

Terms of Reference for Camden Learning School Inclusion Panel

Section 19 of the Education Act 1996 places a duty on LAs to make suitable alternative education for children of statutory school age who cannot attend school because of illness, exclusion or any other reason. The School Inclusion Panel's primary function is to ensure London Borough of Camden fulfils its legal obligation to pupils who meet criteria.

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children unable to access school are at a significantly higher risk of underachieving, being exploited and victims of abuse, and becoming a Child Missing Education and/or NEET (not in education, employment or training) later on in life.

Membership

Camden's School Inclusion panel is made up of representatives from Royal Free Hospital Children's School, School Inclusion Team, Education Psychology Service and CAMHS. School Inclusion Team manager will chair the panel and be responsible for providing administrative support.

Purpose

The purpose of the panel is to promote effective inclusion strategies throughout the local area and as a result, improve practice and individual outcomes for children. In addition, the panel will provide oversight for funding provision for pupils with medical needs.

Effective joint ownership and shared responsibility for all children in the local area is required from schools, the local authority, health and external agencies to ensure all children get the opportunity for the best possible education within mainstream schools. Multi Agency intervention and a co-ordinated approach is essential in meeting the needs of pupils with long term medical conditions either physical or mental.

The panel will consider pupils who are Camden residents with physical or mental health needs who need short term support to access education. The pupil should be expected to be absent from school for a minimum of 3 weeks and should be under the supervision of a specialist medical consultant not a GP. The panel may consider offering time limited support for non-Camden residents on roll at Camden Schools this is at the discretion of the panel and will be based on availability of resources and the pupil's individual circumstances.

Provision

The panel can offer the Primary and Secondary pupils the following:

- Short-Term Grants to support attendance at school
- Advice and signposting to specialist provision that falls outside of the panel such as [Rebuilding Bridges](#)
- An educational programme or intervention for those not able to attend school – this can include 1-1 teaching, mentoring or other educational casework
- Access to technology that enables access to education and short-term specialist on line provision through the [Linked Up program](#)

The panel can also offer (depending on availability of places and subject to funding being agreed) secondary age pupils with complex mental health needs the following alternative provision;

- The Thomas Group Small group provision for KS3 & KS4 (Part-Time)
- Futures GCSE Programme KS4 (Full-Time)
- LinkEd Up Re-engagement Programme KS3/4 (Online/Part-Time)

These programmes are run by the Royal Free Hospital Children's School from their Konstam Centre from September 2023 and are subject to their Admissions Policy available here [RFHCS Admissions Policy](#) Places at this provision are subject to criteria outlined above as well as the approval of the panel.

Information on timescales and pathways following referral from panel are available here [RFHCS Medical Needs Outreach Teaching Policy](#)

Roll Arrangements

During the period of specialist provision, pupils will be expected to be dual rolled with the referring school. Once the period of intervention or specialist provision has ended the panel will have a roll in monitoring progress and ensuring the pupils either return to the referring school or ensure they move on to appropriate education provision.

It is recognised nationally that schools need to regularly review their attendance policies and audit the effectiveness and consistent use of strategies and systems to improve behaviour. This includes ensuring all teaching and support staff has the right skills to provide a nurturing environment, and be able to identify and provide support where children need it, as early as possible. Camden has developed new guidance and pathways on tackling Emotionally Based School Avoidance available here [Emotionally Based School Avoidance Camden Guidance](#)

In order to achieve effective and inclusive practice, it is recognised that schools sometimes need help and support from the local areas services and other educational establishments to effect positive change for individual children. Fully addressing a child's needs requires a holistic view of their individual circumstances, both within and outside school, and some children will need support beyond their school for this to happen.

There also needs to be a clear understanding and willingness of engagement from parents, carers and families to work with the school and other services in identifying and addressing the child's needs.

The School Inclusion Panel is therefore a platform for schools to raise a child's case where current interventions have been unsuccessful in effecting improved outcomes for the child and where schools can receive timely and efficient support, guidance and shared good practice from peers, services and educational settings.

Terms:

1. Schools are responsible for gaining parental consent and views prior to referring a case for discussion. Referrals must be complete with all supporting documentation as agreed by parents.
2. All attendees will adhere to the agreed confidentiality statement.
3. Each agency is responsible for sharing information appropriately and in accordance with the principles of data protection.

4. Decisions about individual cases open to statutory processes may require the involvement and agreement of statutory services, particularly where there are suggestions for managed moves and alternative provision. This is particularly pertinent for Children Looked After, Child In Need, Child Protection, children with an Education, Health and Care Plan and children under statutory court orders: Youth Offending Orders, School Attendance Orders and Education Supervision Orders. This panel cannot overrule or change decisions made by statutory processes.
5. Individual agencies will remain responsible for their own casework decisions and offers of support. The panel cannot direct an agency to undertake any course of action without their agreement.
6. It is the responsibility of the referring school or professional to liaise with parents/families over any panel recommendations and where needed gain consent for recommended actions and referring to external agencies.
7. Referring schools are required to report back on outcomes at set periods to enable RFHCS to monitor ongoing engagement and success.
8. The Panel will review recommendations and discuss any difficulties in implementation or engagement as a standing item on each bi monthly agenda
9. The Panel will report on its activity in order to assess its effectiveness in improving access to education and making specialist provision. Annual reporting will aim to identify themes and patterns in relation children referred. Data and reports should aim to identify areas of disproportionality and give consideration to those with [Protected Characteristics](#) who may be disproportionately impacted by illness.

Agreed/Updated May 2023