

ACT Schools – End of Placement Policy

Commitment

ACT Schools is fully committed to providing a safe, inclusive, and supportive learning environment in which all pupils are enabled to engage, progress, and achieve in line with their individual needs. We adhere to the Trauma-Informed Wales Framework, which places pupil wellbeing, safety and relationships at the heart of our approach. The school adopts a proactive, person-centred, and trauma-informed approach, underpinned by early identification and targeted intervention. Decisions to end a placement will only be made in exceptional circumstances, where it is demonstrable that all reasonable adjustments, support strategies, and multi-agency interventions have been appropriately implemented and reviewed, and where the provision is no longer able to meet the needs of the pupil or ensure the safety and wellbeing of the school community.

Purpose

The purpose of this policy is to establish a clear, robust, and transparent framework for the consideration and management of ending a pupil's placement at ACT Schools. It outlines the principles, procedures, and roles and responsibilities that underpin decision-making, ensuring that all actions are lawful, evidence-based, and centred on the best interests of the pupil. The policy also ensures alignment with statutory guidance, supports consistency in practice, and promotes effective collaboration with parents/carers, the Local Authority, and relevant external agencies to secure appropriate next steps for the pupil. This policy also ensures compliance with relevant legislation and promotes a structured and supportive transition to alternative provision where necessary.

Scope

This policy applies to all pupils on roll at ACT Schools with an identified Additional Learning Needs (ALN) in place and supported through an Individual Development Plan (IDP). It is relevant to all staff involved in the planning, delivery, and review of provision, including senior leaders, teaching staff, Youth Learning Mentors, and support staff. The policy also extends to engagement with parents/carers, the Local Authority, and external professionals involved in the pupil's education and wellbeing. It covers all circumstances in which a placement may be reviewed and, where necessary, ended, ensuring a consistent and equitable approach across the provision.

Responsibilities

Responsibility for decisions relating to the ending of a placement at ACT Schools is shared across key stakeholders, ensuring that all actions are evidence-based, collaborative, and in the best interests of the pupil.

Headteacher & Senior Leadership Team (SLT)

- Holds overall responsibility for decision-making regarding the ending of a placement
- Ensures that all processes are fair, lawful, and in line with this policy and statutory guidance
- Reviews evidence of interventions, risk assessments, and support strategies prior to any decision
- Liaises with the Local Authority to agree next steps and alternative provision

ALNCo

- Coordinates the review of the pupil's needs, provision, and progress
- Ensures that all reasonable adjustments and interventions have been implemented and evaluated

- Leads or contributes to multi-agency meetings and placement reviews
- Provides professional advice to inform decision-making

Pastoral / Wellbeing Team (including Youth Learning Mentors)

- Implements and monitors daily support strategies and interventions
- Provides evidence of pupil engagement, behaviour, and wellbeing over time
- Contributes to risk assessments and review meetings
- Maintains communication with pupils and families throughout the process until the placement has ended, using non-shaming language and providing consistent opportunities for pupil voice

Teaching Staff & Youth Learning Mentors

- Deliver high-quality, adaptive teaching aligned to pupils' needs
- Record and report on progress, engagement, and any barriers to learning
- Contribute to reviews and provide evidence of strategies implemented within the classroom

Local Authority (LA)

- Retains statutory responsibility for the pupil's education and placement
- Works in partnership with ACT Schools to review suitability of the placement
- Leads on identifying and securing appropriate alternative provision where required
- Ensures compliance with ALN legislation and statutory processes

Parents/Carers

- Engage with the school and attend review meetings where possible
- Contribute to discussions regarding the pupil's needs and future provision
- Support agreed strategies and transition arrangements

Pupil Voice

- Pupils will always be given opportunities, to share their views and contribute to discussions about their placement and next steps

All stakeholders are expected to work collaboratively to ensure that any decision to end a placement is well-informed, appropriately evidenced, and managed in a way that prioritises the pupil's safety, wellbeing, and continuity of education.

Communication and Storage

This policy will be communicated via Calon and will be stored on Calon under School Policies & Procedures. The ALNCo will also provide training to all practitioners on the procedures laid out in this policy.

Definition of a Placement

A placement refers to a pupil's agreed educational provision at ACT Schools, which may include:

- A placement commissioned by the Local Authority (LA)
- Provision specified within an Individual Development Plan (IDP)
- Support arrangements agreed through ACT Schools' Additional Learning Provision (ALP)

Guiding Principles

ACT Schools will ensure that:

- Decisions are pupil-centred and focused on securing the best possible outcomes for the pupil
- The ending of a placement is considered only as a last resort following sustained intervention and review
- All reasonable adjustments, strategies, and interventions are implemented, reviewed, and evaluated
- Decision-making processes are transparent, consistent, and evidence-based
- Pupils and families are treated with dignity, respect, and fairness throughout
- Practice is compliant with all relevant statutory and regulatory requirements

This approach reflects national expectations that exclusion or removal from provision should only occur where all other strategies have been exhausted and where continued placement is no longer viable in terms of safety or educational provision.

Circumstances for Ending a Placement

A placement may be ended where:

- There is a significant and ongoing risk to the safety, wellbeing, or welfare of the pupil, peers, or staff
- Persistent patterns of behaviour continue to prevent meaningful access to learning despite sustained intervention
- The pupil's identified needs can no longer be effectively met within the current provision, despite appropriate support, interventions, and reasonable adjustments being implemented and reviewed
- The pupil's medical, emotional, or social needs require a more specialist or alternative setting
- A multi-agency or Local Authority review determines that the placement is no longer appropriate

Compliance with Legal and Statutory Guidance

ACT Schools will ensure full compliance with:

- The Additional Learning Needs and Education Tribunal (Wales) Act 2021
- Safeguarding and child protection duties
- Trauma-Informed Wales Framework
- Relevant statutory guidance relating to exclusion and pupil placement

ACT Schools is committed to ensuring that all decisions regarding the ending of a placement are made fairly, transparently, and in line with statutory guidance. Decisions will be based on clear evidence, appropriate

assessment, and consideration of all support strategies that have been implemented. ACT Schools will not remove pupils from the school roll without following the correct procedures, and will not engage in informal or unlawful practices such as off-rolling.

1A - Process for Ending a Placement

Stage 1: Early Identification and Intervention

- Identification of concerns through ongoing monitoring of behaviour, engagement, wellbeing, and progress (Refer to Behaviour Policy for further detail)
- Review of existing support strategies, including Individual Development Plans (IDPs), Individual Learning Plans (ILPs), Positive Behaviour Support Plans and Individual Support Plans
- Implementation of additional interventions and, where appropriate the school is able to provide multi-agency involvement
- Exhaust all interventions and support for the pupil to ensure pupil centred support

Stage 2: Formal Review

- Convening of a Placement Review Meeting with SLT
- Full engagement with parents/carers and the Local Authority
- Consideration of whether further reasonable adjustments or alternative strategies may sustain the placement
- Formal review must take place within 15 working days

Stage 3: Decision to End Placement

- Decision made by senior leaders in consultation with the Local Authority
- Clear rationale recorded and supported by evidence
- Formal written notification provided to parents/carers in language that is clear and non-shaming
- A final decision to end placement will be made within 20 working days of initial formal review date, unless there is an appeal made by the parent or carer

Stage 4: Transition Planning

- Provide relevant information to the Local Authority to support with transition
- Safeguarding, continuity of learning, and pupil wellbeing prioritised throughout
- ALN Transition Worker and Local Authority to secure placement of next provision

A Compassionate and Child-Centred Approach

ACT Schools recognises that the ending of a placement is a significant and potentially distressing event for pupils and families. The school will therefore ensure that:

- Communication is clear, timely, and sensitive
- The voice of the pupil is considered where appropriate
- Families are supported throughout the process
- Effective liaison takes place with receiving provisions to ensure continuity and stability

- ACT staff commit to a trauma-informed approach that aims to provide appropriate person-centred support to each pupil

Rights and Appeals

Parents and carers have the right to:

- Receive clear written communication outlining the rationale for the decision
- Request a review of the decision through the school's internal processes
- Engage with the Local Authority regarding alternative educational provision
- Parents and carers have 10 working days to make an appeal
- If an appeal does not meet the requirement for a formal investigation, an appeals process will not be initiated. Please see the Complaints, Compliments and Comments Procedure for further detail.

Parent/Carer Request to End Placement

The school recognises the rights of parents/carers to request a change in their child's educational placement. Where a parent/carers expresses a wish to withdraw their child from the school, the following process will be followed to ensure that all actions are lawful, transparent and in the best interests of the pupil.

Initial Request and Discussion

Parents/carers are encouraged to raise any concerns at the earliest opportunity. Where a request to end the placement is made, the Headteacher (or nominated senior leader) will arrange a meeting with the parent/carers to:

- Explore the reasons for the request
- Consider whether additional support or adjustments could meet the pupil's needs within the current placement
- Ensure the pupil's views are sought and considered in line with person-centred practice

This meeting will include relevant professionals (e.g. ALNCo, local authority representatives).

Consideration Under the ALN (Wales) Act 2018

Any proposed change of placement must be considered in line with the pupil's IDP and the ALN Act. This includes:

- Reviewing whether the current provision continues to meet the pupil's identified needs
- Liaising with the Local Authority (LA), who retains responsibility for naming and securing the placement where applicable
- Ensuring that any proposed change is formally agreed and recorded through the appropriate statutory processes

The school will not remove a pupil from roll solely on the basis of a parental request without confirmation that an appropriate alternative placement has been secured.

If the school is in agreement with the end of placement, then the **1A- Process for Ending a Placement** will be implemented.

Internal Review Process

Where a review is requested, the school will convene an internal panel comprising senior leaders. The panel will:

- Consider all relevant evidence, interventions, and professional input
- Review the decision-making process to ensure fairness and compliance
- Provide a written outcome detailing the conclusion of the review

Document / Policy Change Request

Any changes to the policy and procedure will be overseen by the Headteacher

Document / Policy Reviewing and Approving

The document will be reviewed annually by the Headteacher

References

This policy has been written in conjunction with the following legislation and guidance:

- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code Wales 2021
- Equality Act 2010
- Education Act 2002 and 2014
- Trauma Informed Wales Framework
- ACT Schools Complaints, Compliments and Comments Procedure