

# Suffolk Pupil Support Framework Guidance & Templates

*“Supporting all children and young people  
at risk of underachievement”*

# Suffolk Pupil Support Framework Guidance & Templates

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## Introduction

1.1 The Suffolk Pupil Support Framework (SPSF) is a school-based, child / young person centred approach to address the inclusion of young people with challenging behaviour and / or additional needs from a range of perspectives. Targets are set for the young person with the support of their family where possible and with the range of agencies involved with the young person. Key to this process is the regular review of the SPSF that enables close monitoring of the young person within the school environment.

The Department for Education previously introduced targets to reduce permanent exclusions and added a requirement for suitable education provision to be provided for all pupils who have been permanently excluded or who need to be educated otherwise than at school. We are all aware of the difficulties encountered when we try to include pupils who have been excluded from school. It was in this context that the Pupil Support Programme (PSP) was previously introduced and this guidance is intended to help Suffolk schools extend this to include all vulnerable pupils at risk of failure.

1.2 The SPSF is a valuable tool in combating disaffection, preventing permanent exclusion, and in supporting pupils facing complex difficulties that require intervention by a range of agencies. It builds on the Pupil Support Programme or PSP, but may be used for any pupil at risk of failing in our schools, whether they are at risk of exclusion or not.

1.3 The SPSF will underpin the implementation of the In Year Fair Access Protocol (IYFAP). The IYFAP is the single referral pathway for vulnerable learners in Suffolk to access support and Alternative Provision. There will be three area panels, who meet once a month per area per phase. The SPSF material can be used to inform those stakeholders who sit on the In Year Fair Access Panels about what a school has done to support the pupil prior to referral. In exceptional circumstances, for example where a pupil has moved into the area or there is a rapid increase in the level of concern IYFAP referrals will be accepted without a completed SPSF.

1.4 A SPSF:

- is school based;
- is time-limited;
- has smart targets with practical strategies;
- is owned by the school and is overseen by a key member of staff, e.g. Senco / SMT;
- follows a standard format so involves minimum administration;
- is agreed, where possible, with parents and carers.

1.5 A SPSF should not be used to replace the special educational needs and/ or the Education, Health and Care Plan assessment process. Rather than set up a separate SPSF for pupils with an Individual Education Plan (IEP), schools should ensure that IEPs for pupils at serious risk of exclusion or with additional needs reflect appropriate approaches, strategies and support to meet their needs. It may be that professionals consider undertaking a Common Assessment Framework in order to establish how best to support the child or young person.

1.6 Children and young people who are in public care, looked after children (LAC) must have a PEP, a Personal Education Plan. (Promoting the Education of looked after children – Statutory Guidance for local authorities DfE July 2014)

Head teachers should avoid excluding any looked after child and a SPSF may be seen as a valuable tool to avoid exclusion. It should be shared with Virtual School Head (VSH). The SPSF should work in harmony with the PEP, and targets planned to fit in with any targets in the PEP.

1.7 A PSP was traditionally used for pupils at risk of exclusion. A SPSF would be appropriate if there are other reasons which mean the pupil is at risk of failure at school through disaffection. For example:

- Persistent bullying; either as a bully or as the victim;
- Continued drug or substance abuse;
- Racial/sexual harassment;
- Persistent truanting;
- Severe behavioural problems;

- School refusal.

1.8 A SPSF *may also be* beneficial to other pupils particularly vulnerable to social exclusion. For example:

- pregnant schoolgirls/teenage mothers;
- refugees;
- travellers;
- pupils with chronic health problems;
- pupils in transition from one stage of education to another;
- children and young people from families under stress;
- Young carers;
- To identify where early support is required for Post 16 planning in line with the SEND & Care Act.

## 2. MAIN PRINCIPLES

2.1 A SPSF should be regarded as high-level school-based intervention. It works best when run with the support of parents/ carers, Local Offer Brokers and partner agencies, planned to help pupils achieve improved life chances and choices. The process is by identifying clear and precise outcomes for the child/ young person to address with the help of the school staff, parents/carers and where appropriate, outside agencies.

2.2 Clear targets are set at the SPSF planning meeting which are both reasonable and achievable, i.e. Specific, Measurable, Attainable, Realistic, Time-limited (SMART) targets.

2.3 A SPSF does not replace the statutory assessment process which may lead to an Education, Health and Care Plan.

2.4 In the case of children or young people in care to the Local Authority, the SPSF may be incorporated into the Personal Education Plan (PEP). A PEP will also be accepted as an appendix to the IFAP referral in place of the SPSF.

2.5 A SPSF should not be a paper exercise which leads to exclusion.

2.6 A SPSF is time-limited: we expect the intervention to be in place for up to 16 weeks except in exceptional circumstances where the school believe that to extend the support will in the best interests of the pupil.

2.7 The SPSF follows the format of the former PSP, in that it should consist of an initial set up meeting, to which the pupil and parents or carers should be present. It may be appropriate to invite other parties who are involved in the pupil's education or pastoral care. This is followed by fortnightly meetings where the pupil meets with a mentor to look at how the targets are being met. In some schools, parents are invited to these, but it may not always be appropriate. The decision who to invite should be made on an individual basis.

An 8 week review meeting and a 16 week final meeting would involve the parent/carers.

2.8 Whilst it is key that the person overseeing the SPSF is a senior member of staff, the person who carries out the fortnightly reviews may well be someone else. It is important that the pupil is involved in deciding who the mentor might be as this is a crucial role in the process,

2.9 Whilst it is not seen as a 'pass' or 'fail' situation all concerned should be aware of what will happen if the SPSF is not seen to be making an impact. This may be, in the case of a pupil facing exclusion, referral to the IYFAP, or

the referral to other appropriate professionals if the pupil is not at risk of exclusion. In both cases, the paperwork will provide valuable evidence of what the school have put in place prior to referral.

### **3 Before deciding to develop a SPSF:**

3.1 Before a SPSF is developed, the school might like to consider the following:

- Have a range of school-based strategies been tried and the outcomes recorded?
- Have there been regular meetings with the pupil and her/his parent/carer where these strategies have been agreed?
- Is the school able to nominate a member of staff to act as co-ordinator and prepare the SPSF? Ideally, this will be a senior member of staff who is in a position to ensure the implementation of the SPSF throughout the school. For children and young people in care, it should be the designated teacher for looked after children.
- Has thought been given to the internal school mechanisms which can be used to achieve implementation of the SPSF and how progress will be monitored and shared between staff? The key to success is the implementation of the SPSF by all staff associated with the pupil.
- Is it necessary to consult with the Special Needs Co-ordinator (SENCO) to help with the preparation of alternative planning arrangements for a pupil's learning difficulties?
- If the pupil has a disability, has the guidance in the Disability Code of Practice been followed?

The Equality Act 2010 sets out the legal obligations that schools, early year's providers, post-16 institutions, local authorities and others have towards disabled children and young people: They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

- Has consideration been given to which agencies to involve in the development of a SPSF? It is likely that it will only be those who can offer direct support and/or advice. It may be appropriate to include members of the following agencies - the Local Offer Broker, the Education Attendance Service (EAS), the Behaviour Support Service (BSS) the Community Educational Psychology Service, and the Early Help Teams, all of whom are able to advise on the appropriateness of their involvement in a SPSF.

**Other agencies** may be involved in providing input to the SPSF, as appropriate and necessary.

3.2 Local Authority services such as the Community Education Psychology, Local Offer Brokers, Education Attendance and Behaviour Support often contribute to SPSFs and also guide schools to examine whole school policy and practice in relation to general behaviour and attendance issues. An Education and Learning adviser for Behaviour and Attendance can offer advice and support in respect of Behaviour and Attendance policies. The Education and Learning Ethnic Minority and Attainment team may be able to offer specific support and guidance.- Integrated Services can help to support children both in and out of school. Other support may come from:

- Pupil Referral Units;
- Special Educational Needs Advisors;
- Attendance Support Teams;

- Children’s Social Care;
- Health Services;
- Parent Advisory Service;
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) (if young person has a statement);
- Mental Health Services;
- LA Lead professional for LAC Education. (LAC cases only)

3.3 The voluntary and community sector often provided services for children and young people. In some cases it might be appropriate to signpost children and young people to the services offered or to support them in accessing these services.

3.4 In drawing up a SPSF schools should, in discussion with others review learning needs, particularly literacy skills that may be affecting a child or young person’s behaviour. If necessary, a learning programme must be put in place immediately. This may include:-

- Lunchtime or after-school teaching and other forms of study support;
- Review and consider changing, the teaching group or class;
- The SPSF could specify a particular teaching group or define a seating plan;
- Members of the child or young person’s peer group could be identified to act as a positive role model or ‘study buddy’.

3.5 Other considerations for schools and partner agencies during the SPSF process:

- Review social, emotional or behavioural needs that may be affecting behaviour and provide a programme to develop these skills as appropriate;
- Consider, or reconsider, dis-applying the National Curriculum to allow time for specific learning activities;
- Consider older pupils or adults with suitable training, acting as mentors;
- Consider the professional development needs of staff. Staff should be given guidance, advice, or other continuing professional development opportunities in relation to meeting the range of needs of children and young people at risk of exclusion and should be given guidance on behaviour management specific to any child or young person with whom they come into contact;
- If the school has a Learning Support Unit or equivalent, review and consider how the child or young person’s needs could be met through such a resource;
- Consider whether the pupil should be offered specialist support, e.g. emotional support or counselling, for bereavement, bullying, alcohol/ drug related or mental health issues and organise this as necessary;

## **4. Running the meetings**

4.1 At the SPSF initial meeting:

- Explore and unpick areas of concern and acknowledge strengths;
- Discuss ways forward in a solution-focused manner;
- Develop and agree specific targets which are SMART;

- Break the targets down into smaller, more readily achievable tasks that can then be monitored by staff in school on a fortnightly basis. This will enable staff to act swiftly to support the pupil if the targets are not achievable;
- Agree who will carry out the fortnightly reviews, this may be a different person to the one running the SPSF. It should be someone that the student can relate to;
- Agree support to be offered by each participant so that the student is assisted and encouraged in meeting his/her targets;
- Include the rewards and sanctions that are going to be used at home and school for the duration of the SPSF;
- Agree how to monitor the SPSF and maintain links with parents/carers and external agencies and services; for example: is it appropriate for any to attend the review meetings;
- All those who have contributed to its development, as well as all staff involved with the pupil, should receive a copy of the SPSF.

#### 4.2 At the SPSF Review meeting, those present:

- Celebrate progress;
- Take action if the SPSF is not proving to be supportive by making targets more achievable and reconsider the package of support- there is no concept of a pupil failing a SPSF;
- Agree a date for further additional review meetings.

#### 4.3 Following the SPSF meetings, the co-ordinator should take steps to:

- Implement the SPSF and ensure that all staff involved with the pupil are made aware of the programme and the targets set.
- Ensure that the targets are reviewed at least fortnightly and that an interim review meeting goes ahead as planned at the first meeting (after 8 weeks).
- Ensure that progress is monitored and that parents/carers are kept informed on a regular basis.

# Suffolk Pupil Support Framework

## **Appendix 1**

These proformas may be used when a meeting is called to draw up a Suffolk Pupil Support Framework (SPSF) or to record minutes of meetings.

Form 1 – Pro-forma for initial meetings.

Form 2 – Pro-forma for review meetings

## **Appendix 2**

Good practice ideas for SPSF meetings

## **Appendix 3**

Possible SPSF interventions

## **Appendix 4**

Parents/carers letter

Parent/carer questionnaire

## **Appendix 5**

Glossary of terms



**CONFIDENTIAL**  
**SUFFOLK PUPILSUPPORT FRAMEWORK**  
 (Suffolk recommended pro-forma for recording discussions at all initial SPSF meetings,)

Pupil:	Date of Birth:	
Date of Meeting:	Statement: Yes/No	
Year Group:	SPSF Stage:	

Parties Invited	Status(Parent/Teacher/EWO etc)	Attending (yes/no)

Summary of Barriers to Learning (review of last plan/programme)

Strengths/What is going well? (review of last plan/programme-success in meeting previous targets)

What will help? (What has helped since last meeting-any new ideas?)
Pupil's views (to be gathered at appropriate time):
Parent's/carer's views: (include any changes in circumstances since last meeting)
School's views:
Other agencies' views:

Pupil Targets – <i>(clear, positive statements)</i>	Agreed Rewards
<i>(Small steps - attend tutor time, be polite to teachers etc.)</i>	
Agreed support ( <b>Exit Card, Target Card, Seating Plan, Learning Mentor etc.</b> )	Who will do this?
General/Long Term Goals ( <b>e.g. Participate in .../Contribute to .../Achieve ...</b> )	

Action Points ( <i>e.g. Arrange mtg with Targeted IAG Advisors/E.P./YOT Referral etc</i> )	Who Responsible/By when?
Date of next meeting & Location:	Room Booking

Signed

**Pupil:**

**Parent:**

**School:**

Copies to:										
Parent/s	HoY/H	SENCo	EWO	SocW	YOT	Mentor	Tutor/teachers	File		

**Form 2**

**SUFFOLK PUPIL SUPPORT FRAMEWORK  
INTERIM REVIEW MEETING No: .....**

Pupil's Name:

Date of Birth:

Tutor Group:

Date of Final Review:

SPSF Co-ordinator:

School:

Present:

Date the PSP started:

**Progress Report:**

What are we worried about?	What's working well?	What needs to happen

**Have the targets been met:**

Yes

Partially

No

**Changed or New Targets:**

Changed or New Strategies:

**Next Review Meeting Date:**

**Time:**

Signed .....

Signed .....

(pupil)

(SPSF coordinator)

## APPENDIX 2

### Good practice ideas for SPSF meetings

1. The chair of the meeting should be a key member of staff who is able to ensure the SPSF is implemented in school.
2. Ensure the attendance of key people by arranging the meeting at a mutually convenient time.
3. Every effort should be made to ensure the attendance of the pupil where appropriate and his/her parents/carers. The SPSF is much more likely to succeed if the school is working in partnership with the pupil and his/her parents/carers. The success of the intervention will largely depend on ensuring that the parent/ carer and pupil fully understand the SPSF process and its aim to be supportive of change.
4. Consider the room layout, refreshments and comfort.
5. Consider accessibility to the building with regard to parent/carer disability.
6. Make arrangements for interpreters for parents/carers for whom English is an additional language.
7. Ensure an appropriate amount of time is allocated for the meeting. It is likely to take up to an hour if the meeting is to be truly problem solving.
8. Make the purpose of the meeting clear from the outset and the time available.
9. Clarify the nature of the concerns and encourage the parent (s) and student to participate as much as possible with open questions etc.
10. Provide details of the intensity and frequency of behaviours from school records and look at times when the behaviour is appropriate (explore reasons for the better behaviour).
11. Outline influencing factors such as health, attendance, special educational needs and family issues.
12. Agree long term aims.
13. Set short term targets with success criteria (using small, manageable and achievable steps to feed into the longer term aim).

14. Clarify specific support to be offered to the student (consider a wide range of provision/additional interventions-see appendix 2).
15. Agree rewards and sanctions.
16. Identify a member of staff to co-ordinate and monitor the SPSF, liaise with parents/carers and link with other agencies and services if appropriate.
17. Provide a copy of the SPSF that day, or as soon after as possible.
18. Ensure the pupil is aware of what is agreed and that they are in agreement if they have been unable to attend the meeting.
19. Set a date and time for the next meeting.
20. Ensure all relevant staff are given access to a copy of the SPSF.

**SPSF Preparation Tick list**

Room booked	
Parties Invited and confirmed	
Key Stage Results obtained	
CATs Scores	
Reading/spelling ages (when appropriate)	
Attendance Information	
Round Robin Information from Staff	

## **APPENDIX 3**

### **POSSIBLE SPSF INTERVENTIONS**

#### **Suffolk Pupil Support Framework**

##### **Examples of possible actions that may arise from the meeting**

###### **School action**

- Pupil targets and plans to support these targets are discussed with the pupil on a weekly/daily basis.
- Pupil has access to individualised reward system linked to behaviour system: whole class rewards, individual contract rewards.
- Pupil has access to individualised consequence system linked to behaviour system.
- Differentiated activities and personalised learning provided.
- TA nominated to work with pupil for parts of the timetable.
- Specific interventions implemented e.g. SEAL Small Group Work, Circle of Friends.
- Targets to work towards are realistic and achievable. One target is easily attainable to promote pupil success.
- Target monitoring sheet to be used in positive way to celebrate success and support pupil understanding of how to reach their targets.
- Home/ school book to be used in positive way each to celebrate success and support pupil understanding of how to reach their targets.
- Identified adult that pupil can access. Time identified for access.
- Plan to manage unstructured time e.g. break time, reward time.
- Consistent 'reflection time' area has been identified, with plan in place for all adults to follow.
- Pupil referred to another agency e.g. Child and Community Psychology Service.
- Peer mentor / buddy identified for pupil.
- Daily phone call home to parent/carer.

### **Parent /carer action**

- Parent /carer will implement Home /School Book/Report Card: sign and return it to school each day.
- Parent /carer to discuss on a daily basis what went well in school and what could be done differently next time.
- Parent /carer will engage in weekly contact with the class teacher / SENCo etc.
- Parent /carer to praise and reward progress made in school. If reward has been earned ensure that this is carried out.
- Parent /carer will be informed of and attend review and development meetings.
- Parent /carer will set reasonable boundaries e.g. homework completion, sleep patterns.
- Parent /carer will ensure the child returns their book bag each day.
- Parent /carer will ensure the child takes prescribed medication.

### **Pupil action**

- Pupil to take Home/School Book/Report Card home each evening and return it to school in the morning.
- Pupil understands and recognises the school rules/code of conduct.
- Pupil will have the correct equipment to begin each lesson.
- Pupil understands and agrees with the targets in the programme and makes a commitment to work towards them.
- Pupil agrees to co-operate with the designated adults.
- Pupil agrees to show and discuss their target sheet at the end of each lesson with nominated adult.

**Other possible actions and/ or outcomes:**

- Key worker/mentor/counselling-regular timetabled contact.
- Steps taken to share 'what works' with the student (e.g. meeting(s) of subject staff to share effective strategies or observation of student followed by a report of successful strategies to staff).
- TA support in specific lessons.
- Change of class/tutor group/teaching set.
- Other modification in the student's timetable e.g. dropping one or more GCSE subject.
- Part-time work experience/LINK college course/early college placement.
- Peer mentoring/buddy system/'Circle of Friends'.
- Timetabled small group/one to one input on 'emotional literacy'/anger management/assertiveness skills/SEAL activities.
- 'Differentiated' report cards/monitoring sheets e.g. a 'good news' positive report card with an agreed reward for a number of positive comments.
- Rewards for meeting SMART targets, e.g. extra computer time, letters/post cards/emails to parents, negotiated treats at home/ credits, merits, certificates etc.
- Art/music therapy.
- Learning Support Unit placement.
- Attendance at clubs/support during unstructured times.
- Exploration of referrals to other agencies e.g. YOT, CAMHS etc.
- Referral to In Year Fair Access Panel



**Appendix 4 Parents/carers letter**  
**SUFFOLK PUPIL SUPPORT FRAMEWORK**

Dear *(Parent(s) / Carer(s) Name)*

As you are aware, we are concerned that *(Child's Name)* . . . . . is at risk of not succeeding at school as well as they should. We want to try to do everything we can to avoid this and are asking for your support to help your son/daughter do better at school.

I am therefore writing to request that you and *(Child's Name)* . . . . . attend a meeting with me *(alternatively, specify the name of another staff member)* and other key professionals to plan a Suffolk Pupil Support Programme (SPSF) for *(Child's Name)* ..... at *(place)* . . . . . on *(date)* . . . . . at *(time)* . . . . . am/pm. The purpose of the meeting is to discuss how best your child can be supported and to gain the opinions and views of those most closely involved. Failure to attend a SPSF meeting will be a factor taken into account if the school has to consider more serious sanctions.

It will be a chance for you to give us your views and will enable us to develop a plan to support *(Child's Name)* . . . . . so that he/she can make the best of the opportunities available and be successful at school.

You may find it useful to write what you think on the enclosed Parent(s) / Carer(s) Questionnaire. If you wish to add additional information please do so. You can send it to us or bring it to the meeting. If you would like assistance completing the questionnaire, please let us know.

We look forward to meeting you as arranged.

Thank you for your help.

Yours sincerely

*(Name)*

*(Role within school)*

**Suffolk Pupil Support Framework**

**PARENT(S) / CARER(S) QUESTIONNAIRE**

Child's Full Name:

Date of Birth:

What things are going well for your child?

What sort of things worry you about your child?

When were you first aware that your child's behaviour could become difficult?

How does your child behave at home?

What do you think could be done to make a difference to your child's behaviour at school?

Is there anything else you think we should know about?

**I/We will/can/cannot come to the meeting as arranged\* (\*delete as appropriate)**

Signed ..... (Parent/Carer) Print name .....

Signed ..... (Parent/Carer) Print name .....

Date:

**Appendix 5**  
**GLOSSARY OF TERMS**

BSS	Behaviour Support Service
EOTAS	Education Other Than At School
EAS	Education Attendance Service
IEP	Individual Education Plan
IBP	Individual Behaviour Plan
LA	Local Authority
LOB	Local Offer Broker
PEP	Personal Education Plan
SPSF	Suffolk Pupil Support Framework
SMART	Specific, Measurable, Attainable, Realistic, Time-limited