

**Inclusion Panel**

**Terms of Reference**

**Version: September 2025**

**Review Date: August 2026**

1. **Role and Purpose**
	1. The purpose of the Inclusion Panel is to consider evidence submitted through the triage process to meet the short-term bespoke needs of children & young people who exhibit challenging behaviour or have additional needs. This is as part of the graduated approach for the identification, assessment, planning, delivery and review of behaviour support in order to improve outcomes for children & young people and their families.
	2. Members will provide impartial resource and commitment to support the collaborative outcomes which focuses on the support for young people who may exhibit challenging, or trauma led behaviour.
	3. Provision allocated by inclusion panel is short to medium term with a view to full time re-integration to mainstream e.g., short term additional provision assessment places. Please see appendix for further information. Typically placements range from 6 -12 weeks with the option to extend where there is a specific piece of work to complete.

1. **Functions and membership of Panel Triage**
	1. The purpose of triage is to quality assure all referrals submitted by schools so that panel members can make informed decisions around possible provision. Correct paperwork and all information requested needs to be provided from the referring school.
	2. All waves of intervention will come through the triage process for monitoring purposes. Those that meet criteria for waves 2 and 3 intervention will be heard at the full inclusion panel.
	3. Those cases which don’t move forward to panel will be given written feedback with actions. Should schools wish to discuss this, they can contact the Vice Chair of panel.
	4. Extensions to live cases agreed previously through panel are considered at triage. Any change of placement rather than extension is added to the panel agenda. Schools can make representation at panel for this change of placement either in person or in writing.
	5. The membership of panel triage is local authority officers who have an impartial overview of the cases being brought to panel. They may also be able to contribute intelligence to the cases referred due to access that they have to different internal recording systems e.g., Behaviour and Engagement, B.O.S.S., Early Help, Youth Offending teams.
	6. Triage will identify relevant cases where schools have made requests in line with the needs to be met by short term provision in line with points 1.1 and 1.3 above. For medium to longer term provision and providing the evidence supports this request the referrals will be directed to the appropriate provision for consideration and admission.
2. **Functions of Panel**
	1. The Inclusion Panel provides a forum for considering all new referrals passed through triage made by education settings in respect of challenging behaviour, trauma and/or SEMH needs and will allocate resources and/or placement changes accordingly.
	2. All members of the Inclusion Panel will be signed up to the Information Sharing Agreement and panel information GPDR compliant. Any data regarding a young person’s package of care may be shared at Panel and responsibility for recording decisions and financial implications of these will be held by all members of the panel.
	3. To provide regular up-dates to the Head of Service for Inclusion and Diversity in order to inform strategic decision and to identify trends and themes.
3. **Chair**
	1. The Inclusion Panel will be chaired by Local Authority senior leadership representative from the Inclusion & Behaviour Service.
	2. The Chair has the responsibility to ensure that decisions are made in a timely manner.
4. **Membership**
	1. The Inclusion Panel is a collaborative, locally agreed partnership between the Local Authority and Schools/Academies within the Borough of Doncaster. Decision making is based on a collaborative agreement and robust, child-centred, needs-led discussion.

	The Core Panel with decision making authority will be made up of:
* Chair – LA Senior Leadership Representative from Inclusion & Behaviour Service
* Behaviour Outreach Support Team Manager (Vice Chair)
* Alternative Provision Lead (Vice Chair)
* Mainstream School Senior Leader
* Educational Psychologist
* Head of Alternative Providers representation
* Day 6 provider Senior Leader
* Local Authority SEND Officer
* Early Help Pathway Lead
* Youth Services representative
* Multi Academy Trust Regional Inclusion Director
* Virtual School for Looked After Children Team Manager

* 1. Support to the Panel:
* Technical business support

* 1. In an advisory capacity (or attending for individual cases only when deemed relevant):
* Education Welfare Officer- Children Missing in Education
* Case Manager or professional working with the young person
* CAMHS Practitioner
* Any other
1. **Making a referral to panel: Expectations of schools/academies**
	1. To provide a comprehensive case briefing notes with relevant embedded documents and plans for the child to the Inclusion Panel mailbox: bits@doncaster.gov.uk by **17.00 Tuesday, in the week before the published panel**
	2. To present cases to Inclusion Panel, fully briefed. School senior behaviour leads will be invited to attend for agreed cases to present to panel.
	3. To take away actions and ensure that these are implemented. To return cases back to panel within agreed timescales if there is a further request for support. Schools can attend in person on given written representation when asking for a change of provision.
	4. School will need to engage with the provision that has been agreed at inclusion panel and stay in contact with the child and the allocated Local Authority case officer. Review will be held on a four weekly review cycle.
	5. Schools will be required to complete a questionnaire at the end of placements for their pupils that have been allocated via inclusion panel.
	6. Where provision allocated provides recommendations, there is an expectation that schools will implement these for a period of time afterwards to assess the impact of them towards positive change for the child and their ability to access their mainstream provision.
2. **Meeting structure**
	1. The panel will meet fortnightly at a regular time convenient to the Panel. This will be Friday mornings commencing at 08:15 during term time only. Wherever possible, meetings will be virtual.
	2. Items will not be considered without a fully completed case briefing note with appropriate background information included:
* Inclusion Panel referral form 25/26 version
* Assessment of Behavioural Need: to include at least two completed assessment tools, Pastoral Support Plan or Individual Behaviour Plan.
* Evidence of Assess, Plan, Do, Review cycles relating to individual need
* Evidence of Multi-agency support as appropriate including an early help assessment or evidence that this has been offered
* Completed Inclusion Pre-Panel submission checklist and ACE’s screening tool
	1. The school’s senior representative will present the cases to panel
	2. Panel will consider and take account of the social, emotional and education needs of children and young people when making a recommendation with regards to provision.
	3. Placement costs will be clearly recorded and used by the finance service to accurately project annual placement spend against the budget.
	4. Panel decisions will be communicated to the referring school via email by noon the following Monday.
1. **Quorum**
	1. The panel will require representation from the Local Authority to act as Chair, a Representative Head Teacher and for one other from the core group for the panel to be quorate.
	2. Delegation of membership due to absence must be to individuals within the named organisations who have sufficient authority to make financial and/or placement decisions on behalf of their organisation.
2. **Expectations of members**
	1. To attend panel on a regular basis and send an appropriately briefed deputy in case of non-attendance.
	2. Panel members are asked to attend having fully read and understood the paperwork submitted, provide additional context if appropriate and contribute in a solution focused way.
	3. To be accountable for best practice around placement, support and outcomes for children and young people.
	4. To participate in panel discussion to ensure the best placement, support and outcomes for our children and young people.
	5. To scrutinise pupil referrals and offer challenge to other professionals as appropriate.
	6. To undertake follow-up actions as agreed in panel in a timely manner.
3. **Administration**
	1. Meetings will be arranged by and recorded by Doncaster Council.
	2. The panel agenda and supporting papers will be circulated no later than the Tuesday before the meeting following triage.
	3. Decisions relating to cases made at the panel will be circulated no later than 1200 the following Monday in the form of an action log.

1. **Review**
	1. These Terms of Reference will be reviewed annually.

**APPENDIX**

The inclusion panel can offer a range of provision to KS2, KS3 and KS4 children and young people whilst remaining on role with their mainstream school. Some offers of support are offered to the child in school whilst others involve the child attending an alternative setting for an agreed amount of time.

Currently available in the graduated response to support is:

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| Wave 1 | * **Big Picture Placement**: Big Picture Doncaster is commissioned by the City of Doncaster Council as part of the early intervention strategy. The focus of the provision is supporting young people who struggle with the challenges of transitioning to secondary school, or maintaining a successful position in mainstream KS3 education, with the aim of ensuring they can remain without the need for further, more complex intervention at a later stage, and crucially before they are disillusioned and distanced from school.

Local Authority logging advice, guidance, and support. Whilst you are filling in an inclusion panel referral form to request this provision, this will be directly triaged onto the Big Picture pathway and will not be heard at inclusion panel.  |
| Wave 2 | * **Short to medium term provisions** as outlined in the catalogue of Additional Providers. Via panel the offer is bespoke to the child, need and provider. Where appropriate panel can fund this for a short period of time at the end of which the expectation would be that the child is able to successfully access full time mainstream provision. AP is never a full time offer and the pupil will be expected to access their school on the days that they are not with their AP provider. If needed beyond the time period identified, cost will fall to school or if this is identified at the point of referral the case could be declined at panel triage. A number of AP providers have an offer of a therapeutic nature but this would not be appropriate for a child already accessing a form of therapeutic support. Some but not all AP can be directly commissioned by a school.
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| Wave 3 | * **EPIC placements**. This is for young people on the edge of criminal activity. This can be either in or out of school support and can be made bespoke to need. These placements are not appropriate for young people involved in an open police investigation.
* **St Wilfrid’s Assessment** places are available for KS2 and KS3 pupils at St Wilfrid's when schools have been unable to identify despite attempts to, by carrying out their own assessments and engaging with appropriate outside agencies.
* **Vega Placement**: for Year 9 to Year 11 pupils who need a vocational, part time, nurturing provision to support them in achieving their GCSE qualifications in core subjects and prepare them for work/college post 16. Placements are with continued attendance at their mainstream provision for core subjects. Referrals for Vega will be triaged directly to Vega.
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| Wave 4 | * Medium to longer term provision in a Pupil Referral Unit for all Key Stages will be logged and referred on to the appropriate, end of continuum provision.
* Levett cases: following triage the referrals will be directly sent on to Levett to follow their admissions pathway.
* NBEC: following triage the referrals will be directed to the cohort monitoring.
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**Placements for children with an identified SEN need should be heard at the appropriate SEN panel. They should also remain in their current placement whilst in the process of assessment towards an EHCP. This process will be able to identify if the child has a longer term need that is not the remit of this panel.**