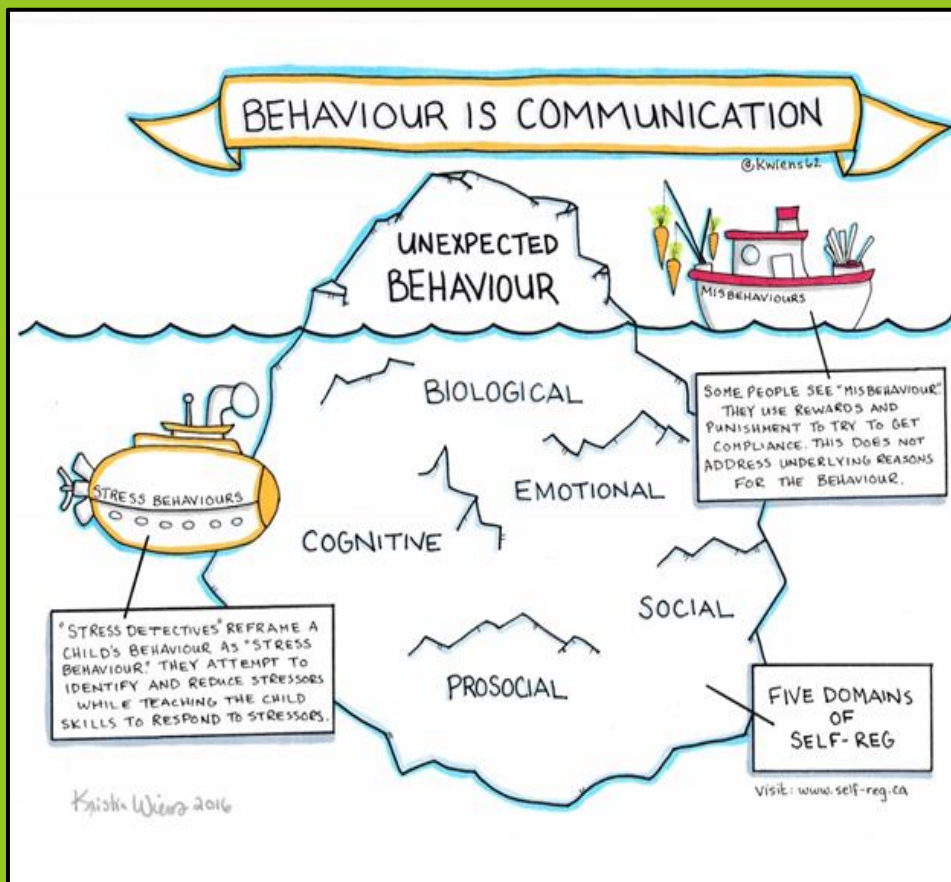


THE LINCOLNSHIRE LADDER OF BEHAVIOURAL INTERVENTION

Updated August
2021



The Lincolnshire Ladder of Behavioural Intervention

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Foreword

The Lincolnshire Ladder of Behavioural Intervention ('the Ladder') is underpinned by current statutory guidance on permanent exclusion to which schools must adhere.

A decision to exclude a pupil permanently should only be taken:

- *in response to a serious breach or persistent breaches of the school's behaviour policy;*
- and**
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.¹*

Protected Groups

"Headteachers and governing bodies must take account of their statutory duties in relation to SEN when administering the exclusion process."

"Headteachers should, as far as possible, avoid excluding permanently any pupil with an EHCP or a Child in Care."

"Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHCP or a Child in Care, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHCP, schools should consider requesting an early annual review or interim / emergency review."

Pupils who are Child in Care must not be permanently excluded without reference to the Virtual School and the Director of Children's Services.

Pupils with ECH plans must not be permanently excluded without an emergency review having first been convened.

DfE guidance also states that the underlying causes of persistent disruptive behaviour must be investigated and support provided such that permanent exclusion is only ever a "last resort."

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

The headteacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems. (DfE, September, 2017)

Part One of the Ladder translates this advice into a clear protocol for Lincolnshire schools. It is designed to promote an evidence-based approach to early intervention and to signpost the resources now available within Lincolnshire to enable the inclusion of vulnerable and disadvantaged pupils. If the pupil is a Child in Care, the virtual school should be involved.

The guidance on one-off serious breaches of behaviour policy (Part Two) is informed by DfE and ACPO guidance² on drug-related incidents and underpinned by Lincolnshire Safeguarding Children Partnership (LSCP) model policies. These will guide headteachers in pursuing inclusive alternatives to permanent exclusion when pupils make serious, but one-off, mistakes.

Part One - Persistent Misconduct – the Ladder

Step One – School-led

Statutory Guidance	School Actions
<p>"Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have."</p> <p>"Under the Equality Act 2010 schools must not discriminate This includes a duty to make reasonable adjustments to policy and practices."</p>	<p>For all pupils at risk, undertake screening for underlying special needs. (With particular focus on communication skills because of known link with behaviour – see Communication Trust's <i>Progression Tools</i> - primary³ or secondary⁴)</p> <p>When SEND is identified, ensure that a SEND Support plan identifies intervention and reasonable adjustments such that pupil can thrive and school is not inadvertently discriminating through the application of an inflexible behaviour policy. (See Ofsted definition of off-rolling, Sept 2018.⁵)</p> <p>For complex needs, follow the SEND graduated approach, engaging specialist support as required.</p>
<p>"Headteachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour... seeking to identify mental health or family problems."</p>	<p>Consider whether attachment or trauma has impacted on healthy development and in particular a pupil's capacity for self-regulation. See LCC's trauma-informed practice PSP guidance for advice on how to mitigate this vulnerability.</p> <p>Use LCC's Pastoral Support Plan (or similar) to agree a support package in partnership with pupil and family. If required, engage PRT caseworker to support the process via request to PRT@lincolnshire.gov.uk or by calling 01522 555798 (North) or</p>

² <https://www.gov.uk/government/publications/drugs-advice-for-schools>

³ <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-primary/>

⁴ <https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-secondary/>

⁵ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/742258/School_inspection_update_-_special_edition_September_2018.pdf

01522 555816 (South). Ensure all staff understand the plan so that there is a consistent approach.
If the pupil is a Child in Care, ensure the home virtual school is aware. For Lincolnshire LAC, contact your named co-ordinator.

Step Two – BOSS (or other specialist) Involvement

Statutory Guidance	School Actions
<p>"Schools should consider what additional support or alternative placement may be required."</p>	<p>Social and emotional competencies take time to develop so referral to step 2, BOSS involvement, is normally after about 16 weeks. However, if a pupil reaches crisis point quickly, then Ladder steps can be compressed and referral made early. This must be in consultation with virtual school if child is in care.</p> <p>Note that the referral must be accompanied by a comprehensive PSP which will be screened by the PRT. This information will influence the nature of the BOSS intervention, which may include restorative work.</p> <p>BOSS work is based on trauma informed and relational approaches and caseworkers seek from the outset to work with the school and the pupil to understand the needs of those involved and then develop a negotiated joint way of working, which may or may not involve the BOSS caseworker working directly with the referred student. Direct work is solutions-focused.</p> <p>It is expected that the BOSS Behaviour Improvement Plan (BIP) will become a legacy document used by the school to plan, implement and review on-going support if necessary for the pupil, after BOSS' contribution to the process.</p> <p>Whilst BOSS aims to withdraw from the process after a maximum of 22 weeks of involvement, it can be the case that direct involvement ceases well before this limit. Once the risk of exclusion has reduced or a school is able to deliver the required provision without BOSS input, the case is closed.</p> <p>If risk continues, then multi-agency meeting needs to consider next steps, including Virtual School when child is in care.</p> <p>Pupils reintegrating back into mainstream education after a permanent exclusion will automatically have BOSS support. No referral from the new school is required.</p> <p>All referrals for BOSS support must be made to PRT, not directly to BOSS.</p>

Step Three – Alternative Provision

Statutory Guidance	School Actions
<p>"Schools should consider what additional support or alternative placement may be required."</p>	<p>Refer for intervention placement in alternative provision (AP), noting that referrals must be received by PRT@lincolnshire.gov.uk on the Thursday of the week before the fortnightly panel meetings and accompanied by a BOSS report (or equivalent specialist advice).</p> <p>Upon successful referral of a pupil KS1-3, attend admission meeting at the AP so that the intervention can be planned with roles and responsibilities of all stakeholders confirmed.</p> <p>Attend review meetings and work with the provider, BOSS and the PRT to ensure successful reintegration into school following intervention. A re-referral to BOSS may be made at this point.</p> <p>KS4 pupils will not usually return to mainstream but will instead follow an alternative pathway within the AP for some or all of the week. (Options and costs outlined in Section 5).</p> <p>Intervention Placement (KS1-3) referrals for pupils with Education, Health and Care Plan</p> <p>When consideration is being given to applying for an intervention placement for pupils with an EHCP, the following must be considered and appropriate evidence provided as part of your request. (Reflected in a section of the referral form)</p> <ul style="list-style-type: none">• How long has the C/YP had an EHCP plan?• Has an annual review been held and / or robust discussions taken place with the C/YP SEND Caseworker? Please note if an annual review will be due during the 16 week placement this must be completed before a request for an intervention placement is made.• Are additional resources / changes in provision being requested or likely to be requested in the next 6 months? If these are being considered discussions must be had with the SEND caseworker and SEND processes followed.• Has there been any change to the needs as outlined in section B of the EHCP?• How are the C/YP difficulties linked to their identified needs / diagnosis? Has the impact of the C/YP moving between settings in a short 16 week period been considered? Will they be able to manage this or will this impact further on their difficulties?• Since the EHCP has been agreed and finalised has all provision detailed in section F been consistently implemented?• Has the SEND Graduated approach been followed?• Has the provision in Section F been reviewed and adapted with different strategies introduced and

previous strategies revisited?

- Have reasonable adjustments been made to ensure that the pupil can thrive and is not inadvertently discriminated through the application of an inflexible behaviour policy?
- Has recent (within the last 6-12 months) advice been sought from outside professionals including (where relevant) Working Together Team, BOSS, PRT, Healthy Minds / CAMHS, SALT, Educational Psychologist, Specialist Teaching Team, ASK SALL etc? Has this advice been implemented and reviewed?
- What is the hoped for outcome following a 16 week placement?
- Following this placement you will be expected to reintegrate the pupil back into your setting. Will you be able to continue to meet needs?

If your referral is successful

- Throughout the intervention placement, maintain close contact to ensure a carefully planned transition back into the named mainstream setting.
- Statutory timescales for Annual Reviews must be met. Therefore, if a review is due during the intervention placement, this must be held before the intervention placement commences.
- An Annual Review should be held once the pupil has returned to their home school full time and a robust cycle of assess, plan, do, review – building on progress - has been completed.
- Caseworker should be invited to attend if concerns remain ongoing.
- Consideration should be given to any amendments required to the EHCP.

KS4 Alternative Pathway referrals for pupils with Education, Health and Care Plan

- How long has the C/YP had an EHCP plan?
- Has an annual review been held with robust discussions with the C/YP SEND Caseworker?
- What are the C/YP's views in regard to an alternative provision placement? Are they fully aware of what this is and any potential impact on future aspirations e.g. ability to take full range of GCSE's?
- Have additional resources / change in provision been requested in the last 24 months? What was the outcome of the request? Has all advice following the request outcome been followed?
- Has there been any change to the needs as outlined in section B of the EHCP?
- How are the C/YP difficulties linked to their identified needs / diagnosis? Has the impact of the C/YP moving between settings been considered? Will they be able to manage this or will this impact further on their difficulties? Will they be able to meet their full potential

if attending an AP e.g. will they be able to achieve the GCSE's / qualifications they require for meeting their future aspirations? How will the AP help prepare the YP for adulthood and moving onto further education?

- Since the EHCP has been agreed and finalised have you consistently implemented all provision detailed in section F?
- Have robust cycles of assess, plan, do, review (SEND Graduated approach) been followed?
- Has the provision in Section F been reviewed and adapted with different strategies being followed and previous strategies revisited?
- Have reasonable adjustments been made to ensure that the C/YP can thrive and is not inadvertently discriminated through the application of an inflexible behaviour policy?
- Has recent (within the last 6-12 months) advice been sort from outside professionals including (where relevant) Working Together Team, BOSS, PRT, Healthy Minds / CAMHS, SALT, Educational Psychologist, Specialist Teaching Team, ASK SALL etc.? Has this advice been implemented and reviewed?
What is the hoped for outcome of the placement?

If your referral is successful:

- For 5 day alternative provision placements, all SEND EHCP funding allocated to school will be ceased. AWPU funding will remain in place to ensure funding is available in setting to maintain responsibilities for the C/YP and to work alongside the Alternative Provision provider.
- For YR 9 blended packages SEND EHCP funding will remain whilst the placement is blended. Only the standard charge (a proportion of AWPU) will apply. If this placement becomes 5 days, EHCP funding will cease.
- Throughout the alternative provision placement regular contact must be maintained between both settings to ensure education remains appropriate.
- Statutory timescales for Annual Reviews should continue to be adhered to with the mainstream school continuing to attend all reviews.
- Caseworker should be invited to attend if concerns remain on going.
- Consideration should be given to any amendments required to the C/YP EHCP.

Part Two – The 'One-Off' breach

Local Authority offices, LCC's legal team, police and the Lincolnshire Safeguarding Children Board have co-authored guidance to allow headteachers to manage one-off incidents inclusively and safely. When considering the response to drugs-related and banned items incidents, Headteachers are advised to make reference to this guidance, which is consistent with DfE guidance.

Part Three - AP options and Charges

LCC has commissioned places in both Springwell Alternative Academy Free Schools (Mablethorpe, Boston/Spalding, Lincoln, Grantham) and Build a Future Independent School (sites in West Ashby and Boston). Provided these are not filled with permanently excluded pupils, they will be available to headteachers who can evidence implementation of the Ladder, to avoid any need for permanent exclusion.

Schools do not have to fund these commissioned places but there is a standard charge which contributes to LCC's overall transport bill. This is standard so that schools are not disadvantaged by nature of their geographical location in relation to AP sites. The charge for an AP KS4 place is less than that of a permanent exclusion and headteachers are strongly encouraged to pursue this route when persistent misconduct is the presenting issue.

Placement options are as outlined below.

Option	Year	Provision outline	Cost	Provider
16 week intervention	1-6	Intensive behaviour support to retrack and enable successful reintegration back to home school.	£1,561.50 (50% AWPU) All pupils	Springwell
16 week intervention	7-9	Intensive behaviour support to retrack and enable successful reintegration back to home school.	£2,202.00 (50% AWPU) All pupils	Springwell
Alternative pathway	9	Re-engagement through work related learning, 1-3 days per week. All pupils dual registered with home school which monitors & reviews progress. Length of placement flexible & subject to review.	Pro-rata AWPU (currently £4,404) (All pupils)	Build a Future
Alternative pathway	10-11	Re-engagement through work-related learning, 1-5 days per week. Placements usually for entire key stage allowing completion of vocational courses. Pupils dual registered with home school to safeguard LA and sector against any charge of off-rolling.	Pro-rata AWPU (£4,963) with exception that if placements are 5 days, then 4.5 AWPU is withdrawn since school supports placement	Springwell and Build a Future

EHCP pupils: no
AWPU will be
withdrawn but the
EHCP top-up
funding will cease

Maintained school cost recovery will be through a recharge, which will be actioned by the Schools Finance Team. Academies recovery will be through high needs payments.

Part Four – Intervention and AP Referral Forms

Intervention Placement Request Form – Key Stages 1-3

This form is to be used for all requests for an Intervention placement within an alternative provision for YR – Y9.

Pupil Placements are for a maximum of 16 weeks and the pupil will be dual registered with the referring school throughout this period and will return to full time attendance at school upon completion of the period of Intervention.

Placements will be allocated on a case by case basis where schools can robustly evidence that they have implemented the Lincolnshire Ladder of Intervention

Please complete Section A and B C and D and attach supporting documentation

SECTION A:		School Details				
School Name						
Staff Contact Name		Tel. No				
Email Address						
Pupil Details						
Pupil Full Name						
D.O.B		UPN				
Year Group		Gender				
Nationality		Pupil's First Language				
Please circle all which apply		EHCP	*Child in Care	Child Protection Plan	Child In need	Team Around the Child
*REFERRALS FOR A CIC PUPIL - MUST INCLUDE EVIDENCE THAT THE REFERRAL IS SUPPORTED BY THE VIRTUAL SCHOOL.						
Parent/Guardian 1 (This should be the contact detail for student's primary carer/address)						
Title		Name				
Relationship to Pupil		Parental Responsibility		Yes No		
Address and Postcode		First Language				
		Telephone Number				
		Mobile Number				
Parent/Guardian 2 (This should be the contact detail for student's primary carer/address)						
Title		Name				
Relationship to Pupil		Parental Responsibility		Yes No		
Address and Postcode		First Language				
		Telephone Number				

		Mobile Number	
SECTION B:	Details of all Agency Involvement Including Social Care		
Social Worker/Lead Professional		Telephone No.	
Email Address			
BOSS Worker		Telephone No.	
Email Address			
PRT Caseworker		Telephone No.	
Email address			

SECTION C:	The Lincolnshire Ladder of Behavioural Intervention <i>Referral must include evidence that the school has had regard to the Inclusion tool kit and has comprehensively followed the Lincolnshire Ladder of intervention</i>		
Dates & Method of screening for Speech, Language, and Communication needs (SLCN)?		Details of SLCN Interventions	
Reading Age		Reading Interventions (if applicable)	
Date of Initial Pastoral Support Plan		Date of BOSS Intervention (or other provider)	
Any Medical Diagnosis <i>Including Neuro-Developmental Conditions</i> Please give details including any medication currently prescribed			
Has school completed a referral for an EHCP? If no, please advise reason. If EHCP assessment underway please give details re status			
% Attendance for last 3 terms. (Note placements will not be allocated to pupils with poor attendance)			

All referrals must include copies of PSP/ Support plans providing detailed evidence of the schools own interventions and support for the pupil, use of external support agencies including but not restricted Behaviour Outreach Support Service, Healthy Minds, Working together team. School should give consideration to the Inclusive Lincolnshire Toolkit in their development of the Pastoral Support Plan strategies and interventions.

Note: Referrals which are not supported by the PSP documentation and BOSS or other provider, or where the PSP does not clearly evidence periods of Assess Plan Do and Review will not be considered by the Panel

Please list dates of PSP below

Date	Copy attached
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REASON FOR REFERRAL

An intervention placement is a temporary arrangement for up to 16 weeks to support the school in meeting the pupil's longer term needs - Please explain how your setting will use this time to prepare for the pupils return to your school:

SIGNATURES *Forms that have not been signed BY THE PARENT AND SCHOOL WILL NOT BE ACCEPTED

***Parent/Carer:** I confirm I am in agreement with this referral and I shall attend all meetings and support my child to attend the placement.

Signed: _____ Date: _____

Pupil Name: _____

Signed: _____ Date: _____

***School:** I confirm that we will support the placement by maintaining weekly contact with the Alternative provider and attending all meetings.

Signed: _____

Position: _____ Date: _____

This form must be completed in full and **will not** be considered unless accompanied by:

*Copies of PSP, Attendance data, Behaviour Improvement Plan from Boss (or other provider).
Please **do not send** copies of Behaviour logs/CIN/TAC plans/Medical reports etc. as to do so could be a breach of the General Data Protection Regulations.*

Email your completed referral form along with supporting documentation to: PRT@lincolnshire.gov.uk

NOTE All places allocate will incur a charge to the school/Academy as below:

For KS1 and 2 Pupils - £1561.50	For Y7,Y8 & Y9 Intervention Place Pupils - £2202.00
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Pupil Reintegration Team.
Children's Services, County Offices, Newland, Lincoln, LN1 1YL - 01522 554525

Information on how the Local Authority uses your personal information can be found at
<https://www.lincolnshire.gov.uk/local-democracy/information-and-data/privacy-notices/privacy-notice-pupil-reintegration-team/132973.article>

Check List For Submission	Included
Copies of PSPs (or schools own plan)	
Attendance data	
Behaviour improvement Plan from BOSS or report from other provider	
V SEND Tool	
Signed Referral form school	
Parental signature or consent letter/email from family	

APPENDIX - REFERRAL FOR PUPIL WITH EHCP - ADDITIONAL INFORMATION

Date of initial EHCP	
SEND CASEWORKER	
Contact email	
Contact Tel No	
Date of last Annual Review / detailed discussion with caseworker	
Outcome & Recommendations from review / discussions	
If additional resources or a change of provision has been sought through the SEND team when was this requested and what was the outcome of this request ?	
Summary of Needs as set out in section B of the EHCP	
Please detail any changes to the needs (section B) detailed in the EHCP?	
How are the C/YP difficulties linked to their identified needs / diagnosis? How will they manage the move between settings for a short 16 week period?	
How is school delivering the	

<p>provision as detailed in section F of the EHCP? How has this provision been reviewed and adapted in line with the SEND graduated approach.</p>					
<p>How have reasonable adjustments been made to ensure that the C/YP can thrive and is not inadvertently discriminated through the application of an inflexible behaviour policy?</p>					
<p>Details of involved External support/agencies</p>	<table border="1"> <thead> <tr> <th data-bbox="489 878 975 909">Name</th> <th data-bbox="975 878 1409 909">Dates</th> </tr> </thead> <tbody> <tr> <td data-bbox="489 909 975 1081"></td> <td data-bbox="975 909 1409 1081"></td> </tr> </tbody> </table>	Name	Dates		
Name	Dates				
<p>How has advice and recommendations from professionals detailed above been implemented and reviewed?</p>					
<p>Following the intervention placement you will be expected to reintegrate the C/YP back into your setting. How will you be able to continue to meet needs?</p>					

Alternative Provision Pathway Referral Form – Y9 Y10 Y11

Alternative placement at Y9, Y10 & Y11 is a bespoke arrangement to support the pupil successfully completing their final phase of statutory schooling and to avoid a permanent exclusion. Placements will be allocated on a case by case basis where schools can robustly evidence that they have implemented the Lincolnshire Ladder of Intervention

Please complete Section A and B C and D and attach supporting documentation

FOR A YEAR 9 16 WEEK INTERVENTION PLACEMENT, PLEASE USE THE KS1-3 REQUEST FORM

DUAL REGISTERED /SPLIT TIMETABLE PLACEMENT

Please indicate the No. of Days AP you are requesting

Note: Maximum of 3 days AP for Y9 students

SECTION A	SCHOOL DETAILS				
School					
Staff Contact Name		Tel. No			
Email Address					
PUPIL DETAILS					
Pupil Full Name					
D.O.B		UPN			
Year Group		Gender			
Nationality		Pupil's First Language			
Please circle those which apply	Education Health Care Plan	*Child in Care	Child Protection Plan	Child in Need	Team Around the Child
*REFERRALS FOR A CIC PUPIL MUST INCLUDE EVIDENCE THAT THE REFERRAL IS SUPPORTED BY THE VIRTUAL SCHOOL.					
Parent/Guardian 1 (This should be the contact detail for student's primary carer/address)					
Title		Name			
Relationship to Pupil		Parental Responsibility		Yes	No
Address and Postcode		First Language			
		Telephone Number			
		Mobile Number			
Parent/Guardian 2 (This should be the contact detail for student's primary carer/address)					
Title		Name			
Relationship to Pupil		Parental Responsibility		Yes	No
Address and Postcode		First Language			
		Telephone Number			
		Mobile Number			

SECTION B	Details of all Agency Involvement Including Social Care			
Is the pupil	Child in Care	Child protection Plan	Child in Need	Team around the Child
Social Worker/Lead Professional			Telephone No.	
Email Address				
BOSS Worker			Telephone No.	
Email Address				
PRT Caseworker			Telephone No.	
Email Address				

SECTION C	The Lincolnshire Ladder of Behavioural Intervention <i>Referral must include evidence that the school has had regard to the Inclusion tool kit and has comprehensively followed the Lincolnshire Ladder of intervention</i>		
Dates & Method of screening for Speech, Language, and Communication needs (SLCN)?		Details of SLCN Interventions	
Reading Age		Reading Interventions (if applicable)	
Date of Initial Pastoral Support Plan		Date of BOSS Intervention <i>or other provider</i>	
Any Medical Diagnosis <i>Including Neuro-Developmental Conditions</i> Please give details including any medication currently prescribed		% Attendance for last 3 terms. <i>placements will not be allocated to pupils with poor attendance</i>	
Has school completed a referral for an EHCP? If no, please advise reason. If EHCP assessment underway please give details re status			

All referrals must include copies of PSP/ Support plans providing detailed evidence of the schools own interventions and support for the pupil, use of external support agencies including but not restricted Behaviour Outreach Support Service, Healthy Minds, Working together team. School should give consideration to the Inclusive Lincolnshire Toolkit in their development of the Pastoral Support Plan strategies and interventions.

Note: Referrals which are not supported by the PSP documentation and BOSS or other provider, or where the PSP does not clearly evidence periods of Assess Plan Do and Review will not be considered by the Panel

Please list dates of PSP below

Dates of PSP	Copy Attached
Reason for Referral	
<i>Please explain how your setting will provide ongoing support to the pupil whilst attending Alternative provision and how the school element of the timetable will be delivered?</i>	

SECTION D	SIGNATURES
<i>*Forms that have not been signed BY THE PARENT AND SCHOOL WILL NOT BE ACCEPTED</i>	
*Parent/Carer: I confirm I am in agreement with this referral and I shall attend all meetings and support my child to attend the placement.	
Signed:	Date:
Pupil Name:	
Signed:	Date:
*School: I confirm that we will support the placement by maintaining weekly contact with the Alternative provider and attending all meetings.	
Signed:	Date:
Position:	Date:
<p>This form must be completed in full and will not be considered unless accompanied by:</p> <p><i>Copies of PSP, Attendance data, Behaviour Improvement Plan from BOSS (or other provider). Please do not send copies of Behaviour logs/CIN/TAC plans/Medical reports etc. as to do so could be a breach of the General Data Protection Regulations.</i></p> <p>Please email your completed referral form along with supporting documentation to: PRT@lincolnshire.gov.uk</p>	
NOTE All places allocate will incur a charge to the school/Academy as below:	
<p>DUAL REGISTERED PUPILS - For pupils in Y9 Y10 Y11 on Split timetable, a Pro Rata removal of AWPU/SEND Funding and Pupil Premium – up to maximum of 4.5 days funding to provide schools with 0.5 day funding to meet schools commitment to the dual registration.</p> <p>Please note that for pupils with EHCPs, AWPU will not be withdrawn, but EHCP top-up funding will cease when pupils take up full-time as opposed to blended places.</p>	
<p>Pupil Reintegration Team. Children's Services, County Offices, Newland, Lincoln, LN1 1YL - 01522 554525</p>	
<p>Information on how the Local Authority uses your personal information can be found at https://www.lincolnshire.gov.uk/local-democracy/information-and-data/privacy-notices/privacy-notice-pupil-reintegration-team/132973.article</p>	

Check List For Submission	Included
Copies of PSPs (or schools own plan)	
Attendance data	
Behaviour improvement Plan from BOSS or report from other provider	
V SEND Tool	
Signed Referral form school	
Parental signature or consent letter/email from family	