

Permanent Exclusion and Children Missing Education

16th December 2024



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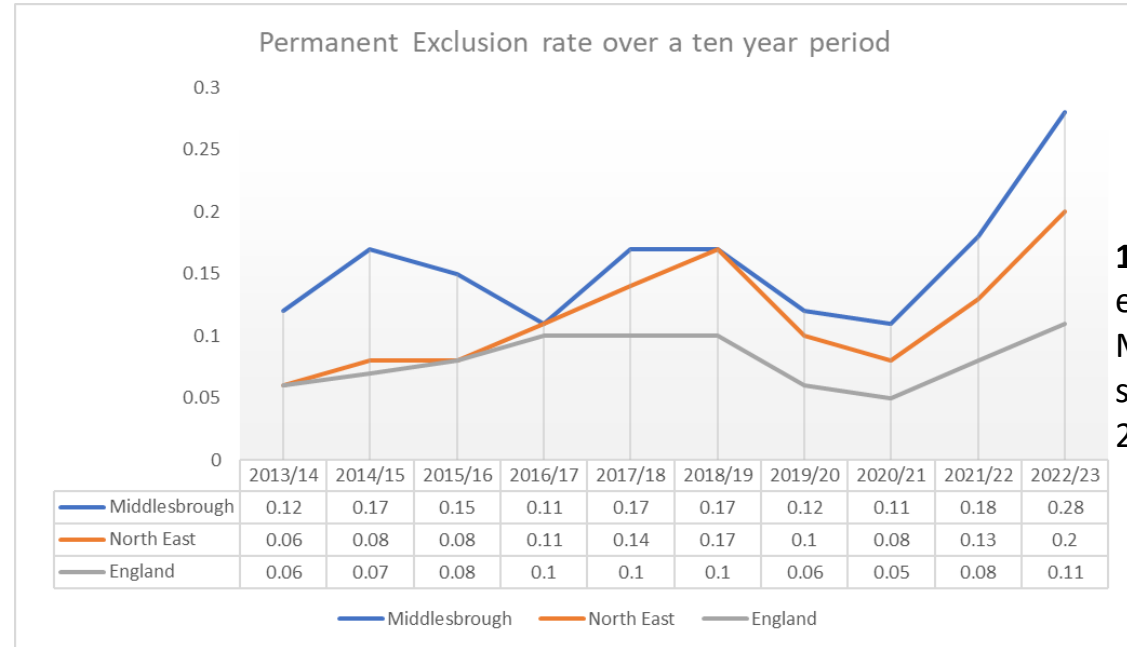
Context

National context:

- Growing rate of permanent exclusion
- SEND & Inclusion identified as a priority area for education nationally – focussing on mainstream inclusion

Local context:

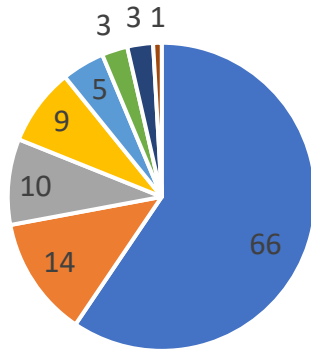
- High rate of permanent exclusion and suspension from secondary schools
- The LA commission a range of good quality alternative provision and specialist assessment provision
- 0-25 Inclusion and Outreach service developed in partnership with and available to all schools
- A well-established Local Area Inclusion Partnership with schools and multi-disciplinary agencies



111 pupils excluded from Middlesbrough schools in 2023/24

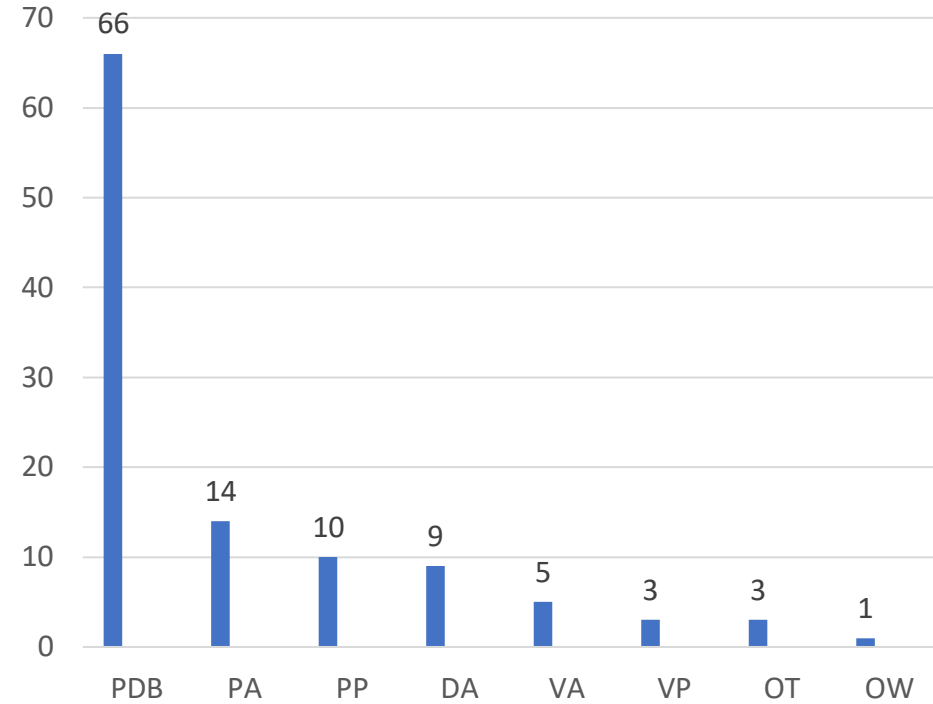
Breakdown of Reasons For PEX

Academic Year 2023-24



■ PDB ■ PA ■ PP ■ DA ■ VA ■ VP ■ OT ■ OW

PDB – Persistent Disruptive Behaviour
 PA – Physical Assault on an Adult
 PP – Physical Assault on a Pupil
 DA – Damage to property
 VA – Verbal Abuse / Threatening Behaviour towards an Adult
 VP – Verbal Abuse / Threatening Behaviour towards a Pupil
 OT – Other
 OW – Use / Threat of an Offensive Weapon



The duty to provide 6th day education when children are permanently excluded from school



The Local Authority has a duty to arrange suitable full-time education for permanently excluded pupils from the sixth school day of exclusion.

In Middlesbrough, 6th day education provision is delivered by several registered alternative provisions [AP] / schools.

Arrangements for commissioning alternative provision were deemed to be effective during the Local Area SEND & Inclusion Inspection (Oct 2023), and the quality of the provision is checked twice a year.

The LA has worked with providers of AP in recent years to increase the number of providers who are registered as a school with OFSTED.

Children who attend alternative provision have regular reviews and there are staff in the service dedicated to overseeing their placement following exclusion.

Additional vulnerabilities of pupils in Alternative Provision

Alternative provision offers an adapted or alternative curriculum for children who have been unsuccessful in accessing or engaging with a mainstream education. Alternative Provision also encompasses provision available for children who are unable to attend school because of their physical or mental health needs..

A proportion of children in Alternative Provision have additional vulnerabilities or characteristics, often as a result of trauma and adverse childhood experiences. For the children in alternative provision, it offers an opportunity to gain qualifications (both vocational and academic) alongside participating in personal development activities whilst developing transferable skills and knowledge which support onward progression into Post 16 pathways after Year 11.

There are currently 279 children accessing education in an Alternative Provision. Of these pupils, 264 are secondary and 15 are primary.

Of the 279 children in alternative provision-

- 188 are there as result of being permanently excluded from their mainstream school.
- 108 have identified special educational needs
- 42 have an Education Health and Care Plan (EHCP) for their special educational needs
- 38 are open to Social Care on a Child In Need plan (CIN)
- 13 are open to Social Care on a Child Protection Plan (CP)
- 8 are Children Looked After (CLA)
- 7 are open to the Youth Justice Service

A number of the children in alternative provision have multiple complexities and vulnerabilities from the list above and are receiving support from numerous external agencies.

Permanent Exclusions and Children Missing Education

Most pupils in alternative provision receive a full-time education, however, 39% of children access the provision on a reduced timetable basis. These reduced timetables are used to accommodate an assessment/ transition plan or because it is in the child's best interests to reflect their individual needs.

At times when exclusion rates are high or there is a high volume of permanent exclusions over a short period of time, some pupils wait for a placement to become available at one of the registered providers.

During this period, these children are offered an interim education package which is coordinated by the Local Authority and they receive regular visits from Local Authority staff.

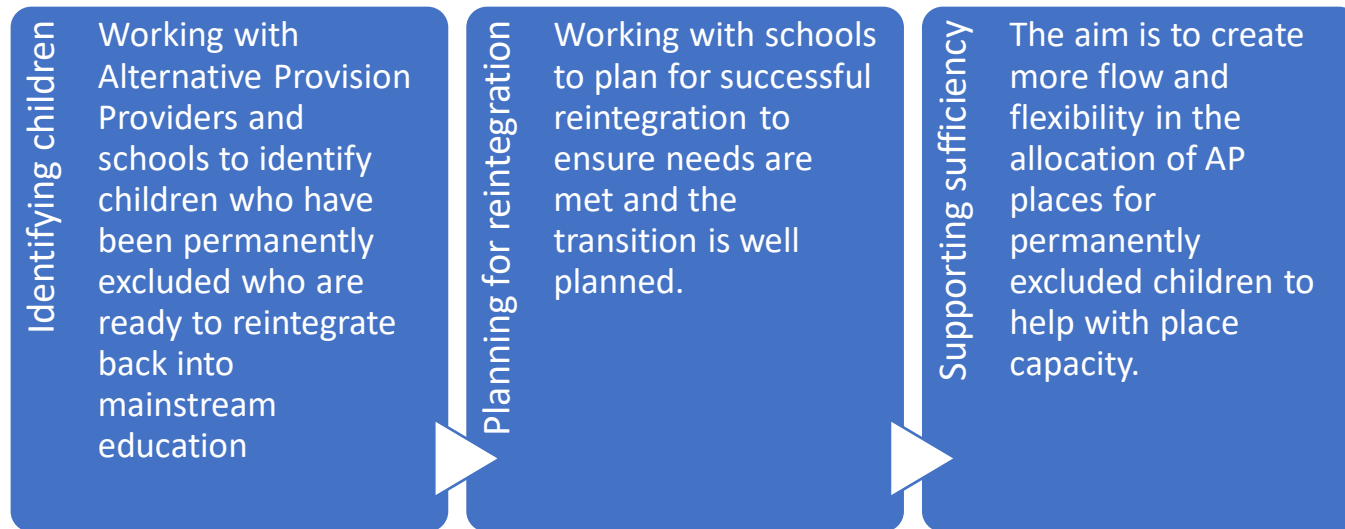
At present, there are 22 children receiving an interim education package, there are plans for 11 of these children to transition into a school placement before Christmas. There are periods of time over the year when there are more children waiting to start their alternative provision placements depending on peaks in the rate of exclusion. Admission of these pupils (often with additional needs or behaviour that challenges) into the small number of registered provisions needs to be carefully considered and managed.

Next steps: place capacity and prioritising reintegration

As a result of the high numbers of permanently excluded children, the cohort of children in Alternative Provision has grown significantly from 147 in 2021 to 279 in 2024.

To ensure there is sufficient capacity in the system to meet 6th day responsibilities and to allow children to experience their mainstream education entitlement wherever possible, the Local Authority is working with secondary school partners to prioritise reintegration back into mainstream.

This allows children who are in AP to move back into mainstream education when they are ready. It also means that an increased number of newly excluded children may be able to be reviewed and reintegrated into another mainstream school quickly to avoid them needing to move into AP.



Next Steps: Promoting Inclusion and the importance of prevention

Another priority for the Local Authority is to continue to work around early identification and intervention to prevent exclusion, wherever possible, from the earliest point.

The 0-25 Inclusion and Outreach model has recently been restructured based on feedback from schools to ensure it meets local needs.

Preventative AP pathways are in place, commissioned using high needs funding, to offer opportunity for off-site assessment of children's needs.

New preventative alternative provision has been commissioned (Latitude at Acklam Grange School) to avoid exclusions.

A new primary age support base is being built for children with trauma and adverse childhood experiences to support early identification of needs ahead of a transition to secondary school.

The Local Authority is delivering project work in other key areas such as: workforce development, transitions and support for parent carers as part of the Delivering Better Value programme with the Department for Education.

