GUIDE FOR COMPLETING THE PUPIL SUPPORT SUMMARY

For Nottingham City SENCOs & Senior Leaders referring to the INclude Service

Purpose of this guide

This guide supports accurate, thorough completion of the Pupil Support Summary, required for referrals into the Nottingham City INclude Service, which supports children and young people at risk of permanent exclusion.

The Summary helps the INclude Service triage panel to understand:

- The young person's strengths

- Key concerns and risks

- Interventions already attempted

- Training accessed

- Current provision

- The working hypothesis at referral

- Clear evidence from APDR cycles

📘 SECTION-BY-SECTION GUIDANCE

1. Young Person's Strengths

Strengths should come from multiple perspectives — child, family, staff, other professionals.

Highlight:
- Interests, talents, motivators

- Positive relationships

- Personal qualities

- Areas of academic engagement

- Existing protective factors

---

2. What Are We Worried About?

Describe **observable behaviours**, not interpretations. Keep this factual and specific:

- What is happening?

- When?

- How often?

- In what contexts?

Avoid diagnostic language unless supported by formal assessment.

---

3. Short-Term and Long-Term Impact

Short-Term

Immediate risks, including:

- Learning time lost

- Distress for the CYP and peers

- Safety risks

- Daily disruption to routines

Long-Term

Consider potential consequences if the pattern continues:

- Widening academic gaps

- Escalation to exclusion

- School avoidance

- Social/relationship breakdown

- Risk of mental health difficulties

- Impact on future learning pathways

---

4. Working Hypothesis

This is a *core component* of the referral.

The hypothesis should:

- Offer a structured explanation for the behaviour

- Be based on **unmet needs**, not labels

- Recognise the behaviour's **function**

- Consider **context**, **triggers**, **environment**, **relationships**, and **systemic factors**

- Be a **working theory** that evolves with new information

Recommended sentence stem:

We hypothesise that [behaviour] occurs in response to [underlying/unmet need or trigger] and is maintained by [relational/environmental factor]. This may be linked to [vulnerabilities or strengths] and is best understood in the context of [broader systemic or situational factors].

For further information on expectations regarding hypotheses, please refer to the 'Developing Hypotheses' PowerPoint on the INclude referrals page.

---

5. Ordinarily Available Provision

Detail all strategies tried **before** referral, such as:

- Quality First Teaching adaptations

- Visual supports and structured routines

- Scaffolding, pre-teaching, reduced cognitive load

- Regulating spaces or sensory breaks

- Pastoral check-ins

- Peer support

- Targeted group interventions

Panels must see a **graduated response in action**.

---

6. Training Accessed

List staff training relevant to the CYP, e.g.:

- De-escalation

- Trauma-informed practice

- Attachment awareness

- Autism/ADHD CPD

- Emotion coaching

---

7. Current Provision / Support

Tick accurately using the categories from the Summary template (e.g., small-group support, alternative provision, 1:1).

---

8. APDR Cycles

Each cycle must include:

- Working hypothesis

- Clear strategy implemented

- Honest evaluation of impact

- CYP, parent, school feedback

- Whether risk assessments or handling plans were updated

- Whether the hypothesis changed

The panel will look for:

- Increasing sophistication of understanding

- Iteration based on impact

- Evidence that school have **exhausted ordinarily available provisions**