

This policy is based on Wokingham LEA's SEN Policy that has been written with inclusion as its focus, in line with DfES documentation regarding inclusive practice in SEN.

The following guidelines have been written to form the basis of practice when concerns are raised about a pupil's placement at Northern House Wokingham, and a mainstream schooling option is being considered. While such concerns will be individual and specific to a particular pupil, the following practice guidelines provide a structure so that the individual pupil's needs may be considered.

PROCEDURE

1. The annual review is the appropriate joint professionals/parental forum for discussion about inclusion. If an annual review is not imminent then it may, of course, be brought forward – but in general, inclusion is a significant matter and it is more usual that full consideration to inclusion be given in the usual annual review discussion.
2. The initial enquiry about inclusion/reintegration may arise from the pupil themselves, parent(s), Northern House Wokingham staff, or Educational Psychologist (EP). It is less likely to be generated by another professional, but if it is it should be shared with the Northern House Wokingham staff, or EP.
3. The parents/carers should be involved.
4. At these early stages, it is important that expectations are managed and grounded in the current reality. Inclusion requires evidential support and effective liaison. The Northern House Wokingham inclusion criteria consider the following questions which are then applied to individual pupils to guide the inclusion/reintegration process:
 - Are the pupil's primary behavioural, emotional and/or social needs capable of being met within a mainstream school environment?
 - Does the pupil have additional special need/s and are these in addition to the primary need/s capable of being met within a mainstream school environment?
 - Do both the parent/s and pupil support such a move?
 - What are the reasons for such a move?
 - Do the associated professionals (including Northern House Wokingham staff) support such a move?
 - Is such a move practical and realistic?

If the answers to these questions are predominately YES then the following stage (point 5) should be applied.

5. If the EP is not yet involved at point 2 above, this should happen now. The EP's initial involvement would include:
 - file reading

- obtaining evidence of child's current functioning (including samples of work)
- discussion with special school staff and parent(s)
- child-focused working

A meeting of EP, Northern House Wokingham staff, pupil and parent(s) to discuss inclusion should be established - e.g. this may be as preparation for discussion at the annual review. On the basis of such a meeting an inclusion action plan is devised.

The inclusion action plan can consider a range of reintegration/inclusion options. It is not intended to be inflexible in the planning for inclusion, as individual circumstances should be taken into account, so differing approaches may be considered in individual circumstances, such as:

- Part time trial placements at Wokingham schools. Such part time placements can be quite minimal (e.g. one lesson per week), and offer the opportunity to monitor and review the appropriateness of the trial. That is, the trial may be quite brief if the placement is unsuitable (and then back to the action planning cycle).
 - The approach to the mainstream school (whether trial or not) should be made in the grounded way described in 4 above, as this is still an initial stage in the process. The approach will be made by the EP. This is the appropriate stage to now involve the mainstream school in a meeting of parent(s), Northern House Wokingham staff and EP to establish the inclusion action plan of which the first part is the initial trial placement.
 - In some circumstances, a full time transfer may be envisaged without any intervening trial element. This is more unusual because the break step in provision for the child is currently more problematic.
 - The choice of mainstream school may be unproblematic, based upon parental knowledge and contact. However, there may be contextual factors that the EP and Northern House Wokingham staff are aware of that need consideration. In some circumstances, the Admissions section of the LEA may play a part. A link between the Northern House Wokingham EP and the EP for the mainstream school in which the pupil is to be included will need to be built in.
 - A monitoring and review process of the inclusion action plan should be established, with criteria for success and progressing with the plan
8. At the appropriate point in the inclusion action plan, the Annual Review will take place. It is the function of the Annual Review to recommend to the LEA that a full time transfer to a linked school is agreed by parent(s), Northern House Wokingham staff, link staff and EP.
9. The Annual Review documentation is then considered by Wokingham's SEN Panel, which reviews the recommendation and determines what changes in the Statement are required. The amended EHCP is circulated to the pupil's parents, and thence to the mainstream school.