

LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS OFFER TO SCHOOLS 2024-2025

In 24 - 25 the SEIPS continue to make a broad offer to schools to enable them to seek additional support for pupils "at risk" of exclusion.

Our aim continues to enable schools to avoid the use of permanent exclusion by supporting them in accessing advice and additional resources that enable them to identify and meet the underlying needs of pupils.

New to Leicestershire? The County does not have a secondary Pupil Referral Unit. Pupils "at risk" of exclusion are supported by our Partnership arrangements.

- We seek to enable schools to make a graduated response to the needs of young people in their care
- We are working to strengthen the links with SEND systems and processes in the county

Each SEIP offers:

- Access to Inclusion Forums
- Referral processes that enable schools to actively participate in decisions about access to resources
- In school support
- Out of school support for KS3 pupils
- Out of school support to KS4 pupils

The following pages describe the offer made by South Leicestershire Inclusion Partnership (SLIP) to partner schools.

Partnerships face the same recruitment issues currently as schools. SLIP will aim to keep schools updated if adjustments are needed to the offer in the light of these challenges



Inclusion Forum Tier 1

The Inclusion Forums enable schools to get advice and support from experts and agencies in order to find ways forward for pupils who are not thriving in school. If you are not sure what to do next to support a pupil bring the case to an IF.

How often do you meet?

Once a fortnight on Teams. Dates are published at <https://www.leicsseips.org/inclusion-forums>

Who will normally be at the discussion?

The Deputy Partnership Coordinator, an LCC Educational Psychologist, NHS Care Navigator, LCC Inclusion Team rep, Reps from other LCC services including AOT and SENA

How do I get a case discussed

Use the Referral Form available at ([southleicestershirepartnership.com](https://www.southleicestershirepartnership.com)) or at <https://www.leicsseips.org/making-a-referral>
Anonymous cases can be discussed if parental consent has not been given – a referral form is still required.

What can I expect from the discussion?

Clear advice, links to resources and services that might be useful, guidance on developing a SEND plan or its equivalent, advice on pathways to services, direct support from services such as CFWS or Partnership staff. An action Plan is written up for each referral by Partnership staff and emailed to the school after the meeting.

Referral to Partnership Tier 2 and above

The Local Authority has given to local school groups the money that, in other areas, might be spent on Pupil Referral Units for excluded pupils. This is on the condition that the schools work in partnership to use the money. When you make a referral you are, in effect, asking your group of schools to give you access to the resources that the money buys.

Who do I refer?

Pupils who are “at risk” of exclusion from school and who have previously been referred to an Inclusion Forum and have had their action plan reviewed

How do I submit a referral

Use the Referral Form available at (southleicestershirepartnership.com) Or at <https://www.leicsseips.org/making-a-referral>

Why do you need so much information?

- To properly prepare any new provision for the pupil so that it is as effective as possible in addressing the issues that have led to the referral
- In order to track the impact of the provision and measure progress so that provision for individual pupils can be adjusted
- In order measure the success of the provision overall and thus be accountable for this use of resources

How will the referral be processed and decided?

The Partnership Coordinator will process the referral and with you will present the case at a Core Meeting.

Where will that decision be taken?

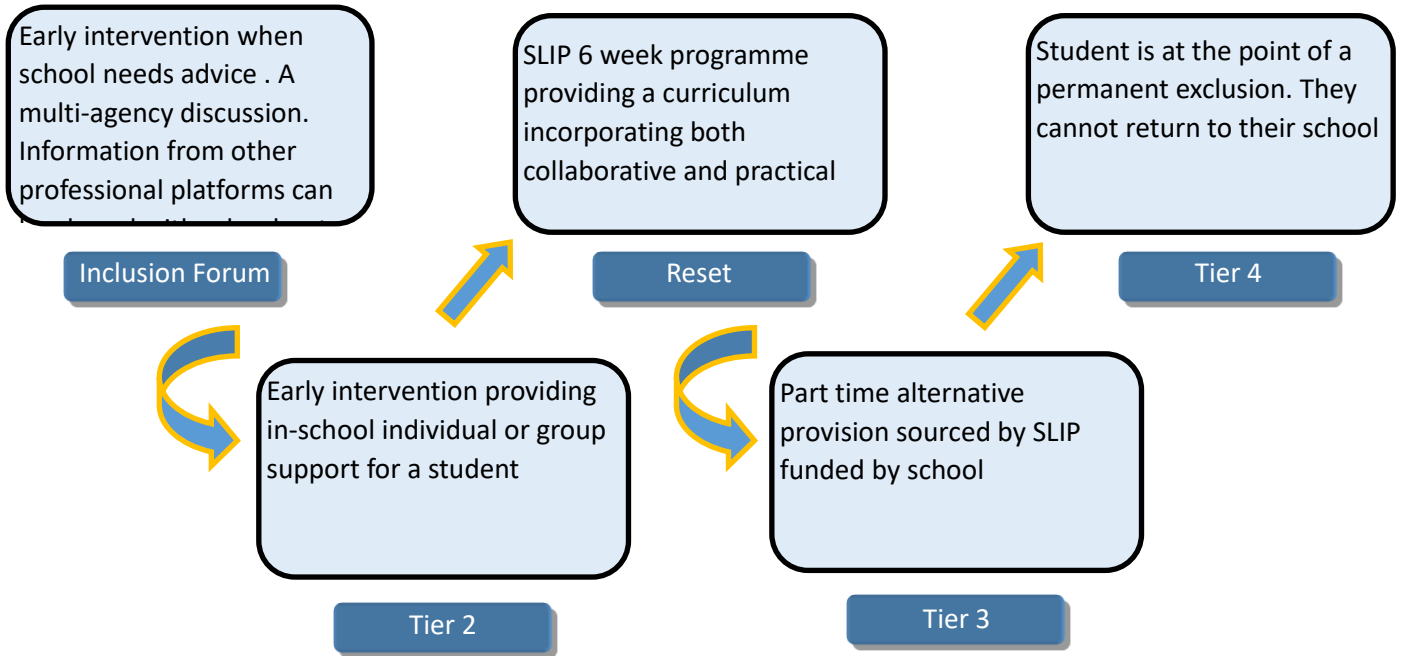
Core Meeting dates are available here: <https://www.leicsseips.org/meeting-dates>

What are the possible outcomes from a referral?

Outcomes from a Core Group discussion include:

- Referral back to IF
- School to continue working with student using advice shared at Core
- Partnership offers in school support
- Partnership offers part time or full time “Programme Management” outside of school

SLIP's GRADUATED RESPONSE



Partnership “in school support” Tier 2
What is the offer?

1. Partnership staff work with small groups of pupils or one to one in ways that school and partnership think will be effective in supporting pupils and improving their engagement and behaviour. These programmes usually last 6 – 8 weeks. We describe these as Tier 2 support.
2. These pupils are assigned a SLIP learning mentor who get to know the pupil and who will contribute to reviews.
3. A Partnership Engagement Officer offers one to one support to pupils who have semh needs that are characterised by low attendance and engagement with a recognised need of anxiety.
4. The Partnership helps to facilitate Managed Moves and Fresh Starts as part of its drive to minimise the number of pupils losing their mainstream place. SLIP also arrange Managed Moves as an alternative to a Tier 4 Place – offering the receiving school a guarantee that if the move does not work SLIP will give the pupil a place.
5. The SEIPS web site offers advice to schools who may wish to arrange placements for pupils in Alternative Provision independently. We strongly recommend that schools should refer to this advice and our data base of APs. Go to <https://www.leicsseips.org/links-to-ap-lists-and-reports>

Who are the staff members offering this support?

2 experienced In-school Inclusion Mentors
Partnership Engagement Officer

What arrangements might I need to make to facilitate this support

Refer using the Referral Form as described above

What is the cost to the school?

No charge

KS3 aged pupils’ “out of school support” RESET
What is the offer?

1. Part time “RESET programmes” organised, managed and delivered by staff employed by the Partnerships. Pupils attend the SLIP Pupil Learning Centre for 2 days per week for 6 weeks and are in school for the remainder of the week. These are designed to tackle the issues that are contributing to each pupil’s difficulties in school and to get them “back on track”. The goals are to:
 - a. prepare the child for a return to school.
 - b. develop a better assessment on need than has been possible in school.
 - c. work with the school SENCO to secure a long-term specialist placement for the pupil
2. Tier 4 placement for a KS3 pupil – where the judgement is that the child is not likely to return to school after a RESET period. These pupils will spend some time in the SLIP centre and some time in Alternative Provision.

How many places does the Partnership aim to offer?

A maximum of 10 pupils on “RESET” in two groups of 5.
 A maximum of 10 KS3 pupils needing longer term support

How long will the placement last?

RESET placements normally last 6 weeks. Regular reviews address the question “Is this pupil ready to return to mainstream”.

How many Partnership staff are involved in delivering the offer, who are they and what are their roles?

1 HLTA and 1 TA supervised by the Coordinator/Deputy Coordinator
 1 KS2 Teacher for longer term KS3 pupils and 1 TA

What is the role of school staff in supporting the placement?

A named school link is nominated by school to share updates and concerns, visit the pupil and to participate in reviewing progress and planning transition.

What is the cost to the school?

see below KS4 section

“Early warning system”

Amber alert. We will let our partner schools and the LA Inclusion Team know that we are approaching maximum capacity for our KS3 provision when we at <80%> of capacity

**KS4 aged pupils’
“out of school
support”
Tier 3 & 4
What is the offer?**

Part time Tier 3 programme in Alternative Provision secured by SLIP but funded by the school.
Full time Tier 4 programmes organised, managed and delivered by staff employed by the Partnership and/or commissioned alternative providers. These are designed to be a “best fit” to meet the needs of each pupil to get them “back on track”. The goals are to:

- get them back to school or successfully transition into post 16 provision.
- maximise their chances to achieve a range of outcomes at the end of Year11.

Pupils are likely to follow one of three pathways:

1. Based at Wigston Centre and engaged in 7 GCSE’s plus some AP placements
2. Based at Wigston Centre and engaged in 5 GCSE’s plus some AP placements
3. Based at Wigston Centre and engaged in 2 GCSE’s plus some AP placements
4. Functional skills delivered as part of a full time blended AP programme

How many places does the Partnership aim to offer?

The Wigston Centre has a capacity for 24 pupils on Pathway 1 or 2.

How long will the placement last?

Regular reviews address the question “Is this pupil able to return to mainstream”. Our expectation is that this is more challenging for KS4 pupils. At the end of Year 10 we have a strong focus on seeking ways to get pupils back into mainstream settings.

How many Partnership staff are involved in delivering the offer, what are their roles?

Director (strategic) and Coordinator (operational lead for the partnership)
Two Deputy Coordinators (Teacher and Lead Inclusion Mentor)
Four fte Inclusion Mentors (across all pupils)
Two In-School Inclusion Mentors
One KS2 Teacher for longer term KS3 pupils
Two fte teachers

What is the role of school staff in supporting the placement?

1. The school needs to follow our guidance about Ofsted preparations at <https://www.leicsseips.org/schools-advice> (see orange box)
2. School staff must continue to monitor attendance – daily information is supplied by SLIP using CLM (schools have a login)
3. School staff should visit their pupils in any settings they are placed in at least termly
4. School staff should participate in reviews
5. The school SENCO remains responsible for any actions related to SEND status including formal assessment preparation and EHCP reviews

What is the cost to the school?

Schools using a place are charged the pro rata average pupil cost, pupil premium and any additional SEND funding.

“Early warning system”

Amber alert. We will let our partner schools and the LA Inclusion Team know that we are approaching maximum capacity for our KS4 provision when we are at <80%> of capacity

Need to know more?

New to Leicestershire? What are these SEIPS for? <https://www.leicsseips.org/schools>

For everything else:

Go to

<https://www.leicsseips.org/> or SLIP website www.southleicestershirepartnership.com

CONTACT DETAILS FOR THE PARTNERSHIP AT

https://www.leicsseips.org/about_us