

The Bridge Short Stay School – Intensive Support Programme

2015/16

| In Consultation With | | |
|-------------------------------|--------------------------|----------------|
| Date Agreed | Name | Position |
| 5 th November 2015 | The Management Committee | Governing Body |
| | Andy Stewart | Deputy Head |
| | Louise Davey | Head of School |
| | | |
| Date for Review | | |
| 5 th November 2016 | | |

Background

The Local Authority has a duty to ensure that permanently excluded pupils are offered suitable full time education from day 6 of their exclusion. This applies to all except:

- Pupils in Year 11 who have already taken or missed their exams
- Pupils with statements where the statement specifies less than full time provision. These pupils are, of course, entitled to the amount of education specified.

One of the ways the Local Authority meets this duty is by commissioning places at The Bridge Short Stay School. It is understood that this provision needs to be tailored to deliver positive outcomes for the pupil, whilst recognising that we all need a safe working and learning environment. An Intensive Support Programme (ISP) is a process that ensures pupil and staff safety is optimised and pupil progress and learning is maximised.

There are factors that make it less likely that a pupil will require an ISP. These could be summarised under the broad heading of ‘Centre ethos’ and we should all give these thought before implementing an ISP for a student:

- How inclusive does the School feel?
- Is there a relentless focus on the level and quality of provision for all pupils?
- Does the School ensure that teaching and engagement of pupils is effective? Is there increased curriculum differentiation to ensure access to a broad, balanced and appropriate curriculum? Are learning challenges suitably stretching and related to clear baselines and progress indicators?
- Are staff supported and performance managed to develop and refine their skills in managing behaviour?
- Are you sure that pupils are listened to carefully and that pastoral and behaviour support links to individual strengths and weaknesses?
- Is there a proactive approach to the involvement of parents / carers to support the young person?

Purpose

The purpose of an ISP is to enable a pupil to fully access their entitlement to education over a designated period of time. However, there may be periods where the quantity and type of provision on offer is altered or suspended whilst suitable behaviour management strategies and training are put in place for all parties, including the pupil and their family. This would normally be as a result of

negative patterns of pupil behaviour that cannot be managed without impacting adversely on the rest of the pupils, thus putting learning for all at risk.

A further purpose of ISP is to put another stepping stone in place that prevents The Bridge Short Stay School having to permanently exclude, further curtailing a pupil's long-term access to educational opportunities. An ISP may be needed if a pupil requires a disproportionate amount of resource to keep all safe.

ISPs are not to be used as a behavior management tool or as a means for increasing the number of young people accessing The School by having pupils 'share' places.

Exceptional Circumstances

Any ISP must still engage the pupil in a meaningful amount of education. Only in exceptional circumstances and subject to rigorous assessment of risk, will any ISP result in a pupil having access to anything less than their statutory entitlement.

Process

The ISP process must include the following features:-

- Clear evidence of the problems and risks the pupil poses for themselves and others.
- A clear analysis of risks presented in different settings.
- Achievement and attainment data with predicted progress detailed on PLP.
- Informing Parents / Carers of their right to appeal to the Leadership Team who will hear submissions and review each case individually.
- A stated review date that allows for meaningful progression onto programmes that fulfill the criteria for suitable education.
- An understanding that the safety and well-being of the pupil and his / her peers are of paramount concern.
- Have regard to relevant and current legislation and guidance, including the Ofsted Subsidiary Guidance for Pupils Referral Units.
- Consideration of the Duty of Care to staff.
- Review and record the curriculum offered to students for the duration of their ISP.

There should not be longer than 15 school days between the start of an ISP and a review especially where it is necessary to temporarily reduce the number of hours accessed by a pupil.

Where it is necessary to temporarily reduce the number of hours accessed by a pupil this will still involve daily attendance wherever possible. Pupils will be provided with a Home Study Programme to ensure that access to education is maintained. This will involve work being set on a regular basis and marked according to the school marking policy, daily contact by telephone from the Centre to ensure that there are no pupil welfare or safeguarding issues and help and support for Parents/carers. The school will encourage and support full involvement of the family and this might include the drawing up of a parenting contract or order, under government guidelines. Appropriate arrangements will need to be made to support the family in collecting and returning homework.

All ISPs will be for the shortest time possible to gain the outcomes required.

Decision Making

The decision to offer an ISP to any pupil will be made at SLT meetings, with the discussion and actions recorded.. When immediate action needs to be taken the decision must still be reviewed at the next SLT meeting.

The use of ISP will form a part of each of the Executive Head Teacher’s reports to the PRU Management Committee.

Review

Ongoing review is an essential feature of the ISP process, with an expectation that the School and Centre also address their practice and the onus is not just on the pupil and family. Careful consideration of the use of ISPs across a Centre should take place to identify any patterns.

Review meetings should also provide the opportunity for young people and family to have their voices heard and, when appropriate, acted upon.

Induction

Due to the admission arrangements at The Bridge Short Stay School new students may regularly start at different times of the year. In order to ensure a successful and productive integration into the school any new starters will typically begin with a phased induction period which builds up to their full time entitlement. This process would not normally take longer than two school weeks, if for any reason it is felt that this induction process needs to take longer than two weeks it would then trigger the ISP process.

Poor Attendance

Some pupils may refuse to attend school. Inspectors need to satisfy themselves that the pupil referral unit is doing all it can to ensure full-time provision for these pupils, including where relevant increasing their time attending at the unit.

(Ofsted Subsidiary Guidance April 2014)

In cases of poor attendance, ISP paperwork will be completed and the review process will be followed. A re-engagement programme will be designed for that individual pupil.

Signed:

Date: