**What our service offers**

**Statutory Offer**

Statutory Service provided to all schools, academies and alternative education providers

* Support with exclusions guidance
* Challenge where appropriate, in accordance with DfE Exclusions guidance
* Support and guidance on utilising RBG Fair Access Panel (FAP)
* Follow up on FAP outcomes and work collaboratively with schools regarding a decision
* Advice and provision of tutoring for Medical Needs Students
* Conduct annual reviews of commissioned alternative provisions.

**Core Offer**

Planning, delivery and monitoring of appropriate support and intervention for pupils:

* At risk of exclusion
* With additional needs whose presentations are impacting on their ability to access mainstream education
* Placed in a non-mainstream education setting.

Individual Support with Inclusive Practice

* Developing and reviewing a Pupil Support Plan (PSP)
* Reintegration support i.e. initial meeting, target setting, attending review meetings and supporting families through the process
* Support with access to Royal Greenwich’s Fair Access Panel to facilitate managed moves, fresh starts and transfers to participating schools
* Advice and consultation on managing pupil exclusions and how to use statutory exclusion guidance
* Advice and support on appropriate placements for young people and quality assurance of alternative provisions
* Working with groups as well as individual pupils
* Training and support for staff members (twilight session).

**Enhanced Offer** (This can be purchased without the core offer)

Whole-school Support with Inclusive Practice

The review would include:

* Reviewing Inclusive Practices to support behaviour for learning
* Evaluation of the impact of systems and procedures to manage and improve inclusive practice
* Analysis of the school’s suspension (internal/external) and exclusion data (with key focus on groups and addressing any disproportionately)
* Discussion with groups of representatives from key stakeholders: SLT, staff (teaching and non-teaching), pupils, parents/carers and governors
* Evaluation of behaviour for learning in lessons
* Evaluation of inclusive practices in the school setting and young people in the wider community (out of school hours)
* Providing staff training to support inclusive practice.