

SUFFOLK SEND PROGRAMME BOARD

SUBJECT:	Permanent Exclusions Deep Dive Response
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PURPOSE:	To provide and overview to the board of the progress regarding the LA response to the Deep Dive Activity into Permanent Exclusions

SUMMARY OF MAIN POINTS:

- Despite a reduction in permanent exclusions in the current academic year, we are still concerned that the reasons.

RECOMMENDATIONS

That Programme Board support and promote in their connections with stakeholders:

1. The activities detailed in this report.
2. The continued challenge and support to schools to reduce exclusions.

DETAILS

This paper provides an update from the paper shared in March.

At that point, it was agreed that the new AD for Inclusion would likely lead on Phase 3 of the programme, but as this is not until August some preparation work has been completed.

An implementation plan is being formed taking account of the timescales for the SES redesign around these priorities:

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.

We have investigated the Inclusion Quality Mark as a nationally recognised framework to implement across the system. We have spoken with potential early adopters and other system leaders to establish how this can land well, including a lead in the teaching schools hub.

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 SES Redesign consultation has been completed and the new leadership team take up their roles from 1 August, with teams in place for 1 September. We are currently sharing details with stakeholders around this. T

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 above in P1 and P2. The SES Redesign also includes a Whole School Inclusion Team and SEMH team.

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.

Work is commencing on this with the Education And Learning Team, Provider Development Team within Inclusion and representatives from SES.

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 system has been created and discussed with some system leaders. This will be launched in Summer 2 to collate data from the summer term at the beginning of September.

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.

This piece of work is starting in the Summer term when processes are reviewed.

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

The research work by the P&TS team will inform this priority, and a bespoke package offered and facilitated by the Inclusion Practitioner team, within the Whole School Inclusion Team as part of the Stage Three response to need.

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

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. This is already in train and school leaders, parents and stakeholder groups are working with the Headteacher of the Specialist Education Services.

DFE Funded Project

Following the PEX Deep Dive and the award of DfE funding for the Partnerships bid to reduce permanent exclusions, this paper aims to summarise the activities that will be undertaken to support school inclusion. Using the milestones contained in the bid to DfE and the priorities identified within the permanent exclusions (PEX) deep dive, this work aims to support and build on the Local Authorities (LA's) existing work to reduce permanent exclusions, especially through multi-agency working.

Preventative interventions are known to be more effective than reactive responses to situations. It is therefore proposed that the focus of interventions centres on developing a culture of inclusion within schools, supporting them prior to the LA being notified of a permanent exclusion.

With more than 50% of permanent exclusions in the last academic year being due to persistent disruptive behaviour, identifying trends in fixed term exclusions will allow the LA to provide extra support to the school in supporting these young people to remain in school. It will enable the school to more easily convene teams around the child to support and avoid a permanent exclusion.

GOVERNANCE

The management of the programme will be undertaken by one of the Specialist Education Services Whole School Inclusion team posts, thereby enabling the money received for backfill to cover project management costs and to fund communications activity and matched funding for specific inclusion programmes schools might choose to undertake. A steering group has been established. Representatives from the steering group who also sit on the LA's Safer in Schools Board will be responsible for sharing information and providing updates between the two initiatives. At the end of the project, work undertaken by this project will transition into business as usual within the Inclusion and/or Education and Learning teams or into another arrangement which has arisen during the life of the project.

ACTIVITY & OUTCOMES:

The project will look to:

1. Improve the number of schools providing their fixed term exclusion data to the LA
2. Establish of an inclusion support helpline for schools, similar to the SENCO line
3. Improve the scrutiny and rigor in the exclusion notification form provided to the LA by a school to ensure all routes have been exhausted prior to a permanent exclusion.
4. Add the 'risk of permanent exclusion' to the thresholds for intervention with MASH
5. Develop e-learning and resources for schools and social care staff to support multi-agency support in mitigating exclusions through the inclusion agenda
6. Offer financial support for schools to apply for the Inclusion Quality Mark and access bespoke training and support.
7. Work with partners such as the Psychology and Therapeutic team to promote whole school inclusion.

Delivering these objectives will provide the following benefits:

- Access to exclusion data will allow the LA to identify trends and provide early intervention and additional support to those at higher risk of permanent exclusion
- A helpline and thresholds will encourage schools to ask for and receive multi-agency intervention at an early stage through Suffolk's graduated response.
- Senior Leaders and Governors will have a better understanding of their role and the implications for the young person of a permanent exclusion.
- Encouraging schools to be more inclusive through the Quality Mark by its nature will reduce the school's reliance on exclusion as an intervention.

INDICATIVE PROJECT PLAN

Activity	May 2021								2022						
	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Meetings with stakeholders and system leaders to discuss project and communication plan															

Findings of the PEX deep dive shared with system leaders together with mechanism to collect data																
Trial run of data collection																
Data collection of fixed term exclusions for Summer Term – all schools																
Analysis of data to inform targeted work by SEMH and Whole Teams																
Training programme for Governance designed																
Governance training plan trialled																
Engagement of Teaching school hubs in the Inclusion Quality Mark (IQM)																
Enrolment of pilot schools in IQM																
Review of progress of pilot schools																
Recruitment of further schools in the IQM																

FINANCIAL IMPLICATIONS

The LA has already committed £60,000 towards the inclusion agenda, focusing on supporting schools to achieve the inclusion quality mark and additional training. This is supplemented by a further grant from the DFE of £40,000 which will notionally be allocated as follows: £10k developing e-learning, £10k comms and development/distribution of pocket guides with the remaining £20k funding schools to obtain the inclusion quality mark: this will be targeted towards the schools in Suffolk that are known to have higher levels of exclusion.