**Please use this reference sheet when completing the PEP form questions that require an option chosen against the below questions:**

**3(d)i**

**Please list the strategies or intervention used to reduce the incidence of internal exclusion:**

Additional internal support

Assessment for Hearing

Assessment for Sensory processing

Assessment for S&L

Buddy system

Change in Groupings

Counselling

ELSA

External support (external)

External support (Internal)

Learning assessment

Learning support plan in place  
Mentoring

Reduced hours

Pastoral support plan in place

Removal from Provision

Seating plans addressed

Timetable adaption

Use of out of class learning

1-2-1 Learning Intervention

**3(d)ii** (from selection below)

**Please choose from the drop down list the strategies or intervention used to reduce the incidence of FTE exclusion**

**3(d) ii** (from selection below)

**If Yes, please provide a list of the actions/intervention to date to reduce this risk and/or attach any support plan in place:**

Additional internal support

Assessment for Hearing

Assessment for Sensory processing

Assessment for S&L

Buddy system

Change in Groupings

Counselling

ELSA

External support (external)

External support (Internal)

Learning assessment

Learning support plan in place  
Mentoring

Reduced hours

Pastoral support plan in place

Removal from Provision

Seating plans addressed

Timetable adaption

Use of out of class learning

1-2-1 Learning Intervention

**3(d)iii**

**What further actions or interventions are needed/planned to reduce this risk?**

Additional internal support

Assessment for Hearing

Assessment for Sensory processing

Assessment for S&L

Buddy system

Change in Groupings

Counselling

ELSA

External support (external)

External support (Internal)

Learning assessment

Learning support plan in place  
Mentoring

Reduced hours

Pastoral support plan in place

Removal from Provision

Seating plans addressed

Timetable adaption

Use of out of class learning

1-2-1 Learning Intervention

**3(E)**

**Is this Child or Young Person on the setting or school’s SEN register?**

Cognition and Learning

Language and Communication

Social, Emotional and Mental Health

Sensory and Physical

**How is this funding used to support the CYP?**

Additional staff hours

Resources

Training

Other

**Please list any other support services/agencies who have been involved in the last 12 months**

Autism and Communication

Educational Psychology

Early Years SENCo

Health Visitor

Hearing Support service

Learning Support

Occupational Therapy

Paediatrician

Physiotherapy

Portage Home worker

Vision Support Service

Advocacy

CAMHs

College Support

Focus 5

JCP

Positive People

Private counselling

Setting counselling

Speech and Language

YOT/Police

Other

**5(a)**

**Are there any identified barriers to progress? If yes, what are these?**

Attention and concentration needs

Cognitive needs

Communication and Language needs

Emotional needs

Low Attendance

Other

**5(c)**

**If no, what are the barriers to progress?**

Attendance related

Behavioural

Learning Needs

P16 Selections

Problems at home

Other

**5(e)**

Additional support – standard actions

25% extra time

Alternative site for the conduct of examinations

Bilingual translation dictionaries with 10% extra time

Braille Transcript

Communication Professional (for candidates using Sign Language)

Computer reader/reader

Exemptions

Extra time of up to 50% (between 26% & 50% extra time)

Extra time of over 50%

Live speaker for pre-recorded examination components

Oral Language Modifier

Other arrangements for candidates with disabilities

Practical assistant

Prompter

Read aloud and/or the use of an examination reading pen

Scribe/Speech recognition technology

Supervised rest breaks

Word processor

**5(f)**

Head Teacher

SENCo

Exams Officer

Designated Teacher

**6(b)**

Head teacher

Deputy Head

Learning Mentor

AT