

Appendix 2: Exception Reports for Permanent Exclusions – Secondary Education, Percentage of children in care with attendance at a ‘Good’ or ‘Outstanding’ school above 95%, CIC- NEETs, and children missing out on education

Exception Performance Report

Please use this report explain the reasons for performance not meeting target, the risks this presents in each of the sections and the actions and intervention planned or in place to improve performance and mitigate the risks identified.

This report will make up part of the overall corporate performance report presented to Cabinet.

Indicator Description (taken from performance scorecard):

Permanent exclusions as a percentage of all secondary school age children

2022/23 Q4 outturn: 0.32

Quarterly Target: 0.18

Reason for level of performance:

The number of permanent exclusions will increase throughout the year but our aim is to reduce the increase as we are twice the national average for secondary PEX. Schools have stated that they are struggling to access good quality AP to support young people at risk of PEX. The AP places we have for those children who have been PEX are almost full so we are unable to offer them as turnaround places.

The length of time that it is taking for children to have EHCP agreed is impacting of the length of time that schools remain in schools without required funding or moving to a suitable provision. In many cases this is resulting in PEX

Increase in complexity of young people's needs. Schools are struggling with offering Early Help that is more than what they can provide and not targeted family support where the threshold may be too high.


The behavioural approach that many academy trusts use prioritises the majority of pupils in a class and therefore those that may need a more relational approach are less of a focus and may not have their needs met resulting in permanent exclusions.

Summary of financial implications:

Local authorities have a statutory duty arrange education for children that are permanently excluded. If they cannot be placed in a mainstream school this will be in alternative provision. An alternative provision place will cost between £20,000 and £50,000 per year. Places are funded from the Schools High Needs Block funding, which is currently in deficit.

Summary of legal implications:

Local Authorities have a statutory duty arrange education for children that are permanently excluded from the 6th day after they are permanently excluded. The high number of permanent exclusions and limited alternative provision capacity can result in the Council failing to arrange appropriate education within statutory timescales which could result in legal challenge.

Summary of human resources implications:
The prevention of permanent exclusion and the placement, monitoring and safeguarding of permanently excluded children requires significant staffing resources. Presently there is insufficient capacity to perform all of these functions adequately.
Summary of sustainability impact:
Evidence indicates that children and adults that were permanently excluded will require greater support from services during their lifetime.
Summary of public health implications:
It has been evidenced that children that have been permanently excluded achieve less well against a wide range of health and wellbeing outcomes, both through childhood and later life.
Summary of equality implications:
It has been evidenced that children who are disadvantaged, vulnerable, have additional needs and have BAME heritage are disproportionately affected by permanent exclusion.
Actions taken or planned to improve performance:
<ul style="list-style-type: none">• EPS/SEND/Inclusion to work with schools to ensure early identification of need, especially of SEMH• AP review including both the 'As is position' and 'What new is going to look like'.• Working alongside HTs to understand what needs to happen and ensure that they are part of the solution.
Completed by: Kelly Twitchen
Service Unit Head approval with date:  05/05/23

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Indicator Description (taken from performance scorecard):

Percentage of children in care with attendance at a 'Good' or 'Outstanding' school above 95%

2022/23 Q3 outturn: 62%

Quarterly Target: 100%

Reason for level of performance:

% of CIC attending schools by OFSTED rating

Inadequate 0%

Requires Improvement 3.4%

Good 60.6%

Outstanding 21.4%

No rating 10.4 %

There has been a 4% increase from last term on the number of children attending a good or outstanding school with attendance above 95%.

Overall Attendance % according to OFSTED rating end of Autumn Term 2022/2023

RI 86.3%

Good 85.3%

Outstanding 79.7%

No rating 86.5%

Overall Attendance % according to school stage end of Autumn Term 2022/2023

EYFS 100%

KS1 94.9%

KS2 92.6%

KS3 79.8%

KS4 75.3%

The number of changes in care placements especially those to outside of BCP impact on attendance figures for our young people. 23 CIC have had placement breakdowns or moves which has disrupted their education which has affected their ability to attend. Of this group 12 have an EHCP further increasing the time taken to find a suitable school and impacting on their attendance. 7 of the 21 have an application for an ECHP in place waiting for an assessment.

2 CIC that have been new into care during this period have been placed outside of BCP which has resulted in a school move, 1 of these young people have an EHCP which in increase the amount of time taken to start at a school.

Care placement moves, especially as many are outside of BCP are impacting on the attendance of our young people. When a CIC moves care placement we work with the BCP to keep them on roll until another school is found. The BCP school then works with the alternative provision that is put in place whilst a new school is applied for, ensuring an appropriate curriculum and safeguarding measures are in place. This then impacts on the young person's overall attendance

figure and with the majority of our young people attending good or outstanding schools this is where the impact of the move is mostly seen.

Summary of financial implications:

N/A

Summary of legal implications:

N/A

Summary of human resources implications:

N/A

Summary of sustainability impact:

n/A

Summary of public health implications:

N/a

Summary of equality implications:

N/A

Actions taken or planned to improve performance:

- Attendance targets are in place for CIC with a % under 95% at each PEP NB due to the fewer number of days that a young person can attend earlier in the school year the Autumn term target is 90%. Attendance data is mandatory on the PEP document prior to the meeting, ensuring it is discussed at each meeting with all professionals and the young person if necessary.
- Working closely with social workers to ensure applications for schools are made as soon as a care placement move is agreed to avoid drift and delay.
- Placement Approval forms completed by either Head Teacher or Deputy Head Teacher of the VS to explain the impact of the care placement move on the child's education
- The Virtual School has an Offer for schools that are Requires improvement that includes closer monitoring of attendance.

- VS continue to part fund an Officer within the SEND team to work specifically with CIC who are placed out of BCP to ensure there is a reduction on drift and delay in securing education and therefore improving attendance for CIC

Completed by: Kelly Twitchen

Service Unit Head approval with date:

Stampel

05/05/23

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Indicator Description (taken from performance scorecard):

CIC - NEETs

2022/23 Q4 outturn: 29%


Quarterly Target: 12%

Reason for level of performance:

The increase in the number of UASC has impacted upon our NEET figures when the young people come into BCP in the middle of an academic year. The care placements for some UASC have needed to move to out of BCP which has led to some young people who were on roll at B&P College coming off roll due to the distance they have moved or refusing to attend due to the distance. 55.6% of our young people in year 12 and 13 that are in care and are NEET are unaccompanied asylum seeking children.

Summary of financial implications:

VS have worked with B&P College to allow ESOL students to enrol in January and April as well as September to ensure that young people can attend college as quickly as possible. Prior to this students are offered online ESOL provision and if living in the BCP area additional face to face lessons with ICN. This is funded by the Virtual School.

Summary of legal implications:
N/A
Summary of human resources implications:
The increase in UASC numbers has increased the size of caseloads in the Virtual School.
Summary of sustainability impact:
The introduction of PPG for all post 16 students will support funding education packages for UASC when they first arrive.
Summary of public health implications:
N/A
Summary of equality implications:
A suitable education is arranged and offered as quickly as possible to all young people in care in year 12 and 13.
Actions taken or planned to improve performance:
<ul style="list-style-type: none"> • Transport options are being explored to allow students to continue at B&P College • Other alternative provisions to be explored locally to care placements • Discussions with other Colleges regarding ESOL courses available. • Due to a large number of UASC moving to Southampton we have used PPG to fund a bespoke course for the cohort in Southampton including ESOL, Maths and enrichment activities for the Summer term. • The introduction of a lead for KS5 to closely monitor those at risk of NEET and work with local partners to increase options for those CIC in year 12 and 13. • A member of the VS works on site at B&P college each week, providing both support for our CIC but also to college staff. • Welfare Call Analytics to now show Post 16 data for analysis and monitoring.
Completed by: Kelly Twitchen
Service Unit Head approval with date:  05/05/23

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**Indicator Description (taken from performance scorecard): Education:
Number of children who are missing out on education**

2022/23 Q4 outturn: 285

Quarterly Target:

Reason for level of performance:

This cohort is the number of children reported to the council by schools in BCP. There is not a statutory duty for schools to return this data to us as a council but we are requested by OFSTED to have this data but also it is important to have an understanding of the trends in BCP of chn who are not receiving a full time education. Not all schools make us aware of children who are not attending fulltime and unfortunately due to capacity the Inclusion team do not have time to analysis this data, identify trends or ensure that the data is accurate. we ask schools to inform us if a young person is not receiving a full-time timetable at a mainstream or special school for the following reasons:

- Reduced timetable
- Accessing AP
- Blended offer with another school
- Hospital Education
- Remote learning
- Awaiting EHCP and school can no longer meet need
- Mental Health and school can no longer meet need
- Work experience (outside the year 10 work experience for the whole cohort
- 14-16 college programme

Summary of financial implications:

N/A

Summary of legal implications:

N/A

Summary of human resources implications:

N/A

Summary of sustainability impact:

N/A

Summary of public health implications:

N/A

Summary of equality implications:

N/A

Actions taken or planned to improve performance:

There is currently no direct working being undertaken to reduce this number by the council due to capacity and officers needing to be deployed to work on ensuring alternative provision is being provided and monitored with children returning to mainstream school.

Looking to the future we are considering how reducing the number of CMOE could become part of the work undertaken by the attendance support team, working with schools to identify the reasons behind the need to reduce a child's education and generate individual plans on how professionals will work with the family and young person to improve attendance. Currently the Attendance team only have enough staff to undertake legal duties. Adverts are being published to recruit this month. This will need to be included as part of BCP Council's Early Help offer and further discussions are to be had on what this will look like and who and what will be provided on our continuum of need.

We are working with the DFE to introduce 'Working Together' the recent DFE guidance for attendance.

Completed by:

Kelly Twitchen

Service Unit Head approval with date:



05/05/23