

Guidance for Schools

What is an Inclusion Support Plan?

An Inclusion Support Plan (ISP) is a school based process intended to support those pupils for whom the universal school based strategies have not been successful. A pupil on a Reduced Timetable (RTT) or who is reintegrating following an exclusion should have an ISP to support their reintegration back to attending school full time.

The aim of the ISP is to involve the pupil, parent and family in the shared responsibility of improving behaviour and social skills and ensuring social and educational inclusion. All involved should be clear about their responsibilities and what needs to be achieved.

An ISP is a useful tool to coordinate the support that the pupil receives from any internal or external staff ensuring maximum opportunity for success. The process is reviewed every 2-4 weeks where progress is reviewed.

What is involved in an ISP?

An ISP will identify the behaviours that the pupil does well, those that challenge the school's behaviour policies, are socially unacceptable and/or are detrimental to the child's SEMH needs. It will set out specific and realistic responsibilities for the pupil and family involved and also all of the professionals that are supporting the pupil.

The ISP will also detail both the recognition that the child will receive if they demonstrate efforts to meet the responsibilities as well as the consequences that will result if the child does not demonstrate sufficient efforts. Finally, it will detail the time and duration of the ISP including dates when it will be reviewed.

What should have already been considered before an ISP is started?

- Learning environment checklist
- Quality First Teaching
- Curriculum support – including adaptations for pupil's learning style, flexible and/or individualised timetable
- Support during unstructured times
- Key person approach
- Consistency of approach from all adults
- Additional staff training
- Refer to the Inclusion Handbook
- Completion of Student Summary
- Parental engagement
- SEMH Surgery
- LIFT referral

What does an effective ISP look like?

Before the meeting, staff should reflect carefully on the specific behaviours that are challenging the school behaviour policy. It is important to consider if there are any barriers to the pupil being able to respond to expectations. This could entail undiagnosed learning difficulties, SEMH needs and environmental factors. It is essential that staff also ensure that the positive behaviours are reflected upon. These behaviours can show the pupil that he/she can be successful.

A member of staff who has a good relationship with the pupil should discuss their thoughts/feelings. It is important to ascertain what they believe the antecedents (triggers) could be, and what proactive strategies could be put into place to reduce the frequency/severity of challenging behaviours. The student's views and thoughts/feelings, should be recorded onto the ISP document.

You should adapt the wording so it is age and developmentally appropriate and you may wish to use symbols and images or ask the child to draw/ write their contributions on the child's version of the ISP.

If the ISP document is completed robustly, where the challenging behaviours are identified and staff are aware of the appropriate strategies and responses, it can be used to replace a Risk Assessment (As agreed by HNF and Safeguarding officers).

What do the ISP meetings look like?

The ISP document should already be completed, at least in draft, before the meeting. All key school staff should attend along with parents/carers to ensure that everyone is clear about what is to be done, by whom and by when. A consistent approach both in and out of school to effect a positive outcome is essential.

School staff and the pupil's family should carefully consider if it is appropriate for the pupil to be present for the whole meeting or to only contribute towards the end.

At the end of the meeting, dates should be set for the reviews. Ideally a parent should meet regularly with the class team (weekly), fortnightly with a member of SLT/SENCO and then monthly with all professionals involved. The most effective ISPs are when the communication between home and school is ongoing.

Both parents and the child should be asked to sign the ISP to show their commitment and agreement to the expectations and outcomes of the plan.

The ISP is a working document. Amendments to agreed actions and strategies can be added in a different colour or highlighted to show progression and ongoing evaluation. This will help maintain clarity around what has been agreed in this review and reflect upon the impact of the ISP.

The final meeting should **not** be the time where it is decided that the ISP is not working. The regular communications between home/school should focus on successes, solutions and ways forward. If the intervention is not deemed a success, then professionals/parents may need to discuss further options/assessment.