

Springboard

Short Term Tuition

- Online learning
- Interim tuition
- Small group tuition within the Learning Centre
- Extra-curricular activities

April 2013

Ruskin House
23 Coombe Road
Croydon
CR0 1BD



Cotelands PRU
John Ruskin College
Selsdon Park Road
S. Croydon
CR2 8JJ

Introduction

Springboard is an education service that provides educational support to children and young people of school age whose education has been interrupted for a time. Although their individual circumstances may vary widely, they all run the risk of a loss of self confidence and a reduction in educational achievement because their normal schooling has been disrupted.

The vision of Springboard is to provide:

- Equality of opportunity for all pupils;
- Flexibility of access;

and to facilitate progression to school, F.E, employment by ensuring all pupils:

- have support to enable them make excellent academic progress;
- address appropriate aspects of their personal development.

Our flexible approach to learning will ensure we target the individuals needs by creating an education package that may consist of a combination of individual tuition, online supported learning and attendance at the springboard learning centre, leading to full time education in an appropriate provision, for example Cotelands at John Ruskin or a return to school.

Rationale:

Springboard recognises that the best place for any pupil to be educated is in their mainstream or special school. However, statutory guidance from the DFE, document "Ensuring a good education for children with medical needs" states that local authorities must:

"Arrange suitable¹ full-time^{2 3} education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education."^{*}

*¹ "suitable" means suitable to the child's age, aptitude, ability and any special educational needs that he or she may have. ² Unless the pupil's condition means that full-time provision would not be in his or her best interests. ³ "Full-time education" is not defined in law but it should equate to what the pupil would normally have in school – for example, for pupils in Key Stage 4 full-time education in a school would usually be 25 hours a week.

Admission Criteria:

Any student between the ages of 5 and 16 whose full time education has been/will be interrupted due to illness (either physical and mental health based) for a period of **15 working days** will be considered for support from Springboard. This may lead to support either at Ruskin House or the provision of a home teacher, and will always be based on clear evidence from associated professionals.

All learners should be/should remain on the roll of a mainstream or special school as dual-registered pupils, as they remain the responsibility of their home school. The school should continue to monitor the attendance of the pupil concerned.

The school will be asked to fund the following by prior agreement where appropriate:

Examination entries;

- Assessments by the Learning Support Service, either of a general nature or for Access Arrangements;
- College/Alternative Provider placements/Work placement validation costs.

Referrals:

Referrals must be made on the approved application form. (*See appendices B and C*) Referrals should provide full background information in order to allow a proper assessment of need to be made.

Post-referral procedures:

Following a referral to Springboard:

- The Springboard Manager and Coordinator will initially assess the referral within 5 working days. At this stage it may be considered inappropriate, and further discussion will be held with the school.
- If the referral is to be considered further, the school will be contacted and, in some cases a meeting arranged in order to assess the needs of the

child more fully and help determine the most appropriate support

- Other involved professionals from education, health or social services may be asked for further information.
- **Evidence of medical, emotional or mental health need will always be required.** This may be a letter from CAMHS or a consultant specifying why mainstream school provision is inappropriate at this time, for the young person, and for how long.
- An appropriate package of support and reintegration strategy will be agreed. This will include an indicative timeframe for review.
- Risk assessments will be carried out for home teaching and for pupils accessing the Learning Centre as appropriate
- In some cases it may be necessary to delay access to support at the Centre until such time as a place becomes available, or in the case of home teaching, until an appropriate teacher is found.
- A multi-agency panel (previously known as the EBSR Panel, renamed: The Springboard/Cotelands Referral Panel) will consider referrals and monitor reintegration and progression outcomes. See *appendix E*: panel terms of reference.
- Pupils whose main area of need is SEN, will be discussed at the SEN Panel (attended by the Springboard Manager).

For all pupils referred for reasons related to physical illness:

Once an appropriate referral has been made the parent / carer and school will be contacted by the service, and an action plan will be agreed to determine the most appropriate provision for the pupil. Reintegration into schools will be facilitated as soon as the child becomes well enough to attend following a risk assessment by the school and a member of the Springboard team.

For all pupils whose emotional/mental health needs prevent attendance at a mainstream school:

Where pupils' emotional/mental health needs, including anxiety, depression, school phobia, separation anxiety and school refusal associated with depression are causing concern, it would be expected that CAMHS, the School EP or a similar agency would be involved. Following referral, if support from Springboard is deemed

appropriate, an action plan will be agreed, if possible including reintegration strategies.

For pupils admitted to hospital:

All children will be offered access to education from day one of their hospital stay. When a pupil is discharged from any hospital, support needs are assessed, usually by the hospital school in relation to the condition of the child and how soon they will return to their school. Post-operative support is available as soon as the child returns home and is well enough for home teaching.

If the hospital school has been working with a pupil, the school will receive notification of their discharge date and, where appropriate, their subsequent educational needs.

For pupils receiving tuition at home:

Following initial liaison with the school and the parent/carer and Springboard having agreed an action plan including the reintegration strategy, the child will receive a minimum of 5 hours per week home teaching. This provision will be reviewed at least termly to ensure it continues to meet the needs of the pupil.

Once the pupil's health improves, the reintegration programme will be activated. Most pupils will return to their home school, but for some an interim period at the Learning Centre may be more appropriate.

We will offer online work in English, Maths and ICT(for key stage 3 and 4) which will self mark and re set.

Teachers from Springboard will be able to track progress weekly. For pupils in key stage 1 and 2 a timetable of work will be set for them with their tutors.

A range of on line material is available in other subjects to support pupils with the work provided by their schools.

Small group work may be offered to pupils to increase personal development in drama, art or cookery.

Monitoring and Tracking Progress

Regular reviews will be held for all pupils. These referrals will be reassessed after one term, or according to medical advice. (See appendix D)

At this point further medical evidence will be requested if continued support from Springboard is required. Where the admissions criteria are not fully met, the pupil will be expected to return to/ continue to be supported by their mainstream/special school as appropriate.

All learning packages will be reviewed at least termly on the basis of:

- The readiness of the pupil to return to their home school
- The appropriateness of the provision - this may relate to pupil behaviour in some instances
- Pupil engagement - it will not be possible to maintain continuity of tuition where pupils are failing to make regular use of the facility
- The availability of current medical evidence.

Examination Procedure:

Where pupils are in receipt of home teaching:

The coordinator will liaise with the school in order to establish whether the pupil is well enough to take examinations in school or whether they will have to be taken in the home.

Where pupils are in hospital:

Arrangements will be discussed and put in place by the School and/or Springboard, as appropriate. In all cases the school is responsible for ensuring appropriate arrangements are in place and for the funding of examination entries.

Reintegration:

Pupils are encouraged to return to full-time education in their mainstream/special school at the earliest and most appropriate opportunity.

When a pupil is reintegrating back into their mainstream/special school there will be clearly agreed support and timeframes.

Reintegration plans will be tailored to meet the needs of the individual, working with the parent /carer, child, school and other agencies as appropriate. For some pupils additional support may not be necessary. For others it may be appropriate to consider a transfer to Cotelands at John Ruskin College.

The role of the local authority

LAs are responsible for arranging suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education

without such provision. This applies whether or not the child is on the roll of a school and whatever the type of school they attend. It applies to children who are pupils in Academies, Free Schools, special schools and independent schools as well as those in maintained schools.

The law does not define full-time education but children with health needs should have provision which is equivalent to the education they would receive in school. If they receive one-to-one tuition, for example, the hours of face-to-face provision could be fewer as the provision is more concentrated.

Where full-time education would not be in the best interests of a particular child because of reasons relating to their physical or mental health, LAs should provide part-time education on a basis they consider to be in the child's best interests. Full and part-time education should still aim to achieve good academic attainment particularly in English, Maths and Science.

*5 Section 19 of the Education Act 1996, as amended by section 3 of the Children Schools and Families Act 2010

6 "suitable" means suitable to the child's age, aptitude, ability and any special educational needs that he or she may have.

7 Unless the local authority considers that a pupil's condition means that full-time provision would not be in his or her best interests.

The Role of Schools

Schools have a vital part to play in ensuring that pupils who are absent due to their medical needs have the educational support they need to maintain their education. Schools retain responsibility for ensuring that pupils who are absent due to medical needs have their needs met. Schools should **never** take such pupils off roll. Good communications between the school, parents and service staff will help ensure that a young person's needs are met quickly and effectively.

The school should:

- have a written policy and a named person with responsibility for this area;
- notify the LA via the manager of Springboard if a pupil is or is likely to be absent from school due to medical needs for more than 15 days;
- ensure that all pupils who are referred for tuition are appropriate referrals;

- supply to relevant services or agencies information about a pupil's capabilities, needs, educational progress and programmes of study;
- provide schemes of work, books and materials to tutors in order to enable them to support pupils who are absent from school for more than 15 days because of medical needs;
- regularly review a pupil's progress and the need for tuition to continue;
- actively engage in the process of monitoring a pupil's progress and in reintegrating a young person into school;
- ensure that such pupils are kept "in touch" with school through their involvement with social activities, peer support, study support activities, visits, learning mentors, etc.;
- ensure that pupils have the opportunity to participate in national curriculum tests and public examinations;
- advise the EWS if a pupil is or is likely to be away from school due to medical needs for more than 15 working days.

Appendix A offers a model policy that schools may choose to modify and adopt formally through their governing body.

The role of the Educational Welfare Service

The EWS has a statutory role in ensuring that all pupils receive an education according to their age, ability and any Special Needs they may have. The school's SENCO should alert the EWO to any pupil who has medical/emotional needs when this is likely to prevent the pupil from regular attendance at school. The EWO has a duty to visit the school regularly and carry out annual register inspections. The EWO will raise concerns where pupils have been absent from school for significant periods or for regular intermittent periods either with or without explanation.

If the EWO is aware of a pupil's medical or emotional needs, this must be discussed with the school to ensure that the appropriate checks, referrals and plans have

been made. The EWO can assist the School by clarifying information and helping to assess whether a pupil's condition or general health as described by parents/carers, is supported by the GP, and is such that the pupil is unfit to attend school. The EWO will be able to ensure that parents/carers have provided school with accurate information and that the parents/carers are aware and engaged in the process.

Where there is an attendance issue, the EWO will be able to attend any multi agency meetings and review plans so that the pupil does not remain out of school more than is strictly necessary or without appropriate education for longer than necessary.

Partnership with Parents, Carers and Pupils

Parents and carers hold key information and have a crucial part to play. They should be kept fully informed about any arrangements that affect their child and should be involved in determining the way that provision is organised. It is expected that parents and carers will receive written information that describes the services that will be offered, how they may be contacted and what will happen. This will be sent to the parent/carer with the acknowledgement letter of their referral to the Service.

Parents will receive regular reports on pupil progress. This will often be through the informal contact they have with teachers, and they will also receive formal written reports termly or at the end of the tuition period (whichever is sooner). Parents are actively encouraged to discuss any concerns or anxieties they may have with teachers or the Springboard Coordinator or Manager.

Parents and young people will be closely involved in the planning and implementation of any reintegration packages. Parents' and young people's views have an important part to play in tailoring services to meet their needs. Their views are sought as a matter of course in both planning to meet individual needs but also in reviewing the service and its strengths and weaknesses. These views are fed into service improvements and planning.

For children in public care the relevant Local Authorities' Social Services Departments should be afforded the same rights and opportunities as birth parents in their role as guardians of the children they "look after". In some cases foster parents will

undertake this role on behalf of the relevant local authority.

Complaints Procedure:

Springboard aims to discuss concerns raised by pupils, parents, schools or other agencies and to make every effort to ensure that complaints are listened to and dealt with quickly and sympathetically.

In the event of a pupil, parent, school or other agency being dissatisfied with our response, they should contact the Manager of Springboard Service in the first instance. If the matter remains unresolved, they can then write to the Head of Cotelands PRU.

Appendix A

Model Policy for schools in relation to the education of pupils with medical needs

Children and young people with temporary or recurring medical or mental health needs are valued as full and participating members of the school community. The school will do all that it can to ensure that such children are supported through their period of absence from school and sensitively re-integrated once they are well enough to attend.

The school's co-ordinator for children with medical needs will take an active and continuing role in their educational, social and emotional progress. The school will at all times aim to work in partnership with parents to ensure the best possible outcomes and a return to school as soon as possible.

The school may need to seek the assistance of Learning Access, usually through its Pupil Referral Units. Staff at these units including home and hospital tutors will support pupils who are temporarily unable to attend classes on a full time basis. These pupils may be:

- (a) Children who have been deemed by a medical practitioner as being too ill to attend the school for more than 15 days or who have conditions which lead to recurrent absences from school which becomes significant in the longer term.
- (b) Pupils with mental health problems who are unable to attend school

The aim of Learning Access and its' Pupil Referral Units will be to support the school in its work to re-integrate these pupils into school full time education at the earliest possible opportunity. In the greatest number of cases this means a return to mainstream education.

The school will continue to maintain a contact with a pupil who is unwell and not attending and will contribute to their Educational Support Plan (ESP) in order that they may enjoy a continuous level of education and support from the school during their period of absence. This may include providing to Learning Access relevant information about the child, helping to maintain contact with parents, assisting with and guiding the work of the child, supporting the process of achieving public

examinations or taking part in National Curriculum tests and providing emotional support at the level of teacher and peer involvement. The school will do all that it can to maintain links with appropriate agencies including Learning Access, the Educational Welfare Service, and the Educational Psychology Service.

Finally, the school will do all that it can to fully implement Croydon Education Department's policy on the education of children and young people with medical needs.

Appendix B

Springboard

Referral Form

Short Term Tuition



When completed, please email this form to admin@croydondigital.com, I'm sure you've changed this post to **Croydon Digital, Ruskin House, 23 Coombe Rd, Croydon CR0 1BD**

Referral Date:

Our ref:

Pupil:

Date of Birth:

UPN:

Ethnicity:

Year:

Gender:

Address:

Tel:

Parent/Carer:

Tel 2:

Emergency Contact

Tel 3:

School:

School contact for pupil:

School Tel:

e-mail:

Current Attendance

Last Day Attended:

Other Agencies Involved:

Key Worker:

Reason for Referral:

Describe the medical condition with reasons why the pupil may experience barriers to learning, participation and achievement and are not able to attend school :

List the strategies which have been explored around maintaining this pupil in school

Education

National Curriculum Levels

KS2 / KS3 / KS4

| | | |
|----------|--|------------|
| English: | | RA: |
| Maths: | | SA: |
| Science: | | Ethnicity: |

In what subjects is the pupil succeeding?

What subjects is the pupil finding more challenging?

For Key stage 4 pupils, please give details of any examinations likely to be taken.

| SUBJECT | EXAM BOARD | DATE OF EXAM | PREDICTED GRADE |
|----------------|-------------------|---------------------|------------------------|
|----------------|-------------------|---------------------|------------------------|

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments:

| | | | |
|---|------------------------------|-----------------------------|---------|
| Has the pupil been identified by the school as having SEN? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Comment |
| Is the pupil in school action? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Comment |
| Is the pupil in school action + | Yes <input type="checkbox"/> | No <input type="checkbox"/> | Comment |
| If 'Yes' please tick which area of SEN below. | | | |
| Cognition and Learning | <input type="checkbox"/> | | Comment |
| Communication & Interaction | <input type="checkbox"/> | | Comment |
| Behavioural, Emotional, Social Developmental | <input type="checkbox"/> | | Comment |
| Sensory | <input type="checkbox"/> | | Comment |

Parent Agreement to share Medical Information

I give my permission for health professionals working with my son/daughter to share medical information with educational professionals by completing part B of this form.

Signed: Date:

Referral made by:

Name: Position:

School: Signed:
 Date:

Medical Information (Part B)

To be completed by the Medical Professional supporting a referral by a school to the Medical Needs Service. To be returned to the school on completion.

Please note that, in order for the medical needs team to offer a service or to continue to offer a service, there must be written evidence of ongoing medical intervention. The pupil needs to have had an injury diagnosed illness or a diagnosis of an acute mental health episode. (These pupils should be receiving ongoing intervention from a CAMHS Professional)

Name of Pupil

DOB:

Medical Condition

Date pupil was first seen

Brief history of medical issues

Current involvement and treatment

Date on which pupil was first seen:

Current Involvement and interventions:

Future plans for medical intervention/by whom and with timescales :

Is the pupil on any medication? Please give details:

Are there any issues around the safety of the pupil, which ought to be known to those working with him/h

Please describe the issues that would make it difficult for this pupil to attend school in the conventional c
e.g. full time?

Likely period of absence from school:

Declaration:

It is my professional opinion that the pupil,

Has had an injury/operation which currently prevents them from attending school ? Yes No

Has a diagnosed illness which prevents them from attending school? Yes No

Is experiencing a diagnosed acute mental health episode that prevents them from attending school, (these pupils should be receiving on-going intervention from a CAMHS professional and the CAMHS Manager should counter sign the referral).

Yes No

Is experiencing mental health problems but is able to attend school either part time or full time with additional support.

Yes No

Signed :

Date:

Position:

CAMHS referrals should be counter signed by the team manager

CAHMS Team Manager: Date
.....

Please ensure Checklist is completed (see over)

Are any of the following an issue for this young person (past or present)?

| | Yes | No | Unknown |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| Alcohol | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning Disability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Drugs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Autistic Spectrum Disorder | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Behavioural difficulties | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Attention Deficit Disorder | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Depression/emotional disorder | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical Disability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Deliberate Self-Harm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth Offending | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Psychosis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other: (please state) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Suicide Attempts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

History of mental health difficulties:

| | Yes | No | Unknown |
|------------|--------------------------|--------------------------|--------------------------|
| For Child | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| For Parent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



SEN Referral Form

Short Term Tuition

When completed, please email this form to admin@croydondigital.com, post to **Croydon Digital, Ruskin House, 23 Coombe Rd, Croydon CR0 1BD**

Referral Date:

Our ref:

Pupil:

Date of Birth:

UPN:

Ethnicity:

Year:

Gender:

Address:

Tel:

Parent/Carer:

Tel 2:

Emergency Contact

Tel 3:

School:

School contact for
pupil:

School Tel:

e-mail:

Current Attendance

Last Day Attended:

Other Agencies Involved:

Case Worker:

Is a Looked After Child: Yes

No

Has Child Protection

Yes

Issue: No

Has an SEN Statement: Yes

No

Has additional

Yes

medical needs: No

Please detail why the pupil is not attending:

Please list what schools or alternative provision are being sought for this pupil:

| |
|--|
| |
|--|

Education

**National Curriculum Levels
KS2 / KS3 / KS4**

| | |
|----------|------------|
| English: | RA: |
| Maths: | SA: |
| Science: | Ethnicity: |

In what subjects is the pupil succeeding?

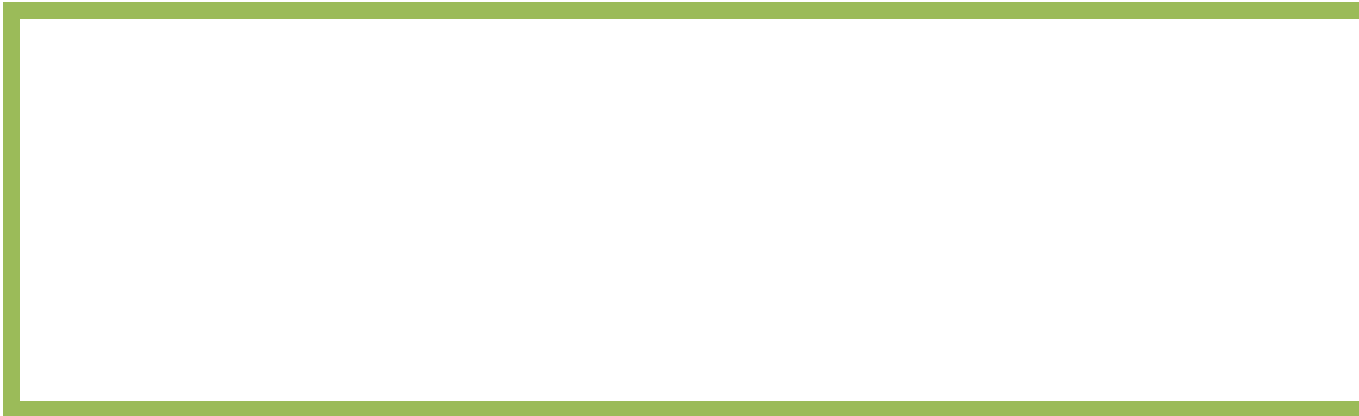
| |
|--|
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What subjects is the pupil finding more challenging?

| |
|--|
| |
|--|

Comments:

| |
|--|
| |
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Is a Statement of Educational Needs attached?

Yes

No

If not, is it to follow?

Yes

No

If there is a Statement please tick which area of SEN below.

Cognition and

Sensory

Communication &

Emotional, Behavioural or Social Developmental

Is the pupil in school action? Yes
No

Or in school action + ? Yes No

For Key stage 4 pupils, please give details of any examinations likely to be taken.

| SUBJECT | EXAM BOARD | DATE OF EXAM | PREDICTED GRADE |
|---------|------------|--------------|-----------------|
| | | | |
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| | | | |

Are there Additional Medical Needs? Yes No

If 'Yes' Please specify:

Name of Educational Psychologist:

Completed by / Name of Caseworker:

Date:

Checklist as Appendix B



Review Form

Short Term Tuition

| | | | |
|--------------------|--|---------------------------|--|
| Date of Review: | | Date of Previous Review: | |
| Pupil: | | Date of Birth: | |
| Start Date: | | Our ref: | |
| Year: | | Gender: | |
| Address: | | Tel: | |
| School: | | School contact for pupil: | |
| School Tel: | | Role: | |
| Agencies Involved: | | e-mail: | |
| | | Home Tutor(s): | |

Invited:

Attended:

Chair:

Current Medical Situation:
Recent Medical reports received : _____ **Attached :** _____

Educational Progress:

Ongoing Concerns:

School View:

Pupil View:

Parent View:

Tutor View:

Decisions:

Will the tutor or tutors continue ? Yes No

If yes, for how long?

Is a revised ESR attached? Yes No

If No, date Tuition is to cease.

Re-Integration Plan is attached Yes No

Final Report is attached: Yes No

| Actions | By Who: | By when: |
|---------|---------|----------|
| | | |
| | | |
| | | |
| | | |
| | | |

Other Comments:

| |
|--|
| |
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| | | | |
|---------|--|-----------|--|
| Signed: | | Date: | |
| Name: | | Position: | |

Appendix E

PANEL FORMERLY KNOWN AS 'EMOTIONALLY BASED SCHOOL REFUSERS (EBSR) PANEL'

Terms of Reference

The Springboard Service provides educational packages to vulnerable young people of primary or secondary age, with identified special educational needs, or medical conditions (acute or chronic). Occasionally, the service will be used to support young people falling into neither of these categories. Springboard is part of the Cotelands PRU. Springboard provides: individual tuition, online learning, small group tuition, and an informal curriculum to support social/emotional development. **Cotelands Pupil Referral Unit (at John Ruskin College)** provides full time education to young people identified as Emotionally Based School Refusers in key stage 4.

1. Name of the Panel

1.1 From the start of the academic year 2012/13, the panel formerly known as The EBSR Panel will be known as **SPRINGBOARD/COTELANDS REFERRAL PANEL**.

2. Purpose

2.1

- To consider whether the needs of young people can be appropriately met within the Springboard Service.
- To monitor the outcomes and progression of young people within the Springboard Service, particularly for those individuals with multiple, complex needs.
- To determine whether young people can be appropriately placed at Cotelands PRU at John Ruskin College (JRC).

2.2 Placements for pupils with identified special educational needs will be discussed at the Special Educational Needs Panel; that meets fortnightly.

3. Membership

3.1 The Panel will consist of the following members:

- An Educational Psychologist;
- The LA officer responsible for Children Missing from Education (CME);
- A representative from Croydon Adolescent Mental Health Service (CAMHS);
- The Headteacher of the Cotelands PRU;
- The Manager of the Springboard Service.

3.2 In addition, members will be able to request advice and information from an Attendance and Welfare Officer (AWO) on assignment to the panel.

4. Meetings and Quorum

4.1 The panel will meet once a month. Dates will be set in advance (at the end of the academic year), and agreed by all members.

4.2 Members will prioritise this meeting.

4.3 At least 3 members should be present to enable decision making.

4.4 Referrals will not be agreed without the presence of either the Headteacher, or Manager of the Springboard Service.

5. Main Functions

5.1 The panel will use its collective knowledge and professional judgement to determine appropriate educational placements for young people referred to Cotelands PRU at JRC, or the Springboard Service.

5.2 With respect to each young person discussed at a meeting, the panel will determine one of the following outcomes:

- The young person is an appropriate candidate for Cotelands PRU at JRC;
- The young person is an appropriate candidate for the Springboard Service;
- The young person is not an appropriate referral to either of the above;
- More information is required in order to determine an appropriate educational provision for the young person;
- The young person is ready to progress to mainstream school, or receive a more challenging package within the Springboard Service.

6. Links with existing panels

- a. The panel will have clear links to the Special Educational Needs (SEN) Panel, and the Excluded Pupils Placement Panel (EPPP).
- b. The Manager of the Springboard Service will attend meetings of the SEN Panel to liaise with case managers regarding referrals, personalised programmes within the service, and long-term placements.
- c. The Headteacher of Cotelands will attend the EPPP to discuss more complex cases, or to refer young people whose needs can be best served outside of the Springboard Service or Cotelands PRU at JRC.

7. Arrangements for liaising with stakeholders

7.1 In most circumstances panel members will be responsible for providing updates from meetings, to their individual agencies.

7.2 Occasionally, action points will identify panel members to liaise with specific stakeholders (e.g. requesting further information from schools).

7.3 Minutes of panel meetings will not be distributed outside of the panel.

8. Arrangements for minute taking

8.1 Minutes will provide basic information relating to young people (Name, date of birth, school etc.), an outline of need and the current position relating to the young person, and actions to be taken by panel members.

8.2 Minutes will be completed on a rota basis by members of the panel.

8.3 Minute takers will ensure minutes are distributed in a timely manner.