progress reports. (If the pupil has an EHCP then SENSTART must be informed) |  |  |
| Has school arranged and held a Exclusion Prevention Meeting (EPM)? |  |  |