





"If the instruction of ordinary children be an art requiring such a combination of qualities and such sound discretion, that but few skilled persons arrive at perfection in it, how much more difficult is the instruction of those who, even if they be children in years, have more to unlearn than they have to learn; whose ignorance has been coupled with constant evil education; and among whose intellects there is no such thing as virgin soil to be found."

(Charles Dickens – "Boys to Mend" in "Household Words" 11 September 1852)

# **Exclusion: Com**

### **Collaborative Solution**

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# SCHOOL EXCLUSION SUMMIT

23rd February 2021

ME -

Discussions:

- \* There can be success after exclusion
- · The challenges of teaching in disruptive classrooms
- No More Exclusions (NME)
- + Leading schools while securing education for all
- · My child their future
- · Alternative education for the alternative learner
- A legal perspective on exclusion
- · Exclusion shaped my demise
- · What are the alternatives to school exclusion?

Sociapreneur.com

Learning Workz

In any works

RUE CURRICULUM.





...and yet we know so much about school exclusion!

### How many?

- England: 7,894
- SE England 603
- Surrey 106

(DfE & SCC2018/19)



...and yet we know so much about school exclusion!

## Who?

- SEND
- Mental Health Problems
- Boys
- Financially disadvantaged pupils
- Those in deprived areas
- Looked After

(Menzies, L., & Baars, S., 'Young People on the Margins' (2021) Routledge)

### ...and yet we know so much about school exclusion!

### Who?

Number of pupils (thousands) accessing alternative provision, referred for a CIN assessment and identified as having SEN up to age 16 Cohort born in 2002/03



https://ffteducationdatalab.org.uk/2021/06/the-overlap-between-social-care-special-educational-needs-and-alternative-provision-part-one/



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### Who?

- 78% of permanent exclusions issued were to pupils who either had SEN, were classified as in need or were eligible for free school meals.
- 11% of permanent exclusions were to pupils who had all three characteristics.

(Timpson Report on School Exclusion (May 2019) DfE)

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### The outcomes?

- Over one third of children who completed Key Stage 4 in Alternative Provision go on to be NEET.
- 1.5% of LA pupils in AP achieve 4+ in English and Mathematics pre 16 years Boys
- Increased evidence of mental health issues in students excluded from schools.



- 23% of young offenders sentenced to less than 12 months in custody, in 2014, had been permanently excluded from school prior to their sentence date.1
- Almost 66% of prisoners reported having been fixed term exclude from school. 2

1. (Timpson Report on School Exclusion (May 2019) DfE)

2 (Ministry of Justice 2012)



• Nearly 50% of prisoners had been permanently excluded.

(Ministry of Justice 2012)



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The cost?

# Estimated cost per student £370k

...but that's to take the very lowest ground.



### ...and we know the barriers to inclusion!

- socialisation difficulties resulting from growing up in care, overcrowding
- Adverse Childhood Experiences
- attachment disorder
- Speech and Language, numeracy and literacy
- poor nutrition
- failure to identify SEND early



### **Protective factors:**

- Effective classroom practice by skilled and trained practitioners
- Specialist support from SENCOs, SALT, mental health experts
- Family and home outreach
- Effective safeguarding and child protection, including liaison with other agencies (remember 'Every Child Matters' and 'Extended Schools'?)



### **Protective factors:**

- Closer links to employers
- Nurture groups
- Collaboration to provide service to meet local community needs, e.g. Reach and Oasis Hubs

### Surrey Alternative Learning Programme

- Central SALP Board convened, involving Local Authority officers, schools, PRUs and colleges. (2008)
- Funding identified for inclusion work in each area, divided between:
  - PRU funding;
  - Learning Support Unit (LSU) funding for schools with existing facilities;
  - Reducing exclusions funding.



### **Surrey Alternative Learning Programme**

"the most effective AP arrangements were developed when local authorities and groups of schools took ownership and shaped local AP as a resource to support them to help their most challenging children."

(Creating opportunity for all: Our vision for alternative provision' DfE (March 2018))



### **Surrey Alternative Learning Programme**

- £1,247,771 devolved as Reducing Exclusions funding was used to create an additional 101 Alternative Provision placements across the county, around 80% of PRU capacity.
- £12,354 per SALP placement, compared to PRU placements costing between £19,695 and £26,116 depending on top up funding by area.



### Surrey Alternative Learning Programme

- A quarter of pupils in England's PRUs are educated in provision judged less than good.<sub>3</sub>
- Surrey has 3 outstanding provisions.

3.(Menzies, L., & Baars, S., 'Young People on the Margins' (2021) Routledge)



What we need to do less:

- work in silos,
- duplicate work,
- be overly protective of our own organisations, their resources and data,
- focus on behaviours rather than their causes.



What we need to do more:

- encourage schools to collaborate to find solutions to exclusion,
- incentivize inclusive practice in schools,
- early identification of the factors leading to exclusion,
- interagency collaboration to intervene early,
- align working strategies and practices to focus resources and reduce costs,

share data legally, but quickly and effectively.