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**To: Education and Children's Services Scrutiny Board (2)**

**Date: 14<sup>th</sup> February 2018**

**Subject: Exclusions and the Extended Learning Centre**

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**1 Purpose of the Note**

1.1 To provide an overview of:

- The number of permanent exclusions that have been implemented by Coventry schools over the current academic year and the last two full academic years;
- The post exclusion process, leading to either an alternative school offer or alternative provision. This includes recent service developments which were implemented in September 2017, as an outcome of the Education re-design process.
- The number of pupils that are not accessing full time education as a result of permanent exclusion.
- The CELC Coventry Extended Learning Centre (ELC)

**2 Recommendations**

2.1 The Education and Children's Services Scrutiny Board are recommended to:

- 1) Consider the information contained in the briefing note
- 2) Identify any recommendations to the Cabinet Member

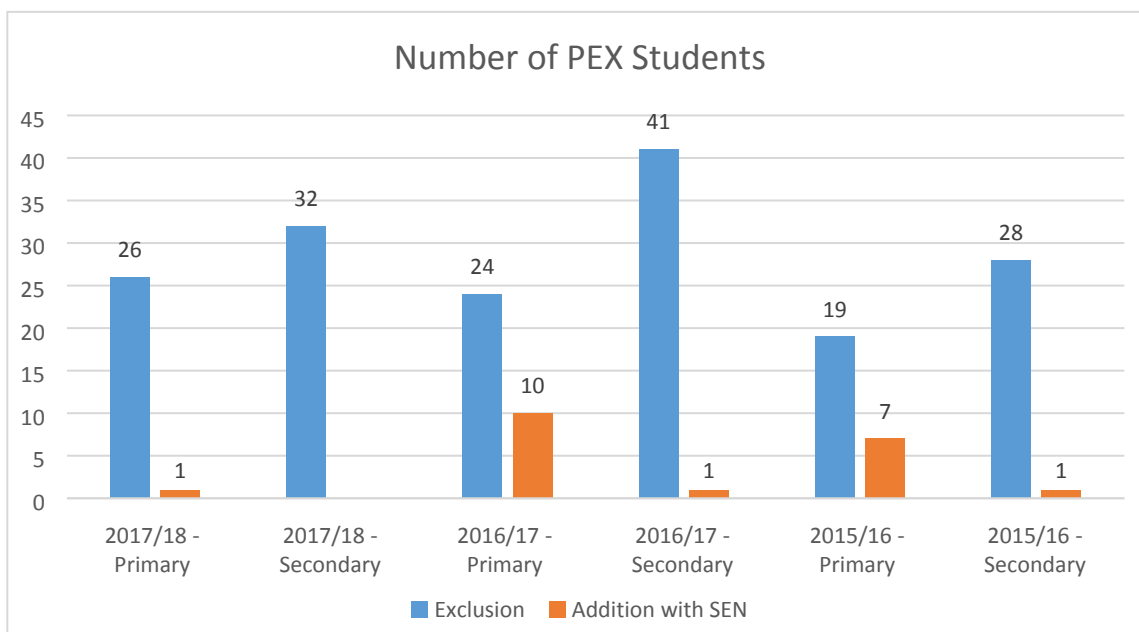
**3 Information/Background**

- 3.1 The rules governing exclusions from schools, academies and pupil referral units in England, are set out in s52 of the Education Act 2002. This is underpinned by Statutory Guidance "Exclusions from maintained schools, academies and pupil referral units – A guide for those with legal responsibilities in relation to exclusion" (September 2012, updated September 2017). In summary, the guidance states that the head teacher of a publicly funded school, may exclude a pupil from the school for a fixed period or permanently
- 3.2 A fixed term exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
- 3.3 Pupils whose lunchtime behaviour is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases.
- 3.4 An 'informal' exclusion involves a child being sent off the school premises, without this being officially recorded as an exclusion (e.g. where a child is sent home for a 'cooling off' period). It is unlawful for a child to be informally excluded from school, even where the child's parent/s or carer/s agree to the exclusion.

- 3.5 A permanent exclusion involves the child being removed from the school roll. However, the head teacher must not remove a pupil's name from the school Admissions Register until the outcome of the Independent Review Panel (if this route is followed by parents).
- 3.6 The DfE reports that 6,685 permanent exclusions were recorded in 2015/16, up from 5,795 the previous year. This represents an increase of 13%. This is the most recent national data that has been published.
- 3.7 However, the Statutory Guidance is clear that exclusion should be a last resort and that early intervention should be used to address the underlying causes of disruptive behaviour. It has been previously reported that Coventry schools invest heavily in social, emotional and behaviour support. Consequently, the level of recorded permanent exclusions in the city, whilst rising remained recorded as relatively low. However, a practice of moving pupils into the Coventry ELC as part of a managed move process will have influenced the level of recorded exclusions.
- 3.8 In 2016/17, there were 74 recorded 'managed moves', the majority of these being from mainstream into alternative provision. The year before, there were 72 recorded managed moves, with the same trend of movement into alternative provision.

#### **4 Exclusions and Alternative Provision**

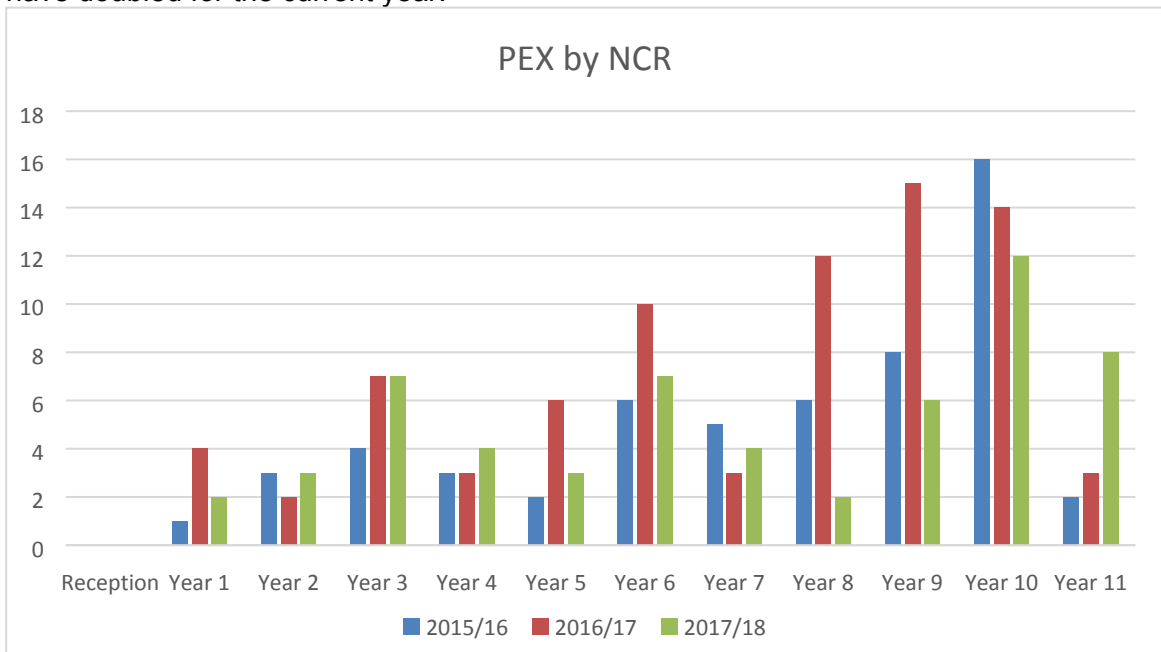
- 4.1 The number of excluded children has risen from 2015/16 to 2016/17 in both primary and secondary phases of education. In both primary and secondary phases of education the number has risen from 47 to 65 pupils. An increase of 38% or 18 pupils. For the current academic year, 2017/18, there have been 58 exclusions, 89% of the previous academic year's exclusions in 40% of the time. If exclusions to continue at this rate for the remainder of the academic year the total value is projected to be c.150.
- 4.2 The process for secondary permanent exclusions (PEX) changed in January 2016. All pupils both PEX and those at risk of PEX were sent directly by schools to The CELC via an agreed pupil passport. Therefore, the data became dependent upon each school informing the LA a formal PEX had taken place. Since the implementation of the new Education Entitlement Team in November 2017, created as part of the education restructure, the Local Authority are able to track and monitor PEX more effectively. This means that all PEX students are now recorded as such, rather than as pupils being dual-registered at the Coventry ELC. Therefore, the argument can be made that the level of PEX has remained at constant levels for the last two years, PEX pupils are more visible to the LA and are being registered as such.
- 4.3 This team is now responsible for coordinating the new Fair Access Protocol and Supported Transfers which aim to reduce the overall amount of permanent exclusions and where possible enable pupils to remain in mainstream education. Managed moves practises have now been discontinued, and supported transfers have been created which aims to encourage children to stay within mainstream education, and that if a child was required to be transferred then the first option would be a mainstream setting. Since December 2017, there have been 29 supported transfers, of which only 2 can be considered to have failed, leading to a permanent exclusion.



Source – CCC Datawatch

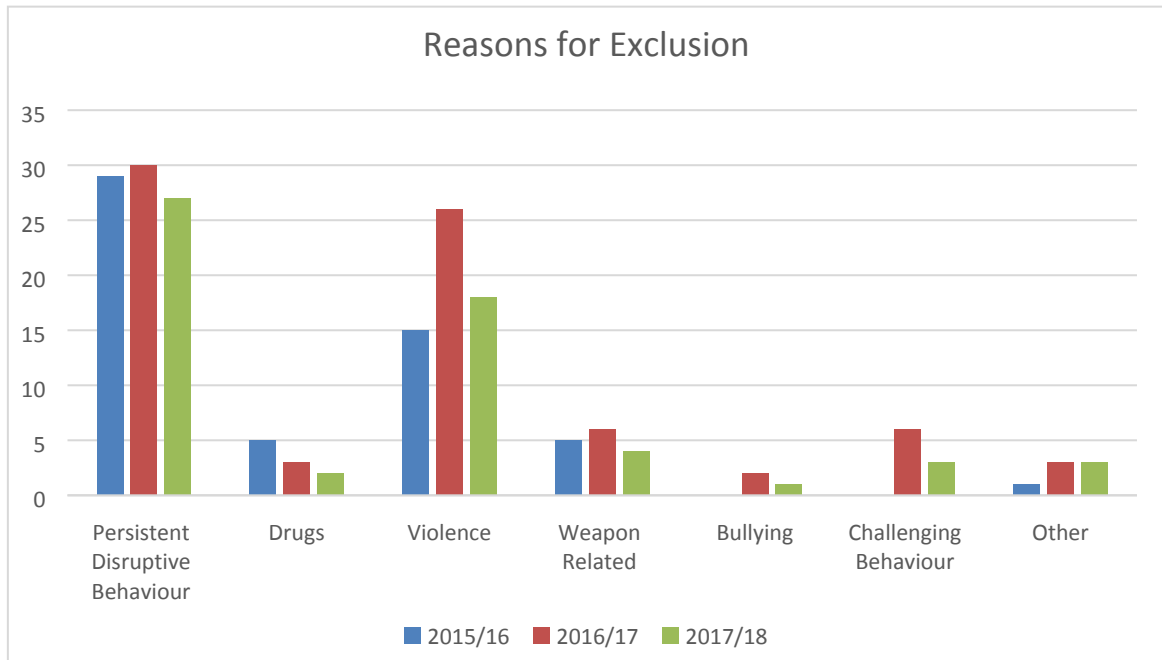
- 4.4 The growth of exclusions was larger in secondary than in primary with secondary exclusions growing by 13 pupils whereas primary only grew by 5 between 2015/16 and 2016/17. The number of recorded permanently excluded children with an EHC/Statement is low in secondary. In both studied full academic years there has only been 1 permanently excluded child with an EHC in secondary. (However this does not cover those with an undiagnosed learning difficulty or behaviour need.) In 2016/17 the child above, was excluded from Ernesford Grange Secondary and in 2015/16 a different child with an EHC plan was excluded from what was the Woodlands Academy. There is a higher proportion of PEX students being in the primary education with an EHC plan of the 43 pupils excluded from primary education in the two years, of which 17 had an EHC plan. For the current academic year, only 1 child has been excluded from primary education with SEN, with none so far with SEN from Secondary education.
- 4.5 However more work is being undertaken in the Coventry ELC to identify those pupils on roll who should have an EHC plan. Of the 28 pupils excluded from Secondary in 2015/16 and placed within the CELC, 8 of them were later diagnosed with additional needs and were placed on the EHC process. With all of them going on to have an EHC plan. In 2017/18 of the 41 excluded pupils from Secondary 10 now have an EHC plan, and in the current academic year 2 of the excluded pupils have been placed on the EHC process. This figure will rise as staff become more familiar with the pupils. In terms of exclusions, the numbers of undiagnosed EHC need within Secondary but later found to have an EHC need brings secondary exclusions of EHC into the same percentage as the amount of EHC excluded from primary school.
- 4.6 For the 2016/17 academic year the level of exclusions has grown larger from secondary exclusions. In the lower cohorts of secondary with the Year 8 + Year 9 exclusions effectively doubling in the 2 academic years. This figure has dropped for the current academic year returning to 2015/16 levels. Conversely, the current year 11 exclusions

have doubled for the current year.



Source – CCC Datawatch

4.7 It seems the reason for the growth of exclusions is due to the category of violence which has risen from 15 pupils in 2015/16 to 26 in 2016/17. The 'Other' category reasons for exclusion have remained at similar levels across the 2 years. This could be down to more accurate reporting of the reasons for exclusion.

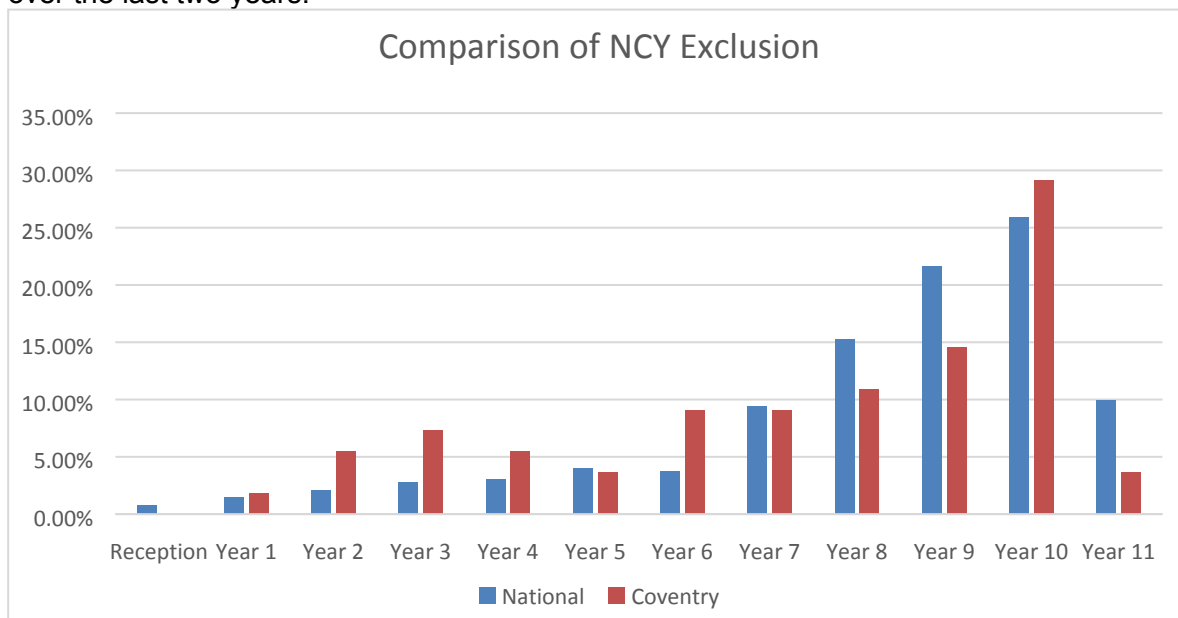


Source – SEN/Education Entitlement PEX Spreadsheet

Please note this table is down to interpretation of the person examining these tables, where multiple reasons have been given it has been placed within the group which seems most appropriate. The general trends are accurate though. Therefore, violence incorporates a large variation in behaviour but the comparison between the three years is still valid.

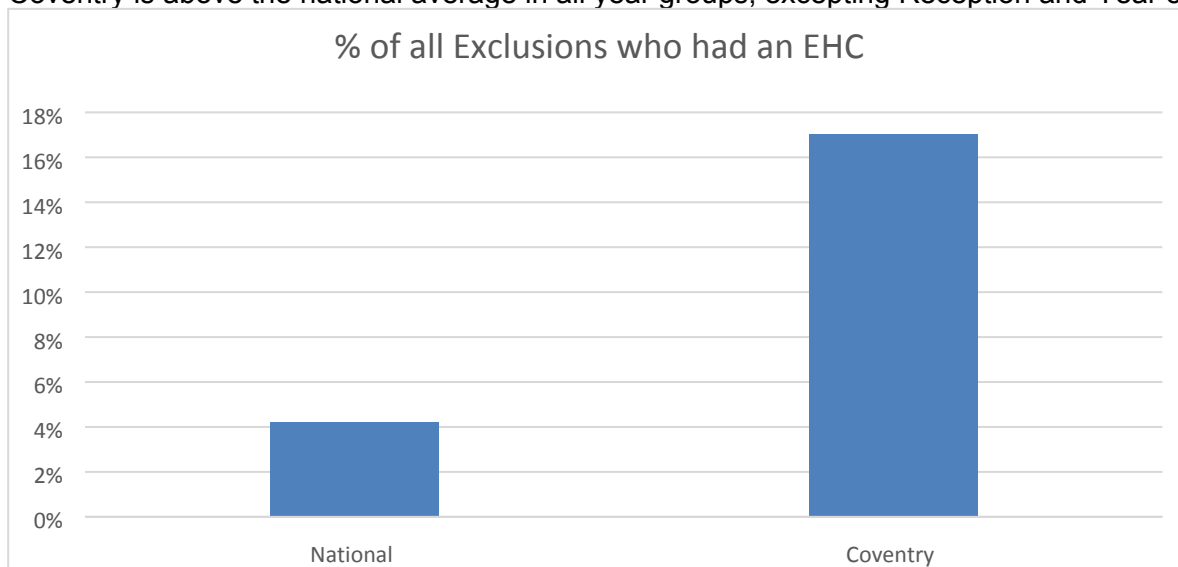
## 5 National Comparison

5.1 The last update of national data was conducted on the 2015/16 academic year, all comparison data for Coventry will be from that year also. This means that the following analysis cannot take into account the growth of exclusions that have occurred in Coventry over the last two years.



Source – Datawatch and National Published Data - <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>

5.2 Therefore, it can be seen that Secondary exclusions are broadly in line with national figures and in some years below the national average, however in the level of primary exclusions, Coventry is above the national average in all year groups, excepting Reception and Year 5.



Source – Datawatch and National Published Data - <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>

5.3 Nationally, there were 6685 exclusions in this year, of which 280 had an EHC, this equates to 4%, whereas in Coventry of the 47 exclusions, 8 had an EHC, this is 17%. Therefore, Coventry had over 4 times as high level of exclusions of SEN pupils than the national average.

	National	Coventry
Physical assault	23%	36%
Drug and alcohol related	8%	9%
Persistent disruptive behaviour	35%	53%
Other	17%	2%

Source – SEN/Education Entitlement PEX Spreadsheet and National Published Data - <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>

\*Please note that only national exclusions which have a Coventry comparison have been included. Therefore, the national figure does not equal 100%.

**5.4** It is known that ‘Other’ exclusions are down to the school not reporting the reason for exclusion, therefore it is encouraging to see that Coventry schools are recording the reason as to why each pupil is being excluded. Nationally, persistent disruptive behaviour remained the most common reason for permanent exclusions in state funded primary, secondary and special schools - accounting for 2,310 (34.6 per cent) of all permanent exclusions in 2015/16. Coventry is in excess of this national % but given the large amount of ‘other’ within national statistics, this national figure may rise.

**5.5** The regions with the highest overall rates of permanent exclusion across state-funded primary, secondary and special schools are the West Midlands (at 0.12 per cent) and the North West (at 0.11 per cent). The region with the lowest rate is the South East (at 0.06 per cent). The below table shows the number of permanent exclusions for each school type expressed as a percentage of the number (headcount) of pupils (including sole or dual main registrations and boarding pupils) in January 2016.

<b>WEST MIDLANDS</b>	<b>Number of Exclusions</b>	<b>Permanent exclusion rate</b>	<b>Statistical Neighbours</b>	<b>Number of permanent exclusions</b>	<b>Permanent exclusion rate</b>
Birmingham	259	0.13	Tameside	79	0.22
Coventry	47	0.08	Medway	81	0.18
Dudley	82	0.17	Walsall	78	0.16
Herefordshire	12	0.05	Sheffield	109	0.14
Sandwell	79	0.14	Bolton	47	0.10
Shropshire	34	0.09	Derby	42	0.10
Solihull	67	0.18	Peterborough	27	0.08
Staffordshire	152	0.13	Southampton	24	0.08
Stoke-on-Trent	41	0.11	Coventry	47	0.08
Telford and Wrekin	12	0.04	Portsmouth	16	0.06
Walsall	78	0.16	Leeds	26	0.02
Warwickshire	57	0.07	Wigan	0	0.00
Wolverhampton	63	0.15			
Worcestershire	80	0.10			

Source – National Published Data - <https://www.gov.uk/government/statistics/permanent-and-fixed-period-exclusions-in-england-2015-to-2016>

**5.6** These figures of exclusions are favourable for Coventry but given the rise in exclusions in the intermediary two years, this figure will have risen and will be a much higher percentage. Given the earlier projection of c.150 pupils excluded in the current academic year, assuming continuing trends, the percentage of exclusion rises to 0.27. This would place Coventry as the LA with the highest percentage of exclusions across the country, assuming that other LA figures have remained at the same level as 2015/16 year.

## **6 Provision**

- 6.1 There has been a new provision set up by SEND colleagues for primary issues whereby pupils are either at risk of or have been excluded. These provisions are known as Keys provision for intervention and the avoidance of exclusion and Keys Plus is for the statutory duty of providing the 6 day provision following a permanent exclusion. It would be expected that the majority of primary age pupils excluded from school, are offered an alternative mainstream primary school. However as of 1<sup>st</sup> January 2017 there were 22 primary aged pupils without a school place, either currently being offered Home Education, within Keys Plus, or without a school place. Other support offered for schools is specialist teaching, support and advice service to schools for social, emotional and mental health difficulties. The SEMH Team, which is part of the Traded SEND Support Service offer, deliver Team Teach Training across the City, this is a nationally accredited de-escalation behaviour management intervention. In addition, some schools offer their pupils a range of highly specialist services including nurture groups, the Thrive programme, language programmes, play therapy, and psychology and counselling.
- 6.2 As a consequence, the LA does not maintain a pupil referral unit provision for primary age children. The Keys service is delivered from two designated bases within mainstream schools; Parkgate Primary School and Frederick Bird Primary School. The 4 day a week programme is delivered by specialist teachers and support staff. It focuses on the child's individual needs, providing assessment, emotional support and intervention. Teachers offer an academic curriculum to enable children to fill gaps in learning. Children return to their registered school on Fridays. Children remain on the roll of their allocated school throughout the intervention programme.
- 6.3 In the 2016/17 academic year, the KEYs programme was extended to KEYS+ from September 2017. This programme is delivered from a base at Gosford Park Primary School. The primary focus is assessment, with the aim of determining the child's individual needs and support requirements, before reintegration to a mainstream or special school begins. This intervention is designed to enhance the child's chance of success. The unit is able to focus on 8 pupils at any one time. However due to the amount of exclusions carried over from previous years, and the number continuing to rise, as previously highlighted there were 21 pupils without a school place as of 1st January 2018.
- 6.4 When appropriate, children identified as requiring special school provision for SEMH, would be placed at the primary phase of Woodfield School. Woodfield is a special school for primary age pupils with SEMH. The school is rated 'good' by OfSTED.

## **7 CELC - PRU Census Analysis**

- 7.1 The October 2017 school census states there is a total of 203 pupils in the PRU system, 10 at Whitmore Park, 26 at the Hospital Education Centre and 167 at the Coventry ELC's. Of those in the Hospital Education System, the youngest has a NCY of Year 2 and the oldest as 15+. 11 are identified as still being of primary age and the alternative 15 are secondary's. The pupil who is identified as being in the 15+ age group has been within the Hospital Education System since 8<sup>th</sup> February 2012, looking at the average dates of admittance to the median is the 2<sup>nd</sup> of February 2017. Of the 167 in Coventry ELC's 8 are designated as being still in Year 8 and have no designated UPN number. According to the school census there have been pupils within the same setting since 12/06/2014. The median being 29/12/2016.
- 7.2 Of those pupils within this alternative provision many have additional need. 64% or 124 are identified, from the October 2017 school census, as having some form of additional need

requiring further support. Of this 107 have some form of school support and the remaining 17 pupils having an EHC plan. Being placed within Alternative Provision and remaining in there for extended periods of time would be place difficulties upon most pupils, students with an EHC plan would find this transition all the more complex.

## 8 Outcomes for Pupils (December 2017)

8.1 Historic outcomes for pupils at the Coventry ELC were good compared to alternative provision for geographic neighbours and National (source, national SFER data sets, Appendix A):

Region	13/14	14/15	15/16
	Ave GCSE and = points score end KS4	Ave GCSE and = points score end KS4	Average Attainment 8 score
<b>Coventry</b>	<b>110.9</b>	<b>90.3</b>	<b>11.3</b>
Warwickshire	10.9	50.0	4.2
Birmingham	42.7	44.7	7.0
West Midlands	46.4	50.6	7.6
National	51.2	57.7	7.8

8.2 Although AP is not accountable for its P8 measure, outcomes are equally favourable when compared against the same comparators (source, national SFER data sets, Appendix A and FFT Aspire dashboards Appendix B<sup>1</sup>):

Region	15/16	16/17
	Average P8 (VA) score per pupil	P8 (VA)
<b>Coventry</b>	<b>-2.96</b>	<b>-2.39</b>
Warwickshire	-3.41	-
Birmingham	-3.25	-
West Midlands	-3.23	-
National	-3.28	-

8.3 Pupils attending alternative provision have disproportionate levels of need and their context is complex. Analysis of the levels of vulnerability are as follows (Source: FFT Aspire Dashboards):

'Need' Criteria	Proportions ELC 15/16 (% of 53 pupils)	Proportions ELC 16/17 (% of 52 pupils)	National % (Source: Raiseonline 2015)
Low attaining	70	81	c.15
Disadvantaged	64	71	c.29
SEN	60	85	c.12
EAL	2	4	c.15

<sup>1</sup> Differences exist between these two datasets due to 'matched pupil' differences, cohort SFER is 63, cohort for FFTAspire is 53



Proportions of pupils with more than one need	Number of 'needs'				
	0	1	2	3	4
15/16 (% of 53 pupil)	2	15	19	17	0
16/17 (% of 52 pupil)	1	5	20	24	2

8.4 In addition there are disproportionate numbers of pupils known to social care. GET data on % of pupils known to social care in the last 3 years. The tables show that the degree of complexity of need has increased over time, in particular with respect to low attaining pupils with special educational need. CVA data for both cohorts is evidence of how well pupils are progressing compared to their national peers despite the level of challenge that their circumstances present.

Progress 8 (CVA, using prior attainment, gender, month of birth, FSM and SEN status, ethnic group and EAL status, mobility factors)	
15/16	+0.39
16/17	-0.32

8.5 In 15/16 outcomes were good compared to pupils with similar needs nationally. However, the P8 figure has fallen from a positive to negative residual in 16/17. When analysed by ELC provision, it is clear that on-site programmes (The Link or Swanswell) are more successful than bespoke programmes (Positive Youth Foundation and College)

e.g.

- The Link A8 Est vs actual average -0.24 (all) and -0.09 (attending pupils)
- PYF A8 est vs actual average -0.46

So, when attending pupils are educated on site at one of the two KS4 bases, outcomes are in line or above expected. There has been a need to use bespoke programmes due to the increased number of referrals to the Coventry ELC which is now significantly oversubscribed.<sup>2</sup>

## 9 At KS3

9.1 At KS3 existing datasets (Wyken progress spreadsheets) suggest that the majority of pupils are making good progress in all year groups –

Year / group	% making good progress		
	English	Maths	Science
14/15 all	74	68	68
14/15 PP	77	73	76
14/15 LAC (1 pupil)	0	0	0
15/16 all			
15/16 PP			
15/16 LAC			
16/17 all	63	66	55
16/17 PP	66	67	53

<sup>2</sup> LA Review into the 'Current Position' of provision at CELC, Hospital Education Service and MRL team, October 2017)

16/17 LAC (3 pupils)	66	100	66
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## 10 Destinations

10.1 At KS3, the majority of pupils remained in alternative provision, too few were reintegrated back into mainstream or special school settings. Disproportionate numbers were assessed for previously undiagnosed special educational needs whilst at the Wyken Centre.

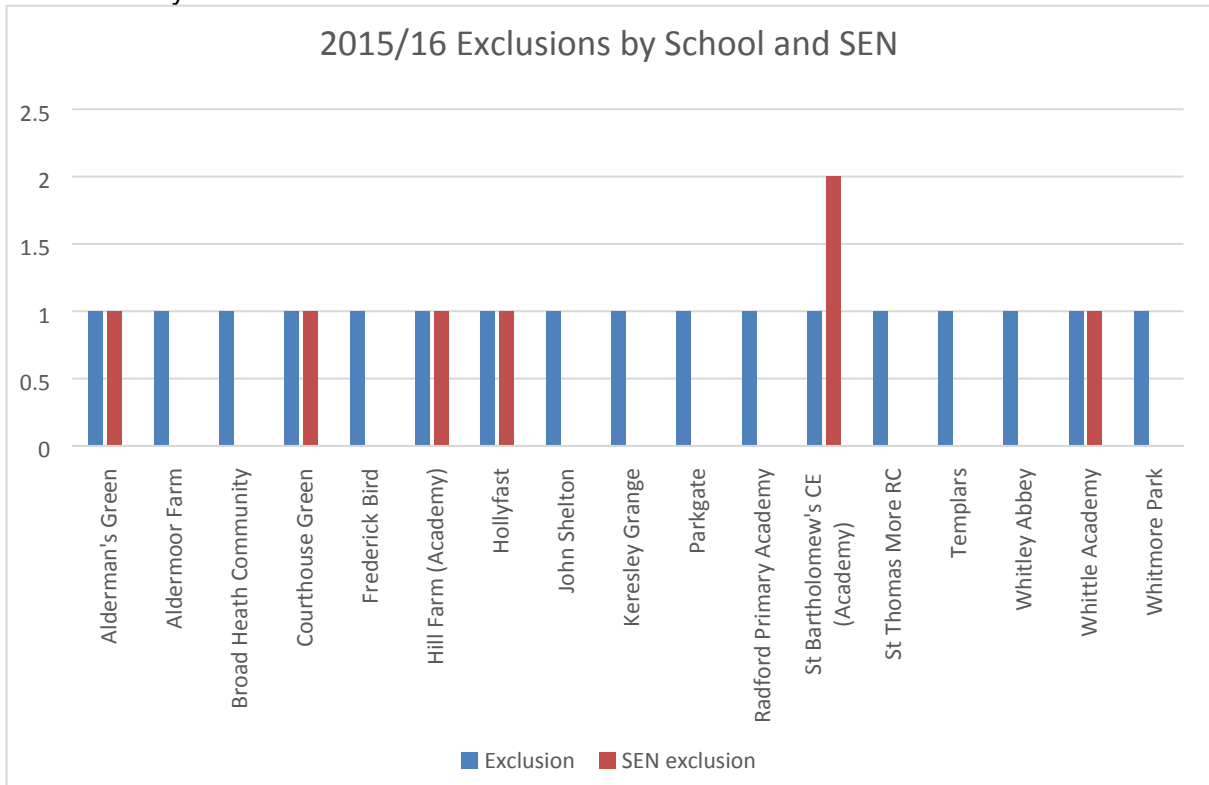
Pathway	% of Pupils	Number of pupils
Remained at CELC	72.2	68
Returned to Mainstream	7.8	7
Went onto Special	10.0	9
Other	10.0	6

10.2 At KS4, 15% of pupils did not maintain a place in education or employment with training (NEET), this compares with 40% nationally (14/15 cohort, dataset from 2016, <https://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2016>)

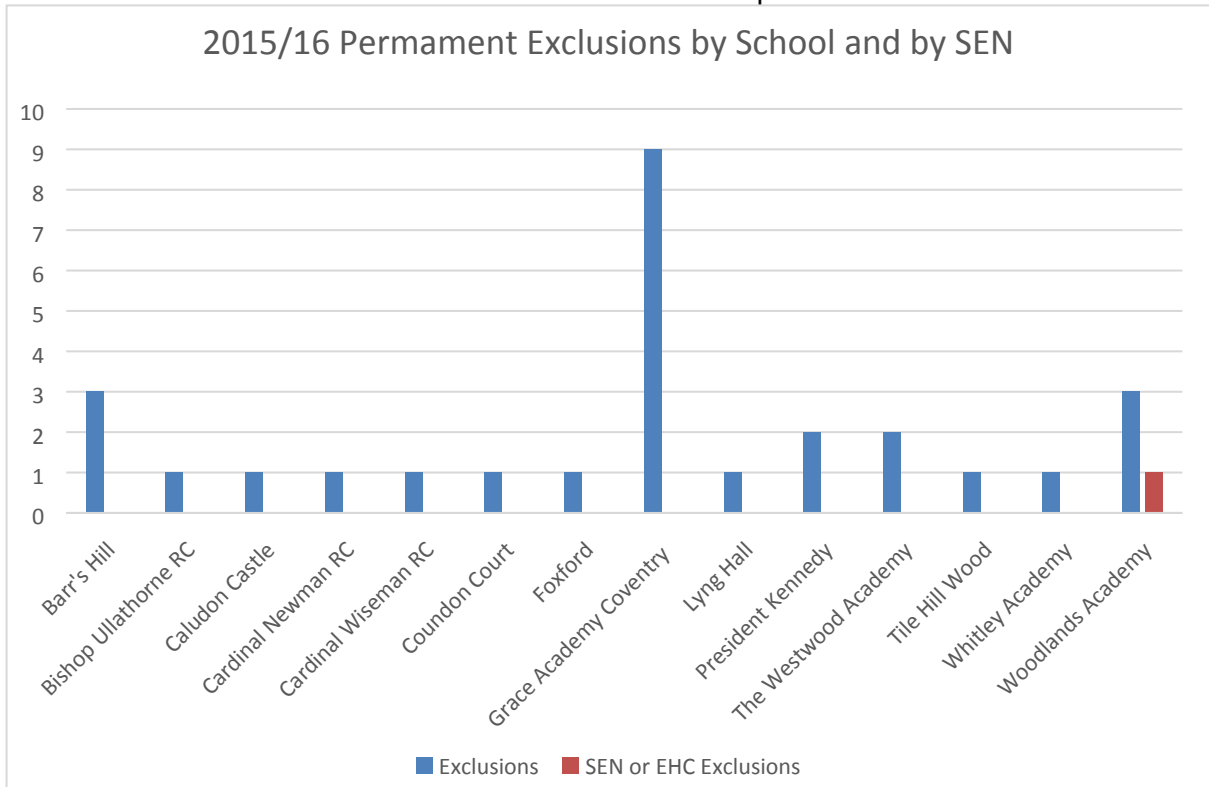
Sarah Mills  
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# Appendix 1

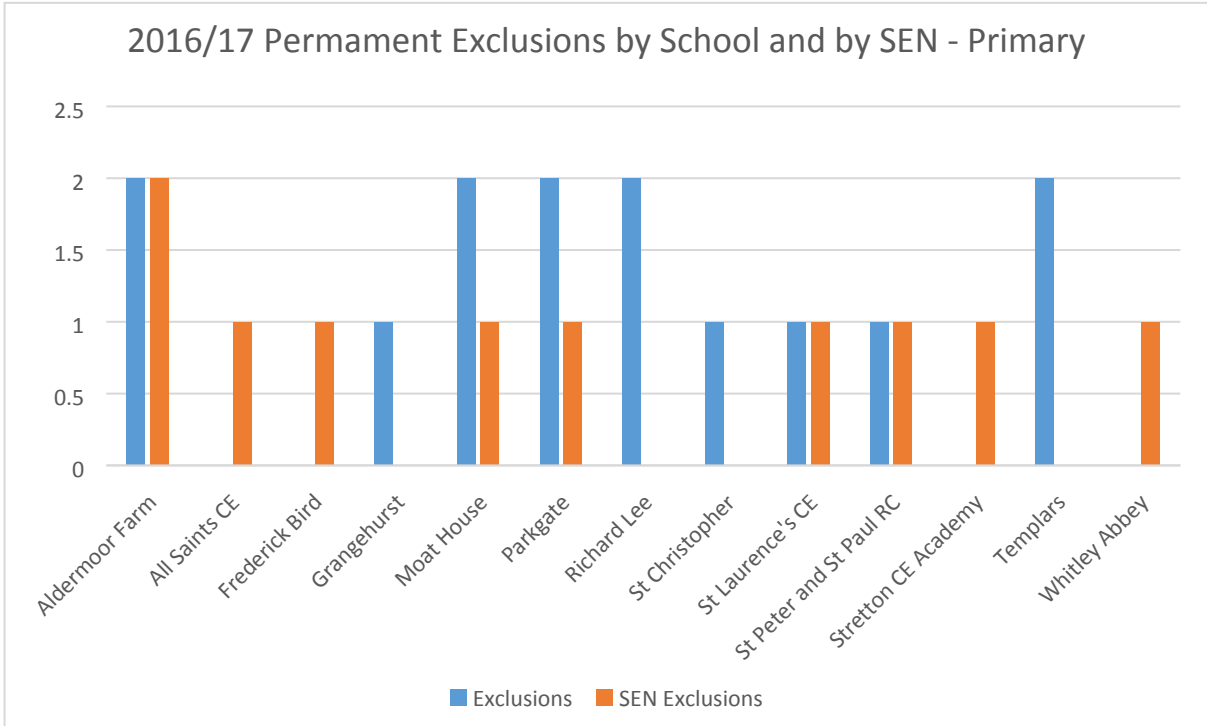
Exclusions by School - All Source Taken from CCC Datawatch



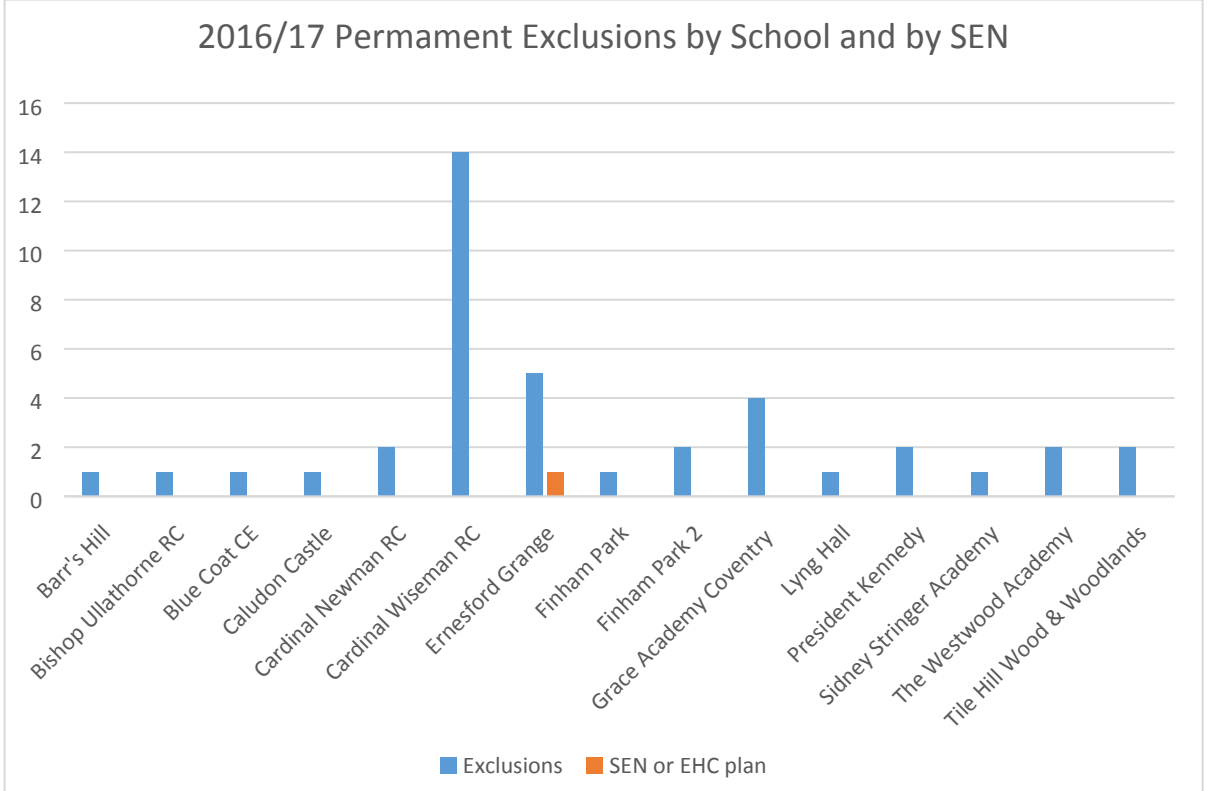
In 2015/16 there was only 1 school which excluded more than 2 pupils, this was St Bartholomew's which excluded 3 on which 2 had an EHC plan.



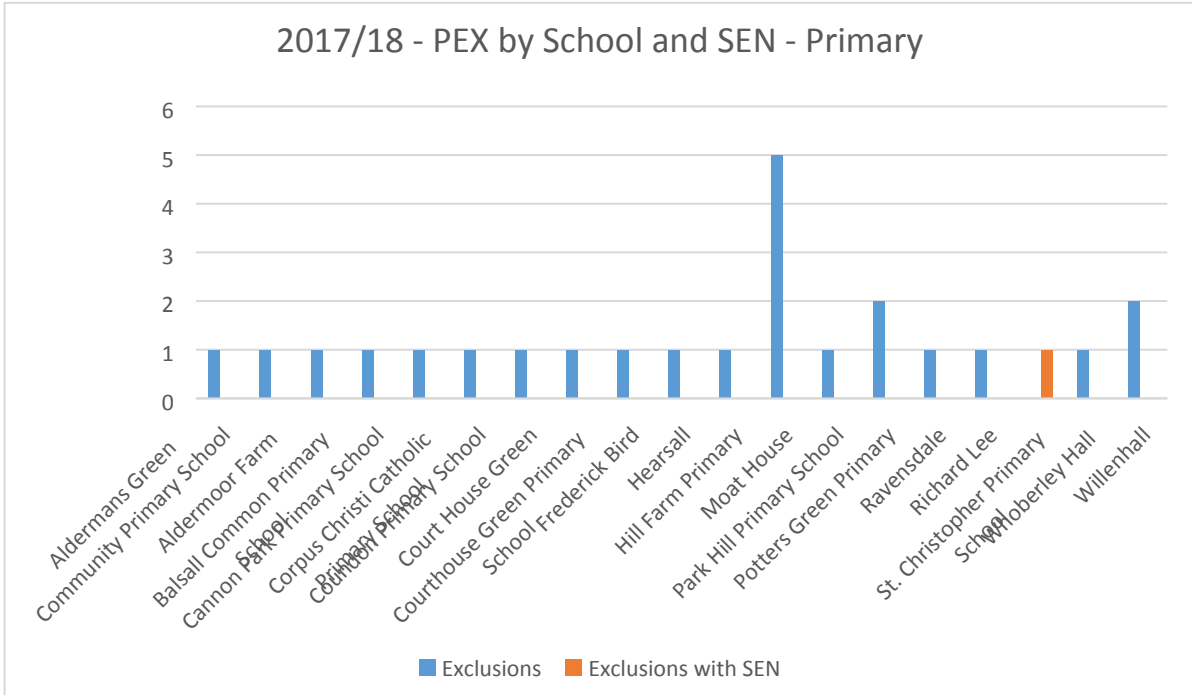
For the 2015/16 academic year, one secondary school dominates the exclusion charts, the Grace Academy excluded 9 pupils in that year. Only one SEN child was excluded, from Woodlands Academy.



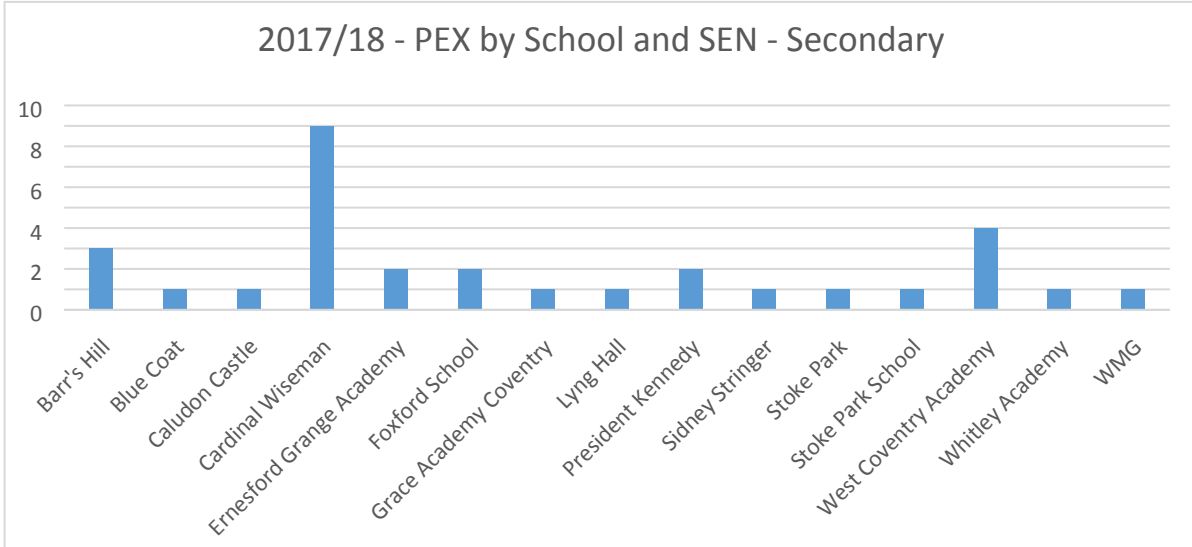
Of the 34 primary exclusions in 16/17; Aldermoor Farm excluded the most children, 4 in total of which 2 had an EHC plan.



Of the secondary exclusions Cardinal Wiseman excluded the most at 14 children, the second highest exclusion by school was Ernesford Grange at 6 exclusions of which 1 had an EHC plan.

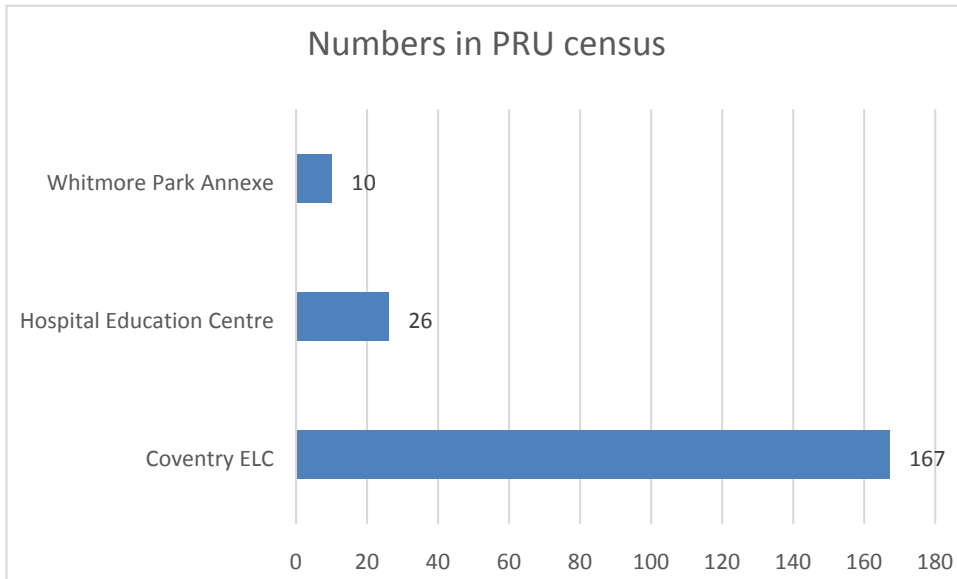


A similar situation at primary level as at previous years with many schools excluding low amount of pupils, the exception to this is Moat House School which has excluded 5 pupils so far this academic year. Please note this includes Balsall Common in Solihull as the child is a Coventry resident and so has defaulted back into Coventry area and will be placed within a Coventry school.

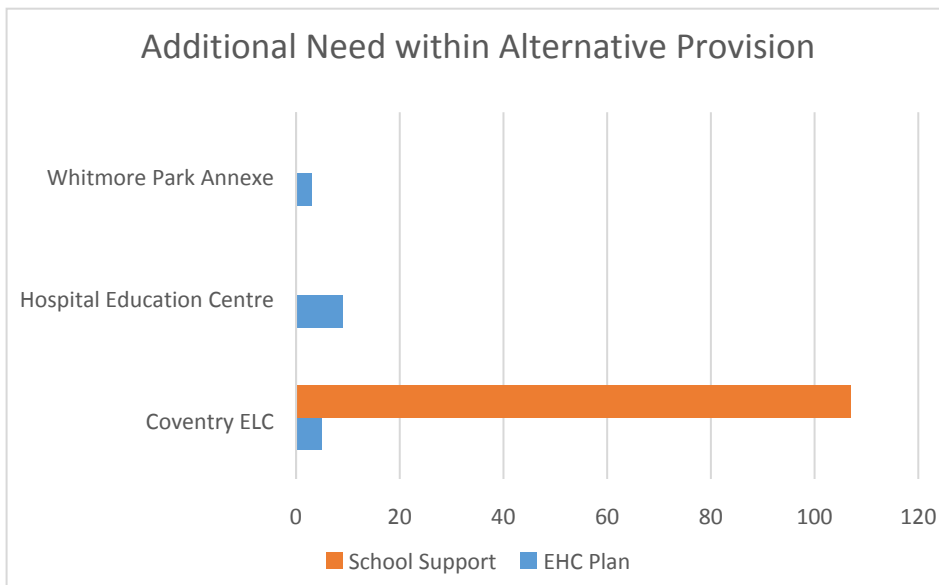


Cardinal Wiseman, the school with the most exclusions from the previous academic year, is again the school with the most exclusions for the current academic year. With there being no SEN exclusions from Secondary this academic year this is reflected in the no SEN additions in this table.

## Appendix 2



Source – 2017 October School Census



Source – 2017 October School Census