

School exclusions and Alternative Provision performance

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Presentation overview

- Requirement of schools and relationship with Local Authority including information sharing
- Latest published data on school exclusions and the characteristics of young people who are excluded
- Local information on managed moves and working with vulnerable young people
- Southwark's Alternative Provision - performance

Headteacher notification duties relating to exclusion

Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it

The head teacher must, without delay, notify the governing board and the local authority of:

- any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
- any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any exclusion which would result in the pupil missing a public examination or national curriculum test.

The head teacher must also notify the local authority and governing board once per term of any other exclusions not already notified. Notifications must include the reason(s) for the exclusion and the duration of any fixed-period exclusion.

In addition, within 14 days of a request, a governing board must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, information about any exclusions within the last 12 months.

Headteacher notification duties relating to exclusion

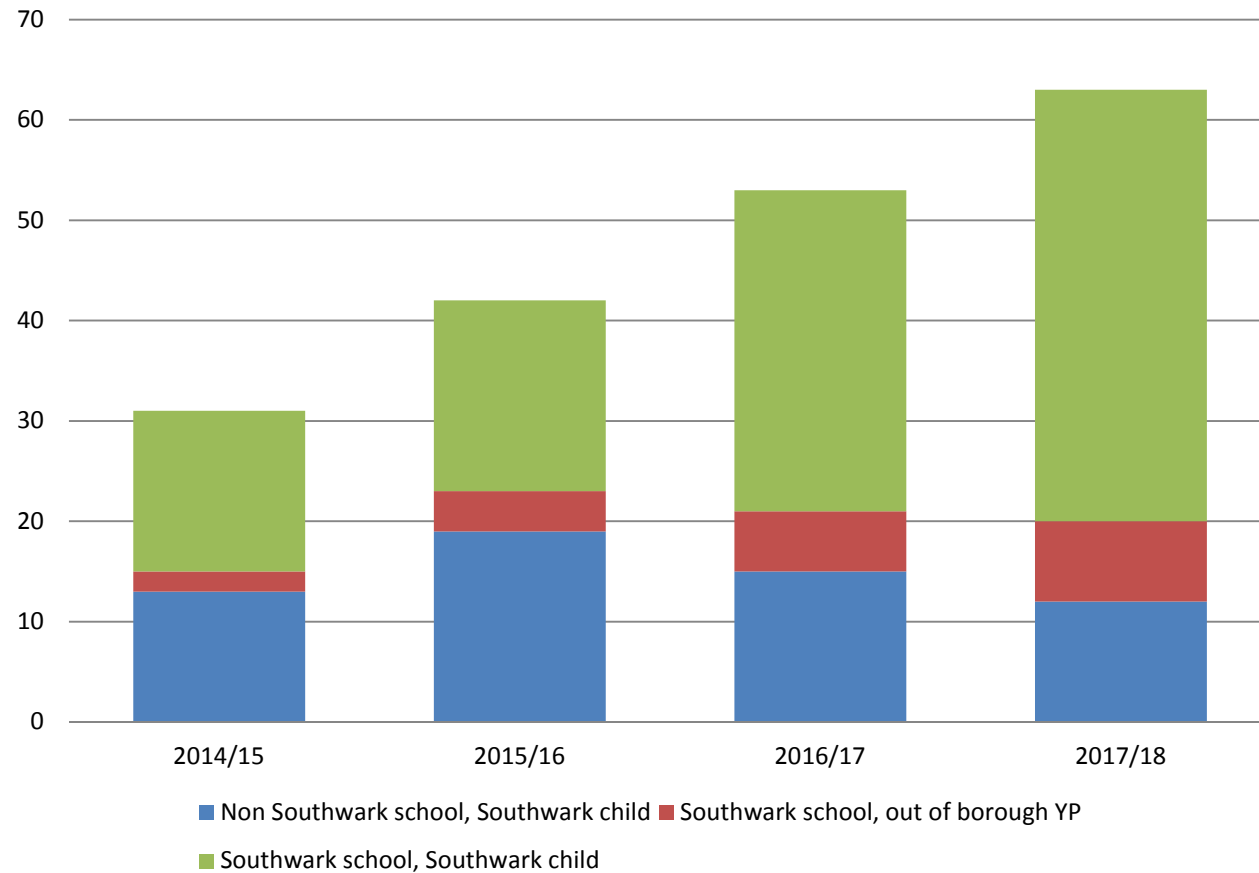
For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the head teacher must also notify the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth school day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.

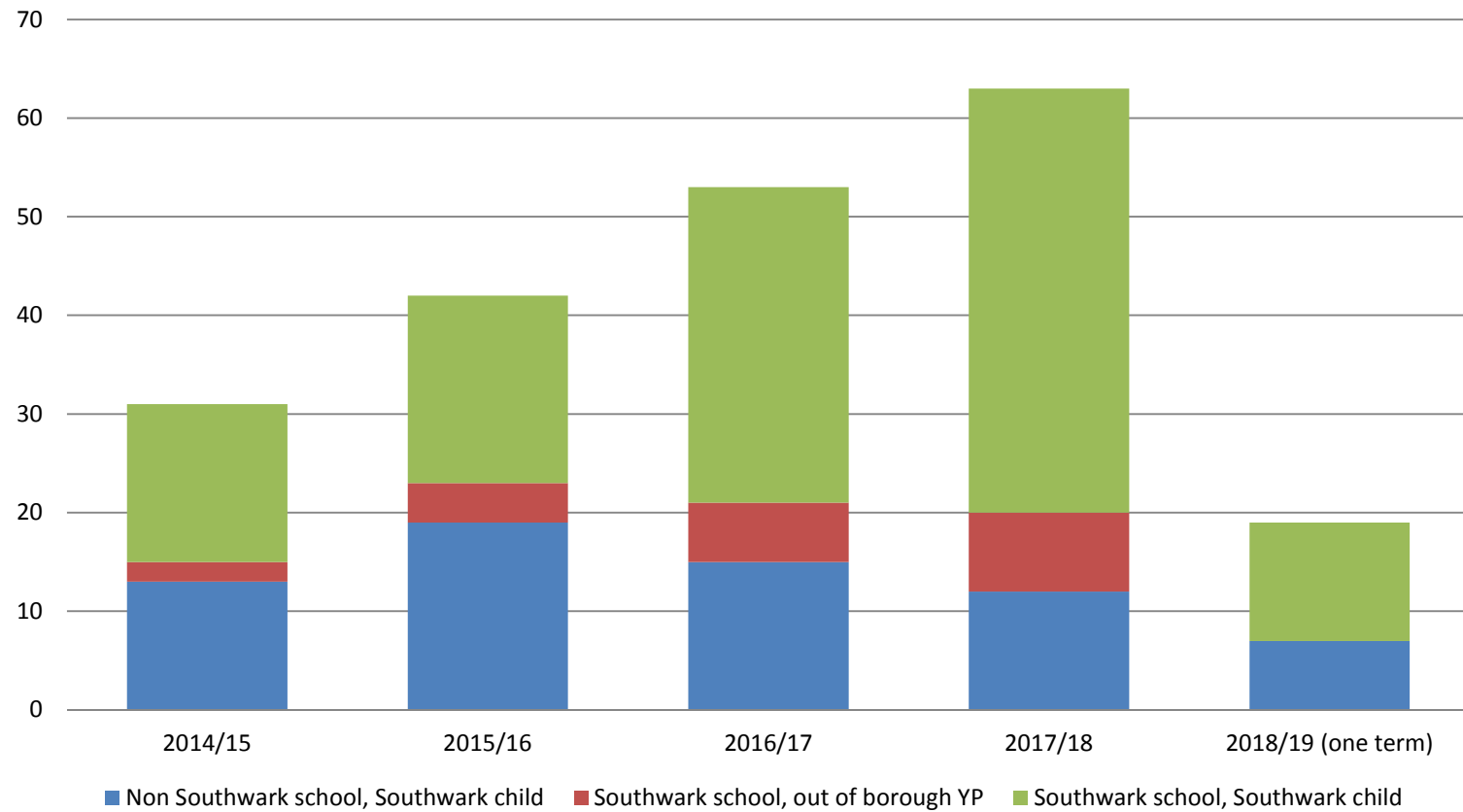
In addition, where a pupil has an *EHC plan*, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

The local authority must have regard to the relevant statutory guidance when carrying out its duties in relation to the education of *looked after children*.

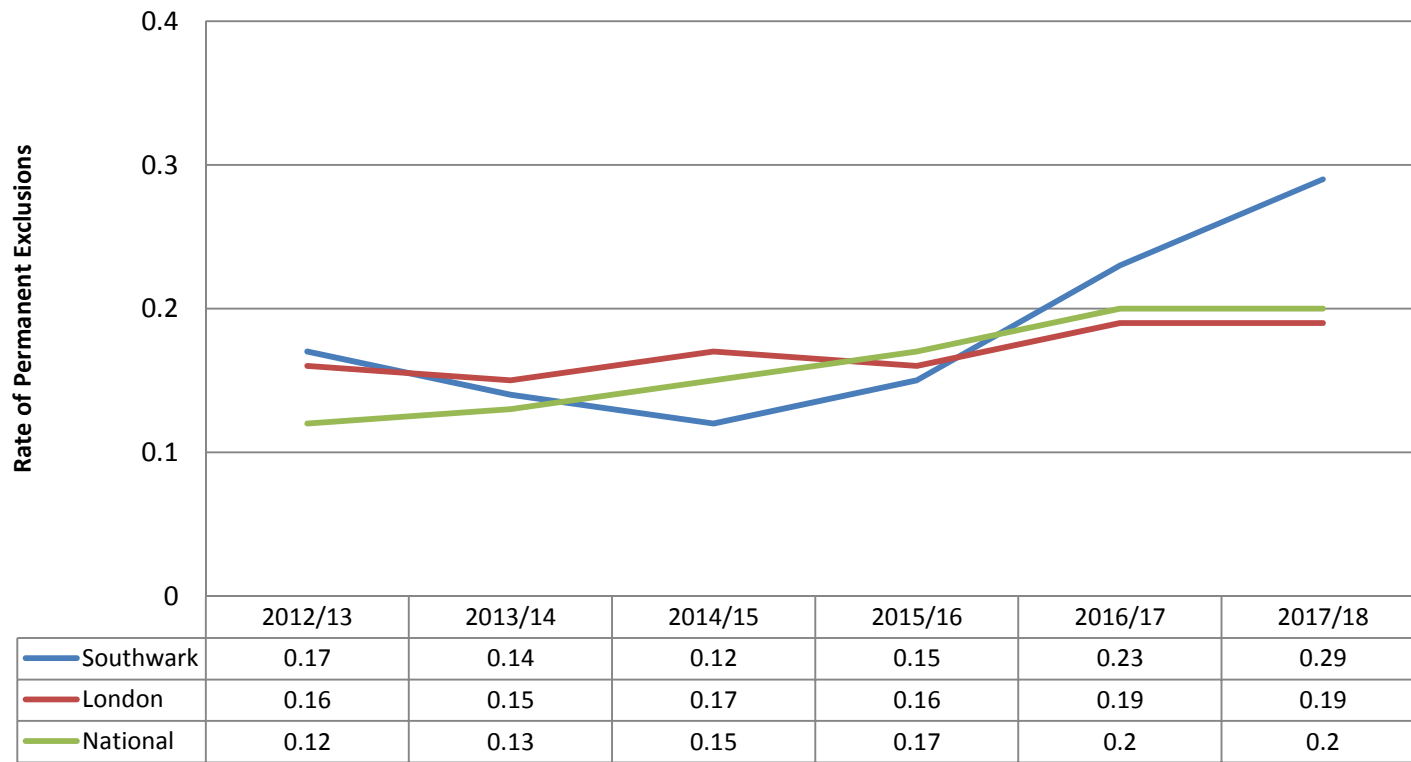
Number of Permanent exclusions (PEX) relating to Southwark schools / Southwark young people by Academic Year



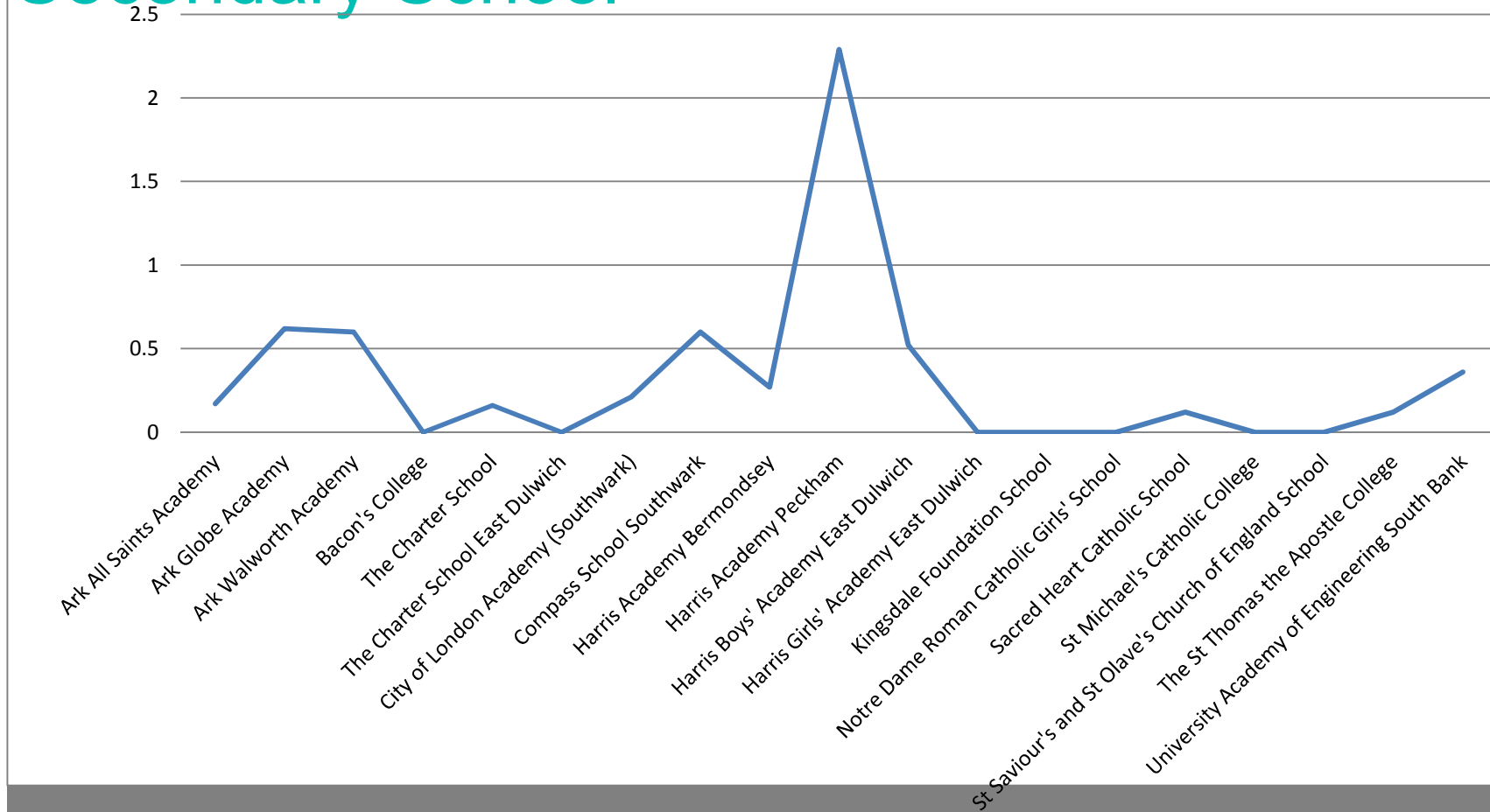
Number of Permanent exclusions relating to Southwark schools / Southwark young people by Academic Year



Comparison of Secondary School Permanent Exclusion rates 2012/13 to 2017/18



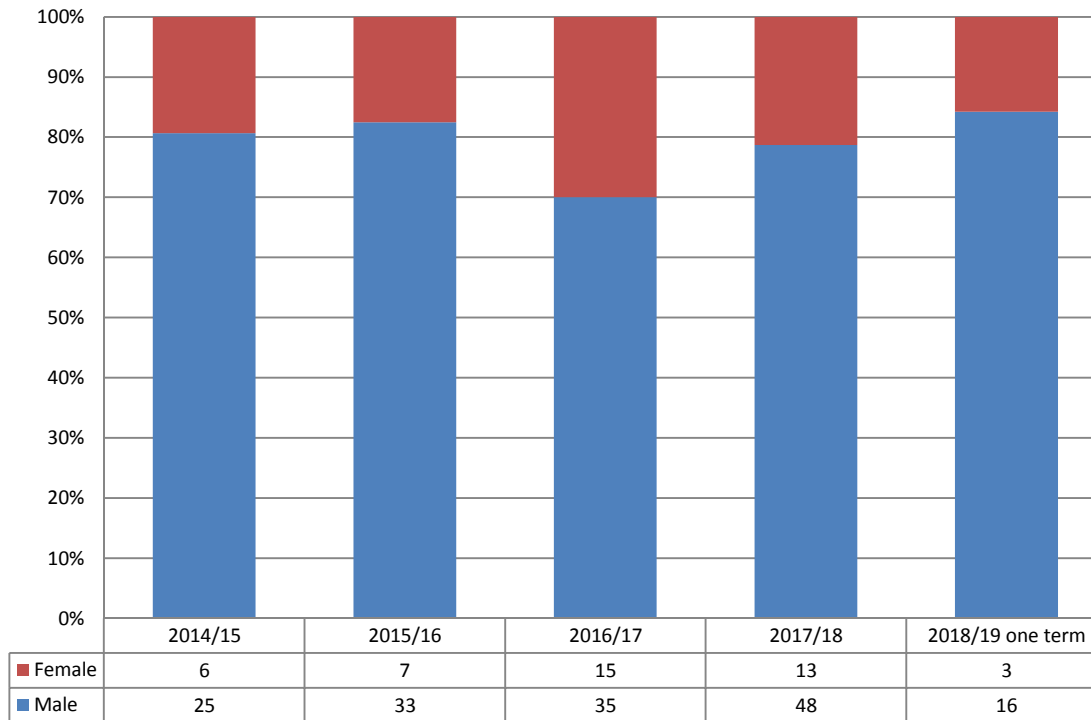
2017/18 Permanent Exclusion rates per Secondary School



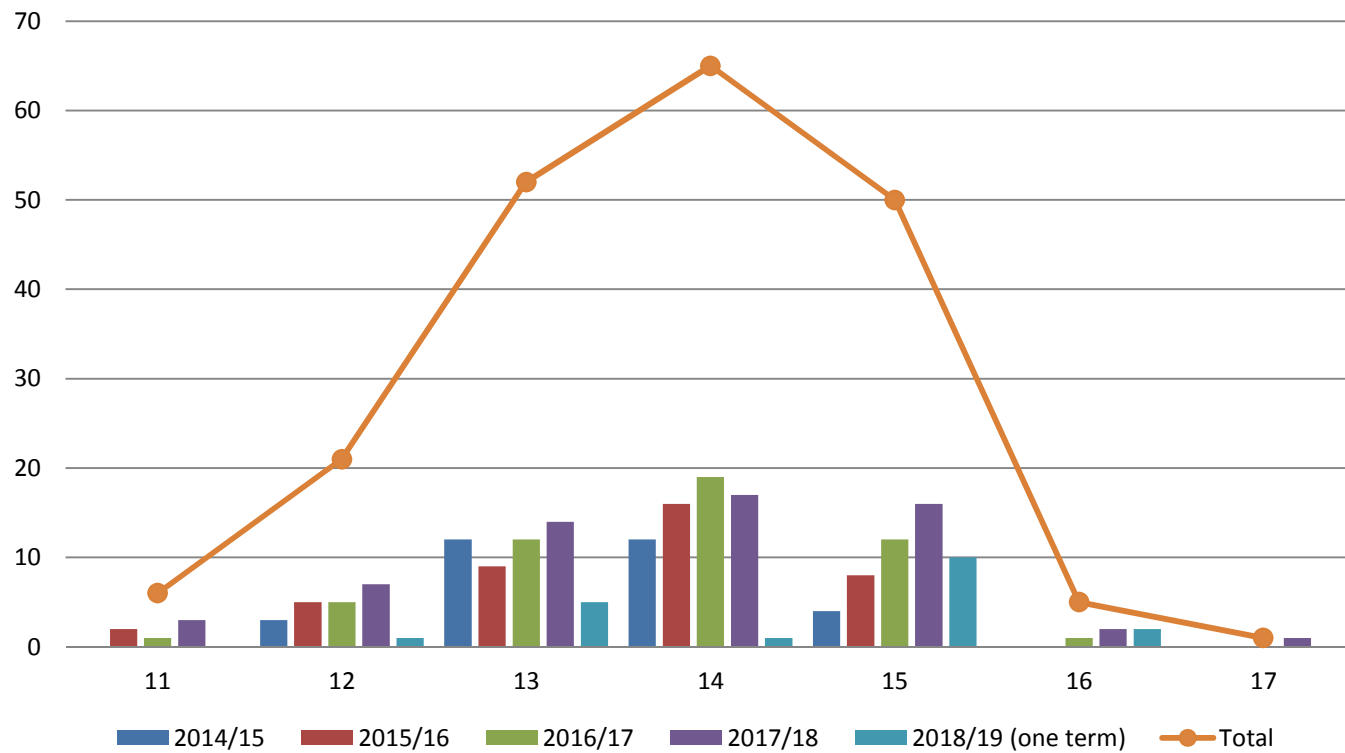
Characteristics of children who are permanently excluded from Secondary Schools

- Gender
- Age
- Year Group
- Ethnicity
- SEND and vulnerabilities
- Reasons for PEX

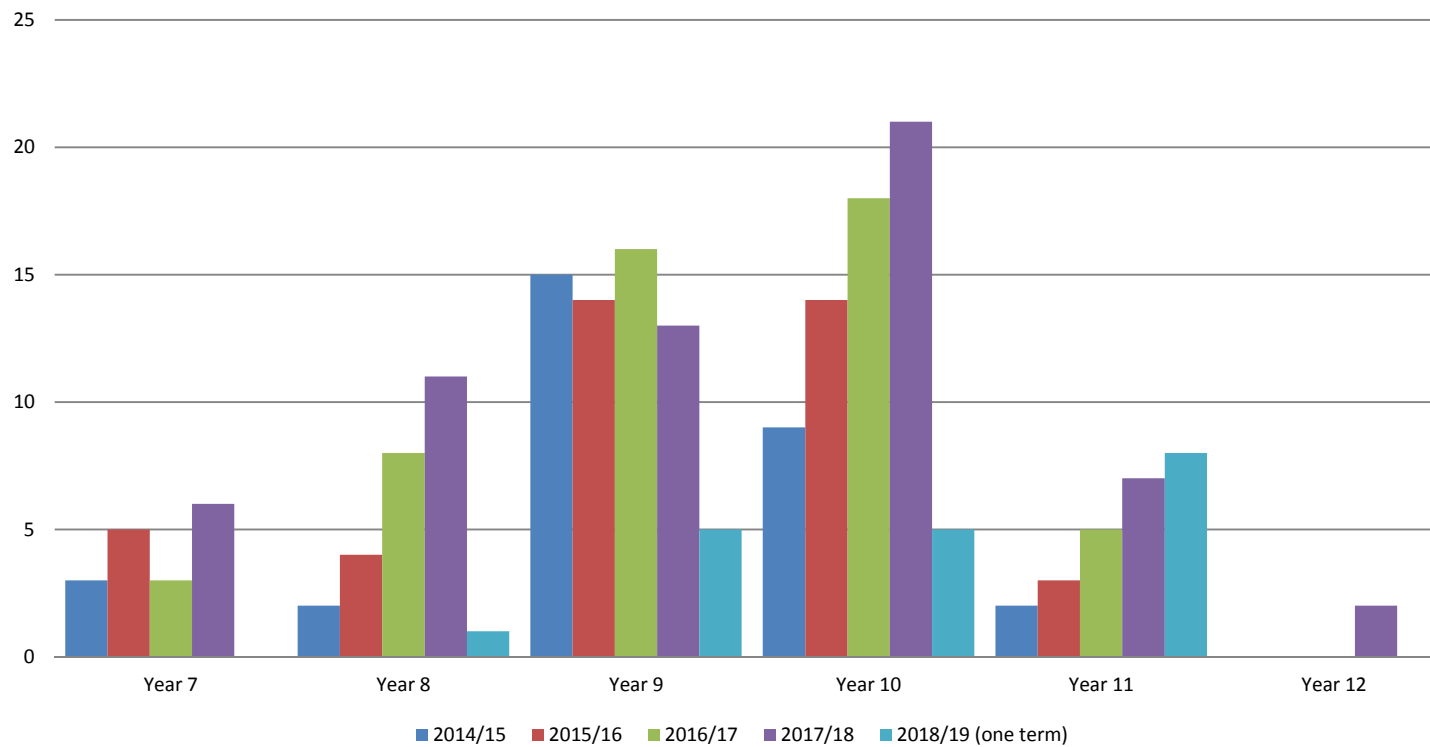
Gender proportions of permanently excluded children



Age of permanently excluded children, related to Southwark by academic year



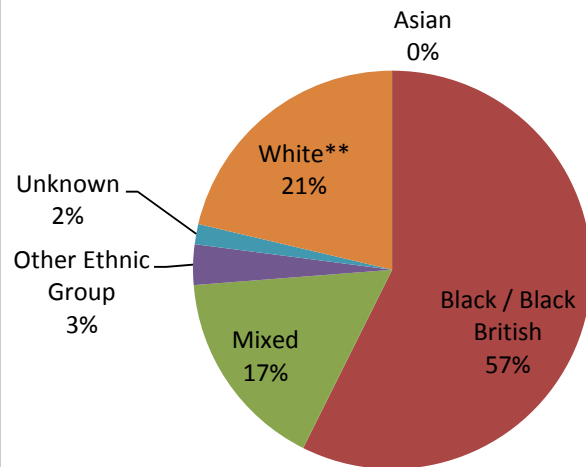
Secondary School Year Group of Excluded children



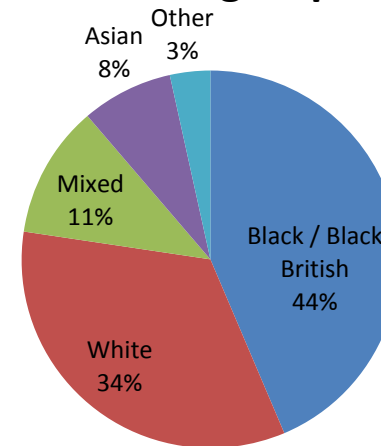
Ethnicity of Permanently Excluded children

	2014/15	2015/16	2016/17	2017/18	2018/19 (one term)
Total permanent exclusions	31	40	50	61	19
No. BAME exclusions	23	31	39	50	12
% BAME exclusions	74%	78%	78%	82%	63%

Permanent Exclusions 2017/18



2011 mid year 10-17 population by ethnic group



Proportion of excluded pupils with Special Educational Needs

SEN type / support	2014/15	2015/16	2016/17	2017/18	2018/19 (one term)
SEN provision	39%	45%	42%	38%	37%
EHCP / Statement	3%	3%	2%	7%	5%
SEN support	35%	43%	40%	31%	32%

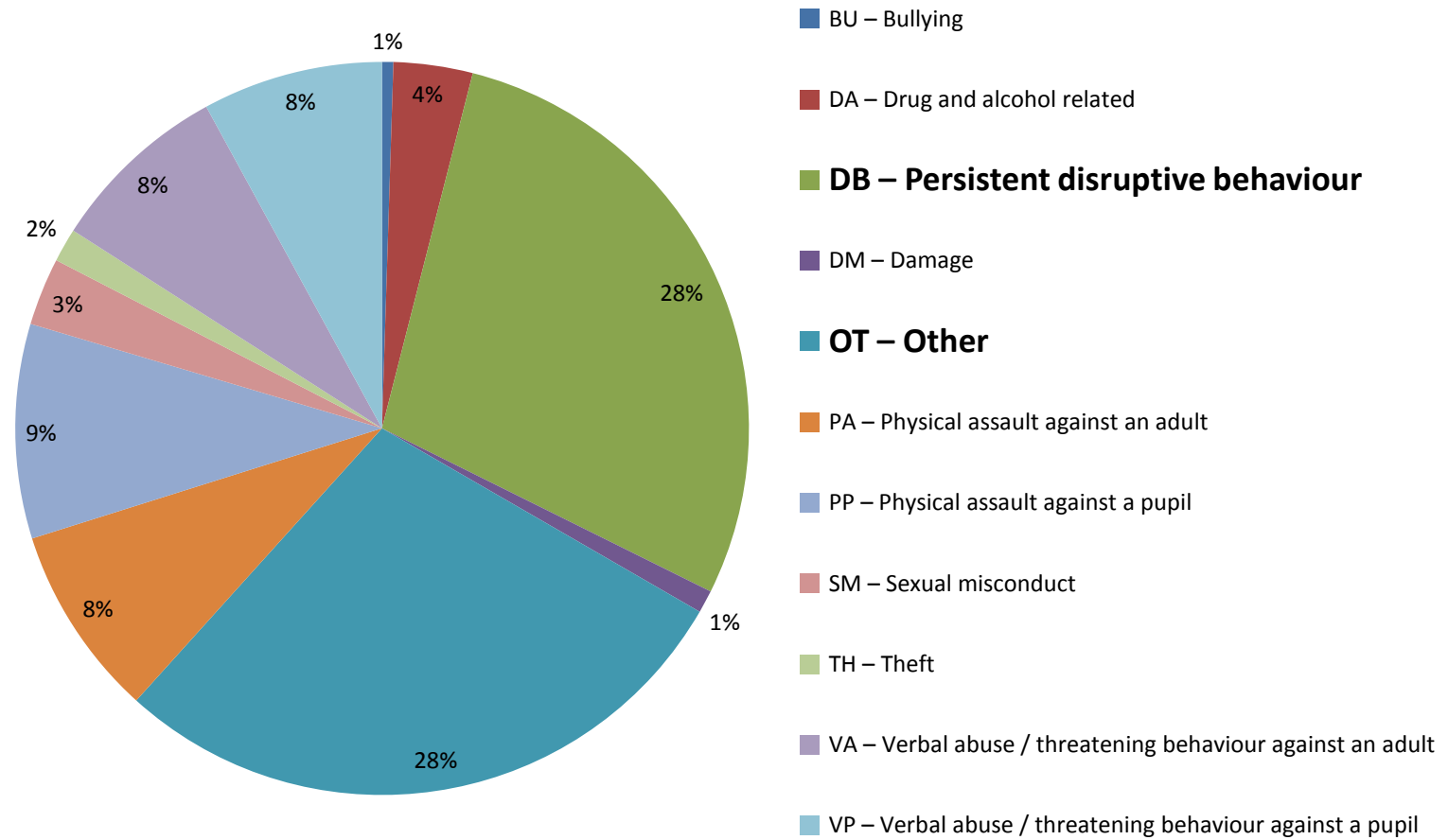
Range is 38 – 45% locally

National average 45%

Vulnerabilities in one term's cohort of 19 (Autumn term 2018/19)

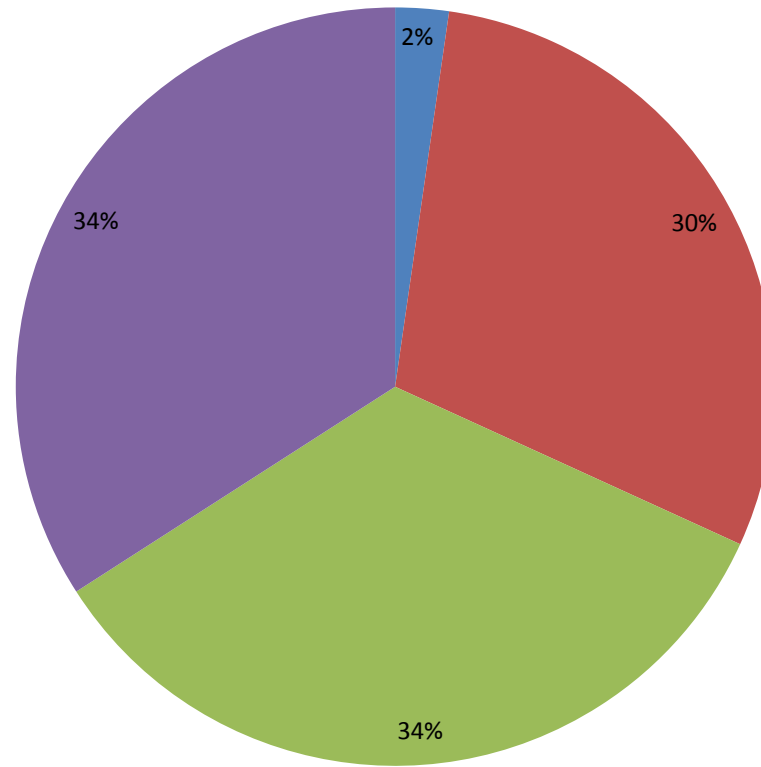
- 63% had received some form of statutory social work input at some point (CP Plan reasons largely neglect)
- 53% eligible for Free School Meals (national figure 45%)
- One Looked After Child
- Attendance rates varied from 48 – 91%

Reasons for Permanent Exclusion – DfE code



Managed Moves— local survey 2018/19

■ Did not go ■ Successful ■ Unsuccessful ■ In progress



Support provided by the LA to prevent school exclusions

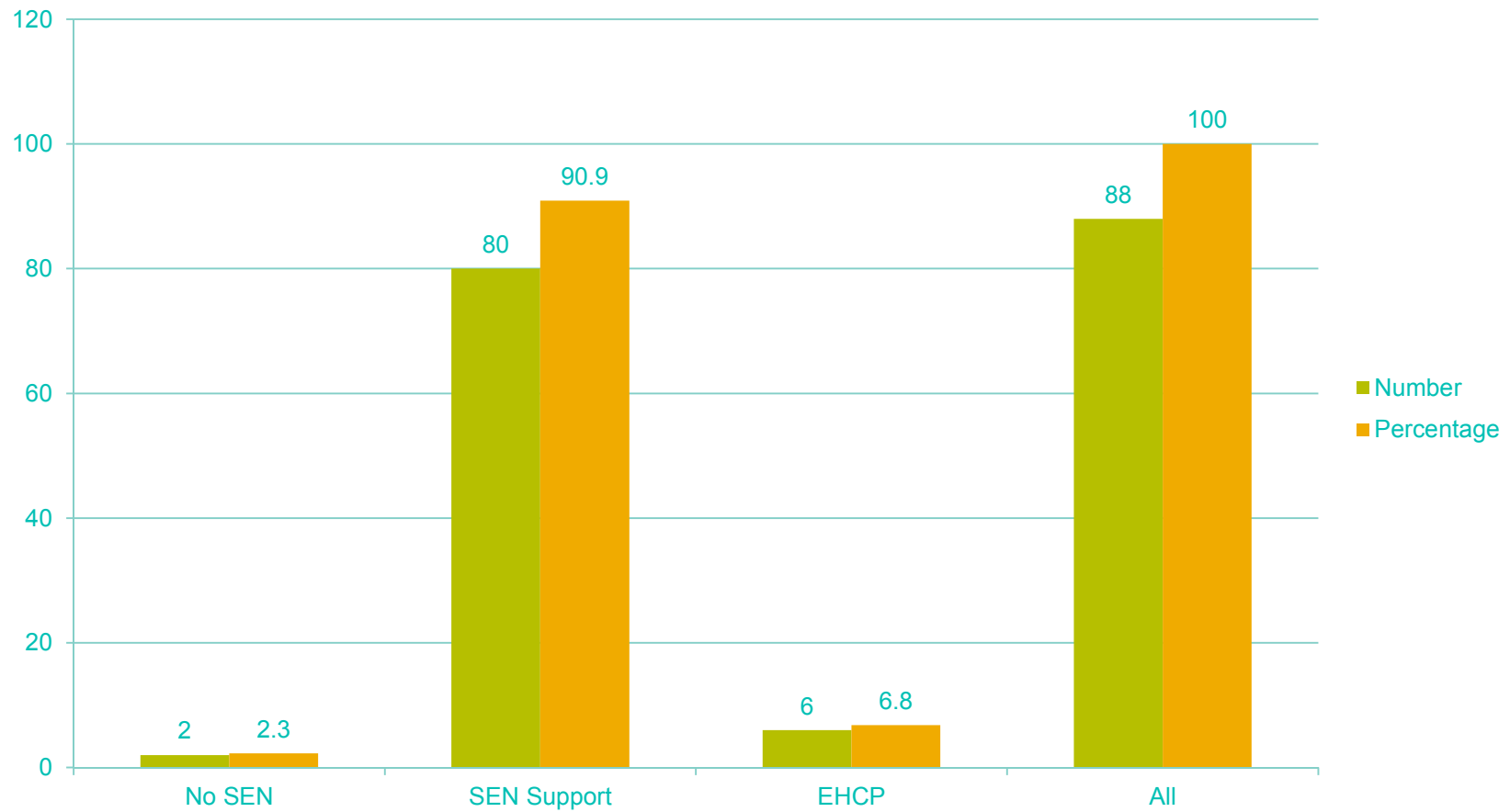
- Family Early Help - whole family support
- Single Point of Contact for each school and TAS for maintained or trading schools
- Education Inclusion Team (including enforcement)
- Youth Offending Service (in school and individual pupil)
- Summerhouse Behaviour Support Primary age
- Alternative Provision including Southwark Inclusive Learning Service provision

SILS – description and profile of cohort from census data plus performance

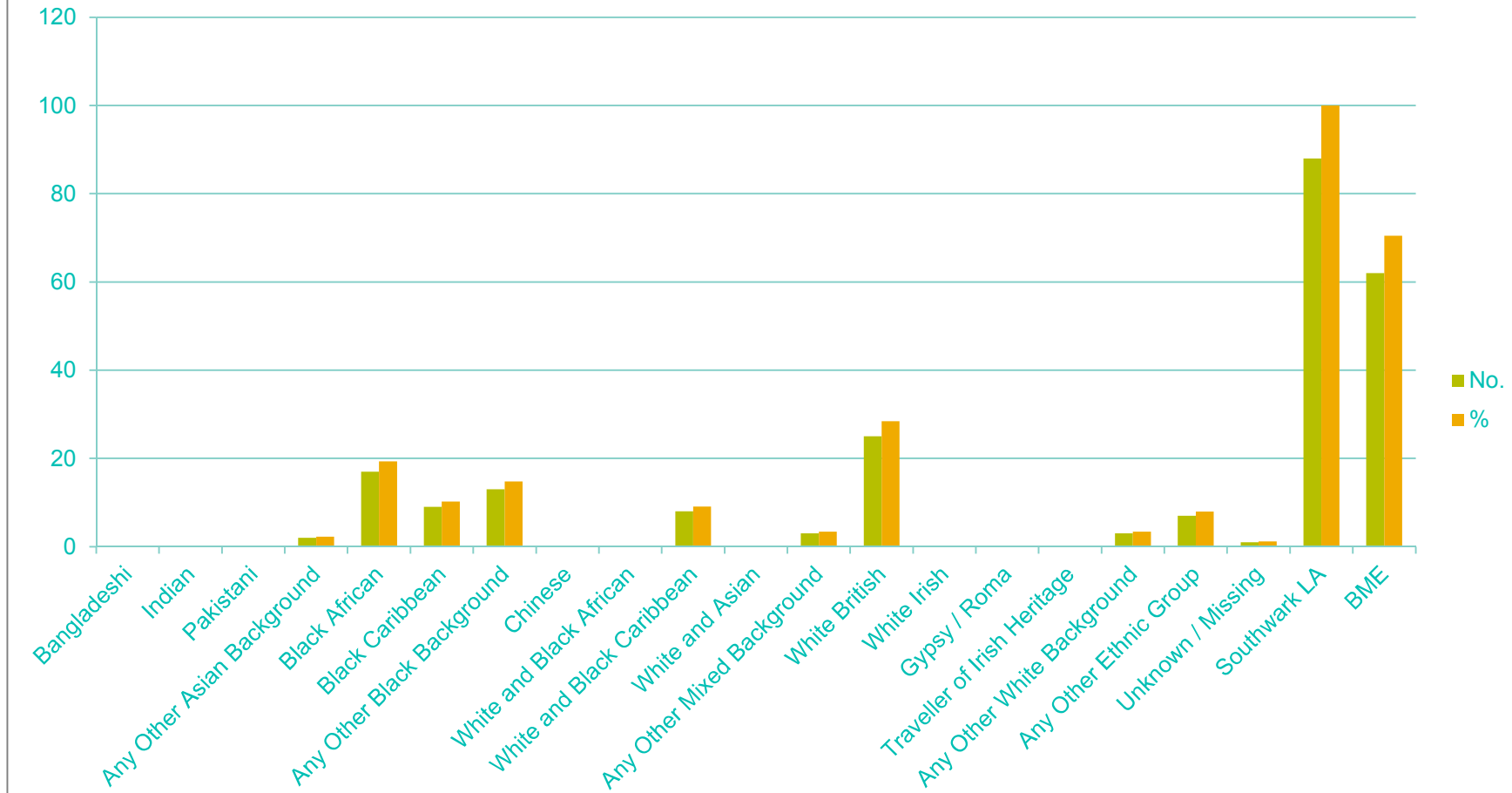
Characteristics of SILS students - FSM



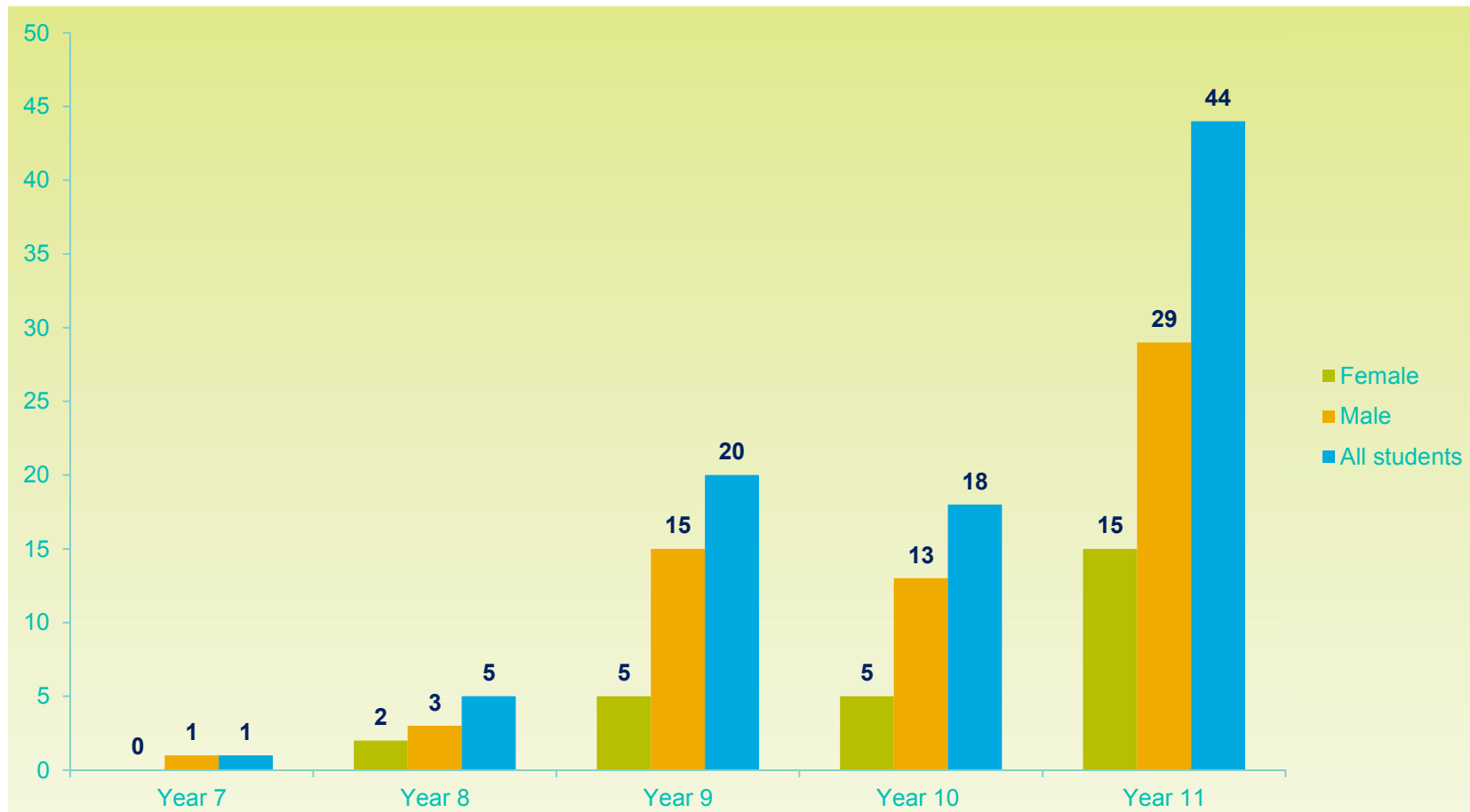
Characteristics of SILS students - SEN



Characteristics of SILS students - Ethnicity



Characteristics of SILS students –gender/age



Performance of SILS

- SILS received a Good Ofsted judgement in Jun 2018
- For good passes in English and Maths(4-9) the achievement (performance) of SILS students was lower in 2017/18 than 2016/17.
- The three year trend (2014-2017) is down in exam performance
- **The LA is in the process of resetting the expectations it has of SILS and raising the accountability levels to help secure better outcomes and overall efficacy. This will be based on a range of factors including Ofsted judgements and the key elements of “Good Provision” outlined in the Statutory Guidance**

Placements of students not suitable for the PRU



Areas we are not able to address today:

Data on off-rolling

Data on Fixed Term Exclusions

Data on reintegration from Alternative Provision

Views of parents whose children have been permanently excluded

Views of children who have been permanently excluded