

SEND Programme Board

Response to the Deep Dive Report

Progress against Objectives Autumn 2021

Context: Analysis of Permanent Exclusion Data Autumn 2021

By area and SEND status Autumn 2021

Area	Total	EHCP	SEN Support	No SEND
North	32	5	7	20
South	31	4	9	18
West	8	1	3	4
Total	71	10	19	42

This autumn, permanent exclusions in the North account for 45% of the total. This is a sharp increase. South Suffolk usually account for around 44% of the permanent exclusions and West Suffolk for 23% and 29% of the exclusions in previous autumn terms. This autumn, the West schools have significantly reduced their permanent exclusions and the northern schools have significantly increased their rates – last autumn they accounted for 27% which is more in line with previous years.

SEND status over time

Period	Total	EHCP	SEN Support	No SEND	No SEND %
Autumn term 2019	76	9	21	46	61%
Autumn term 2020	48	5	10	33	69%
Autumn term 2021	71	10	19	42	59%

Levels of children being excluded with SEND are still disproportionate.

In addition:

- Whilst this year, overall 59% of children did not have SEND, 50% of girls permanently excluded had SEND.
- 16% of children excluded in Autumn 2021 were not of White backgrounds. This is an increase of 4 percentage points on the previous two years.

Boys still are at increased risk of permanent exclusion. This is broken down into Key Stages in the following table:

	Boys	Girls	Total
KS1	3	1	4
KS2	13	2	15
Total Primary	16	3	19
KS3	17	8	25

KS4	19	7	26
Total Secondary	36	15	51
Overall gender split	75%	25%	

Reasons for Permanent Exclusion

The main reasons for exclusion are below:

Autumn term	Disruptive behaviour	Physical assault	Threatening behaviour
2021	29	14	14
2020	27	8	3
2019	37	16	5

Whilst we are seeing a downward trend in persistent disruptive behaviour, we have seen a significant rise in the number of CYP excluded for threatening and violent behaviour. This autumn, six of the children excluded for physical assault were in primary school.

Progress against Priorities from the Programme Board

One of the main concerns from the Deep Dive activity was the number of children that were permanently excluded for persistent disruptive behaviour. The following priorities sought to address this and establish more inclusive schools.

Priority 1: Establish a Suffolk wide agreement and framework about what it means to be an inclusive education organisation and develop good practice models to support education providers to achieve this standard

- 18 schools, seven of which are high schools, are now signed up to the Inclusion Quality Mark. Five schools are with the Unity Trust, with considerable presence in the west of the county. Half of the schools are in the west of the county. This could be contributing to the reduction of exclusions in that area.
- The Whole School Inclusion team are working across 50 schools in total currently. We are working with several high schools in Ipswich and have linked two schools who are focussing on reducing exclusions and collaborating in their inclusive approaches. One of these is signed up to the IQM.
- All 18 IQM schools are participating in 'Keys to Inclusion' training this term. We are running a network meeting this term to link the schools and discuss the impact of their work moving forward.

Priority 2: Strengthen the support arrangements provided and facilitated school to school by the SCC Specialist Education Services to enable the development of best practice in identifying need and ensuring effective support for children with SEND across all settings.

- The redesign of the Specialist Education Services has been popular with schools according to a recent survey by SPCF.
- However, the service has already reached capacity in some areas so we are now developing more immediate ways of supporting schools through consultations and an extension of the SENCO support line.
- We are extending our reach into the SENCO networks with more collaboration with agencies on the SENCO Support Forum and CPD offer

Priority 3: Develop an expert team of practitioners to support the development of and disseminate best practice across Suffolk settings in meeting the educational needs of children and young people who exhibit persistent disruptive behaviour.

- Please see priority 1 above.
- The Whole School Inclusion Team are working alongside Family Services in the North to support and also build experience and knowledge around the process of permanent exclusion to better understand the need.
- There is a challenge in this area around pre-emptive PRU provision and access to AP through the Local Offer.

Priority 4: Establish a Suffolk wide protocol, co-produced with school leaders and parent organisations regarding the use of part-time timetables in mainstream schools for any pupils and seek the support of all academies and maintained schools in its implementation. Implementation of the protocol would be part of the agreed inclusion standard. This would need to be led by a joint team drawn from across Education and Learning and Inclusion Services.

- Matthew Cooke is leading on a protocol to be shared with schools
- However, the working party has established that there is a need for a team to lead on the work of monitoring, supporting and challenging around this work.
- A dashboard has been created from Social Care colleagues which identifies CYP that are not accessing full-time education. We are working across teams to investigate and support the circumstances.

Priority 5: Work with school leaders to agree a straightforward way for them to routinely share fixed term exclusion data with the County Council so that pupils who need additional support can be identified more quickly.

- A representation of school leaders have agreed to the way in which this is collected.
- Schools have been asked for the data for Autumn Term and this is currently being collated.
- There is a working party from Standards and Excellence and Inclusion to analyse this data once it is complete. Analysis of this and action points should be in place in the next few weeks.

Priority 6: Develop and implement Suffolk protocols for the transfer of information / communication regarding managed moves and placement following PEX in co-production with school leaders and parents/carers.

- Capacity issues in Family Services have not enabled this to take place at present.
- Following the SEND review, we are considering where responsibility of this protocol lies as this piece of work has been led by Family Services.

Priority 7: Develop a wellbeing and support offer for pupils who are subject to a PEX and for their parents and carers.

- We have developed a working group across Inclusion, Youth Justice and P&T Services who monitor the support offered to families post permanent exclusion.
- This work will inform the development and workstream of Priority 6.

Priority 8: Undertake a review of the current IYFAP process in consultation with school leaders to identify further steps that can be taken to strengthen the process and secure active participation from more schools.

- See priority 6 above.

Priority 9: Plan and implement a communications and information sharing campaign to ensure that all education leaders have the latest information about the support offer, systems and provision in place to assist them in meeting the needs of pupils with additional needs.

- Programme of events in place to share developments and services, including Early Help, Health.
- Senco Bulletin and Headlines continues to share information
- Increased involvement in programmes such as the SENCO Award and the New to SENCO offer provides those new to the role an understanding of the Suffolk Graduated Response.

Maria Hough January 2022.