

# CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE



Report subject	<b>SEND Improvement Journey - Theme: permanent and fixed term exclusions</b>
Meeting date	26 July 2022
Status	Public Report
Executive summary	In May 2021, BCP Council's Children's Services commissioned an Appreciative Inquiry into inclusive practices across schools in Bournemouth, Christchurch and Poole. Recommendations were made to improve practice. In addition, BCP Council and Dorset Clinical Commissioning Group (CCG) were required to submit a Written Statement of Action following a local area Special Needs and Disabilities (SEND) inspection. Several of these actions aim to reduce exclusions.
Recommendations	<b>It is RECOMMENDED that:</b>  <b>Members take note of the actions proposed to reduce exclusions in schools in Bournemouth, Christchurch and Poole.</b>
Reason for recommendations	BCP Council and Dorset CCG will be held to account by Ofsted and monitored by the Department for Education (DfE). Re-inspection is expected in early 2023.

Portfolio Holder(s):	Councillor Nicola Greene, Portfolio Holder for Council Priorities and Delivery
Corporate Director	Cathi Hadley, Director of Children's Service
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Wards	Council-wide
Classification	For Information

## Background

1. The outcome of the Appreciative Inquiry was 45 recommendations to improve inclusive practices across BCP schools. The implementation of these recommendations should reduce exclusions.
2. The Written Statement of Action will ensure delivery of many of the recommendations of the Appreciative Inquiry.
3. There are two types of exclusions: fixed term, now referred to as suspension, and permanent. A **fixed term exclusion** is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in a single academic year. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
4. **A permanent exclusion** involves the child being removed from the school roll. However, the head teacher must not remove a pupil's name from the school Admissions Register until the outcome of the Independent Review Panel, if this route is followed by parents.
5. All schools have a policy which sets out their approach to behaviour and conduct in their school and rewards and sanctions.
6. There are certain groups of pupils with additional needs who are particularly vulnerable to exclusion. This includes pupils with Statements of Special Educational Needs - SEN or an Education, Health & Care Plan – EHCP, and 'looked after' children.
7. Head teachers should, as far as possible, avoid permanently excluding any pupil with a statement of SEN or EHCP or a 'looked after' child. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.

## Exclusions in BCP

8. Figures from all Schools including primary, secondary, special, alternative provision and pupil referral unit:

	Permanent Exclusions		Suspensions		Number of pupils with 1+ suspension	
	2018 - 2019	2021 - to date	2018 - 2019	2021 - to date	2018 - 2019	2021 - to date
EHCP	1	6	275	393	88	148
SEND Support	39	35	1580	1447	512	520
No SEND	75	31	2290	1620	994	694

9. The academic year 2018/2019 has been used as a comparison due to the pandemic where numbers were understandably lower due to fewer children being in school.
10. In May 2019, BCP had 2264 young people with an EHCP and in May 2022 there were 3177.

## Actions

11. Actions being taken to reduce exclusions:
- Revising BCP's Managed Move process and guidance
  - Introduction of extended duties of the Virtual School - now having a strategic approach for all children with a social worker regarding education
  - Virtual School providing free trauma and attachment training for all schools regardless of the number of Children in Care
  - Specific team with the Inclusion Service to oversee the number of permanent exclusions and suspensions and work with schools strategically to reduce this.
  - Audit and review of alternative provision in the local area
  - Reviewing service level agreements with alternative providers, looking specifically at reintegration to mainstream school, providing places for schools to purchase
  - Improving referral pathways for diagnosis and support
  - Setting up a BCP Headteachers Forum
  - Forming a pre-exclusions panel
  - Agreeing an Inclusion Standard for schools to sign up to
  - Co-producing a 5-year education strategy with schools, families and partners
  - Introducing an Inclusion Quality Mark

- m) Providing all schools with a Navigator
- n) Strengthening early intervention support through Inclusion and Early Help team
- o) Increasing funding for schools to support children with Education, Health and Care Plans
- p) Supporting the consistent implementation of graduated response from all schools
- q) Increasing resource base and special school provision

## **Options Appraisal**

12. N/A

## **Summary of financial implications**

- 13. For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil, again of compulsory school age, to begin no later than the 6th day of the exclusion. This duty is set out in section 19, Education Act 1996.
- 14. In addition, where a pupil has a Statement of Special Educational Needs or Education, Health & Care Plan, the Local Authority must ensure that an appropriate full-time placement is identified in consultation with the parents.

## **Summary of legal implications**

15. As stated throughout report.

## **Summary of human resources implications**

16. N/A

## **Summary of sustainability impact**

17. N/A

## **Summary of public health implications**

18. N/A

## **Summary of equality implications**

19. N/A

## **Summary of risk assessment**

20. N/A

## **Background papers**

BCP Appreciative Inquiry:

[The Appreciative Inquiry into Inclusion Practice in BCP Schools.pdf \(bcpcouncil.gov.uk\)](#)

BCP Written Statement of Action:

[BCP Local Area WSoA for SEND](#)

## **Appendices**

None.