

Webinar: 20th May at 8pm - School avoidance and support for excluded children

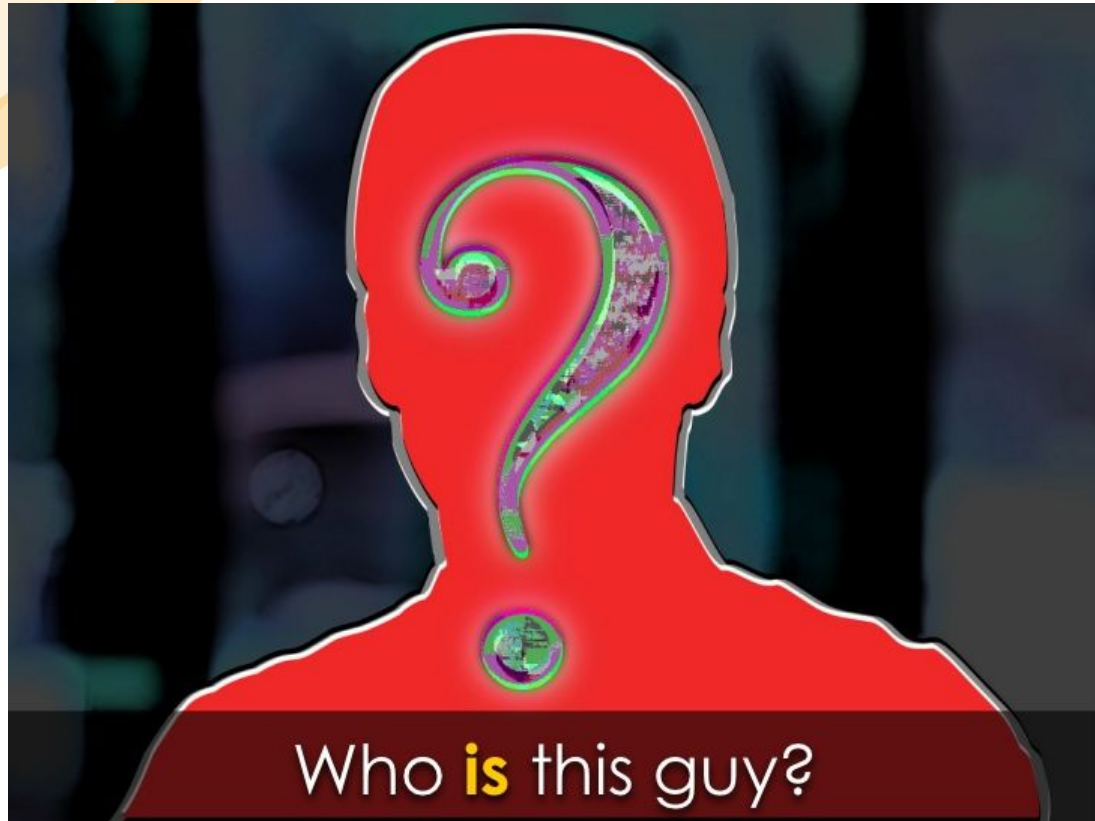
Sheldon Snashall

Associate Director Pupil Support

Achieving for Children



**achieving
for children**



Who **is** this guy?



Education Welfare

Head of Service - Diana Percival

Deputy Head of Service - Claire Small

What do the EWS do?

Work with schools to improve attendance and punctuality - Buy-in service, maintained and academy schools

Work with children, young people and parents to identify barriers to attendance and support with improving attendance

Statutory duty - Advice and signposting, fines, prosecution, school attendance orders

Children Missing from Education - not on roll, missing, no destination

Elective Home Education - parents take full responsibility for their child's education

Child Performance Licences and Chaperone Licences

Statutory Duty

EWS work within the Education Act 1996

Unauthorised absences - attendance below 90% - persistent absentees, children missing from education, children missing out on full time education.

Section 7 - Parents are responsible for ensuring their children are in receipt of an education

Fixed Penalty Notices - term time holidays and regular persistent absence.

Barriers to full attendance

External: distance - temporary housing - local influences - transport

Home: parenting - environment - values - culture - expectations - chaos - young carers - holidays

Wider network: friends - community - anti social - contextual

School: learning - environment - teachers - transition from primary school - peers - additional needs - bullying

Self: sense of belonging - self esteem - resilience - anxiety - low mood - sleep - drugs - alcohol - gaming - health - fear - learning needs

EWS Intervention support

Primary Age: always with the parents

Secondary Age: always with the parents but also direct work with the young person

Holistic view: solution focussed - signs of safety - attendance agreements - signpost or refer to other agencies

ERSA model: when anxiety is a presenting factor

Collaborative working: schools - professionals - Child Protection - TACs and Core groups - Strengthening Families - SEN - EISS - Early Help - Emotional Health - CAMHS - Educational Psychologists - Advisory Teachers - Youth Service - voluntary and charity organisations

Advocate and negotiate: school plans, integration plans

Early Identification

Schools try to identify early - whole school approach - good home school communication

Patterns of absence and avoidance:

particular days, presenting in the welfare room regularly, absent with non specific illness - tummy aches, headaches, absence from lessons (wandering corridors), regular late arrivals

Advice and guidance working with colleagues

EWS can offer information, advice and guidance about education and schools.

EWS act as bridge between schools and AfC teams

EWS are happy to be part of core groups if school attendance is a concern.

Please let us know if you are working with any child or young person who is not attending school regularly.

We will reach out to you for guidance to help us support a young person.

Questions?



**achieving
for children**

Exclusion from School

Bitesize information



**achieving
for children**

Reasons for exclusion

- **Fixed period exclusion**

- in response to a breach or breaches of the school's behaviour policy and where lesser sanctions are not considered sufficient

- **Permanent exclusion**

- in response to serious breach or breaches of the behaviour policy
- if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school
- imposed as 'a last resort'

Requirements following exclusion

Fixed period exclusion

- Parental duty to ensure that your child is not found in a public place during the first five school days of an exclusion
- School to ensure that appropriate work is provided/set during the first five school days of an exclusion
- For an exclusion of more than 5 school days then equivalent full-time education must be provided by the school

Requirements following exclusion

Permanent exclusion

- Parental duty to ensure that your child is not found in a public place during the first five school days of an exclusion
- School to ensure that appropriate work is provided/set during the first five school days of an exclusion
- The local authority to provide alternative full-time education from the 6th school day.

Support with reintegration

Following Fixed period exclusion

- School to identify any additional needs, and support, required.
- Where necessary can referral to AfC or voluntary agencies for additional support

Following Permanent exclusion

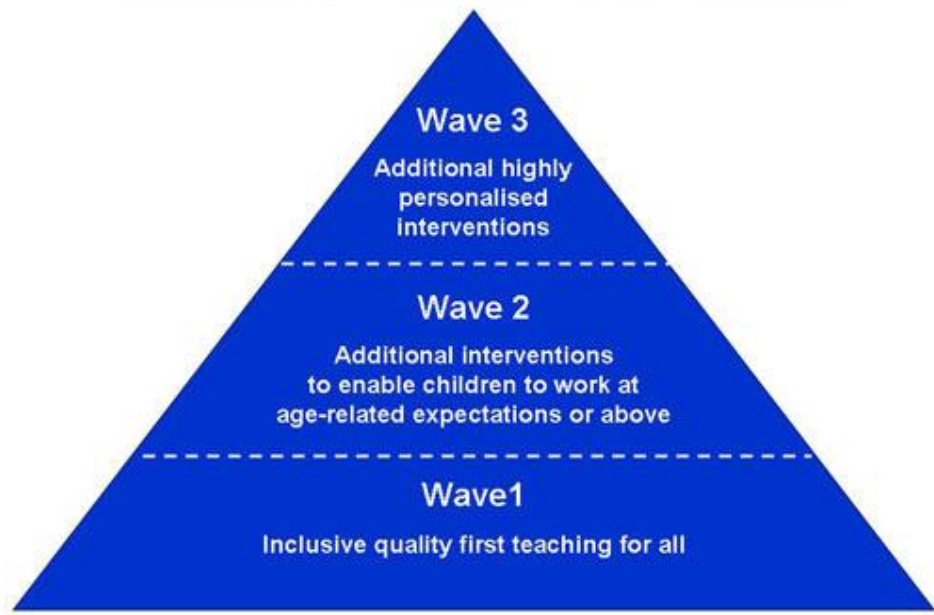
- Where an alternative mainstream school has been identified/agreed for the young person then a reintegration plan is drawn up

Sources of information

- Statutory Guidance
- *'Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion'* (September 2017)
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf
- AfC website
- <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/education/school-exclusion>

Advice and guidance working with colleagues

Waves of Intervention Model



Questions?



**achieving
for children**