

Devon
County Council



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Strategic lead for Inclusion
& Other Services to Vulnerable Children

EQUALITY

EQUITY

THE DIFFERENCE MATTERS.



School to Prison Line

Nearly 25,000 children under 7 were excluded from schools in 2015/6

Sent out of class

Detention

Isolation

Temporary exclusion

Permanent exclusion

Line closed indefinitely

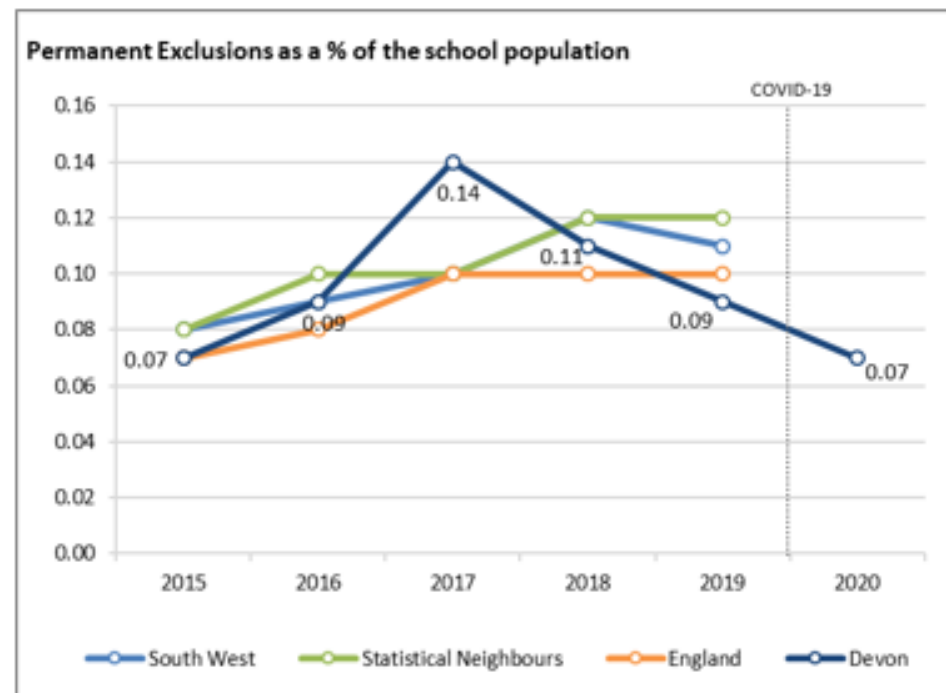
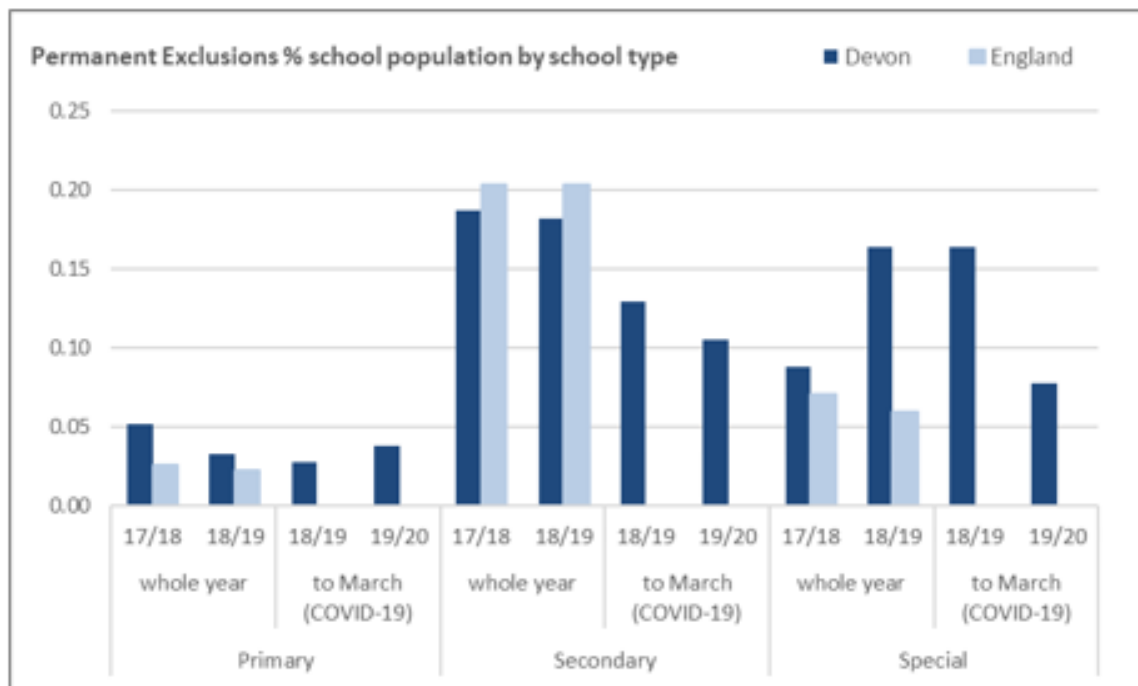
Empathy

Support

Success

Excluded pupils are 7 times more likely to have special education needs

We deserve better



Data sources: 2019/20: ONE database at 01/10/20, 2018/19 and earlier: national benchmarks from DfE Statistic Permanent and Fixed Period Exclusions from Schools in England: 2018 to 2019, plus school census returns

	2016/17	2017/18	2018/19	2018/19 to Mar 2019	2019/20 to Mar 2020
Total Number of Permanent Exclusions upheld in Devon Schools	134	105	93	69	66
Devon Exclusion Rate (exclusions as % of school pop'n) ⁽¹⁾	0.14%	0.11%	0.09%	0.07%	0.07%
Department for Education Exclusion Rate ⁽²⁾	0.10%	0.10%	0.10%	not avail	not avail

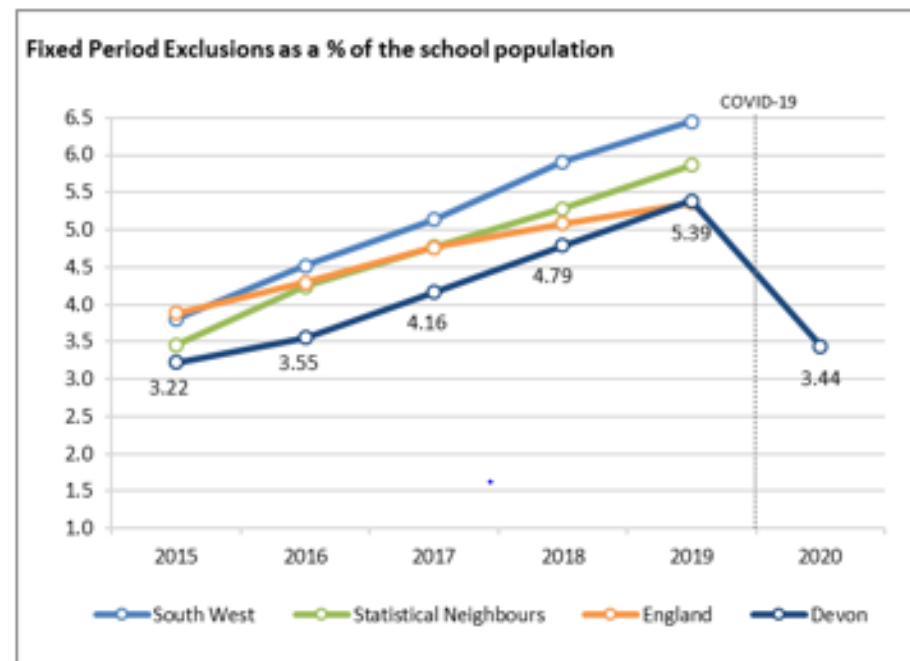
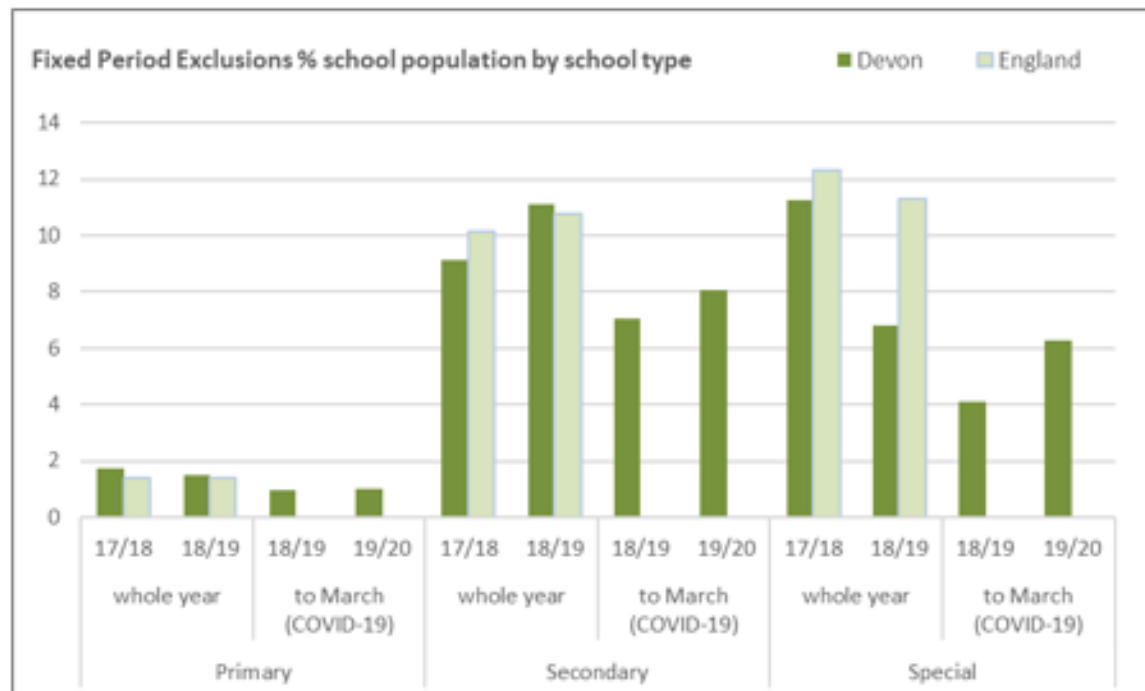
¹ State funded primary, secondary, all-through and special schools (excludes alternative provision).

² School population figures based on numbers on roll in each Spring School Census, sole or main registrations in state funded primary, secondary, all-through and special schools (excludes alternative provision).

	2016/17	2017/18	2018/19	2018/19 to Mar 2019	2019/20 to Mar 2020
Number of Fixed Term Exclusions - All Devon Schools ⁽¹⁾	4060	4728	5363	3414	3896
Devon Exclusion Rate (exclusions as % of school pop'n) ⁽²⁾	4.16%	4.79%	5.39%	3.43%	3.90%
Department for Education Exclusion Rate	4.76%	5.08%	5.36%	Not available	Not available
Devon - No of Days Lost due to fixed term exclusions	7399	7996	9096	5829.5	5826
Devon - No of Pupils subject to fixed term exclusion	1887	2062	2256	1616	1687

¹ State funded primary, secondary, all-through and special schools (excludes alternative provision).

² School population figures based on numbers on roll in each Spring School Census, sole or main registrations in state funded primary, secondary, all-through and special schools (excludes alternative provision).



Data sources: 2019/20: ONE database at 17/08/20, 2018/19 and earlier: DfE Statistic Permanent and Fixed Period Exclusions in England: 2018 to 2019, published July 2020.

Devon to England Comparison

Fixed Term Exclusions 2019/20	Number of Devon FTE cohort	Group as a % of FTE cohort	Number on Roll cohorts for each group (Spring 2020 Census)	Group as a % of Devon NoR cohort	% of group population with at least one FTE ⁽¹⁾			
					Devon 2018/19 whole year	England 2018/19 whole year	Devon 2018/19 (to Mar 19)	Devon 2019/20 (to Mar 20)
All	3896	100	99889	100	5.39	5.36	3.44	3.90
SEN with EHCP	629	16.1	3954	4.0	20.77	16.11	12.83	15.91
SEN without EHCP	1453	37.3	13613	13.6	16.92	15.59	10.97	10.67
No SEN	1814	46.6	82322	82.4	2.86	3.57	1.82	2.20
Eligible for FSM	1305	33.5	12557	12.6	16.62	13.76	10.51	10.39
Not eligible for FSM	2591	66.5	87332	87.4	4.03	3.83	2.58	2.97
CiC ²	108	2.8	501	0.5	36.20	not avail	21.88	21.56
not CiC	3788	97.2	99388	99.5	4.89	not avail	3.33	3.81
Male	2849	73.1	51146	51.2	7.75	7.55	5.03	5.57
Female	1047	26.9	48743	48.8	2.91	3.08	1.75	2.15
Minority Ethnic Pupils	198	5.1	7888	7.9	3.26	3.91	1.97	2.51
White British Ethnicity Pupils	3491	89.6	90416	90.5	5.45	6.01	3.47	3.86

⁽¹⁾ The number of fixed period exclusions expressed as a percentage of the number of pupils (including sole or dual main registrations and boarding pupils) of each age in January 2020. With regards to the FTE figures, these are number of FTEs and not number of children (one child may have multiple fixed term exclusions). National benchmarking data is based on the number of FTEs (not the number of children), taken from the underlying data in the DfE's Permanent and Fixed Period Exclusions in England 2018 to 2019 statistical release.

⁽²⁾ Children in Care who were looked after child at the time of exclusion (from ONE) attending a Devon school (excluding PRUs). The cohort is taken from the number of CiC on the Virtual School Roll (501) on 17/01/20 (based on any funded child in care on roll in Devon LA Schools). This date is in line with the date used in the DfE exclusion statistics. It should however be noted that the total number of children may exceed the denominator used as the cohort fluctuates greatly. If a child was in care and excluded in May but was no longer on roll on Jan 17th, the exclusion would count but the child would not be included in the cohort size. The most recent National Data for Children in Care is 2017/18, 2018/19 data will be available in March 2021.

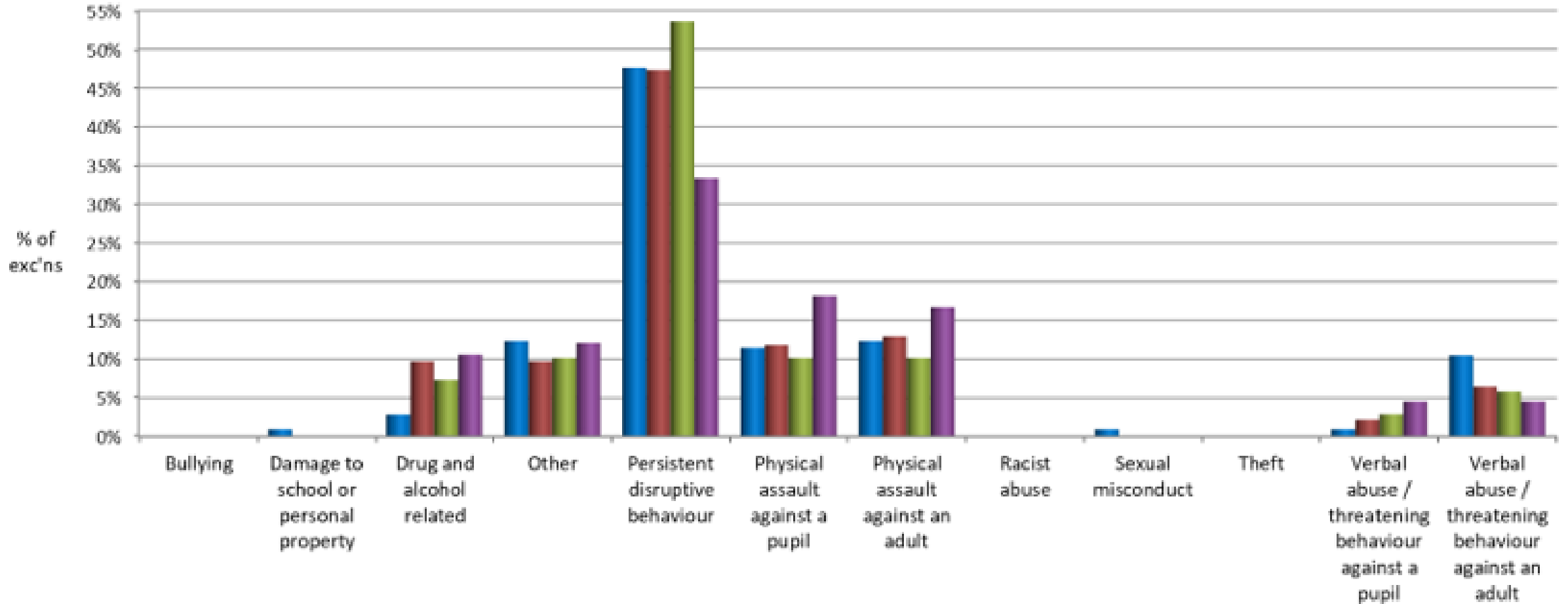
Permanent Exclusion Reasons

■ 2017/18

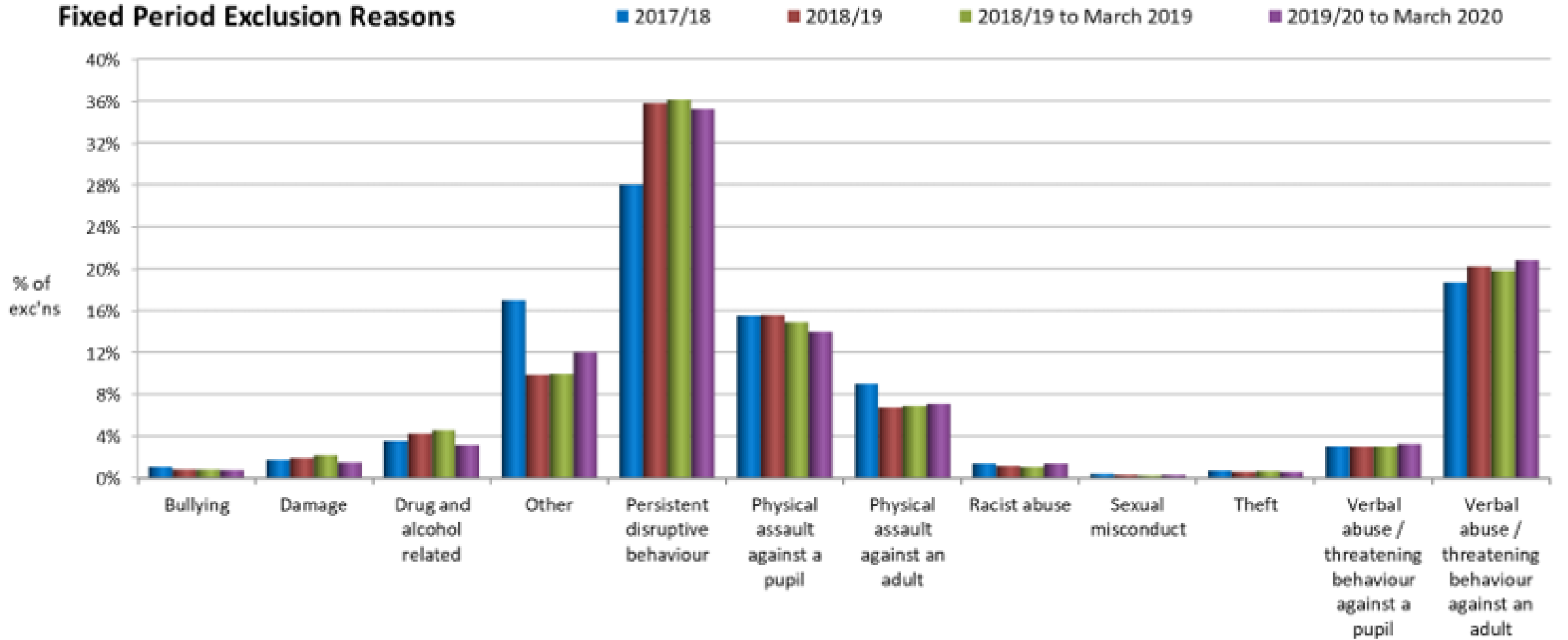
■ 2018/19

■ 2018/19 to March 2019

■ 2019/20 to March 2020



Fixed Period Exclusion Reasons



The Boxall Profile helps with:



Early identification and assessment

Supporting staff to develop their observational skills and their understanding of children and young people's difficulties.



Target setting and intervention

Setting individualised, achievable targets that reinforce target behaviour and skills.



Tracking progress

Helping staff review children and young people's target behaviour.

The Boxall Profile Online functionality includes:

2015.4 Individual Learning Plan

1 Targets 2 Strategies 3 Resources 4 Criteria 5 View

+ Add another target +

TARGETS

A Gives purposeful attention
Is adequately competent and self-reliant in managing his/her basic personal needs
Does not arise

B Disengaged
Oblivious of people and events; doesn't relate; is 'out of contact and can't be reached'
To some extent

C Literacy
Can read subtitles on a foreign film

+ Add another target +

RESOURCES

60 Mindful Minutes

Author: Tina Rae

One of the simplest ways to get into a mindful state is to simply sit down on a chair, close your eyes and begin to focus on your breathing. As you sit still, relaxed but also alert, you can then direct your attention to the sensation of each inhalation and exhalation, and also become aware of the feeling of air as it enters and then leaves your mouth or nostrils. It is whilst doing this that other thoughts will enter into your mind. The idea is to become aware of such intrusions; noting each of these in turn without judgement and then simply letting them pass. This is one of the key elements of mindfulness and the skill that is largely focused on in the "60 Mindful Minutes Programme" for young children.

nurlingmaps.org

STRATEGIES

- Create a photo booklet with pictures of the different stages such as folding clothes, washing hands etc.
- Daily fine motor control exercises using games and activities.
- Proprioception exercises and games
- Watch subtitled YouTube videos

SUCCESS CRITERIA

- Gives attention for X minutes
- Shares an activity/equipment with another child for X minutes
- Listens without interrupting for X minutes

NOTES

You can add (non-identifiable) comments about this target here...

Save Note

You can add (non-identifiable) comments about this target here...

Save Note

You can add (non-identifiable) comments about this target here...

Save Note

Save as PDF Print

What makes a good Early Help assessment?

The Early Help Assessment must be completed with the family.

It will help you to understand the views, needs, strengths and difficulties of the individual members and how they work together as a family.

Make sure it included the whole family – children, young people, parents and carers should all contribute to the assessment and their voices should be evident throughout.

- Identify and detail the needs of all family members.
- Focus on all the family members' strengths too.
- Empower the family to consider their own wider support network.
- Be realistic about what can and cannot be positively changed.
- Be honest and transparent.
- Make sure it is completed in a timely manner.
- All practitioners who are supporting the family when the assessment is undertaken should contribute.
- It must be shared on the Right for Children system.

A One Minute Guide to Early Help in Devon

What is Early Help?

When a child/young person/family needs something extra, Early Help is the initial response offered by all services in contact with children, young people and families. This builds an understanding to address extra needs and prevent situations from getting more difficult for children and young people. The aim of Early Help is to build on people's capacity and resources to manage their own dilemmas, resolve their own difficulties and prevent further problems in the future.

Early Help is not a designated team it is the way that EVERYONE works together to support the needs of families.

The Early Help Assessment

The Early Help Assessment is the tool used by all practitioners in Devon to assess the needs of a family and individual family members. It enables information to be gathered about a family from a range of practitioners so their needs can be understood and the right support can be put in place. All Practitioners involved complete the relevant sections of the assessment, in consultation with families, and record this on to the Right for Children system.

Right for Children system

Right for Children is an IT system that enables practitioners from a range of agencies to input and share information about the families they are working with, with the families consent. Training is not necessary, but awareness sessions are being held for practitioners to gain further information. Dates/venues of sessions and further information can be found at:

www.devon.gov.uk/rightforchildren.com/news-and-events/early-help

Any questions about the Right for Children IT System can be sent to: rightforchildren@devon.gov.uk

Team Around the Family (TAF)

The family and relevant agencies working with them are known collectively as the "Team around the Family" (TAF) (sometimes also known as the "Team around the Child" or TAC).

A TAF meeting, engages effectively with the family and relevant professionals to produce a plan of coordinated support that enables a child or young person and their family to achieve agreed outcomes within specified timescales.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

The **Early Help Assessment** is the **tool** used by all practitioners in **Devon** to assess the needs of a family and individual family members. It enables information to be gathered about a family from a range of practitioners so their needs can be understood and the right support can be put in place.

A decorative graphic on the right side of the page consists of several overlapping hexagons. The largest hexagon is solid black and contains the text 'P6 Stat Guidance'. To its right is a smaller solid black hexagon. Below the large hexagon is another solid black hexagon that overlaps its bottom edge. At the bottom right, there is a white hexagon with a thick black outline that overlaps the bottom-right corner of the large black hexagon.

P6 Stat Guidance

Devon Graduated Response to SEND Support: The pupil profile

The Devon Graduated Response to SEND support profile should be used as an electronic tool to support teachers and SENCO's to identify, assess and record the needs of children and young people requiring special educational provision. It supports the planning and recording of appropriate provision and provides guidance for reviewing progress.

It has been designed to help educational settings meet their duties as outlined in the SEND Code of Practice: 0-25 years (January 2015). Further information on this can be found in part two (see below). It aims to ensure a graduated approach to meeting need through effective implementation of foundation levels of support before moving a child or young person onto higher levels of support by following the Assess, Plan, Do, Review cycles.

The tool is in two parts;

1. This part of the tool supports schools with the **identification** of special educational needs
2. This part of the tool supports schools in **planning** to meet the needs identified in part one, signposts to appropriate resources and websites and provides further guidance on meeting the SEND Code of Practice requirements.

This is part one



Adopted children: Exclusions

Survey of 2,084 adoptive parents

12%

of adopted children were given a fixed-term exclusion in 2015-2016

4.29% of all school children were given fixed-term exclusions, by comparison

1.63% of adopted children were excluded permanently

0.08% of all school children were excluded permanently, nationwide

Source: Adoption UK Schools and Exclusions Survey, Department for Education

