



East Midlands Academy Trust



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Welcome



Joshua Coleman
Chief Executive

East Midlands Academy Trust



Tim Marston
Headteacher

Northampton International Academy

***Understanding the new Ofsted inspection framework:
Focus on exclusions***



East Midlands Academy Trust



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Focus on: Exclusions (elective home education and off-rolling)

Emma Ing HMI
Regional Director, Ofsted

 @EmmaIngHMI



It is important to say...

- There is nothing wrong with permanent exclusion, per se
- There is nothing wrong with fixed term exclusion, per se
- There is nothing wrong with elective home education, per se




'I absolutely support the right of schools to exclude pupils, for example when their behaviour is violent, threatening towards teachers or affecting the learning of other pupils.'

But....


- **There is something deeply wrong with off-rolling**
- **There is also something wrong with permanently excluding pupils because they are not convenient.**

Ofsted defines off-rolling as


'The practice of removing a pupils form the school roll without a formal permanent exclusion or by encouraging a parent to remove their child from the school roll, *when the removal is primarily in the interests of the school* rather than the best interests of the pupil'

A 3D rendered orange figure stands holding a white rectangular sign with a thin orange border. The sign contains text about parental rights to electively home educate.

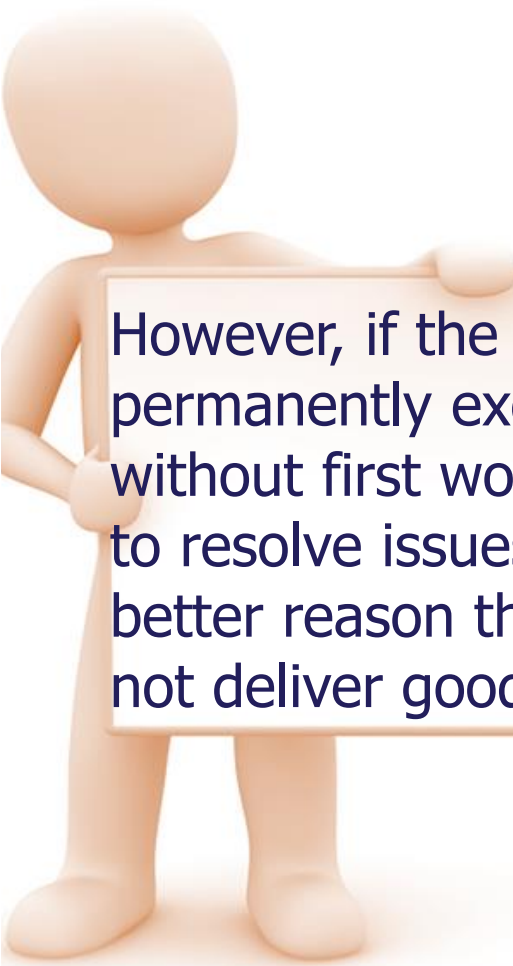
Parents have the right to electively home educate. Schools cannot refuse their request and must remove the child from the roll.

A 3D rendered orange figure stands holding a white rectangular sign with a thin orange border. The sign contains text about schools coercing parents into removing their child from the roll, which is unacceptable.

However, the school has **coerced** parents into removing their child from the roll, this is 'off-rolling,' which is **unacceptable**.

A 3D rendered orange figure stands on the left, holding a white rectangular sign with a thin orange border. The sign contains text about school exclusion rights.

Schools have the right to permanently exclude pupils as long as they follow statutory guidance

A 3D rendered orange figure stands on the right, holding a white rectangular sign with a thin orange border. The sign contains text about the conditions for permanent exclusion.

However, if the school is permanently excluding pupils without first working with them to resolve issues or for no better reason than that they will not deliver good exam results...

Hidden children

- Schools act as a protective factor in children's lives.
- Children who do not attend school can become hidden – we are less able to help and protect them
- They may face risk from within their family or from outside the family.
- They may be at risk of not achieving their educational potential.

Exclusion facts

7,720 permanent exclusions in 2016/17.

This corresponds to around **40.6 per day**.

Most permanent exclusions occurred in secondary schools.

381,865 fixed period exclusions in 2016/17.

This corresponds to around **2,010 per day**.

183,475 pupils had at least one fixed term exclusion in 2016/17

1.5% of these pupils received 10 or more fixed period exclusions during the year.

3.5% per cent of pupils who had a fixed period exclusion that went on to receive a permanent one.

Certain pupil groups have much higher exclusion rates than others



- Over half of all permanent and fixed period exclusions occur in **year 9 or above.**
- The permanent exclusion rate for **boys** was over **three times higher** than that for girls.
- Permanent exclusion rates for **FSM** pupils was around **four times higher** than those who are not eligible.
- Pupils with identified **special educational needs** accounted for around **half of all permanent and fixed period exclusions.**

Number and percentage of pupils who did not progress between Year 10 in January 2016 and Year 11 in January 2017, by region



Regions	Number of Year 10 pupils in January 2016	Number of pupils who did not progress between Year 10 in 2016 and Year 11 in 2017	Percentage of pupils who did not progress between Year 10 in 2016 and Year 11 in 2017
England	542,000	19,000	4
East Midlands	47,000	1,600	3
East of England	62,100	2,100	3
London	78,600	3,400	4
North East	25,900	900	3
North West	74,900	2,700	4
South East	86,300	2,800	3
South West	51,800	1,800	3
West Midlands	61,100	2,200	4
Yorkshire and the Humber	54,700	1,900	4

Source: School census data January 2016 and January 2017

Elective Home Education

- The ADCS survey of LAs in November 2018 found that there had been a 27% increase in the number of pupils being home education from their previous survey one year earlier.
- The largest increase of pupils being home educated was in Key Stage 4 which saw a 32% increase between 2017 and 2018.
- On average, across the 106 LAs that responded to the survey the increased every year over the last five years, by an average of about 20% a year.
- The latest figures that Northamptonshire LA shared with Ofsted showed that they have had a 29% increase between Jan 2016 and September 2017.

Ofsted's home education research project

Objectives

- Understand the journey from secondary school to home education, from how it became an option to transition to home education
- Identify school practice during the transition, what makes for a good transition and what doesn't work well
- Discuss the implications for ensuring the move to elective home education is in the best interest of children, particularly for vulnerable children, whilst acknowledging that home education is often a positive and proactive choice.


Proposed new inspection handbook

- Schools should have an inclusive culture that facilitates arrangements to:
 - Identify early those pupils who may be disadvantaged or have additional needs or barriers to learning
 - Meet the needs of those pupils...and help those pupils engage positively with the curriculum
 - Ensure pupils have a positive experience of learning, and achieve positive outcomes.

Proposed new inspection handbook

- When an inspection finds evidence of off-rolling taking place it should always be addressed in the inspection report and may need to be considered when reaching the judgement.
- If inspectors determine the school to be off-rolling according to Ofsted's definition, then the leadership and management of the school are likely to be judged inadequate.

Similarly...

A 3D rendered yellow figure stands in the center, holding a large rectangular sign with a yellow border. The sign contains text in a dark blue font. The figure is simple, with no facial features, and is positioned behind the sign.

Where leaders spot trends in pupils leaving the roll and respond to them effectively, reports should reflect this positively. If the number of pupils leaving the roll is decreasing as a result of leaders' effective action, this should also be reflected in the report.

Many of us are here today because our lives were transformed by one or more teachers.

Let us join together and do the same for our most needy pupils



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Exclusion and the East Midlands

Philip Nye, research lead for inspection and academies

FFT Education Datalab, [@FFTEduDatalab](https://twitter.com/FFTEduDatalab)

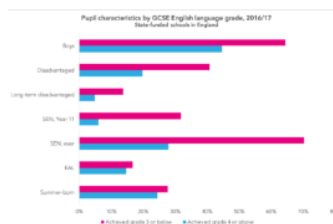
FFT Education Datalab

The screenshot shows the top navigation bar with social media icons and menu items: School accountability, Exams and assessment, Pupil demographics, Admissions, Post-16 provision, and Teacher careers. Below this is the FFT Education Datalab logo and a secondary navigation menu with links for About, Resources, Newsletter, Blog, Reports, Contact, and the website URL ft.org.uk. The main hero section features a large banner with the text "Schools Like Yours: Find schools similar to your own - where you define what similar means." and a prominent "FIND SCHOOLS LIKE YOURS" button. The banner background consists of large, stylized circular graphics in shades of pink, blue, and green.

Read the latest from our blog

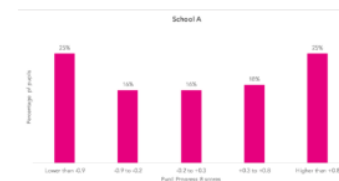
Schools Like Yours

Find Schools Like Yours
By FFT Education Datalab | 7th March 2019



The forgotten 31.6%

By Dave Thomson | 14th March 2019

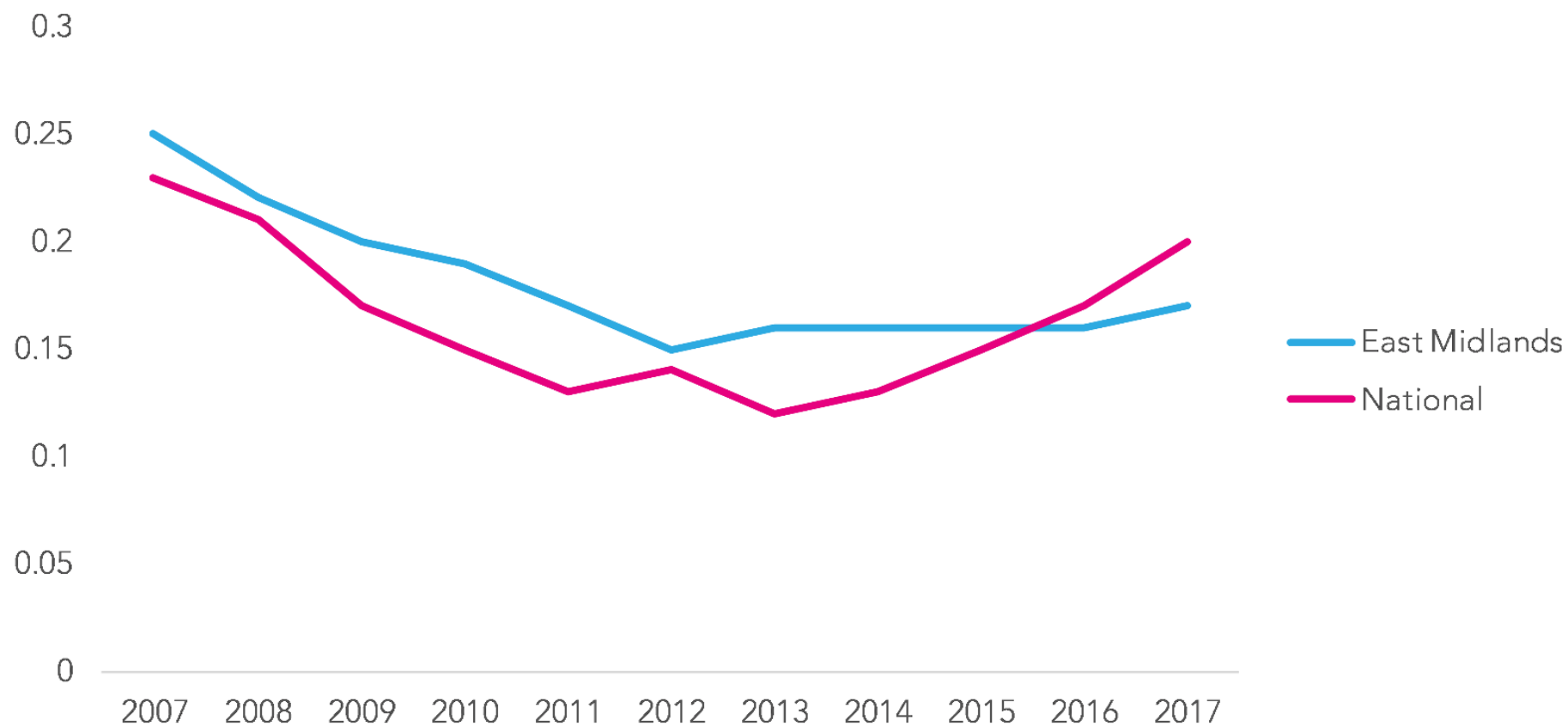


Looking within, part 1: How much difference does within-school variation make?

By Mike Treadaway | 13th March 2019

Exclusions

Permanent exclusion rate, 2007-2017
State-funded secondary schools, rate per 100 pupils

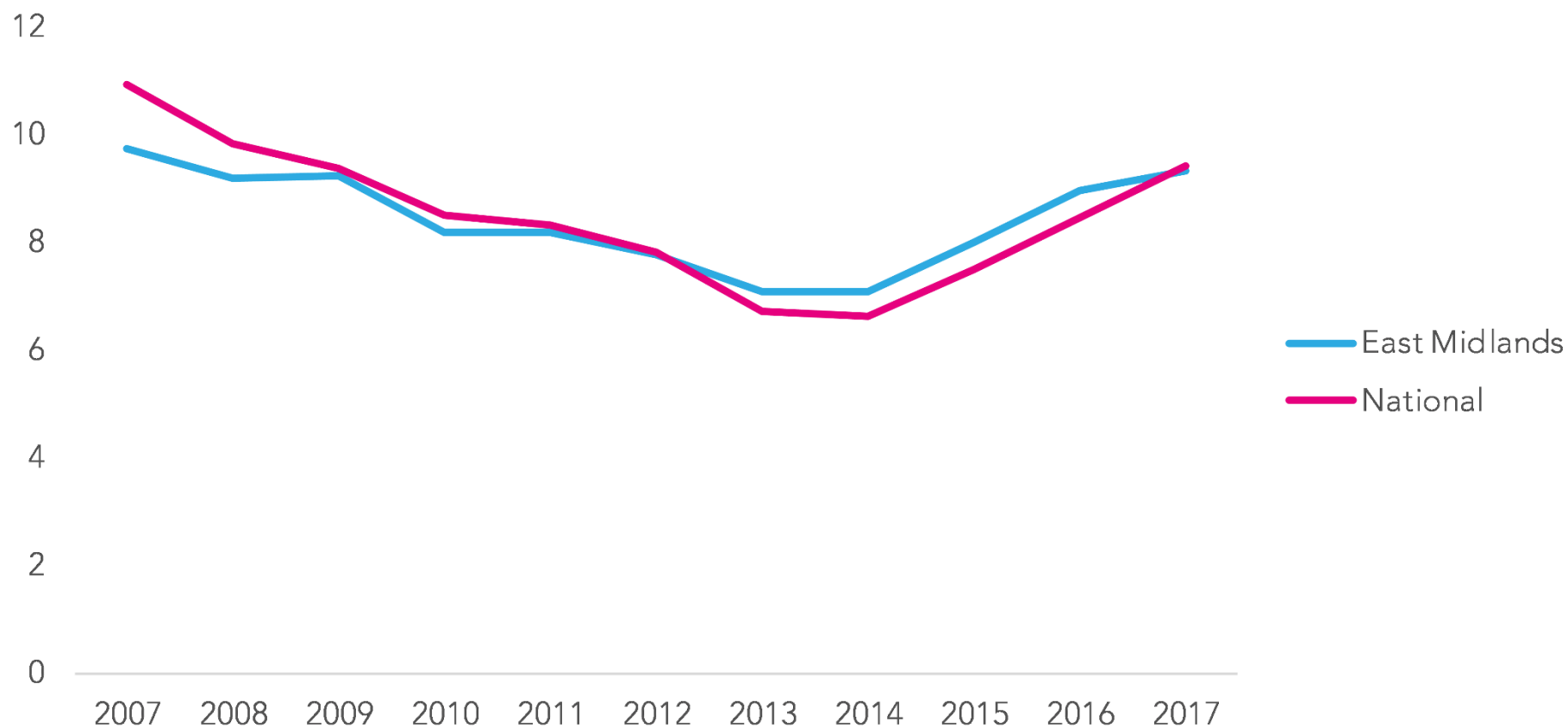


Notes

Source: *Permanent and fixed-period exclusions in England national statistics*

Exclusions

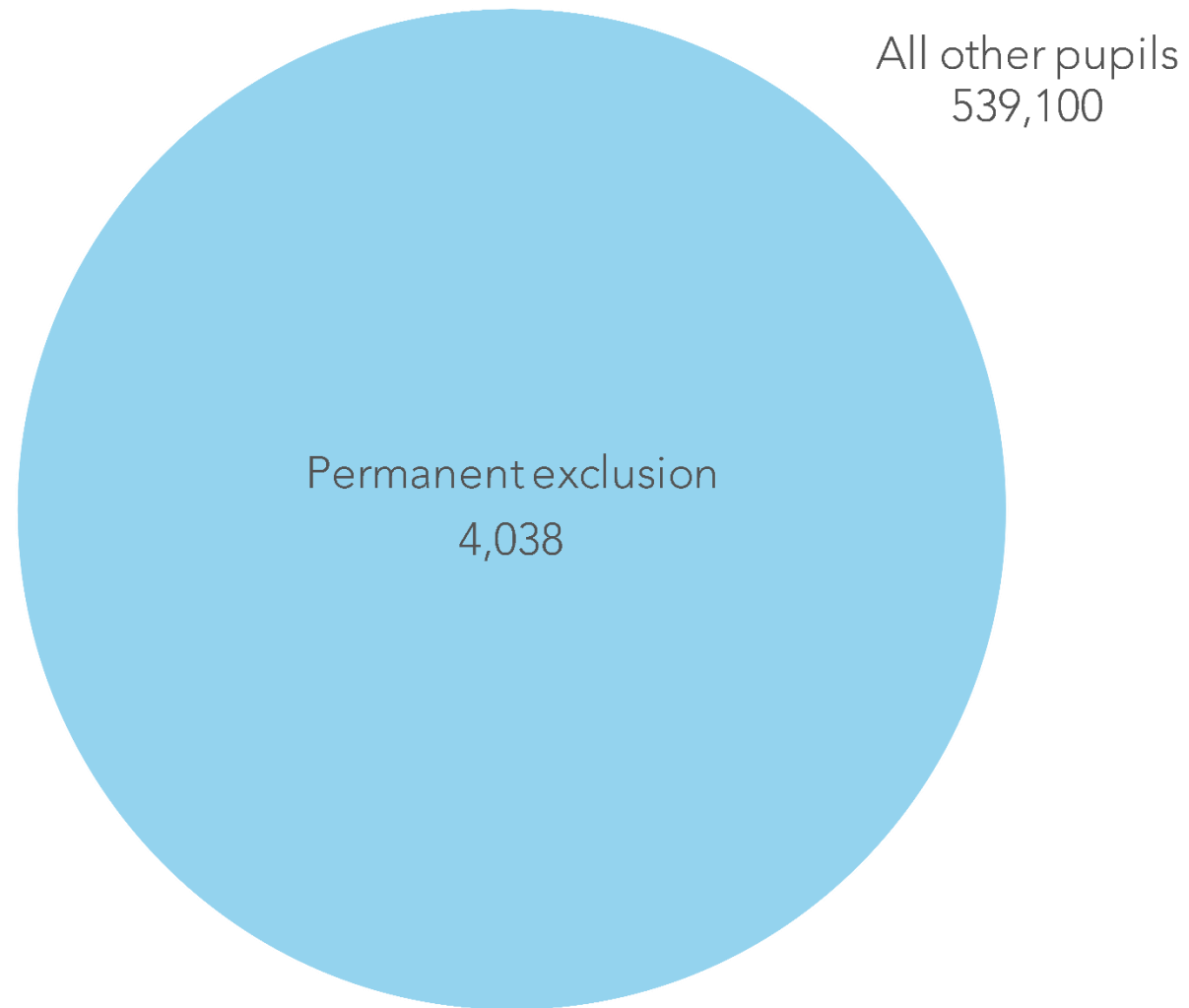
Fixed-term exclusion rate, 2007-2017
State-funded secondary schools, rate per 100 pupils



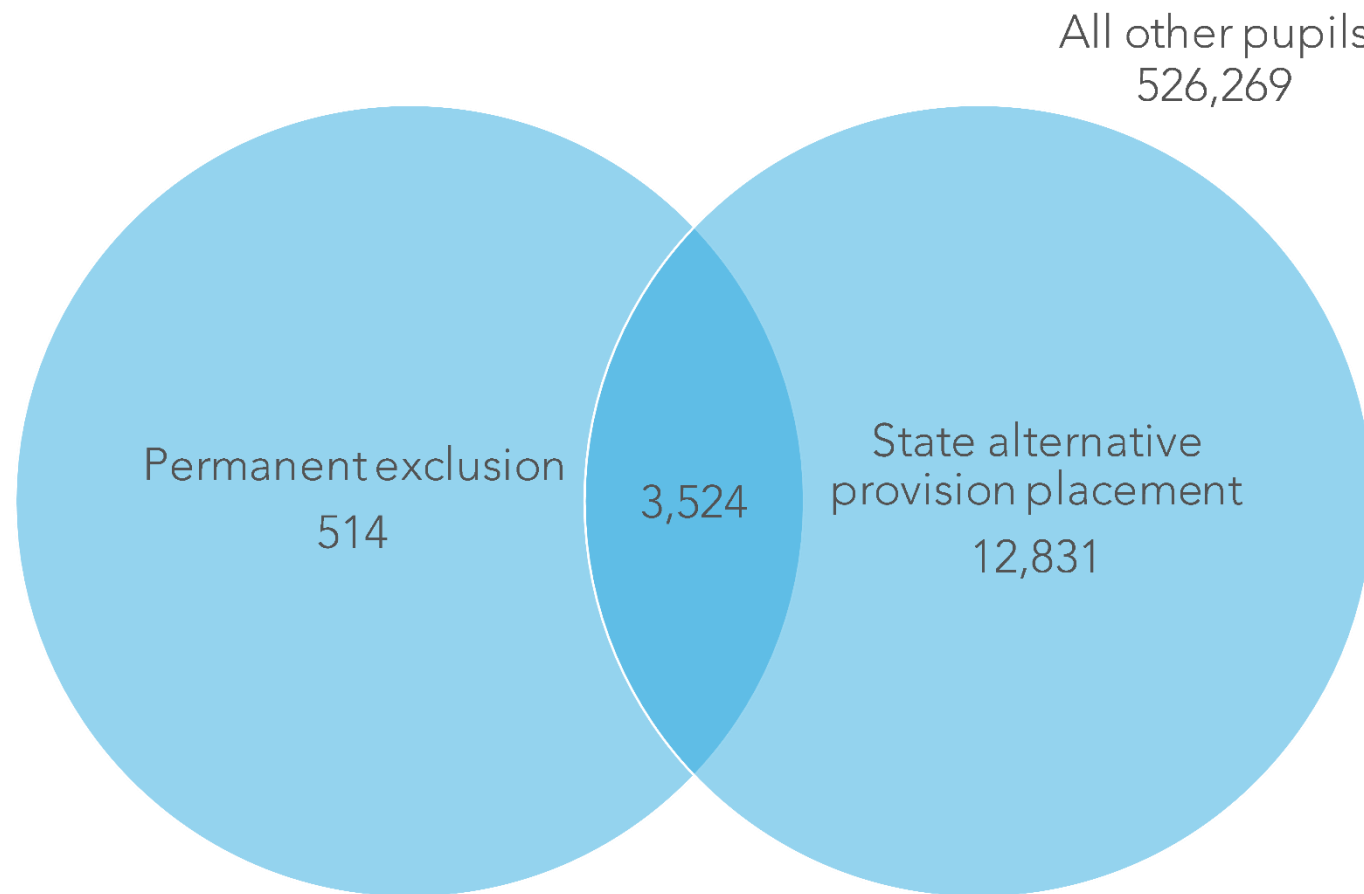
Notes

Source: *Permanent and fixed-period exclusions in England* national statistics

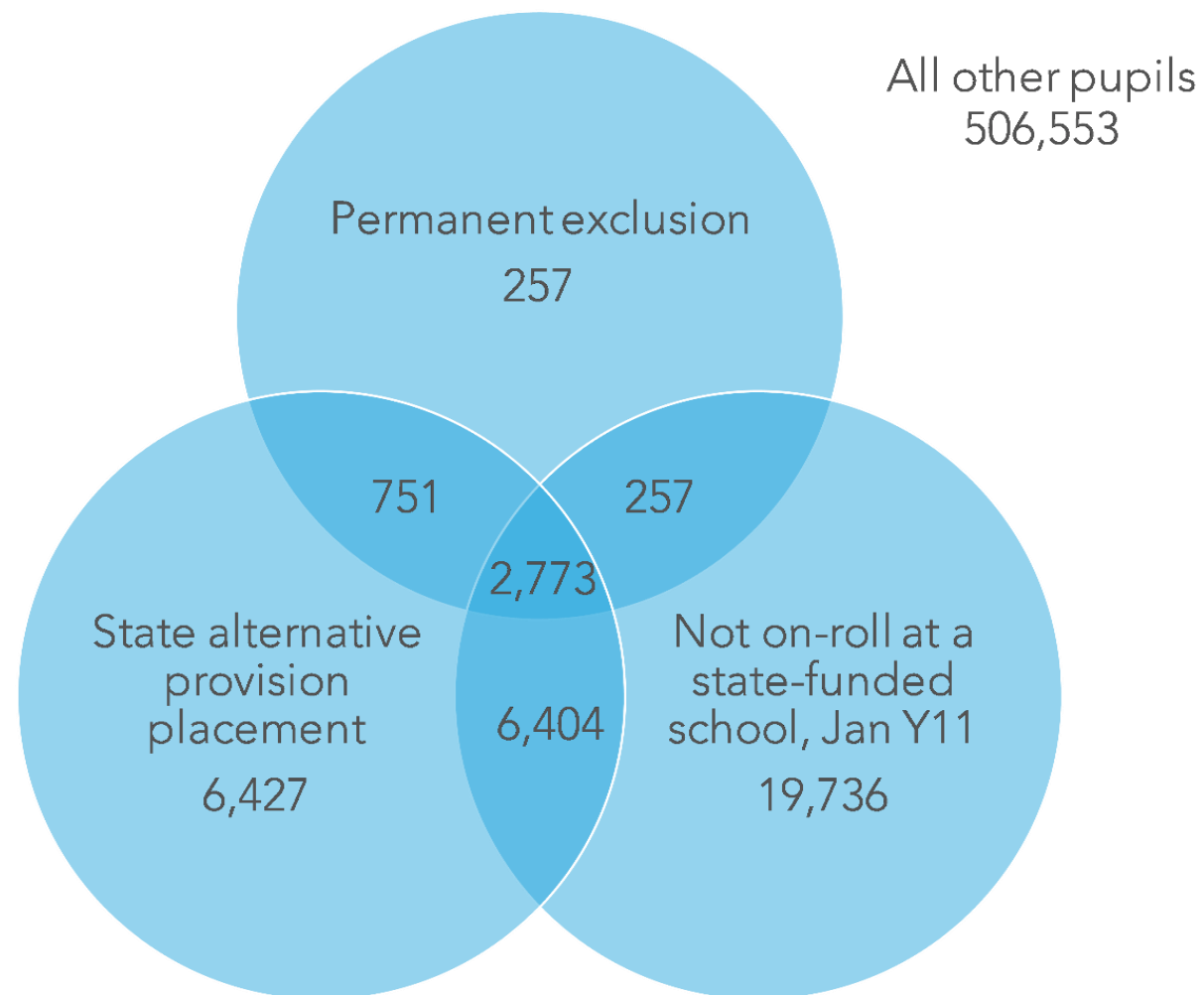
Exclusions, AP and leaving the school roll



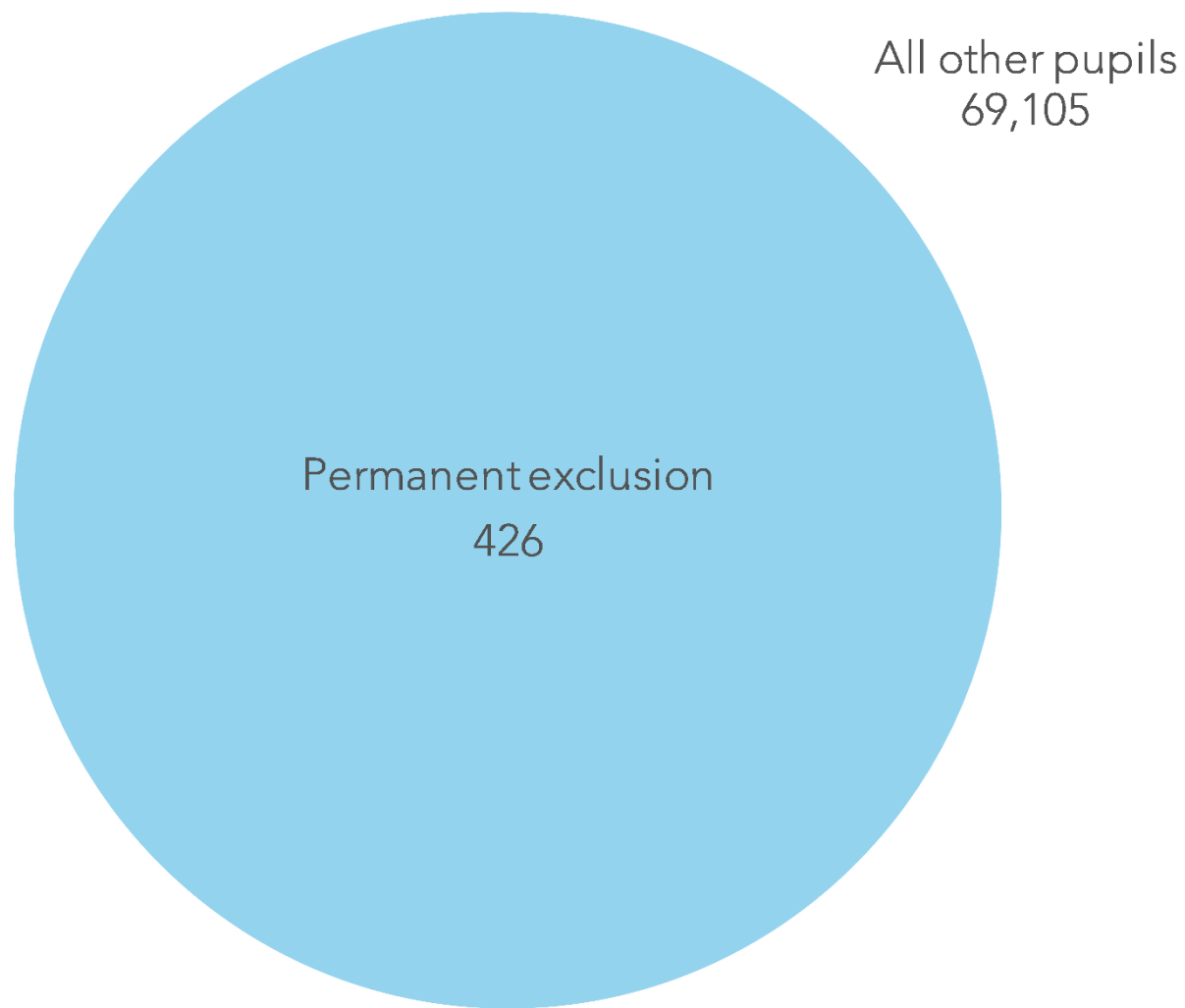
Exclusions, AP and leaving the school roll



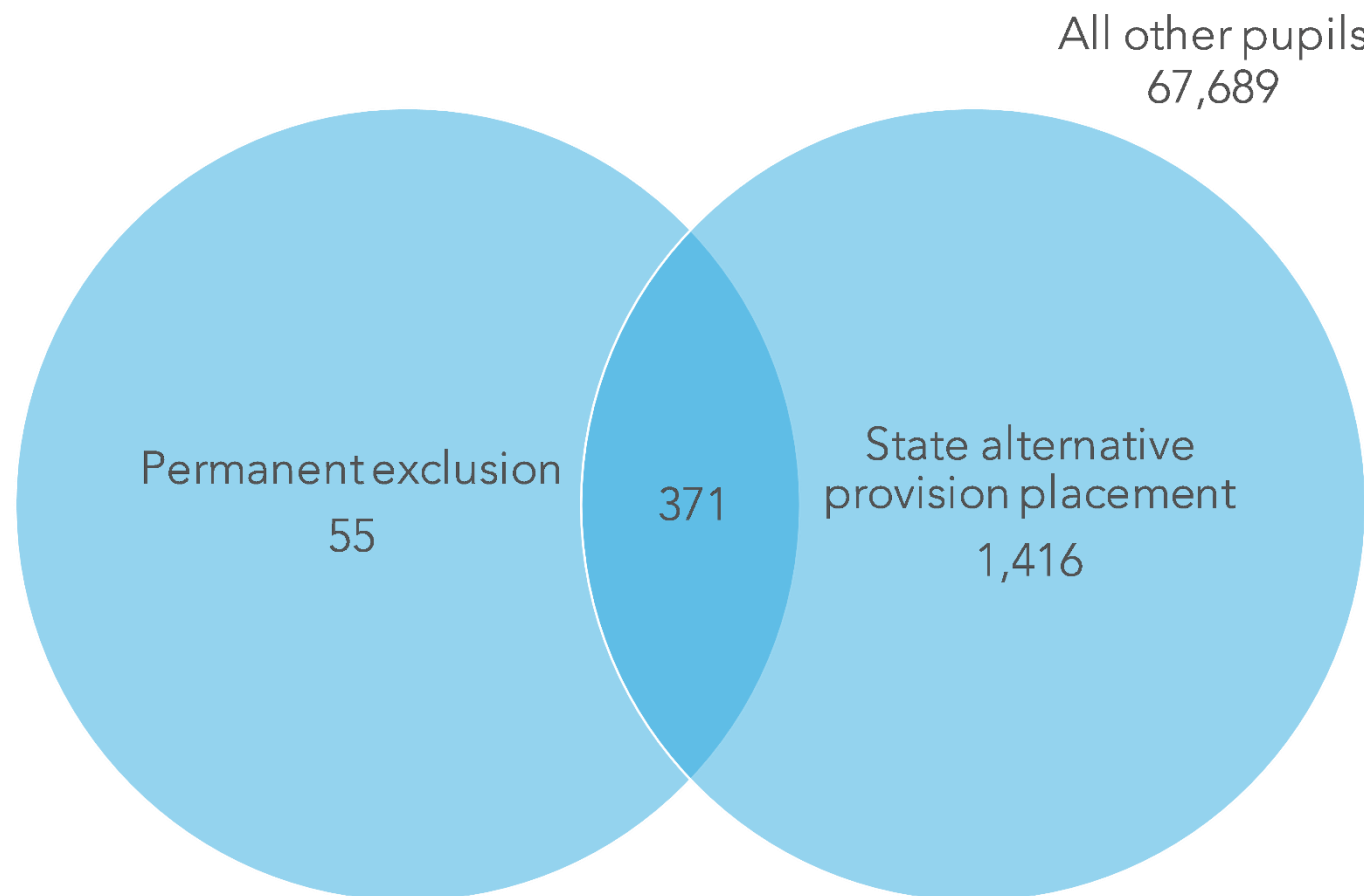
Exclusions, AP and leaving the school roll



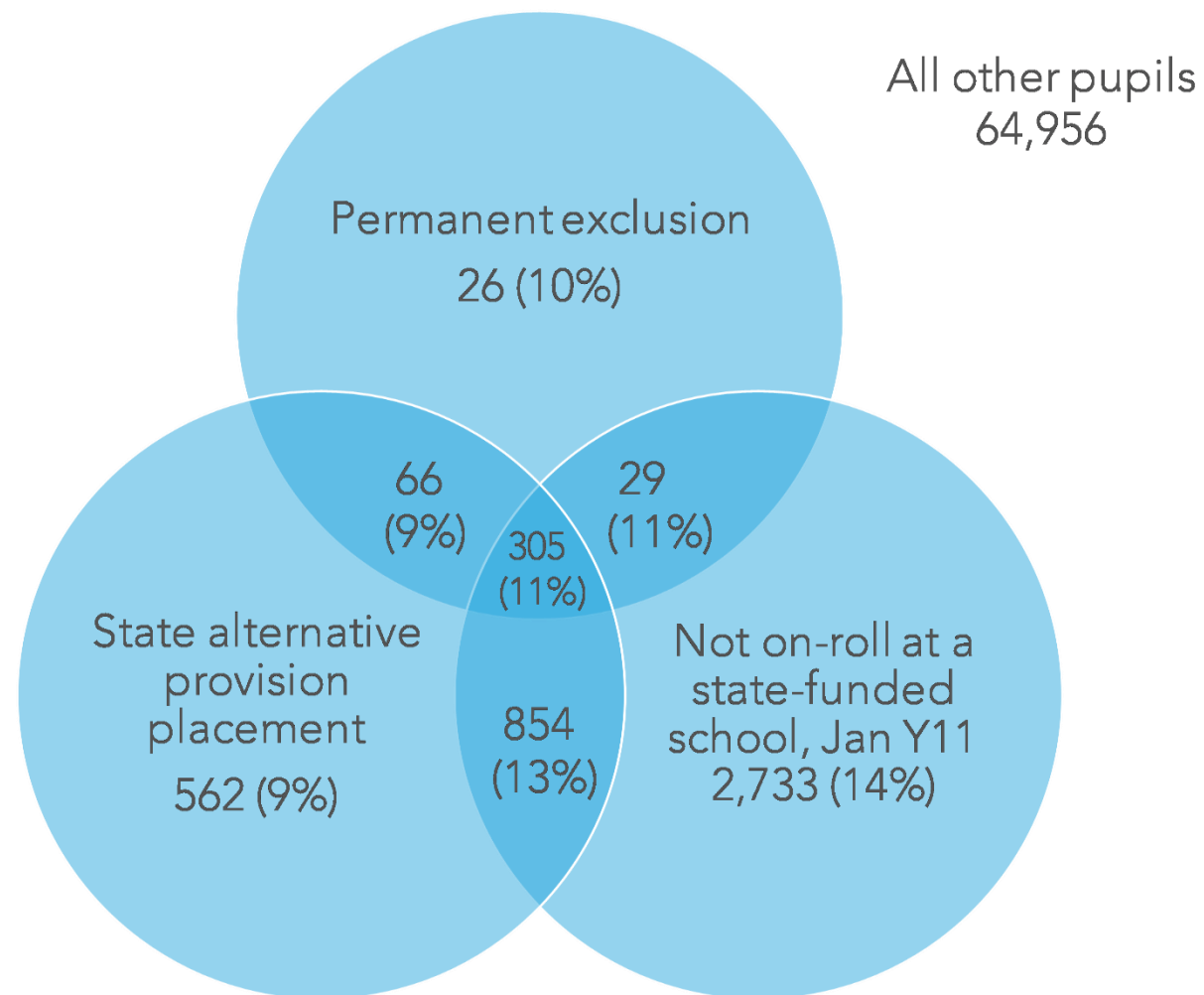
Exclusions, AP and leaving the school roll



Exclusions, AP and leaving the school roll



Exclusions, AP and leaving the school roll



Reweighting league tables

- league tables currently based on January of Year 11 census
- what if ALL pupils counted - in proportion to time spent there?

bit.ly/WhosLeft2018

(case sensitive)

Reweighting league tables

	Time at school	Terms on roll	DfE league tables	Reweighted league tables
Pupil A	Year 7-Year 11	15/15 (100%)	Count (100%)	Count (100%)
Pupil B	Leave at end of Year 10	12/15 (80%)	Not counted (0%)	Count (80%)
Pupil C	Join at start of Year 10	6/15 (40%)	Count (100%)	Count (40%)

Reweighting league tables and MATs

Reweighting impact by establishment type, 2017 cohort

Type of establishment	No. schools	Published P8	Rewighted P8	Reweighting impact, P8
All schools	3,129	0	0	0
Academy Converter	1,420	0.1	0.1	0
Academy Sponsor Led	592	-0.12	-0.18	-0.06
City Technology College	3	0.27	0.41	0.14
Community School	470	-0.07	-0.07	0
Foundation School	238	-0.18	-0.18	0
Free Schools	50	0.15	0.17	0.02
Studio Schools	33	-0.7	-0.64	0.06
University Technical College	39	-0.88	-0.82	0.06
Voluntary Aided School	254	0.06	0.06	0
Voluntary Controlled School	30	0	0	0

Notes

Establishments are classified according to the classification which they ended the year as.

Notes

Source: FFT Education Datalab analysis of the National Pupil Database

Reweighting league tables

Reweighting impact by region, 2017 cohort

Region name	Published P8	Rewighted P8	Reweighting impact, P8
North East	-0.15	-0.16	-0.01
North West	-0.11	-0.11	0
Yorkshire and the Humber	0.06	0.07	0.01
East Midlands	-0.08	-0.07	0.01
West Midlands	-0.04	-0.05	-0.01
East of England	0.02	0.03	0.01
Inner London	0.18	0.09	-0.09
Outer London	0.29	0.26	-0.03
South East	0.02	0.02	0
South West	-0.1	-0.1	0
England	0	0	0

Notes

Source: FFT Education Datalab analysis of the National Pupil Database

Reweighting league tables

Reweighting impact by local authority, 2017 cohort

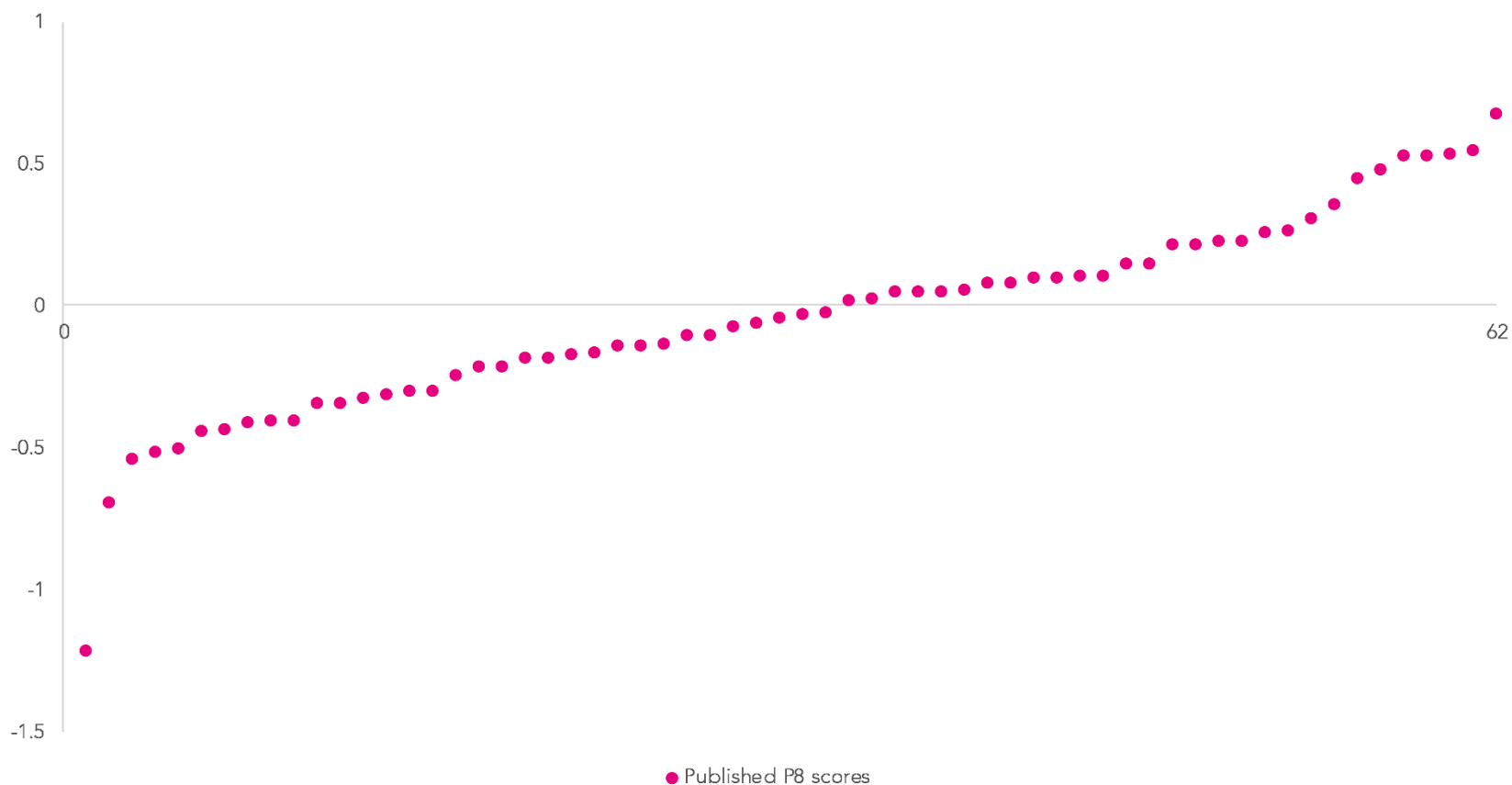
Region name	LA name	Published P8	Reweighting P8	Reweighting impact, P8
East Midlands	Derby	-0.14	-0.12	0.02
East Midlands	Derbyshire	-0.24	-0.21	0.03
East Midlands	Leicester	0.04	0.04	0
East Midlands	Leicestershire	-0.09	-0.06	0.03
East Midlands	Lincolnshire	-0.11	-0.09	0.02
East Midlands	Northamptonshire	-0.03	-0.02	0.01
East Midlands	Nottingham	-0.27	-0.33	-0.06
East Midlands	Nottinghamshire	0.06	0.06	0
East Midlands	Rutland	0.3	0.3	0
East Midlands	-	-0.08	-0.07	0.01
National	-	0	0	0

Notes

Source: FFT Education Datalab analysis of the National Pupil Database

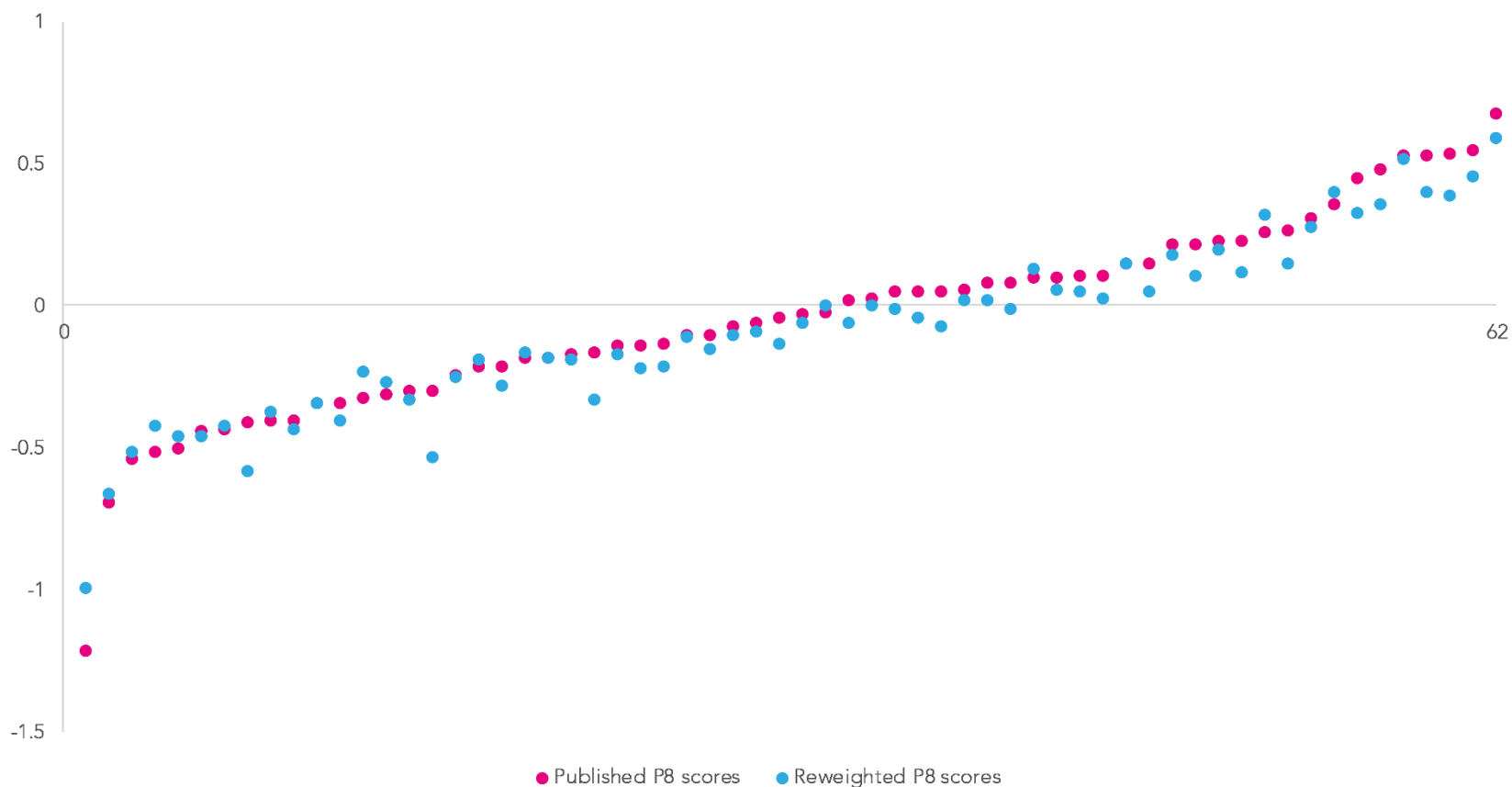
Reweighting and MAT league tables

Impact of reweighting on multi-academy trusts, 2017 cohort
Trusts ordered by published Progress 8 score



Reweighting and MAT league tables

Impact of reweighting on multi-academy trusts, 2017 cohort
Trusts ordered by published Progress 8 score



Notes

Source: FFT Education Datalab analysis of the National Pupil Database

What next?

- Commons Education Select Committee: backed our reweighting proposal
- Timpson review of exclusions: limited proposal on league tables?
- Ofsted:
 - identified 300 schools with higher than expected losses between Y10 and Y11
 - 'inadequate' ratings for schools found to off-roll under new framework?



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Understanding the New Ofsted Inspection Framework: Focus on Exclusions

28 March 2019

Kathryn Boulton
Service Director Schools and Learning
(Deputy Director Children's Services)

Outline

Local Authority



Locality Level

School Level

Local Authority Level

- Case for change
- Culture – Collective Moral Purpose
- Whole-system thinking
- Research into Exclusions
- Round Table with Head Teachers
- Scrutiny Review
- Inclusion Strategy Group
- Prevention and Alternatives to Exclusion – Meeting Needs
- Social Emotional and Mental Health (SEMH) Framework
- Inclusion Dashboard
- Support and Challenge Flowcharts
- Future in Mind Programme - ACES, Public Health, PSHE
- Interface with Headteachers and other System Leaders
- High Needs Review

Locality Level

- Behaviour Partnerships
- In-year Fair Access Arrangements
- Managed moves
- Locality Children's Partnerships – Place Based Leadership
- Local authority provision
- Joint Provision
- Sharing Practice – Chairs of Partnership Meeting

School Level

- Ethos/Culture - vision
- Leadership
- Inclusive Curriculum
- Work with Parents
- Policies and Practice
- Whole-school Approaches: Attachment Aware Schools;
Restorative Practice

**‘Each one of us can make a
difference.**

Together we make change.’

Barbara Mikulski



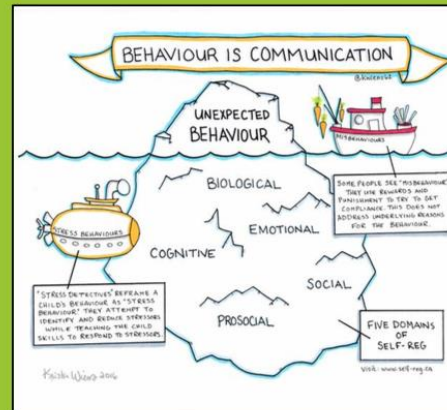
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Reducing Exclusions in Lincolnshire

THE LINCOLNSHIRE LADDER OF BEHAVIOURAL INTERVENTION



Updated October
2018

Aims

- To share evidence of impact
- To explain underpinning philosophy
- To outline the nuts & bolts

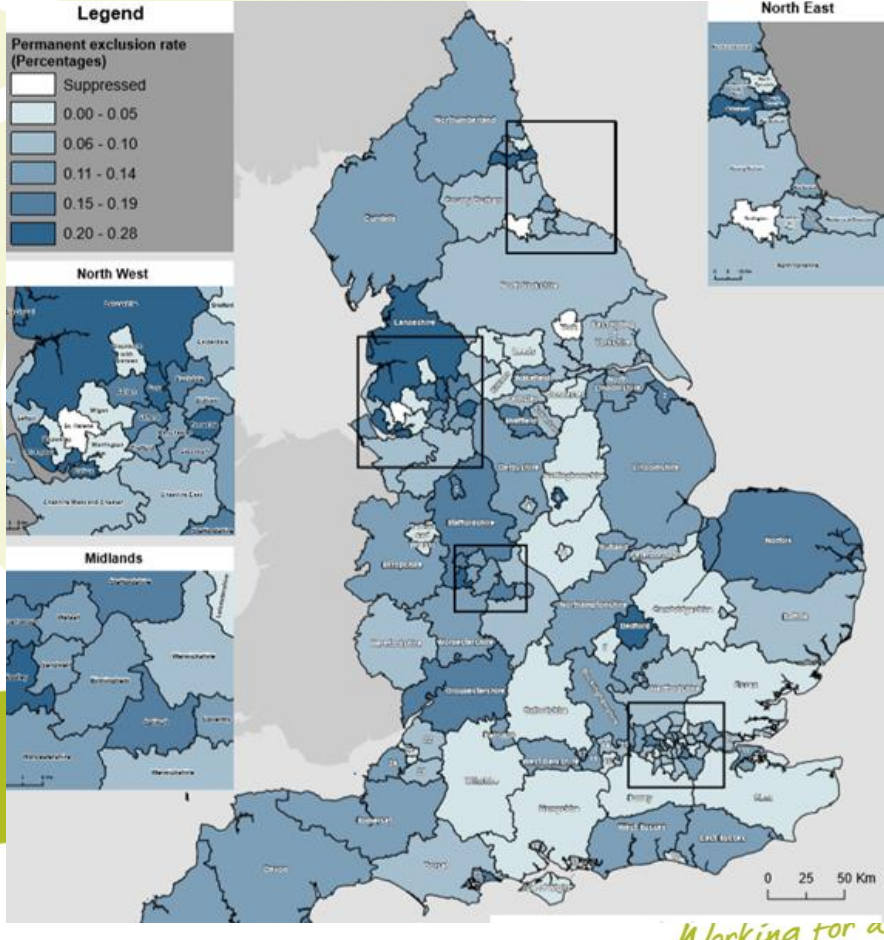
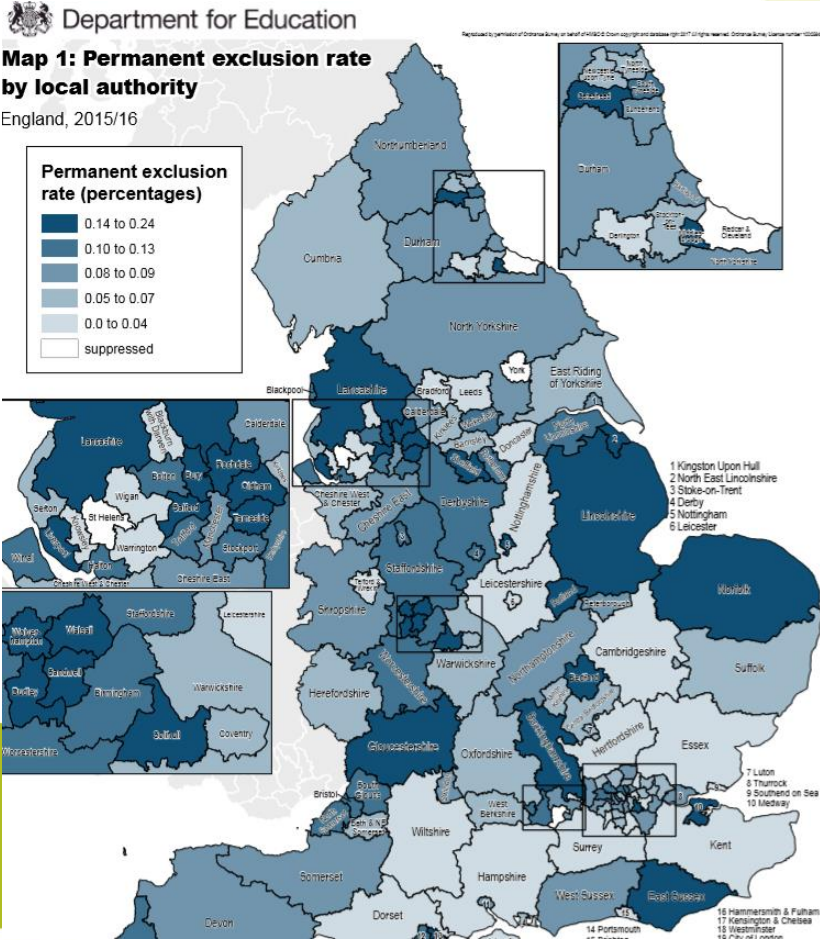
Impact



The exclusions map

2015-16

2016-17



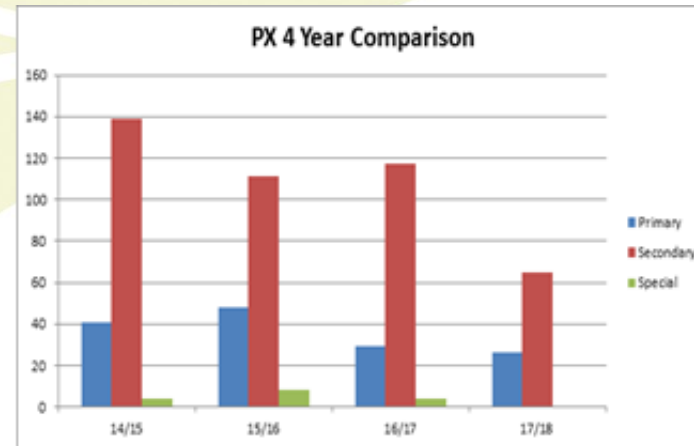
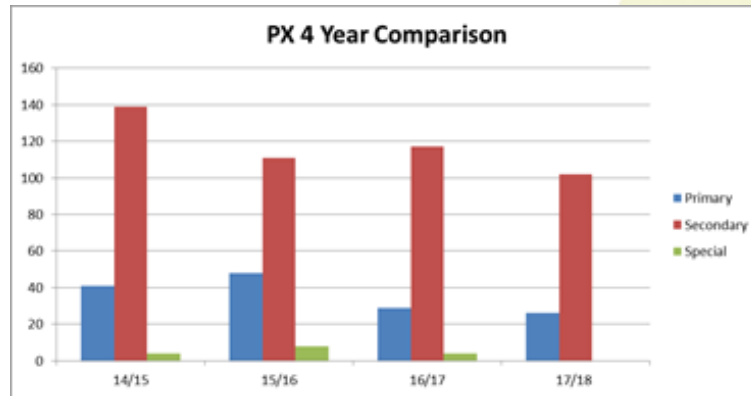
Impact

Year	Lincolnshire	National	The gap
2014/15	0.18	0.07	+11
2015/16	0.15	0.08	+7
2016/17	0.11	0.10	+1

Permanent Exclusions - 3 Year Comparison

	15/16	16/17	17/18
Primary	48	29	26
Secondary	111	117	100
Special	8	4	0

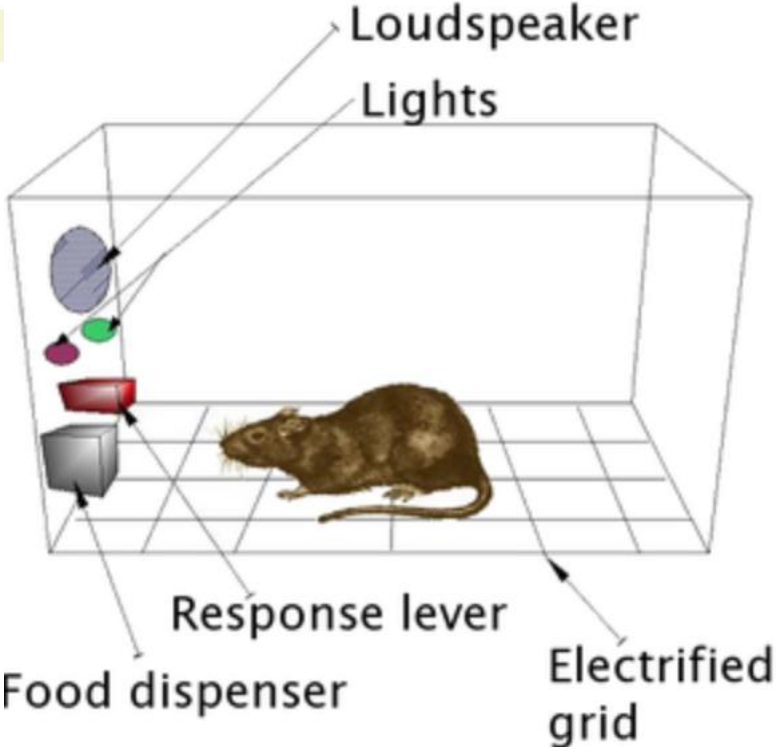
Impact of Three Outliers



Underpinning Philosophy



Stuck in the past



Standards of Behaviour

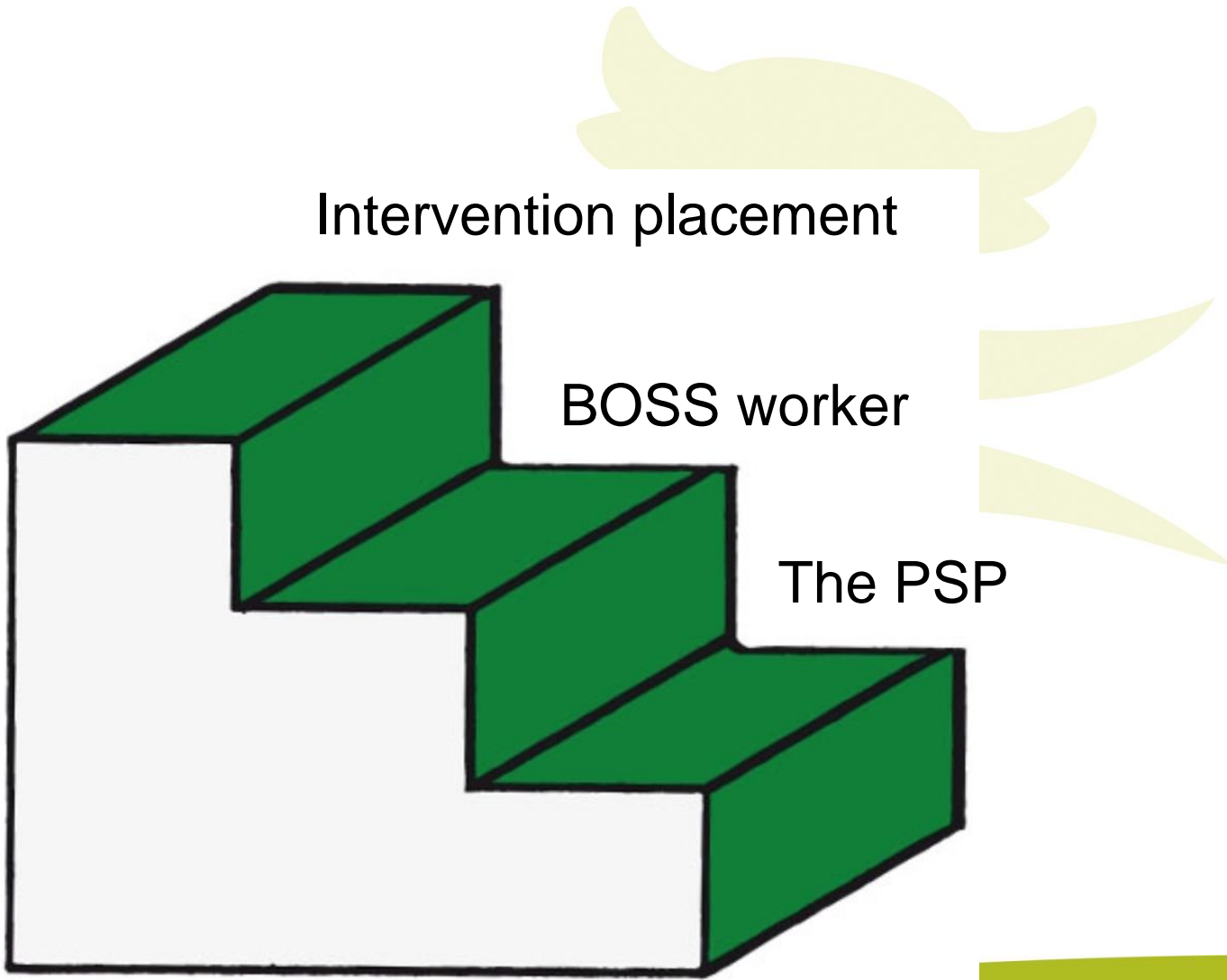
Early
Help
Referral



Permanent exclusion

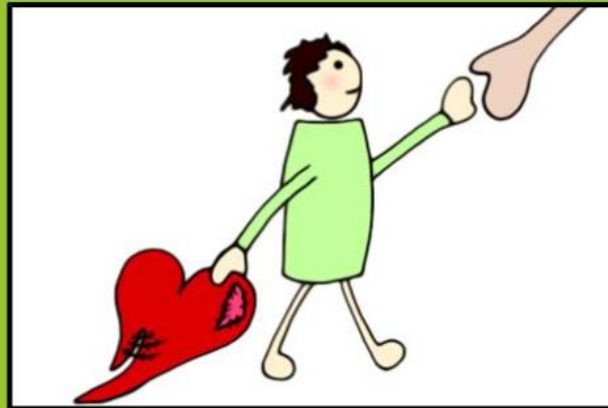
Lincolnshire Ladder





A Guide to the Trauma-Informed Pastoral Support Plan

Inclusive Lincolnshire



*August
2018*

What are we worried about?

Andrew states that his 'kicking off' looks like him mouthing off, flinging stuff around, punching walls, swearing, scaring staff and other students. This is mainly at school, but he is also aggressive at home. Andrew states he kicks off 2 or 3 times a week, but more recently he has been kicking off almost daily at school getting into a spiral. He states that he reacts to any teacher that gets 'in his face' or anyone when he's in 'that mood'.

Andrew feels it is hard to get motivated in lessons, he is losing focus, going to sleep, speaking to and distracting others. Andrew states this has been going on since the family moved here to Bluecoats. The family are currently under TAC (awaiting social care assessment) – housing issues, historic and more recent exposure to DV affecting Andrew in particular.

Feedback from staff:

Walking around school, not staying in lessons, not getting to lesson – obstacles that are not there, misreading situations assuming worst, fight or flight.

What's working well?

Andrew does not 'kick off' with Mrs Shaw or Mrs Bell as he feels he has a connection with them.

Andrew identifies that he is funny and a good friend.

Staff feedback:

Photography – Andrew follows instructions

Tutor – Andrew is polite, listens when asked to do something and I calm when he is in Tutor

Science – Teacher feels she has a positive relationship with Andrew

Maths – No issues when Andrew is in lesson

Andrew likes running, PE is ok

What needs to happen now?

Andrew agrees to:

When I get angry, I agree to try mindful walking instead of kicking off. I will let Mrs Shaw or Mr Roberts know that I am leaving the building and will walk around the tennis courts. I will practice this when I am not angry so that it becomes routine.

I will attend the first 15 minutes of all my lessons and remain in at least half of them.

I will come fully equipped for school.

The school agrees to:

Mrs Shaw will apply to the rotary fund for PE kit - t shirt, socks, shorts & leave it in Newton Office

Ensure Andrew is supervised & supported when completing work in the inclusion room

Ensure incidents are managed through correction before connection – all staff

Give Ms Baldwin a copy of Andrew's timetable so she can make sure he has the correct equipment the night before school

Andrew will miss form and have a daily check-in with Mr Roberts

Ensure all work is differentiated in all lessons so that it is accessible for Andrew

Lead on the TAC process to ensure outside support is sought and maintained

Support Andrew in seeing his EDAN Counsellor

Mrs Shaw & Mr Roberts will help Andrew practice his mindful walks

Collect Andrew from wherever he may stay over the night before, Ms Baldwin will supply school with spare uniform

Praise the positives – positive report

Ms Baldwin agrees to:

Ms Baldwin will commence working with EDAN

Help Andrew ensure his bag is packed every evening before school using the timetable provided

Ensure Jamie attends double appointment at the GP to discuss his sleep issues and lack of focus in lessons, 13.3.19 @ 10.30

Look into Stamford Striders on a Tuesday night

Provide school with a spare set of uniform



Lincolnshire
Safeguarding
Children Board

BANNED ITEMS IN LINCOLNSHIRE SCHOOLS AND ACADEMIES 2016

Lincolnshire
COUNTY COUNCIL
Working for a better future

Lincolnshire
COUNTY COUNCIL
Working for a better future



Lincolnshire
Safeguarding
Children Board

MODEL DRUGS POLICY 2016

BARRIERS

- Rapid school improvement imperative
- Lack of expertise / pastoral staff
- Inflexible or MAT-imposed behaviour policy & practice
- New Headteacher
- Moral panic / zero tolerance

ENABLERS

- No waiting times for support
- Free CPD/resources
- Willingness to listen & flex Ladder
- Positive relationships & culture of collaboration
- Shared vision at every step of Ladder



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Leicestershire School Context

- 50 Secondary (including 1 maintained and 2 studio schools)
- 221 Primary (approx. 1/3 maintained)
- 6 Area Based Special Schools
- 2 Specialist Nurseries
- 1 Primary PRU (30 places)
- Permanent Exclusion Data

	2016/17	2017/18	2018/19 (to date)
Primary	13	16	7
Secondary	15	11	9
Total	28	27	16

Behaviour Partnership

Primary

- **Primary PRU and outreach (3 teachers' + 5 Graduated Response Practitioners**
- **Offer graduated response via; telephone advice, solution focussed behaviour forum (multi-professional), direct support and dual placement at Oakfield for further assessment.**

Secondary

- **Partnership Arrangement**

LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS

Presentation in Northamptonshire March 2019

<https://www.leicsseips.org>

How we got here.....

2012

- LA reducing its educational role
- A crisis in secondary PRU
- An existing Fair Access Panel structure
- Heads committed to a solution – three influential heads served as Exec
- Heads and LA agree to devolve resources
- For five years the LA let us get on with it

How does it work?

- Five areas – with long standing local connections
- £2m delegated by the LA 75% FSM, 25% NOR to the Partnership areas
- Each area accountable/governed by local Heads who “elect” the Chair
- Each area has autonomy to respond as schools see fit
- All schools signed LA agreement. Includes “Pexs” will go on roll at another local school
- Partnership Chairs meet and employ consultant to enable co-ordination and cross fertilisation
- Exec Steering Group for LA accountability

How does it work?

- CYP at risk are referred to Local Panel – all schools represented by staff authorised to take decisions
- Panel chaired by C of P and organised by Partnership Co-ordinator
- If agreed CYP is “programme managed”
- PM = bespoke programme built up of “inhouse” provision delivered by Partnership staff and purchase of Alternative Provision and time back in school

Risks

- Chair's school holds the delegated budget
- Heads need "press ganging" to be Chair
- Schools impacted by retaining students on roll
- Much more difficult to judge impact than it would be if all in a PRU!
- MATS may not prioritise local partnerships
- LA jittery – still accountable but passed the resource and influence to schools
- Keeping "organisational intelligence" alive as personnel change

Opportunities

- Surgery – access to external advice for schools at lower level of need
- Innovative – at local level – fte, Practitioner networks,
- SENCOP – semh. Flexible finance model.
- Shared and collective responsibility for QA of AP
- Mental Health Initiatives integrated
- Schools – the Universal Provider – systematic access for other services

What does it look like?

- 59% of our Year Eleven Leavers full time Programme Managed Students were enrolled in GCSE English and 64% in Maths
- Attendance currently running at 64%
- 16% of our Leavers got a GCSE point score of above 10. 13% achieved 5 or more GCSE passes compared with 1% nationally
- Only 3 out of the 57 Year 11 Programme Managed Year 11's did not gain any qualifications from GCSE or Vocational quals.
- 7% of the Total of 57 Year 11s were recorded as NEET in Oct 18.
- 156 students on full time programmes in June 18, an increase of 20% compared with the previous year
- 0.37% of our secondary population are PM, the national Pex rate is 0.2%
- We are probably neither better nor worse in terms of the number of children who are in the "at risk of exclusion or worse" than anyone else but probably much better in the provision we make for these students



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The Northamptonshire Picture

Local Data and the Northamptonshire Approach

Alison Shipley – Assistant Director Vulnerable Learners

Chris Connearn – Head of Learning and Effectiveness

Children First
Northamptonshire

The new name for Children, Families and Education.
Please make a note of my new email address.

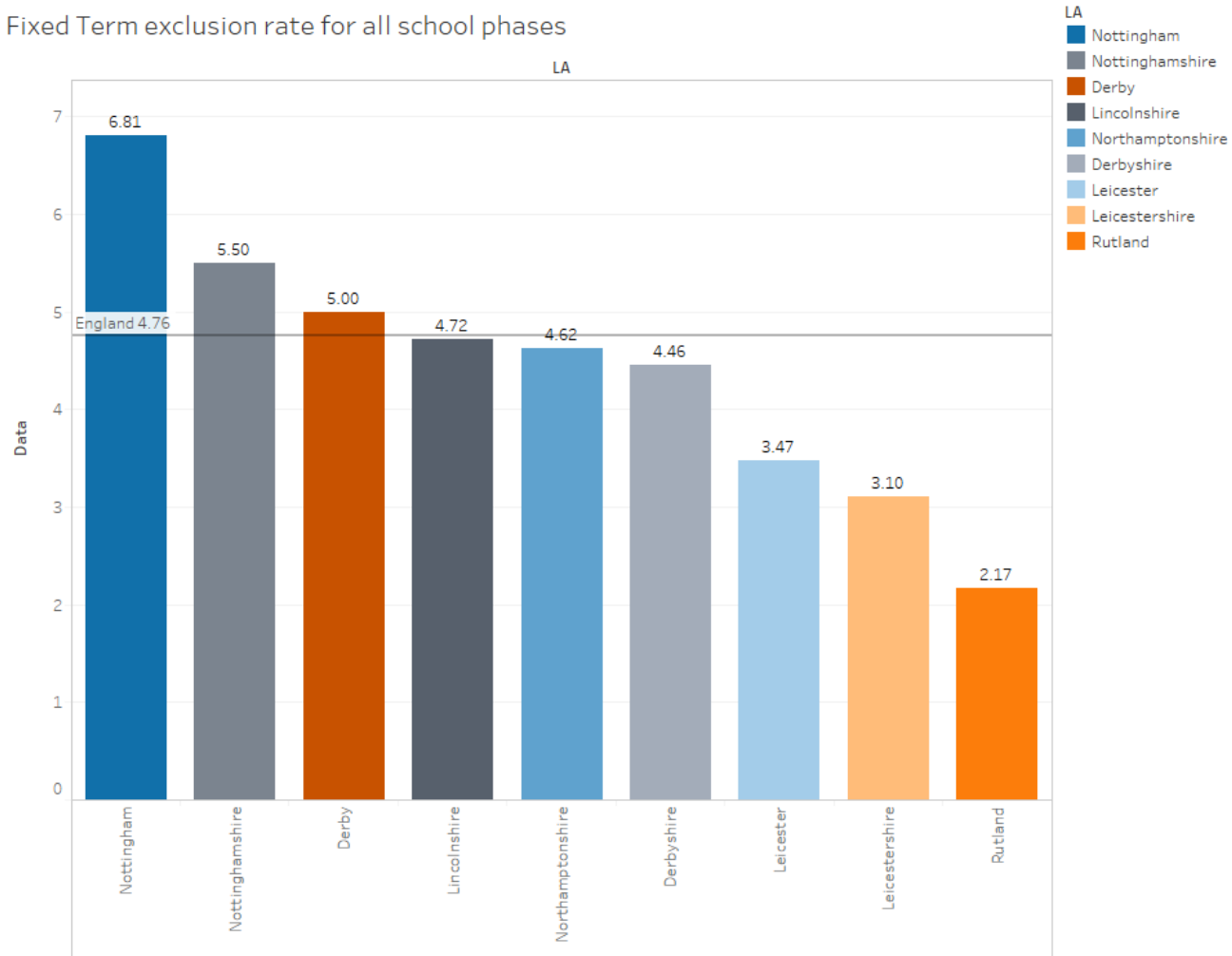


Northamptonshire
County Council



Northamptonshire
County Council

Fixed Term exclusion rate for all school phases



Source: DfE Permanent and fixed period exclusions in England:2016 to 2017 (August 2018 data release)

Children First
Northamptonshire

The new name for Children, Families and Education.
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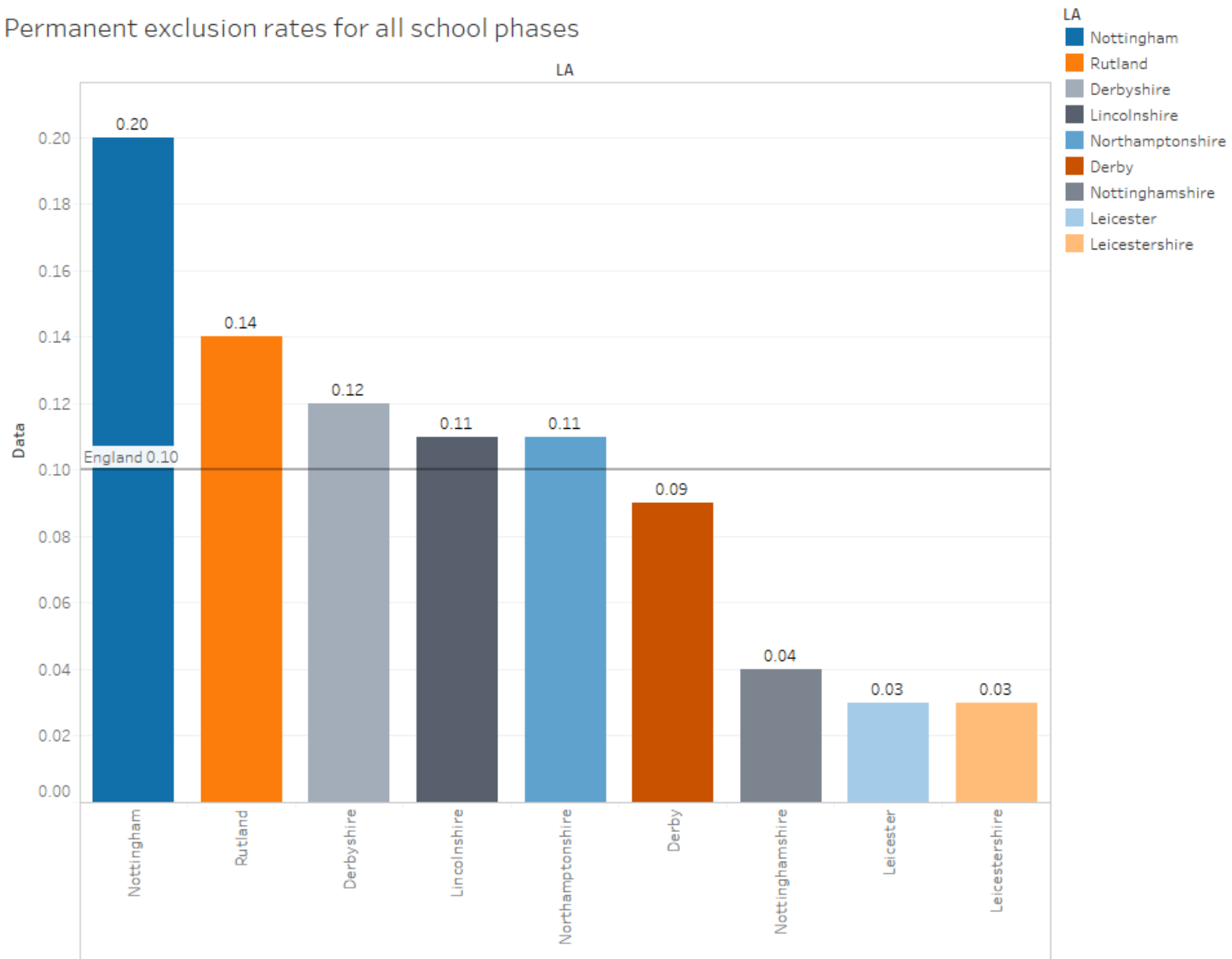


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Excluded pupils – The financial cost

- Numbers have significantly increased during the academic year 2017/2018 in some areas of the county.
- AP provision costs in the region (including place funding) of £20k p.a per pupil (£100k per pupil over years 7 – 11).
- Permanently excluded pupils place additional financial pressures on the DSG and impacts on educational attainment.
- The LA recognises that the majority of schools aim to be inclusive and work hard to include all pupils. However a number of schools are high excluders and this has a significant impact both on the pupils and high needs costs.

Permanent exclusion rates for all school phases



Source: DfE Permanent and fixed period exclusions in England:2016 to 2017 (August 2018 data release)

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Permanent exclusion reasons - all schools

LA	Bullying	Damage	Drug and alcohol related	Other	Persistent disruptive behaviour	Physical assault against a pupil	Physical assault against an adult	Racist abuse	Sexual misconduct	Theft	Verbal abuse/ threatening behaviour against a pupil	Verbal abuse/ threatening behaviour against an adult
Derby	0	0	0	5	11	6	8	0	0	0	0	8
Derbyshire	0	0	11	19	55	14	16	0	1	0	3	6
Leicester	0	0	1	1	1	0	5	0	0	0	0	5
Leicestershire	0	1	4	7	5	3	6	0	0	0	1	1
Lincolnshire	0	1	4	20	59	11	11	0	0	1	3	6
Northamptonshire	0	0	11	22	35	21	19	0	1	1	4	8
Nottingham	1	1	7	15	32	5	14	0	1	0	3	10
Nottinghamshire	1	3	4	14	12	9	4	1	1	0	0	4
Rutland	0	0	1	1	4	0	0	0	0	0	0	1

'1' is shown where the figure is suppressed for being 1 or 2 pupils or a percentage representing that number

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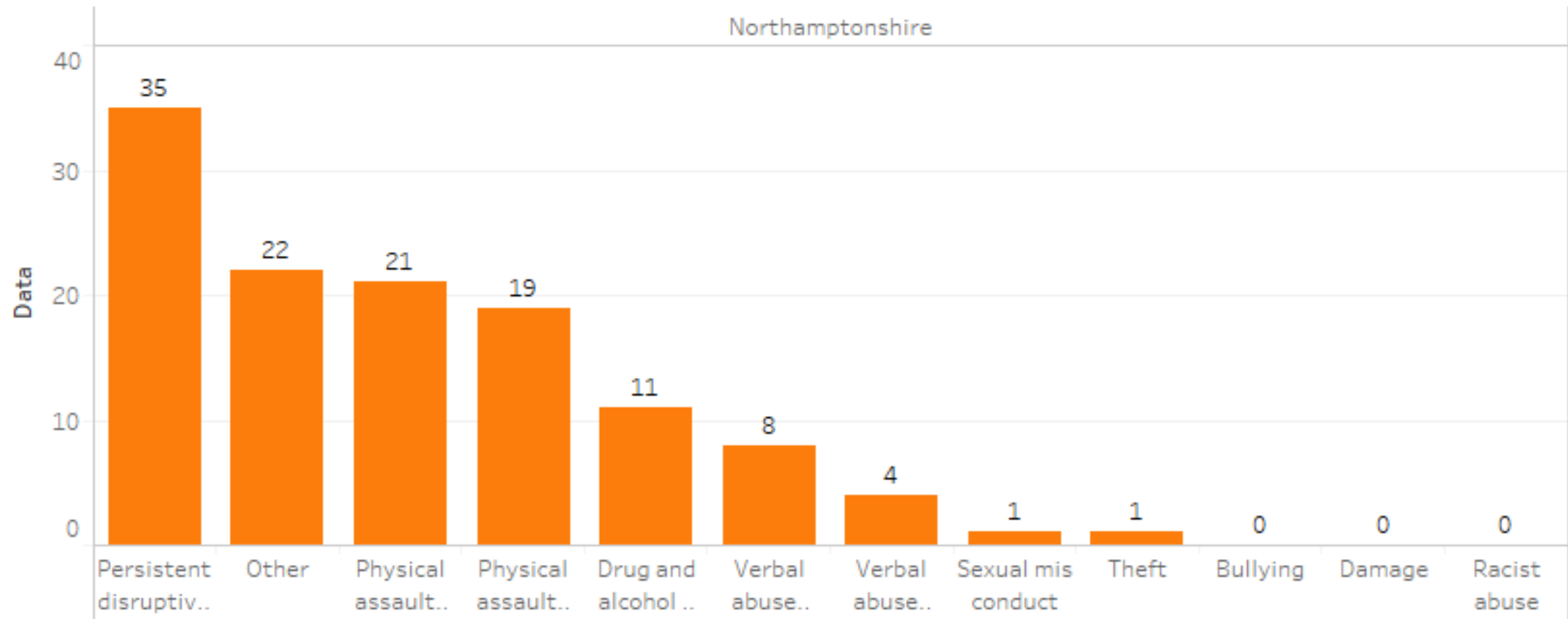


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Permanent exclusion reasons by individual LA



Source: DfE Permanent and fixed period exclusions in England:2016 to 2017 (August 2018 data release)

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Exclusions Primary Phase Sept 18 to March 19

Exclusion Summary - Primary Phase	NCY							
NCY	0	1	2	3	4	5	6	Total
Fixed Period	18	43	55	121	115	90	118	560
Permanent		3	1	3	3	3	4	17
Lunchtime Only Exclusion			2	1	1		2	6
Total	18	46	58	125	119	93	124	583

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Comparative Exclusions Data

Primary and Secondary Combined September 18 to March 19

Exclusion Summary	No.
Fixed Period	3040
Permanent	96
Lunchtime Only Exclusion	3
Withdrawn from Permanent	3
Total	3324

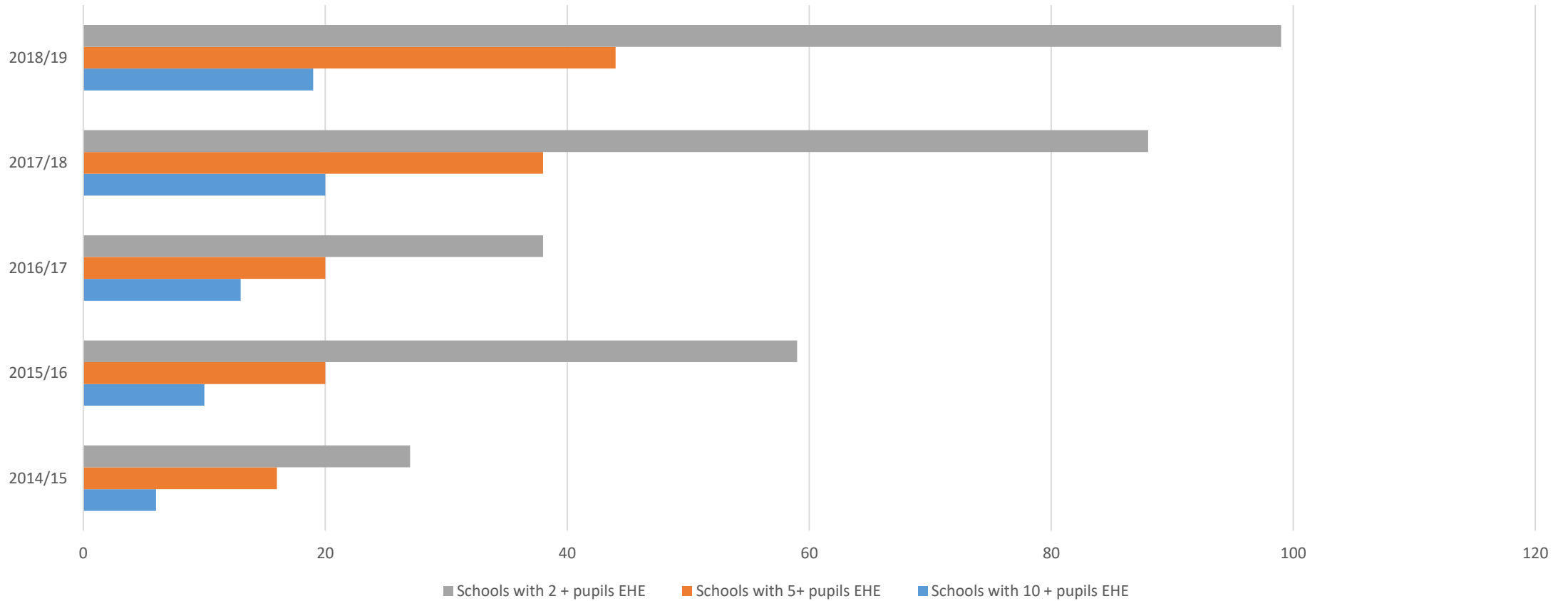
Primary and Secondary Combined September 18 to March 19

Exclusion Summary	No.
Fixed Period	3213
Permanent	99
Lunchtime Only Exclusion	9
Withdrawn from Permanent	3
Total	3324

Exclusions Secondary Phase Sept 18 to March 19

Exclusion Summary - Secondary Phase	NCY							
	7	8	9	10	11	12	13	Total
Fixed Period	365	510	630	666	454	15	13	2653
Permanent	9	20	16	27	8	1	1	82
Lunchtime Only Exclusion					3			3
Withdrawn from Permanent			1	1	1			3
Total	374	530	647	694	466	16	14	2741

Number of schools with 2+, 5+ and 10+ pupils becoming EHE



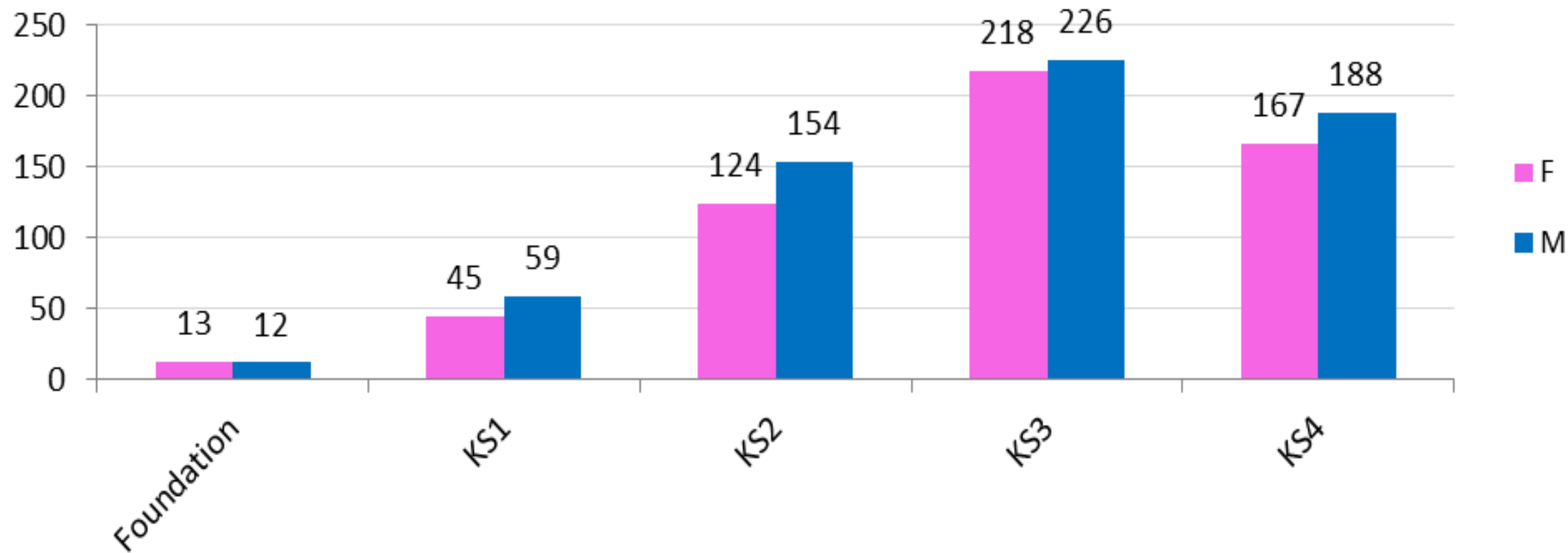
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Elective Home Education by Key Stage & Gender 17/18



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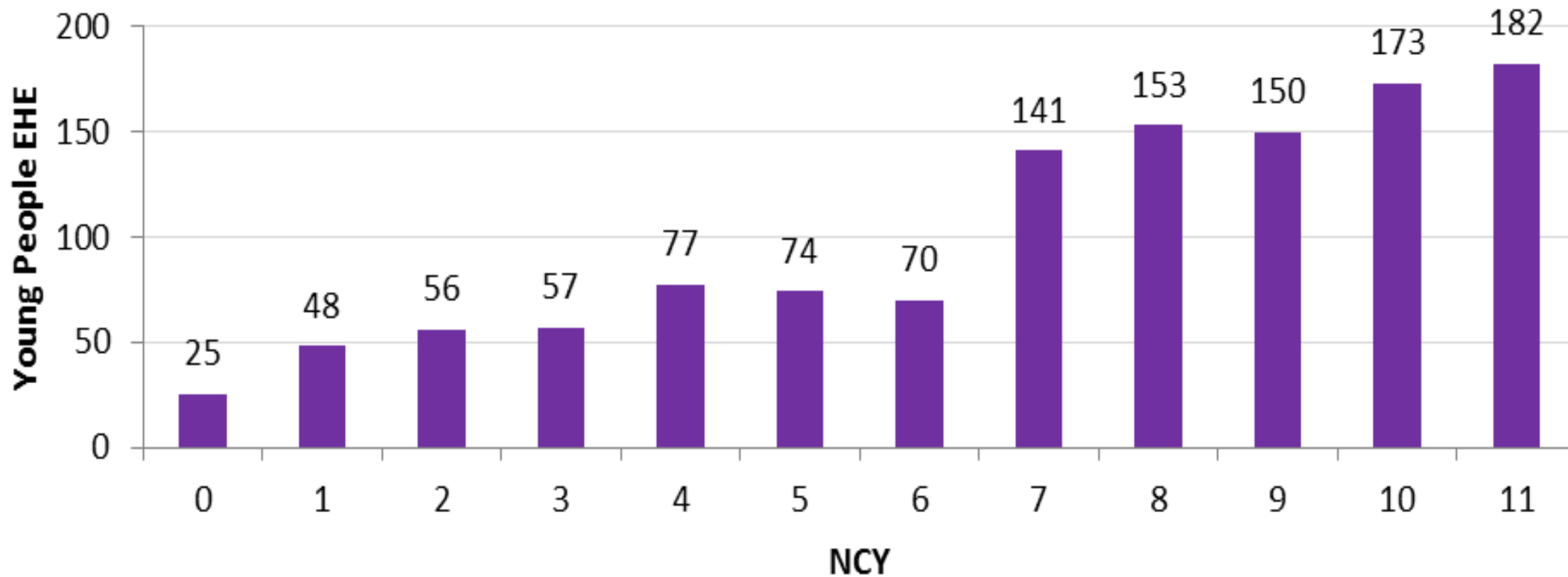


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Elective Home Education by Year Group 17/18



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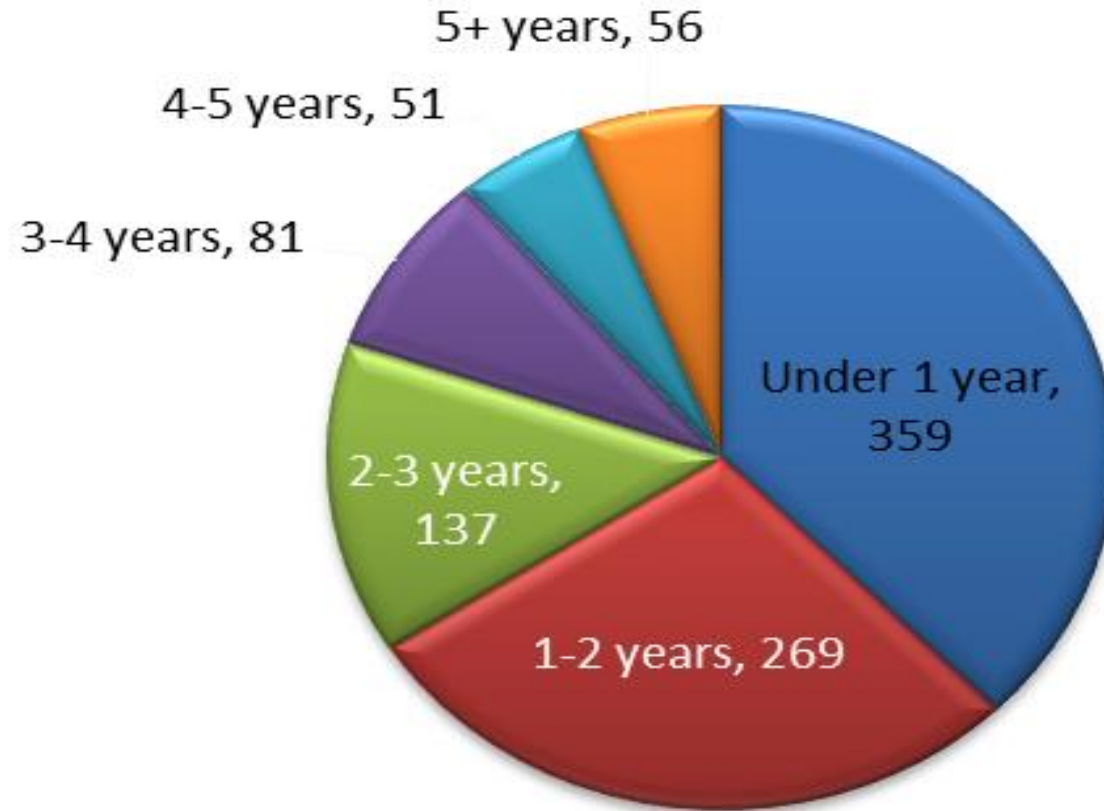


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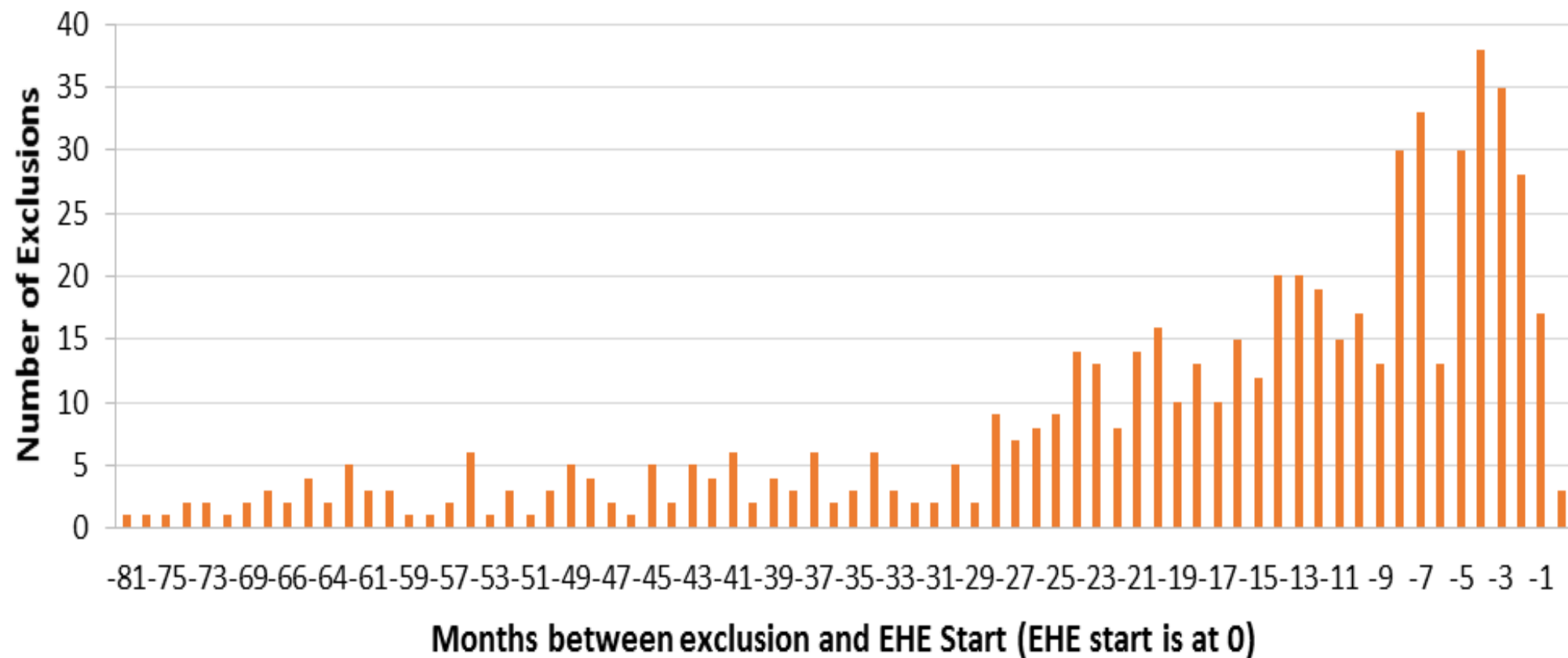


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Length of Time EHE



Fixed Exclusions Relative to the Start of EHE



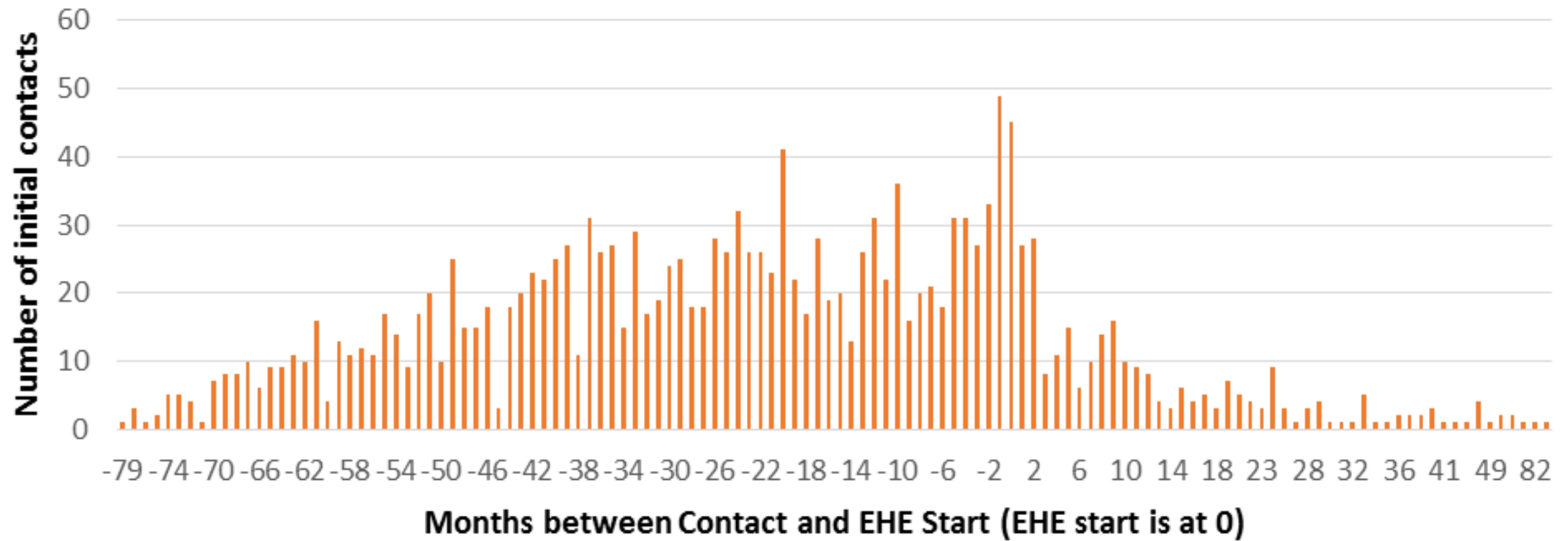
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Initial Contact to Social Care Relative to the Start of EHE



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What else is worrying us?

- Presence of gang related activity and county lines in Northamptonshire
- Children presenting with complex SEMH issues at primary age
- Too many reduced timetables
- Too many children becoming electively home educated

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What we have done so far

- Met with groups of secondary heads in each region to discuss managed moves, fair access and reintegrating pupils after permanent exclusion back to mainstream
- Increased provision for primary aged pupils within SEMH Units
- Funded trainee educational psychologists to support transition back into schools.
- Supported schools and pupils with individualised packages of support.
- Education and Inclusion staff are members of the Northampton Early Intervention Hub
- Engaged with CIRV and schools.
- Part of the Violence and Vulnerability Strategic Framework
- Effective use of short term alternative provision and regular monitoring.

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What Next

- Multi-agency review of SEMH pathway
- Sufficiency Strategy
- Review of Descriptors
- SEN London Leadership Review Pilot
- New Ofsted Framework

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Break



East Midlands Academy Trust



@eastmidsacademy

How can we in Northamptonshire address the issue?



Tim Marston, Headteacher
Northampton International Academy

Limited or no capacity in alternative provision across Northampton.

Unsustainably high levels of pupil mobility between schools.

A Fair Access process which is congested with a mixture of admissions issues and EHE.

Poor, or at best inconsistent advice for parents of permanently excluded pupils.

My frustrations with the current system.

A Fair Access process which is attended by staff without the authority to accept or reject placements.

A lack of proactive solutions to genuinely avoid a permanent exclusion.

A lack of options for the Managed Move group to use to creatively support pupils to successfully transition from one school to another.

Too many pupils being escalated to the Fair Access process.

- Providers are at capacity and not able to expand provision.
- Around 1000 pupils currently EHE within Northamptonshire (how many are actually being monitored, taught or safeguarded?)
- The majority of places discussed at FAP were pupils who had been removed for EHE and then applied for a school place.
- Of our 157 pupils in year 9, 37 have been to at least one other secondary school within Northampton.
- The process becomes stagnant if the placements cannot be agreed at the meeting.
- Sending someone who is not able to say yes becomes a strategy for avoiding taking pupils, plausible deniability.

A lack of proactive solutions to genuinely avoid a permanent exclusion in the days between a school making the decision to exclude and the Governors Disciplinary Hearing.

- NIA pexed a pupil on November 11th – IRP took place on Feb 25th – IRP took less than 30 minutes as parent supported the PEX but had been advised IRP was the appropriate next step.
- Pupil still out of school – could have been placed immediately with appropriate advice / support.
- Two pupils at FAP in March following one off incidents – NIA would take both (and would have done so without a pex being necessary) but FAP following pex was the first discussion of the pupils.

- Fund in advance 20-40 alternative provision places which we as schools will gate keep (potentially via the managed move group)
- Agree a definitive response as a group of schools to pupils being removed from roll and an agreed response to applications from parents who have abused the process.

For those pupils who reach the PEX threshold in one of our schools...

Instead of a permanent exclusion the heads meet to agree a planned transfer at the point of PEX (must have parental support).

Pupil is supported to make the fresh start (not a managed move) with full transparency between the schools.

Pupil is only raised to FAP if;

1. Parents do not support the planned transfer and therefore PEX is upheld
2. Pupil is subsequently pexed by their fresh start school

For pupils at risk of exclusion or in need of alternative provision...

- The managed move group (or similar forum) would decide who accesses the 20-40 alternative provision places provided.
- Alternatives to unsupported changes of school would include, short term placements at other settings, fixed term placements at another school (in lieu of an FTE), provision of support paid for by the managed move group (or similar forum).
- Pupils would only be referred to FAP if no solution through the managed move group could be agreed upon.

For a pupil who is to be removed from the roll of one of our schools to EHE.

- We follow the legal framework for EHE as parents have the right to remove a pupil to EHE, however...
- We make it clear that we will work closely with the authority to ensure education plans are submitted monthly for the first 6 months of an EHE removal and that we will push for home visits and safeguarding checks during this six month period if the Education Plan is not actively submitted and updated weekly to our school or one of our partner schools (whichever is most local to the family) for the first 6 months.
- As a group of schools we will not re-admit the pupil to the specific school or one of our partner schools via any other route than a standard admission to the school through the standard admissions process.

Any questions?



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Closing



Joshua Coleman

Chief Executive

East Midlands Academy Trust



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