



Inclusion Advice Forum

Guidance and Terms of Reference

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Purpose of the Inclusion Advice Forum

Inclusion Advice Forum (IAF) – A forum of multi-agency professionals who will meet to consider the information submitted to them by schools, in order to assist mainstream schools in considering and exploring how best to identify and meet the needs of a child/young person whose behaviour is impacting on their ability to fully access learning opportunities and avoid suspension/permanent exclusion.

Children/young people with an EHCP will not routinely be discussed at the IAF. Should the concerns be significant an interim annual review of the EHCP may be appropriate. Please refer to the relevant pathways for support and advice.

Primary Phase Consideration

– What will Forum members consider and what the outcomes may be?

Please note that for children with an EHCP, the Annual Review process should be used to consider any emerging issues and how their needs can be met.

School completes the referral and supplies the relevant evidence which will include at least one term of assess, plan, do, review (to include the review), plus a Pupil Planning Meeting. The IAF would also expect a Cost of Provision Map, the involvement of outside agencies, and may include Educational Psychology involvement.

A request for advice to the IAF could result in one of the following two possible outcomes:

POSSIBLE OUTCOME 1:

Recommendations are made to school from the professionals represented at IAF.

POSSIBLE OUTCOME 2:

Placement at TMBSS for a period of more specialist intervention.

Placement in Shropshire's PRU (Tuition Medical and Behaviour Support Service, TMBSS)

Primary TMBSS provides short-term teaching, assessment and behavioural support programmes in partnership with the child's mainstream school. At the end of the period of support by the Service, children will return to their mainstream school with or without support. As a result of TMBSS intervention and support, a small number of children may need a statutory assessment that indicates the need for placement in a more specialist provision.



Please Note: Submitting a request to the IAF for consideration of a child's additional needs does NOT presume that a placement at TMBSS is being requested, nor that this will be an outcome. Each child's needs will be considered and an appropriate response with a recommendation will result.

Secondary Phase Consideration

– What will Panel members consider and what the outcomes may be?

Child's school is finding it difficult to meet their need/manage their behaviour and require additional advice to maintain their placement.

School completes the referral and supplies the relevant evidence which will include at least one term of plan, do, review, plus a Pupil Planning Meeting. Panel would also expect a Cost of Provision Map, the involvement of outside agencies, and may include Educational Psychology involvement.



OUTCOME

Recommendations are made to school from the professionals represented at IAF. Schools may be signposted to a range of interventions and services who can directly support and assist with individual cases or wider school-based approaches and training.

(Please note that place capacity will be kept under constant review and places at TMBSS for secondary aged pupils will be reinstated at the earliest opportunity.)

Terms of Reference

Purpose of the Inclusion Advice Forum

The Inclusion Advice Forum supports schools to make the best decisions possible about efficient education for some children and young people with challenging behaviour, and for those who may require access to more specialist interventions or provision.

Efficient education is defined in the Code of Practice (para. 9.77) as “providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have”.

The purpose of the Inclusion Advice Forum is to:

- assist mainstream schools in considering and exploring how best to identify and meet the needs of a child/young person where their behaviour is impacting on their ability to fully participate, engage in learning and avoid suspension/permanent exclusion.
- provide early advice and support to mainstream schools and prevent escalation, including supporting access to short term placements at TMBSS where appropriate.

Forum membership (quorate)

- Principal Educational Psychologist - Chair
- Inclusion Team Leader – Vice-Chair
- SEND Team Representative
- Head of TMBSS
- Children’s services representative
- Early Help representative
- Looked After Children Virtual School Representative
- An NHS health professional working with children & young people

Forum members by invitation:

- Head teacher or senior member of staff from the mainstream school who has strong knowledge of the child/young person being discussed.

The head teacher or delegated senior representative of the child/young person’s school (who must have sufficient authority to make decisions) will be expected to present the case and participate in the meeting. The head teacher/senior representative will then provide feedback to their colleagues and the child (where appropriate), and the child’s parent/s and/or parent/carer.

Roles and responsibilities of forum members

The Inclusion Advice Forum brings together multi-agency partners based within Shropshire, providing an efficient means of assisting mainstream schools in considering and exploring how best to identify and meet the needs of a child/young person where their behaviour is impacting on their ability to fully participate, engage in learning and avoid suspension/permanent exclusion.

On occasions when standing forum members are unable to attend, a representative must attend on their behalf. It will be at the discretion of the Chair as to whether written representation will be accepted for presentation to the forum as discussion and sharing advice is the key rationale for the forum.

How the Inclusion Advice Forum will operate

Agendas will be sent to forum members a week in advance of the meeting with sufficient detail for forum members to gather and consider relevant information in advance.

Forum members are representatives and specialists in their service area/organisation and will be expected to come to the forum well-prepared for this role with information relating to pupils on the agenda in order to contribute.

Cases may come back for further discussion at the forum if there has been a substantive change in a child's needs or circumstances requiring further advice or consideration.

Appendix: Administrative processes for Inclusion Advice Forum

- The Inclusion Advice Forum meets every 2 weeks during term time
- Referrals must be received at least 1 week before the forum date. This timescale allows advance circulation of all relevant papers, and time for forum members to read documents in advance of the forum. This process ensures that forum members are adequately prepared for the discussion and recommendation process.
- The forum agenda is fixed and circulated a week before each IAF.

Inclusion Advice Forum business/admin process:

- Information is shared with the forum via the Education Access Service (EAS) office using the standard proforma. This is available on the Shropshire Learning Gateway [Home – Shropshire Learning Gateway](#)
- Inclusion Advice Forum dates will be available on the SLG.

- All referrals must be submitted electronically using encrypted email to: inclusion@shropshire.gov.uk
- Referrals received after the 'cut off' date for the IAF will be considered at the subsequent forum.

FAQs

- An 'emergency' referral has been raised after the "cut off" date for forum referrals. Can this case be discussed?

The forum Chair retains discretion over the final agenda for each forum and may decide to include additional cases in exceptional circumstances.

- A referrer or a parent approaches a specialist provider directly

The placements at TMBSS are commissioned, and funded, by the Local Authority. All referrals for placements at TMBSS must be referred to the Local Authority via the Inclusion Advice Forum. All other specialist placements are reviewed by the SEND Resource Allocation Panel (RAP) as part of the EHCP assessment or annual review process.

- Who informs referrers and parents of the Inclusion Advice Forum outcome?

The forum Chair will decide who is most appropriate to notify the referrer if they have not been represented at the meeting. The forum will agree who is the most appropriate person to inform parents, with the expectation that this is normally the referrer.

- Is there an appeals process? Can cases come back to the Inclusion Advice Forum at a later date?

The IAF recommendation is final. However, re-referrals can be made with new information or if the child/young person's circumstances change.

Illustrative pupil profiles for placement at the PRU

1. Child/young person without an EHC plan: Tuition Medical Behaviour Support Service (TMBSS)

The child/young person will (*all of these factors must be evident in the referral information*):

- find a mainstream environment challenging, despite reasonable adjustments, and this is affecting their progress with learning;
- have identified special educational needs in the area of Social, Emotional and Mental Health, and have made little progress in response to intervention;
- mainstream option has broken down or is at risk of doing so in at least one setting
- have involvement of other agencies e.g., CAMHs / and/or Early Help processes;
- despite intervention, have difficulty in developing and maintaining relationships
- despite intervention, display anxiety / lack of confidence / low self-esteem
- respond well to an alternative environment and make significant and sustained progress in a smaller group setting;
- be able to access a broadly mainstream curriculum / qualifications and to make progress when given support to work through their difficulties
- vulnerability is a factor

In addition, the child/young person may:

- have diagnosed learning / health needs or combination of needs but not significant enough to warrant specialist provision
- have difficulties identified that are non-specific to any diagnosis / categorisation. Disaffection is often a feature.
- have limited opportunities or had little success with activities outside school
- regularly or repeatedly use actual / potential physically threatening behaviour
- need support for their family as well

Other factors

The child/young person may:

- Be permanently excluded where FAP consider that mainstream is not appropriate.
- Have a previous permanent exclusion and the existing placement is breaking down.
- Be at significant risk of permanent exclusion where a joint placement would be beneficial.

Confidentiality Agreement for the Inclusion Advice Forum

Information discussed within the remit of the Inclusion Advice Forum is strictly confidential and must not be disclosed to third parties who have not signed up to this declaration or the information sharing protocols without the agreement of the partners of the meeting.

All agencies should ensure that any written or verbal information is retained in a confidential and appropriately restricted manner.

Actions will be recorded following the meeting using an action log template. No other minutes will be taken during the meeting.

All individuals who are discussed at these meetings should be treated fairly, with respect and without improper discrimination.

All discussion undertaken at the meetings will be informed by a commitment to equal opportunities and effective practice issues in relation to race, gender, sexuality, and disability.

By participating in this meeting, you agree to abide to the principles set out in the Inclusion Advice Forum Terms of Reference and should include: ***“a focus on inclusive practice and removing barriers to learning.”***