

EDUCATION SCRUTINY COMMITTEE – 14 MARCH 2018

SCHOOL EXCLUSIONS WORKING GROUP REPORT

Report by Councillor Gill Sanders, Chairman of the Exclusions Working Group

Introduction

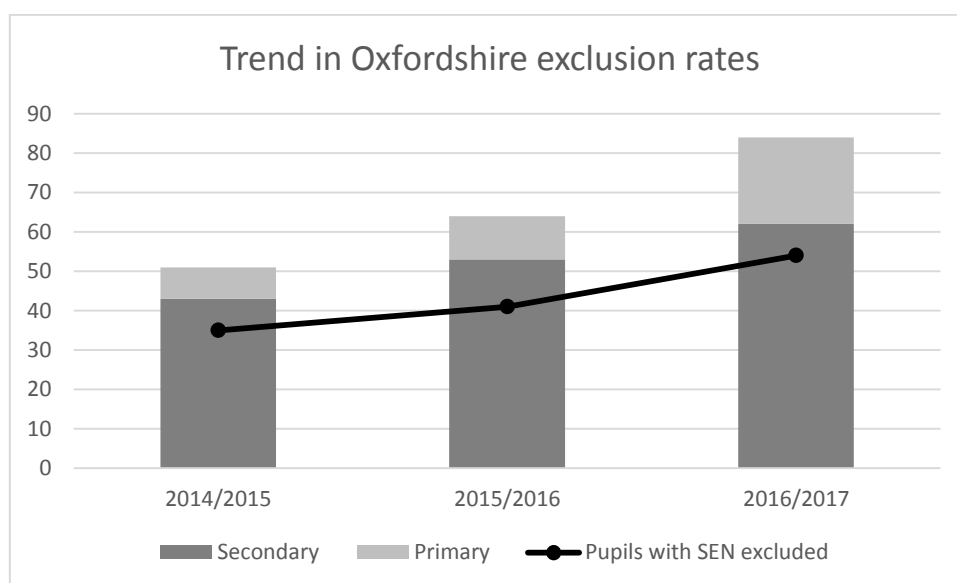
1. On 27 September 2017 the Education Scrutiny Committee established a working group to investigate the increased use of fixed term and permanent exclusions across Oxfordshire. The group's aim was to identify the underlying reasons for the increase, understand how schools and the Local Authority are addressing this, and to make clear recommendations to help reduce the number of fixed term and permanent exclusions in the future.
2. The working group was led by Cllr Gill Sanders and consisted of Education Scrutiny members Cllr Anda Fitzgerald-O'Connor, Cllr Jeannette Matelot and Carole Thomson. In addition, Cllr John Howson supported a number of working group activities. Officer support was provided by the Strategic Lead for Education Sufficiency; the Education Inclusion Manager; and a Senior Policy Officer.
3. This report presents the working group's findings and recommendations for review by the Education Scrutiny Committee.

Context

4. All children have a right to benefit from the opportunities provided by education. One of the Council's core priorities is to ensure every child in Oxfordshire has a good start in life. It does this by working with schools, families and partners to support increased school attendance, which in turn leads to improved attainment levels.
5. It is clear that fixed term and permanent exclusion disrupts a child's education and can negatively impact on their achievement.
6. Whilst Department for Education guidance supports headteachers to use exclusion as a sanction where it is warranted, it emphasises that permanent exclusion should be used as a last resort. It should only be in response to serious or persistent breaches of a school's behaviour policy, and if the education or welfare of others in the school would otherwise be harmed by the pupil remaining¹.

¹ DfE Guidance, 'Exclusion from maintained schools, academies and pupil referral units in England', September 2017

7. The expectation is that schools will have tried a range of interventions to address a pupil's disruptive behaviour before exclusion is considered. In some cases a fixed-term exclusion may be used in the first instance to allow sufficient time to consider the alternatives to permanent exclusion. Where further evidence comes to light, a further period of fixed term exclusion may begin immediately or a permanent exclusion may be issued.
8. In Oxfordshire there has been a 28% increase in the overall exclusion rate since 2016/17 and a 62% increase since 2014/15. 82 pupils were permanently excluded in 2016/17 and there was a steep increase in fixed term exclusions, although lower than the national average.



9. More than half the permanent exclusions from secondary schools in 2016/17 were pupils receiving some level of Special Educational Needs (SEN) support. All pupils permanently excluded from Oxfordshire primary schools had SEN support.

Background

10. When reviewing the trends in exclusion from Oxfordshire schools, the Committee raised concerns about the high number of pupils with SEN being excluded. Members wanted to investigate whether delays in the assessment of SEN and disabilities, and access to support through an Education, Health and Care Plan, are key contributory factors to the rise in exclusion.
11. The Committee was also interested to learn whether exclusion rates are linked to areas of deprivation and if the location, catchment area, or type of school affects this. There was particular concern about the rise in primary school exclusions, those at the point of transition to secondary school and in the first year of GCSE.
12. Members queried the reasons for a growing use of fixed term exclusions; whether this is due to more rigorous reporting or is in response to a lack of support to keep pupils in school. They were keen to explore how 'managed moves' and fair access protocols are used to reduce the risk of exclusion.

13. The role of governors in upholding and challenging decisions to exclude was also queried, including whether there is sufficient training to ensure that the statutory process is followed.

Terms of reference

14. Based on the Committee's discussion in September a working group of members was tasked to:

- Develop a greater understanding about the underlying reasons for both fixed term and permanent exclusions in primary and secondary schools.
- Understand what support is available for schools in managing pupils who are at risk of exclusion and where there are gaps in this support.
- Identify which aspects of the exclusion process are working well and which are not.
- Identify good practice in schools where rates of exclusions are low or are reducing significantly.

15. To ensure the working group's recommendations have the greatest impact, the members agreed their key lines of inquiry would focus on areas where exclusion rates have continued to be high and are increasing:

- Among primary aged children,
- At the point of transition from primary school to secondary, and
- School Years 10 and 11

16. The group also agreed not to review rates of attendance or levels of attainment, as these are planned to be the focus of subsequent Education Scrutiny working groups.

Method of investigation

17. Between November 2017 and January 2018, the working group gathered evidence and intelligence via the following methods:

- a. *Meetings with County Council lead officers* to understand the Oxfordshire context, including the Authority's statutory duties in relation to fixed term and permanent exclusions, an overview of available support services and current data on exclusions across Oxfordshire schools.
- b. *Review of key guidance, policies and data in relation to school exclusions*, e.g. Department for Education School Exclusion guidance, Oxfordshire's In Year Fair Access protocol.
- c. *Visits to primary schools and secondary schools* in similar socio-economic locations where the rates of exclusion are either high or decreasing/low for children identified in the specific areas of focus. The aim of these meetings was to identify areas of good practice and the key barriers to reducing exclusion.

The visits included a discussion with the headteacher, a Governor and the SEN Co-ordinator or behaviour lead and were usually attended by two or more working group members, a member of the Education team and a Senior Policy Officer. Appendix A lists the key questions covered in these discussions.

In preparation for these visits the following information was requested for members' review:

- i. School behaviour policy
 - ii. Approach to staff training / training records on behavioural support
 - iii. Numbers of children on reduced timetables and how these are used
 - iv. SEN Information Report
- d. *Facilitated workshop with the Children in Care Council* to understand more about the experience of Looked After Children who have been excluded. The discussion focused on how well children in care are supported at school when they are experiencing difficulties, the help they receive to reintegrate with school or at transition to secondary school, the impact of exclusion at home, and the links with children placed outside the county or moving into Oxfordshire.
- e. *Meeting the headteacher of Meadowbrook College* to understand what alternative educational provision is commissioned by the Council for pupils who have been excluded or are at risk of exclusion.
- f. *Meeting the headteacher of the Virtual School for Looked After Children and Care Leavers* to understand how the Council supports schools not to permanently exclude a child in care.
- g. *Observation of two 'In Year Fair Access Panel' meetings* to further understand how school work collaboratively to support pupils at risk of exclusion, the process for placing permanently excluded pupils and how places at Meadowbrook College (alternative provision) are allocated.
- h. *Meeting with inclusion and special educational needs officers* to explore whether children with SEN, disabilities and social, emotional and mental health needs are being sufficiently supported, to reduce the risk of their exclusion. Officers also provided an overview of progress and learning from the Oxfordshire School Inclusion Team project with year 8 boys in two high excluding schools.

Findings

Leadership

18. A key theme that emerged from discussions with headteachers and Local Authority officers was the importance of a leadership focus on inclusion. School leaders set the climate and culture of a school and are key to promoting an inclusive ethos.

19. With the autonomy of schools growing, innovative approaches to inclusion and behaviour management are being developed. The working group heard good examples of school leaders establishing inclusive practices, involving parents and developing robust processes to challenge exclusions. However, it was also clear to the group that a system-wide agreement on an approach to preventing exclusion would be helpful.
20. The use of voluntary financial penalties for schools that exclude was presented as a potential model. This would involve schools voluntarily entering into a binding agreement that would see them pay an agreed penalty for permanently excluding pupils. A model used in Bristol was also shared as good practice. There, schools and the Local Authority agree that alternative provision can be accessed at much lower cost, if a school does not permanently exclude a pupil. The working group felt that such models would be worth exploring further with schools across Oxfordshire.
21. The leadership role of governors was also highlighted as important. A governing body that is well equipped to scrutinise a headteacher's decision to permanently exclude a pupil can encourage the school to improve its preventative work with pupils before such a decision is taken.
22. The Council offers training for governors, but feedback suggested that this is expensive and some schools have sourced training elsewhere. Support from the Exclusions and Reintegration Team to inform the process of exclusion is also not taken up in every case. To ensure a consistent level of challenge to headteachers on their strategies for reducing exclusion, there may be a need to further develop the training offer for governors on building an inclusive school.
23. The group were also made aware of how important it is to have an experienced and fully trained clerk to governors to help navigate the exclusion process. The Council can provide a clerking service for schools where the clerk has no previous experience of exclusions. Due to the short time between a headteacher's decision to exclude and governors convening a disciplinary panel, access to an online training module could be extremely valuable. The working group is keen for this to be actively explored.
24. It was also thought that the Council could be doing more to celebrate and highlight good practice across the county. Although Ofsted now considers inclusion in its inspection framework, a 'good' inspection rating may not provide adequate recognition for a school that has made significant effort to support challenging pupils, who may have otherwise been excluded.

Alternative provision

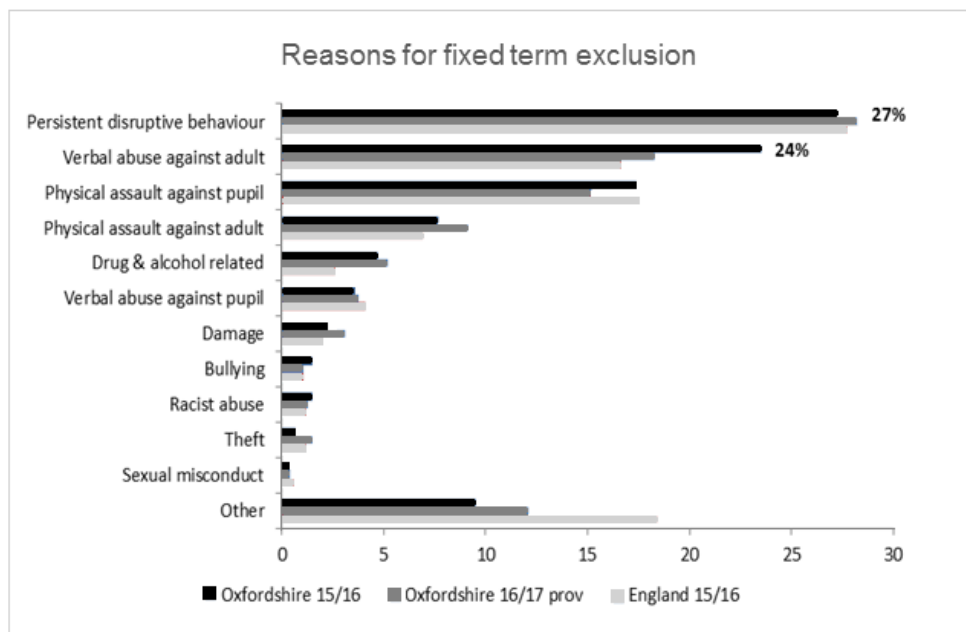
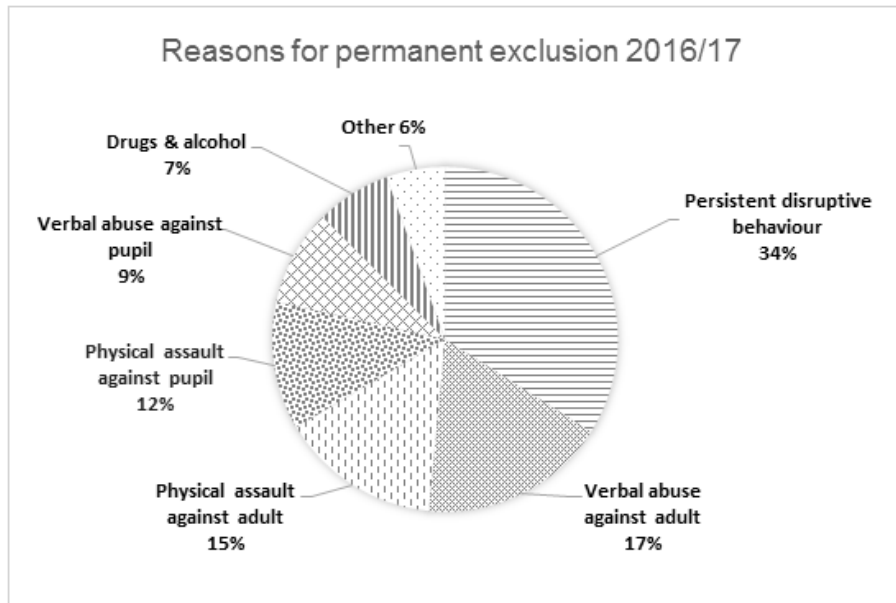
25. The Council funds 106 places of alternative provision at Meadowbrook College to provide education for students aged 5-16 who either are excluded from mainstream schools, or are finding it difficult to fully access education. An overview of provision at Meadowbrook College is in Appendix B.
26. Headteachers and the College itself highlighted the need for more alternative provision at primary school age. This is supported by the fact that there were 22

permanent exclusions from primary schools in 2016/17, but only eight places commissioned by the Council for primary aged pupils at the College.

27. Although the Council meets regularly with the College to ensure the best provision is being made and the turnaround of placements is timely and appropriate, this process is often complicated and lengthy due to the reluctance of some schools to admit children with additional needs after being excluded from a previous setting.
28. Some of the Meadowbrook College places for secondary aged pupils are allocated through the county's four In Year Fair Access Panels (IYFAPs). It was noted that the availability of these places is a significant issue. In one area a Panel had 13 College places to allocate, but more than 50 referrals for pupils at risk of exclusion.
29. For each Panel there was a waiting list to attend one of the College courses. The 'gazumping' of pupils on the waiting list, by permanently excluded pupils or those transitioning from outside the county, was highlighted as a particular issue. Some schools have begun to purchase other forms of bespoke alternative provision because of the limited availability of Meadowbrook College places. The cost of transporting pupils to the College and the quality of Key Stage 4 provision are also contributory factors. Whilst the IYFAP supports schools purchasing bespoke provision, there is no additional funding to contribute to this via the Panel.
30. The working group noted that IYFAPs provide an effective forum for peer challenge. Through this process schools are successfully holding each other to account for the level of intervention and support provided before exclusion. However, it was clear that some schools are receiving a greater number of excluded pupils than others. There was also a lack of consistency in the information shared between schools, to ensure the right resources are in place before a pupil transfers. Similarly, those involved in the Panel process thought it important for Social Care and SEN professionals to attend IYFAPs regularly, to share up-to-date information about broader work with a pupil and their family.
31. Overall it was evident that schools are working in the best interests of the pupils they refer to IYFAPs, recognising that permanent exclusion has a considerable impact on a child's educational outcomes and their future prospects. However, it was noted that some schools are reluctant to offer managed moves, preferring to permanently exclude. This was thought to be the result of other pressures, such as school inspection or performance, rather than the individual needs of pupils.
32. For IYFAPs to be effective, schools need to accept that some will be approached more often than others to take pupils at risk of exclusion or those who have been excluded because of numbers on their school roll. This may become an even more important issue as the pressure on secondary school places grows.

Disruptive behaviour

33. The most common reason for fixed term and permanent exclusion in Oxfordshire is persistent disruptive behaviour. More than a third of permanent exclusions and 27% of fixed term exclusions in 2016/17 were for persistent disruptive behaviour.



34. Managing pupils with challenging behaviour is a resource intensive task. A number of headteachers shared that they feel a disproportionate amount of their school's resource is spent on providing one-to-one support for pupils with challenging behaviour and they do not have the capacity to 'absorb' any more of these cases.

35. Encouragingly, the working group heard about a variety of approaches used by schools to manage these pupils, including:

- strategies for monitoring and following up on poor behaviour,
- involving parents and using home-to-school link workers,
- providing a separate space for pupils to be removed from class,
- setting high expectations and consistently applying these, and

- introducing a stepped system of consequences which is replicated across primary and secondary schools.

36. Disruptive behaviour can be an indication of unmet need. Where schools have concerns about a pupil's behaviour, they should be identifying the reasons for this and intervening early to reduce the need for an exclusion.

37. In previous years schools had access to the Council's Behaviour Support Service. This service provided bespoke training and liaised between families and schools, suggesting actions and strategies which would help them better understand young people with challenging behaviour and promote access to education. However, when this service was traded, there was insufficient interest from schools to make it viable and it ceased in 2015.

38. Behaviour support is now met in part by the provision of telephone advice from the Exclusion and Re-integration Team. Traded support is also available through the Oxfordshire School Inclusion Team (OXSiT) and the Educational Psychology Service (EPS). Their focus is less on providing ready-made solutions, but on building the capacity and capability of schools to manage challenging behaviour.

39. An example shared with the working group was the current OXSiT and Mulberry Bush School (MBOX) project, funded by the Strategic Schools Partnership Board. OXSiT is working with two high excluding schools, focusing specifically on Year 8, boys to develop strategies and provision for learners with challenging behaviour and social, emotional and mental health needs. The aim is to help teachers and leaders identify risk factors that increase the likelihood of exclusion. The project uses a reflective practice approach and encourages staff to view behaviour as a form of communication. Early findings suggest that school needs assessments do not always consider a pupil's emotional maturity. It is also clear that the consistency and continuity of staff (i.e. low staff turnover) is an important factor, and that more training is needed on strategies for reducing exclusion.

40. In recent years there has been a shift in the complexity of children's needs, particularly an increase in Autism diagnoses and mental health needs, bringing with them more challenging behaviour.

41. Local Authority officers identified that the support available in schools for pupils with social, emotional and mental health needs is not as strong as support for speech, language and literacy needs. Headteachers indicated that there may be a need for investment in a service that would support schools in managing challenging behaviour and mental health issues. Similar views were recorded in a recent on-line survey to all schools and settings as part of a review of Central Support Services. Some also felt it would be helpful for Department for Education guidance on behaviour and mental health to be combined.

Support for vulnerable learners

42. Schools are expected to take steps to identify pupils from groups with disproportionately high rates of exclusion. The Department for Education identifies

pupils with Special Educational Needs (SEN) and Looked After Children to be particularly vulnerable to the impact of exclusion.

43. In addition to early intervention, headteachers should be considering what extra support may be needed to identify the specific needs of these pupils to reduce their risk of exclusion. Wherever possible a headteacher should avoid permanently excluding a pupil with an Education, Health and Care Plan (EHCP) or a Looked After Child.
44. Schools receive delegated funding for SEN and Pupil Premium for disadvantaged pupils. It is expected that schools use these funds to make reasonable adjustments to pupils' provision, including the purchase of any specialist support or resources required to meet their needs. A number of schools fed back that this funding is not enough to cover the cost of bespoke provision. Others felt that there could be greater scrutiny of how this funding is spent and this is a role for governors in providing effective challenge and financial accountability.
45. In the working group's visits, schools raised particular concerns about the cost of managing pupils with high needs in mainstream education and the shortage of special school places in Oxfordshire. SEN Coordinators also fed back their frustration at the timeliness of EHCP assessments to access specialist provision. Some even perceived that specialist provision could be accessed sooner if a pupil waiting for an EHCP was permanently excluded.
46. The Didcot Partnership initiative was shared as an example of an innovative response to this gap in special school provision. This school-led Partnership facilitates peer-to-peer support for headteachers and SEN Coordinators in the area. Interventions are delivered from a resource base at a Didcot school and outreach support is available for two days a week. The initiative is funded by schools in the area pooling their resources and through a small amount of capital funding from the Council. The working group was informed that other opportunities to utilise spare school accommodation to establish specialist resource bases are actively being explored across the county.
47. Support from the Virtual School for Looked After Children and Care Leavers was commended by many schools and the Children in Care Council. The Virtual School works alongside schools, social workers, carers and other professionals to ensure they understand their statutory responsibilities and are aware of best practice in relation to children in care. Currently 480 children of school age are supported by the School, which makes a considerable effort to ensure no school excludes a Looked After Child. The working group was pleased to note that there have been no permanent exclusions of Looked After Children from schools in the last eight years. This is despite significant financial cutbacks for the School in the past year and the resulting loss of three members of staff.
48. The School is proactively working with schools that are high fixed term excluders of Looked After Children to develop bespoke packages of support and prevent the use of reduced timetables. Looked After Children are also treated as a priority cohort by Meadowbrook College, and the School has purchased two dedicated places on College courses. An area of development highlighted by the head of the Virtual

School was the link between the School and Child and Adolescent Mental Health services.

School readiness

49. School readiness emerged as another key factor affecting the likelihood of pupils being excluded. This includes the readiness of children entering primary school and the period when pupils are transitioning to secondary education.
50. Some schools felt that not all children are starting school with the appropriate social and cognitive skills and competencies required to achieve; in some cases they may be unable to follow instruction or may not be toilet-trained. It was thought that earlier identification and preventative work via Health Visitors, Primary Child and Adolescent Mental Health services (PCAMHS), and Early Years teams would help to address these issues before a child enters primary school.
51. Access to additional support generally in primary schools was highlighted as an issue. For example, some headteachers shared that demonstrating a sufficient level of need to justify the purchase of educational psychology support can be difficult, and primary schools have different access to services such as school counselling. Previously primary schools would have used their links with Children's Centres to access additional advice and support, but there has been a significant reduction in the number of Children and Family Centres as part of the reconfiguration of Children's Services.
52. Poor transition from primary to secondary school can also affect a pupil's risk of exclusion. Adjusting to the different expectations of a secondary school environment is a daunting experience for any 11-year-old, which is why support for vulnerable learners transitioning to secondary school is particularly important. Some schools suggested intensive work is needed with Years 5 and 6 to ensure they are ready for secondary education. One school visited spoke about its 'Fresh Start Programme' targeted at Year 7 pupils with a reading age of less than 9.6, and proposed that this could be started in primary school.
53. Many examples were shared about strategies for making the transition to secondary education smoother. This included the use of transition link-workers; a bespoke transition programme for vulnerable learners, including additional visits to the receiving school; home-to-school liaison staff; and school events involving pupils from feeder primary schools. Despite this, it was felt that the quality of information shared with secondary schools about vulnerable learners could be improved, and that more training to support vulnerable learners through transition would be helpful.

RECOMMENDATIONS

54. **Based on the working group's findings the Education Scrutiny Committee is RECOMMENDED to:**
 - i. **Advocate a strong leadership focus on inclusion in schools.**

- ii. Ensure that Council training for school governors is fit for purpose and emphasises their role in monitoring school exclusions and challenging headteachers on their strategies for reducing exclusion.**
- iii. Support the development of a system-wide approach to preventing exclusion, (building on the model of a shared commitment to inclusion and financial incentives to support this) and monitor the impact of this.**
- iv. Encourage the Council to develop effective mechanisms for sharing good practice and expertise around inclusion and rewarding schools that successfully manage challenging pupils without the resorting to exclusion.**
- v. Ensure the Council takes steps to improve the timeliness of Education, Health and Care Plan assessments to reduce the risk of pupils with SEN and disabilities being excluded, including revising the funding mechanism to secondary schools.**
- vi. Facilitate the development of more alternative provision for primary-aged pupils, informed by a review of the needs of primary aged pupils who have been permanently excluded.**
- vii. Keep a watching brief on the outcomes of the Oxfordshire School Inclusion Team and Mulberry Bush School project to learn further lessons and share good practice on exclusion.**
- viii. Ask the Council to develop a behaviour strategy that promotes inclusion.**
- ix. Encourage the Oxfordshire Teaching Schools Alliance to give high priority to training staff on behaviour management.**
- x. Review the impact of the change from Children's Centre provision to Children and Family Centres and the Locality and Community Support Service, on children's readiness for school.**
- xi. Ensure the Council and schools give specific attention developing the personal resilience of vulnerable pupils and driving up their educational outcomes at Key Stage 2 to support a smoother transition to secondary school.**
- xii. Encourage the Council to work with the Schools Forum, as a sounding board, to ensure Local Authority funded support services are fit for purpose, promoted and well used.**
- xiii. Commend the Virtual School for Looked After Children and Care Leavers for ensuring that no Looked After Child has been permanently excluded in the last eight years.**

Acknowledgements

The Education Scrutiny working group is grateful to all those who shared and presented information as part of its investigation into the increase in school exclusions across Oxfordshire. In particular, the working group would like to thank the following people for their openness and co-operation:

- The headteachers, behaviour leads and governors at the schools visited by the working group.
- The professionals involved in the Central and South Oxfordshire In Year Fair Access Panels.
- The Children in Care Council.
- Oxfordshire County Council officers from:
 - The Education Inclusion Team
 - The Oxfordshire Social Inclusion Team
 - The Virtual School
 - The Special Educational Needs Team
 - The Locality and Community Support Service
 - The Engagement Team

Councillor Gill Sanders

Chairman of the School Exclusions Working Group

Contact Officer: Katie Read, Senior Policy Officer
March 2018

Appendix A – Questions for school visits

Meeting the needs of pupils at risk of exclusion

1. Do you have a particular cohort of children you would consider more at risk of exclusion and what do you see are the underlying reasons for this? *(N.B. Across Oxfordshire in 2016/17 40% of secondary school pupils and 100% of primary school pupils that were permanently excluded had SEN)*
2. Have you received any support from the Local Authority to manage the risk of exclusion? If so, in what ways has this been valuable and how could this support be improved?
3. What support does your school provide for pupils with additional needs?
4. *For primary schools* – how do you prepare pupils with additional needs in year six for transfer to secondary education?
5. *For secondary schools* – how do you work with feeder primary schools to ensure all necessary support required for a pupil with SEND transfers to their secondary education so that they are effectively supported from Day 1?
6. Do you monitor the progress of your pupils in alternative provision and if so how?
7. Of the children who have been permanently excluded from your school, do you ensure they continue to make educational progress and if so how?

Managing challenging behaviour

8. How many permanent exclusions do you think you have prevented during 2016-17 and what did you do to prevent them?
9. What plans do you put in place around a child who is on a reduced timetable? i.e. how do you ensure that child remains safe?
10. How do you ensure that putting a pupil onto a reduced timetable is being effectively used in order to reintegrate the pupil into full-time education?
11. Have you ever accessed any form of Early Help support from the Local Authority and if so, do you feel this was accessed at an appropriate point?
12. What training do you provide to staff in behavioural support?
13. If your school is part of a Multi-Academy Trust, what protocols are in place within the Trust to manage pupils at risk of exclusion?

Exclusion process

14. How do you ensure that your school and its Governors are following the statutory process for exclusion?
15. What training is provided for your Governors and those clerking the panels in relation to decisions about exclusion?
16. What support, if any, do you draw on from the Local Authority Inclusion team during the process of exclusion?

17. Is there anything else you wish to share about your approach to fixed term and permanent exclusions that you believe would be useful for this working group?

Appendix B – Meadowbrook College provision

Meadowbrook College receives £10,000 for each of the 106 planned places directly from the Education & Skills Funding Agency (i.e. £1,060,000). The Council adds c.£1.5 million from the High Needs Block to this funding.

Meadowbrook College programmes include:

- BRIDGES (primary school age 5-11): students who have been permanently excluded from school
- BRIDGES DIRECT (primary school age 5-11): students needing support in their own schools - the support is provided to the student, the teachers who work with the students or the leadership team interested in developing inclusive practice or alternative provision in their own schools
- ON COURSE (secondary age - ideally year 7&8) - 4 week programme, early intervention
- DISCOVERY (secondary age - year 7/8/9): students who have been permanently excluded
- INTERIM KS3 (year 7/8): students who need a little more time before reintegrating back to their mainstream school or on to a new school
- BASE KS3 (year 9): students in year 9 who are not ready to move on to a new school or who have twice been permanently excluded and with Meadowbrook for a longer spell
- BASE KS4 SHORT-TERM (year 10/11): approx. 8 weeks for students who have been permanently excluded and are being reintegrated back into a new school
- BASE KS4 LONG-TERM (year 10/11): 12 weeks+ - students who will be with us until the end of year 11 due to a permanent exclusion or students who are on dual-roll with us and their mainstream school
- FLO (Foundation Learning Opportunities - year 9): students attend 1 or 2 days a week on dual-roll with their mainstream school. Students study Entry Level and Level 1 qualifications either in preparation for vocational study in year 10/11 or as an engagement and skills building opportunity
- SCHOOL ENGAGEMENT PROGRAMME (SEP - year 10/11): students attend 1 or 2 days a week on dual-roll with their mainstream school. Students usually study vocational/technical subjects and remain engaged with their home school.
- NEXT STEPS (year 1-11): a specialist provision for students with an EHCP who have been referred to us from the Special Educational Needs Support Service (SENSS) in Oxfordshire. Schools cannot refer children to this programme.
- LINK WORK: a specialist mentor programme available to schools to support students in years 7-10 who are at risk of exclusion from school. Link Workers on

this programme will provide bespoke support for schools working with students on a 1-1 basis on areas such as: low self-esteem, self-management of behaviour, building resilience, personal learning skills.

- **OUTREACH:** Support to schools for students or groups of students either in the school setting or in agreed alternative places of education.
- **CPD/PROFESSIONAL LEARNING:** Professional Development Support to schools in the areas of Restorative Practice; Team Teach; Behaviour Management; running Thinking Circles; internal alternative provision solutions for a school etc.

Glossary

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| Special Educational Needs (SEN) | The needs of a child who has a difficulty or disability which makes learning harder for them than for other children their age. |
| Education, Health and Care Plan | The document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. |
| Alternative Provision | Education arranged by the local authority for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; by schools for pupils on fixed term exclusions; and for pupils directed off-site to improve their behaviour. |
| Pupil Premium | The additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. |