

THE SHROPSHIRE INCLUSION PATHWAY



2026



General Overview

The aim of everybody involved in supporting the education of Shropshire's children and young people is for them to be positively engaged, feel they belong and be included in suitable education.

This means that a pathway for inclusion is needed to enable the right support at the right place at the right time, especially when significant challenges arise. It is at these times that partnership working with early intervention is essential to help children and young people achieve their full potential, aspirations and goals. This is in line with the Shropshire Plan and the new SEND and AP strategy <https://next.shropshire.gov.uk/the-send-local-offer/strategy-policy-and-guidance/send-strategy/> which aims to secure excellent outcomes for children and young people and for Shropshire people to be living their best life.

This document outlines the new Inclusion Pathway for Shropshire schools/settings to use when seeking advice or support from the Local Authority. Schools/settings were consulted at various forums in preparation for this development, this included Head Teacher Forums, SEND and Inclusion Networks, the Education Partnership Board - as well as close working with TMBSS and LA colleagues. Feedback from respondents has been built in to develop this Pathway so that service users have been involved in design and delivery.

Advice and guidance that supports the approach we have developed together can be found here, although this is not an exhaustive list:

[shropshires-ordinarily-available-provision-v2-final.pdf](#)

[Arranging education for children who cannot attend school because of health needs](#)

[Working together to improve school attendance \(applies from 19 August 2024\).](#)

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Suspension and permanent exclusion guidance](#)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

[Working together to safeguard children - GOV.UK](#)

Shropshire is also part of the SEND & AP Change Programme. This Inclusion Pathway supports the principles of this programme by promoting a graduated response to manage student need and works towards strengthening a model of early intervention and support for schools that will help to reduce suspensions and exclusions. These are all key priorities identified in the new SEND and AP Strategy for Shropshire.

Context

The Shropshire Inclusion Pathway had a February 2025 start and was reviewed in the summer term. The 2026-27 version includes the new pathway for supporting children and young people with EBSA (emotional based school avoidance)



- **Integration Consultation Panel (ICP)** is the pathway for accessing multi-agency advice from integrated and local practitioner teams where a multi-agency discussion and joint action planning is the most relevant approach for pupils with significant multiple barriers to inclusion and /or attendance.
- **Pathway meeting with TMBSS** is the route for accessing support for those pupils where a TMBSS primary, Section 19 or Medical place is being requested.

Note: where pupils have an EHCP or are in the ECHNA process the SEND pathway must be used. However, where there are relevant circumstances a pupil with an EHCP or in the ECHNA process can be considered for discussion at the weekly Pathway meeting (eg for a TMBSS place) or the Integrated Consultation Panel (ICP) There will be representation from the EHCP team at the Pathway meeting.

Integration Consultation Panels

The Integration Consultation Panel (ICP) is a joint approach across multiple sectors to support family wellbeing. They have been developed so we can work more closely together and respond quickly to the needs of families with children and young people. This promotes the multi-agency approach outlined in Working Together to Safeguard Children that helps, protects and promotes the welfare of children and young people.

ICPs are the pathway for accessing **multi-agency advice from integrated and local practitioner teams** where a multi-agency discussion and **joint action planning** is the most relevant approach for pupils with **multiple barriers to inclusion and /or attendance** (including where EBSA may be the barrier).

Schools are encouraged to make use of ICPs as early as possible so there is swift action to minimise escalation of difficulties, especially where they may be EBSA (Emotionally Based School Avoidance)

Principles include:

1. A person-centred and family approach, putting people at the centre of what we do.
2. A comprehensive community-based prevention offer which includes universal, early help and targeted and specialist system services.
3. Embracing partnership and collaborative working, creating a culture of working jointly across professions, organisations, and teams for the benefit of our communities.
4. Ensuring evidence-based activity and data is used to inform planning and delivery.

Membership in each team is based on needs within the local area and is flexible in this approach. The teams are made up of multi-agency partners, who collectively consider and explore how best to identify and meet the needs of families who require support considering a whole family approach.



Representatives may include:

- Public Health, School Nursing Service, Health Visitors, Midwives, Midlands Partnership Foundation Trust (MPFT) and PCNs – Social Prescribing
- Learning and Skills, including Educational Psychology, Access to Education, Safeguarding and Education Quality Advisors
- Children's and Adult Social Care, also Children's Disability
- EHAAT (Early Help and Support Team), Supporting Families, Gypsy Liaison and Youth Outreach
- Public Protection, Housing Options, Domestic Abuse
- West Mercia Police, Shropshire Fire and Rescue Service

Finding out more and making a Referral

See - [Integration practitioner teams and consultation panels | Shropshire Council](#)

- Meetings are held **fortnightly** depending on the location.
- Referral information will ideally be sent to the team members 2 days in advance of the meeting with sufficient detail for members to gather and consider relevant information.
- The referral meeting **form**, including obtaining consent, is found on the Early Help Website and must be completed with the family.
- All cases for discussion must be submitted electronically using **encrypted** email to Shropshireintegrationgroup@shropshire.gov.uk. The subject line should look like this:

[Encrypt] consultation meeting discussion request.

- Information is shared confidentially with team members using information from the referral/discussion form.

Case Study

A pupil was presented to ICP. The child had not attended school for 4 months due to anxiety and low mood.

Actions and support agreed at ICP:

- A reduced timetable as part of a structured plan to reintegrate the pupil into school.
- Access to sensory room and nurture group in school
- Parents access Early Help drop in for support.
- School Nurse to visit pupil in school.
- Education Welfare Officer to support.
- Family signposted to Autism West Midlands

Follow up indicated the child was attending, health support was in place and the family had started to engage.

Where barriers are thought to include **emotional-based school avoidance (EBSA)** it is important for young people to be supported and monitored by school in collaboration with EWO advice. Schools should also consider using the ICP pathway at the earliest opportunity so that swift support can be actioned to



minimise escalation of non-attendance or engagement. Where there is a need for consideration of Section 19 advice the school needs to make a referral to the Inclusion Pathway – see next section.

Inclusion Pathway meeting

(Primary shared placements, EBSA, Medical place, 6th Day Provision and Section 19 support)

The aim of the Pathway meeting is the right support at the right time in the right place. The meeting held **weekly in term time** and is led by the Lead Education Officer for Inclusion.

Membership includes senior representatives from the EHCP Team, TMBSS and EAS. It is the process by which sixth day provision is actioned by the local authority and also the pathway for schools to access one of the following:

- Primary shared placement at TMBSS
- Advice / resource for EBSA
- A medical place at TMBSS
- Section 19 support

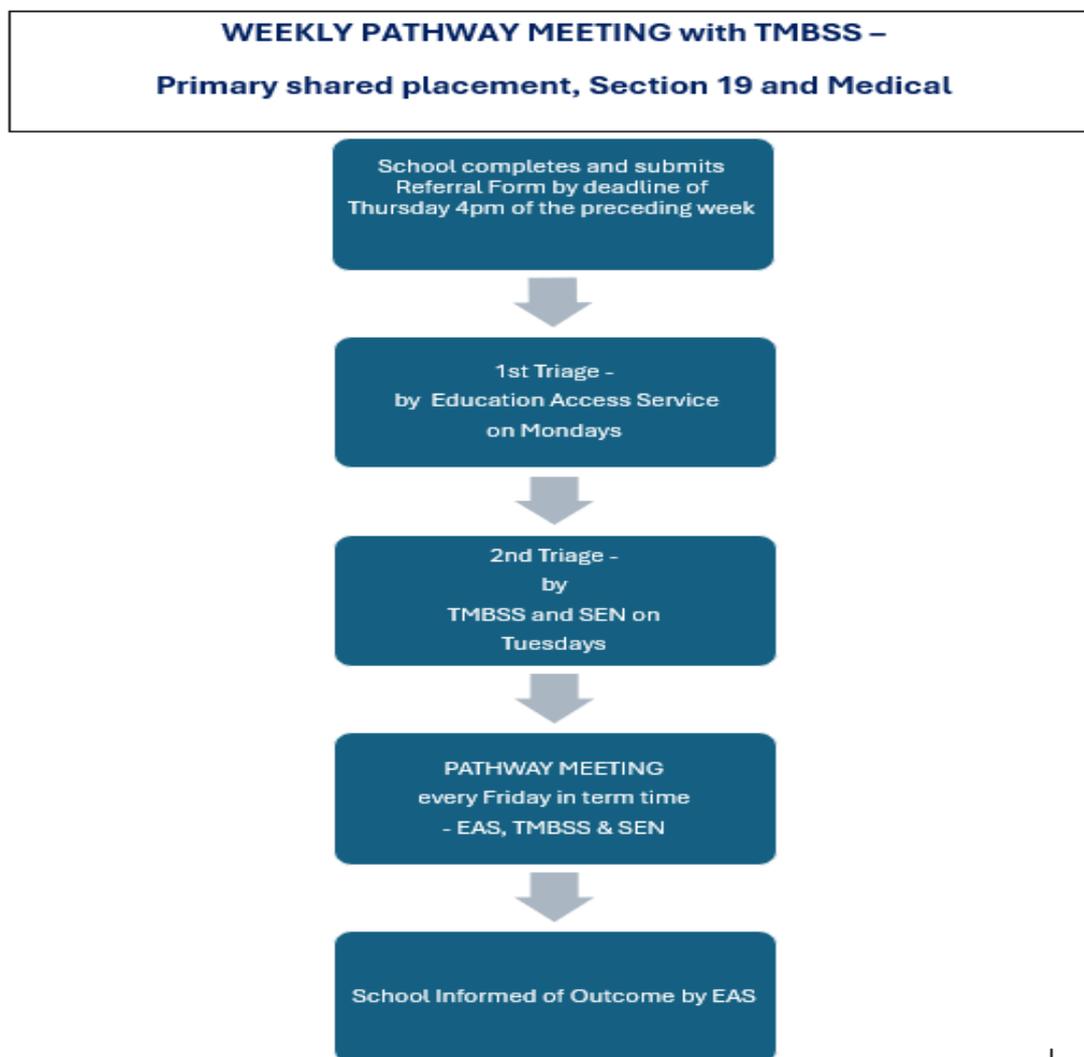
TMBSS is the service that the local authority commissions in order to provide support and intervention for pupils when there is a need for a short period of intervention for either medical reasons, earlier intervention to support inclusion or sixth day provision following an exclusion.

The Referral form can be found here: [Inclusion Pathway Referral | Shropshire Learning Gateway](#)

In a pupil's best interests, the Referral form must be fully completed in order for the school's request to be considered at the Pathway meeting. The triage process will include considering whether there is enough quality information included in the referral, if not then a school's referral might be delayed until the following week while more information is sought ie a re-submission would be needed.



The process is as follows:



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A **Primary shared placement** can be requested for early intervention to support inclusion and reduce behaviours that challenge. For example a pupil may be at risk of suspensions or exclusion and the school is seeking support from TMBSS to find ways to include and engage them. The aim is for the pupils's school and TMBSS to work collaboratively and for the pupil to return to their school.

Schools need to make best endeavours and reasonable approaches to support pupils who are at risk of suspension or exclusion in line with [Suspension and permanent exclusion guidance](#). An exclusion is always a last resort and should be avoided unless no other options are available. This includes making use of local authority support and effective use of resources in line with the Inclusion Development Fund for example. The local authority encourages schools to make contact with **Outshine in the Education Access Service for early intervention advice and support - and before considering an exclusion.**



For more information on the primary shared placement model please see [Tuition Medical Behaviour Support Service - Shared Placement Model](#) (Please note that requests for a secondary placement at TMBSS are made by secondary schools directly with TMBSS themselves, this includes a cost to schools.)
 Outshine are running a small pilot to see how exclusion prevention can be supported and this will be reviewed in the summer term.

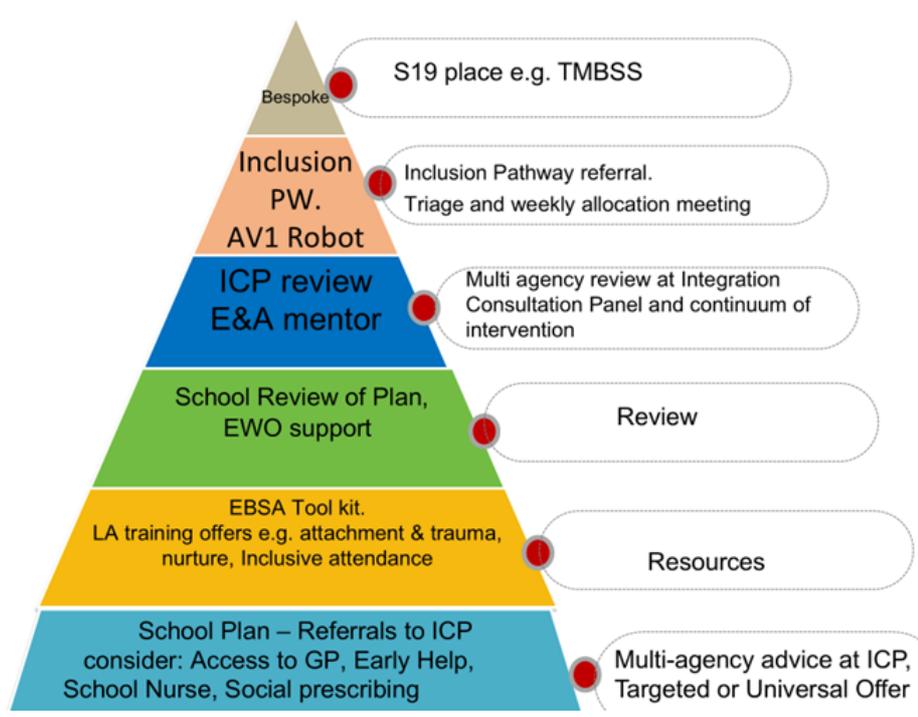
If a pupil is Looked-After or Previously Looked-After schools must consult the Virtual School Head Teacher if they are considering an exclusion [Shropshire Virtual School | Shropshire Council](#)

EBSA (emotional based school avoidance)

Our approach to attendance in Shropshire reflects our commitment to every child’s right to access a full and enriching education. High levels of attendance and engagement are closely linked to positive educational outcomes, social development, and support the long-term success of our pupils thriving and achieving.

Attendance is a shared responsibility, involving schools, parents/carers and the wider community. We recognise that every pupil is unique, with individual needs, backgrounds, and circumstances that may impact their ability to attend or engage with school regularly. To be truly inclusive, it is key to understand and address the barriers that some pupils may face—whether these are related to health, environment, family circumstances, relationships, special educational needs and/or disabilities or social and emotional challenges for example. By working closely with partners, the aim is to identify and remove barriers to attendance, ensuring equal opportunities for all and creating a sense of belonging and mattering.

In Shropshire, our guiding principle is to provide ‘the right support in the right place at the right time.’



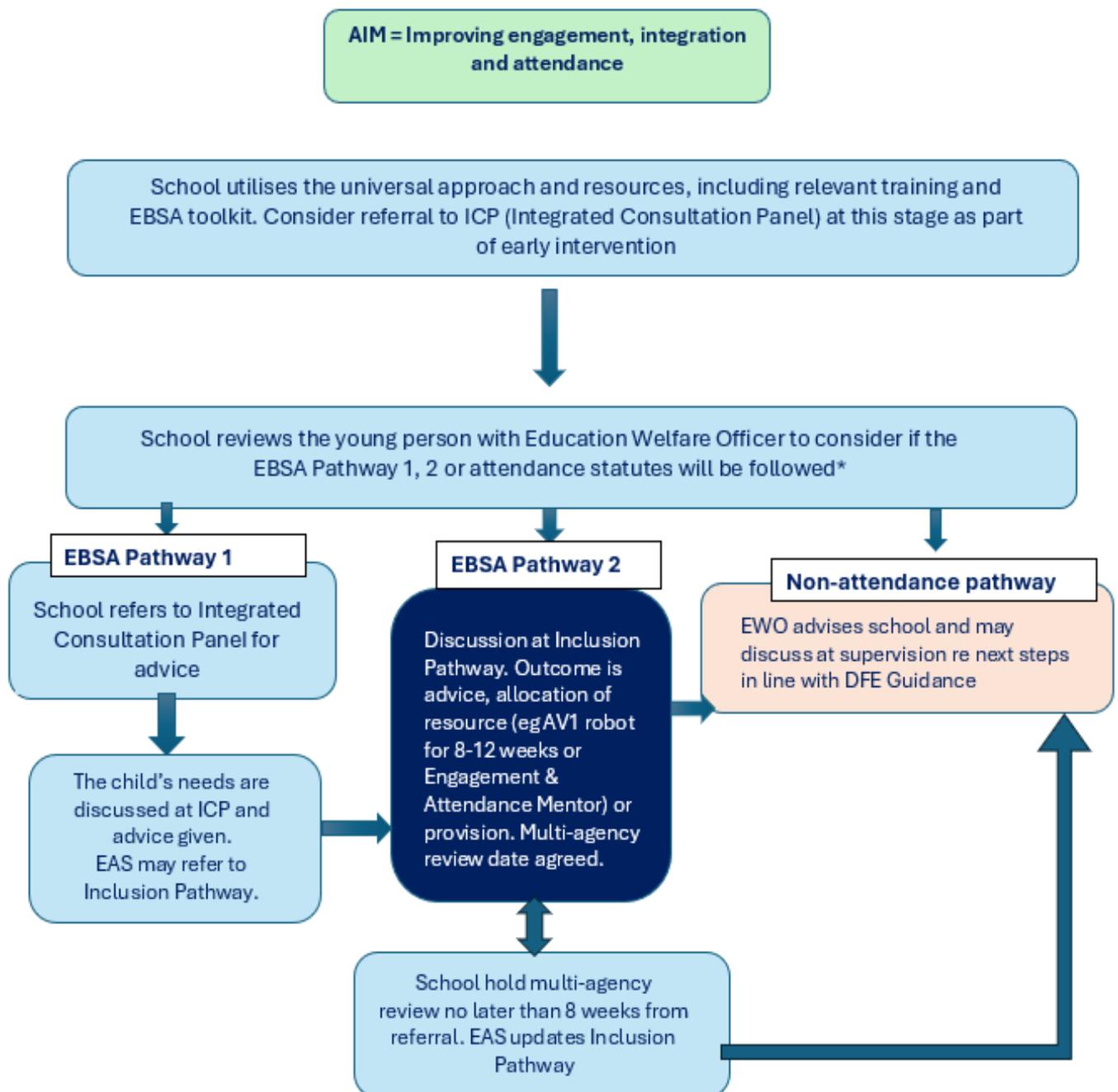
Early identification and intervention are crucial in preventing attendance issues from escalating or becoming entrenched. Shropshire promotes all practitioners and partners working in line with a graduated multi-agency support pathway using an Assess Plan Do Review approach and placing children and young people at the heart of the process.

This approach is illustrated in the diagram, it matches DFE Guidance and is the **expectation for process in Shropshire.**



Shropshire's EBSA pathway and process

The detail for each of Shropshire's process steps is contained in this flowchart



**children with an EHCP can be included in the pathway shown in this flowchart, but it is essential to consult with parent carer and hold a discussion with the child's EHCP Case Worker beforehand. The EHCP team will be represented at the Pathway Meeting in order to support decision making.*

**If the school has no LA EWO then they should contact the Lead Education Officer for Attendance to discuss.*

- Further information to support the **Universal Offer** can be found here [Early help | Shropshire Council](#) and [Social prescribing | Shropshire Council](#)
- **Resources and support** can be found here [Emotionally Based School Avoidance | Shropshire Learning Gateway, Training | Shropshire Council](#) and [The SEND local offer | Shropshire Council](#)

Medical

Support from TMBSS for medical reasons will be considered if there is evidence from relevant health professionals that a pupil of statutory school age is in hospital or not well enough to attend school because of physical or mental health reasons. The referral must include the relevant health information and copies of letters (eg from a consultant) will be requested.

What provision is required for a pupil who is too ill to attend school under reasons relating to **Section 19** is ultimately for the local authority to decide after considering medical advice and information provided by parents/carers and schools. The local authority also has to consider the roles and responsibilities of schools, parents/carers, service providers and other agencies in **funding** these arrangements as outlined in the guidance [Arranging education for children who cannot attend school because of health needs](#).

Advice and support will follow in line with evidence-based approaches and will include follow-up and safeguarding. Guidance will be used to support with advice and reduce potential risk with the right support at right time: [Working together to improve school attendance \(applies from 19 August 2024\)](#)

For more information please also see [Tuition Medical Behaviour Support Service - Hospital Provision & Medical Outreach](#)

Section 19 of the Education Act 1996 takes into account exceptional reasons for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them. This must be an efficient education suitable to a child's age, ability, aptitude and to any SEND they may have. The local authority will consider its wider duties including those in the SEN Code of Practice to support planning in the child's best interests. There may be occasions when a Section 19 referral is needed to be made by the LA itself and brought to the Pathway meeting in line with statutory and practice guidance.



Sixth day provision following a Permanent Exclusion is a legal requirement for the local authority to fulfil. Referrals for this will come in to the Access to Education Service through the **notification form** – [Permanent Exclusions | Shropshire Learning Gateway](#)
(There is no need to complete the Inclusion Pathway Referral form for this purpose.)

Case Study

A referral was made to the Pathway meeting for a primary pupil. Two suspensions had already been issued for persistent disruptive behaviour and another incident followed where the pupil had pushed a member of staff. School had concerns that the situation could escalate to the pupil being at risk of exclusion as there were a number of other significant factors including trauma that were negatively impacting on inclusion and progress. The school wanted to ensure they were acting in the child's best interests and using adjustments, best endeavours and reasonable approaches to avoiding an exclusion.

The school had already held a Pupil Planning Meeting to create a supportive plan around the pupil to re-engage and promote positive relationships. [Pupil Planning Meeting | Shropshire Learning Gateway](#)

The school were identifying the pupil as having special educational needs under the dimension of Social, Emotional and Mental Health – and were in an assess, plan, do review cycle. The SENCO was using [shropshires-ordinarily-available-provision-v2-final.pdf](#) as an aid to using a graduated approach. Interventions included Cool Kids, visual timetable, structured playtime activities, mentoring and access to the sensory room.

The school had put in training for the staff team around being an Attachment and Trauma responsive setting. They were also consulting with Early Help around signposting the family to some support [Early help | Shropshire Council](#). Advice from the Neuro-Development practitioners was being accessed while a request for an assessment around possible autism was being explored.

Actions agreed at the Pathway meeting:

- A primary shared placement with TMBSS was agreed.
- The EAS Inclusion Officer supported the family with advice, so they fully understood the support package and timescales.
- The family were signposted to Autism West Midlands and SENDIASS <https://next.shropshire.gov.uk/the-send-local-offer/family-support/send-information-advice-and-support-service-sendiass/>

Further Information

Information is available on the Education Access Service website - [Supporting attendance, engagement and inclusion | Shropshire Council](#)

We welcome feedback and queries - these can be sent to Eas@shropshire.gov.uk

Date published: 16th February 2026.

The Inclusion Pathway will be reviewed in the summer term 2026

