

# Update for Education and Children's Social Care Overview and Scrutiny Committee: Exclusions and children out of school

## 22 February 2023

Sue Harrison

Director Children and Families



**BE BOLD BE BIRMINGHAM**



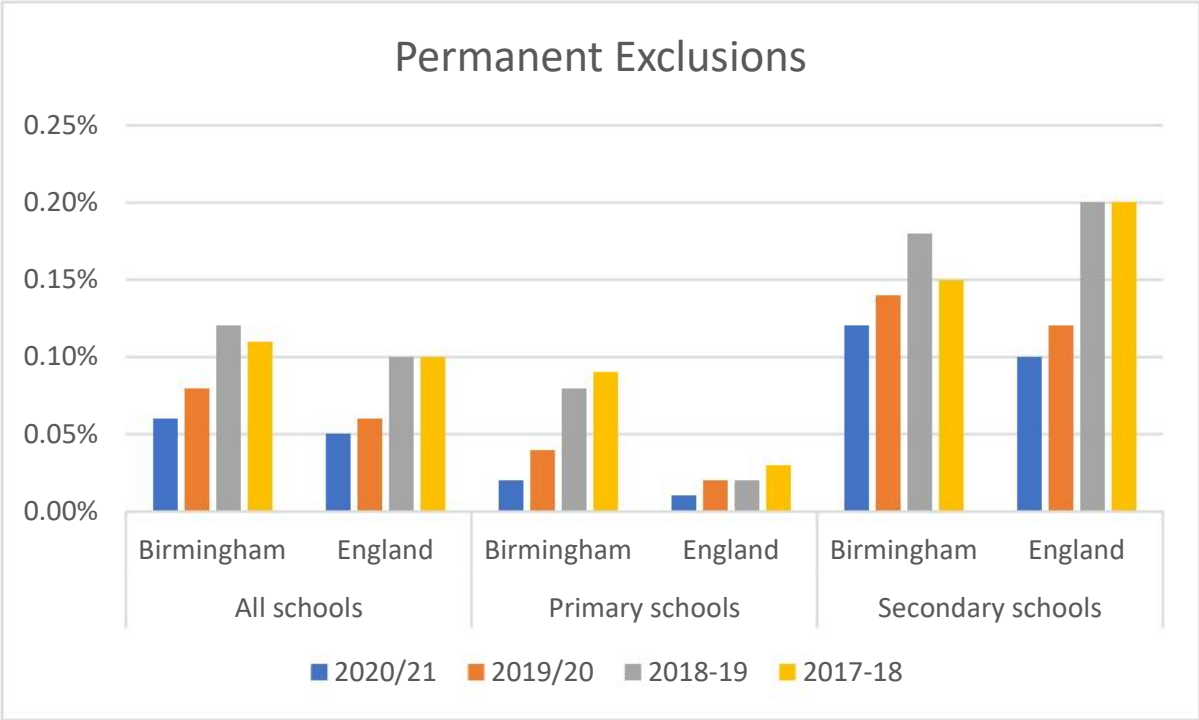
# Request from the Committee

- Information on how many excluded children have SEND needs / EHCPs.
- Figures on children who haven't got a suitable school place, and support that is being provided
- Information on children affected by part-time timetables

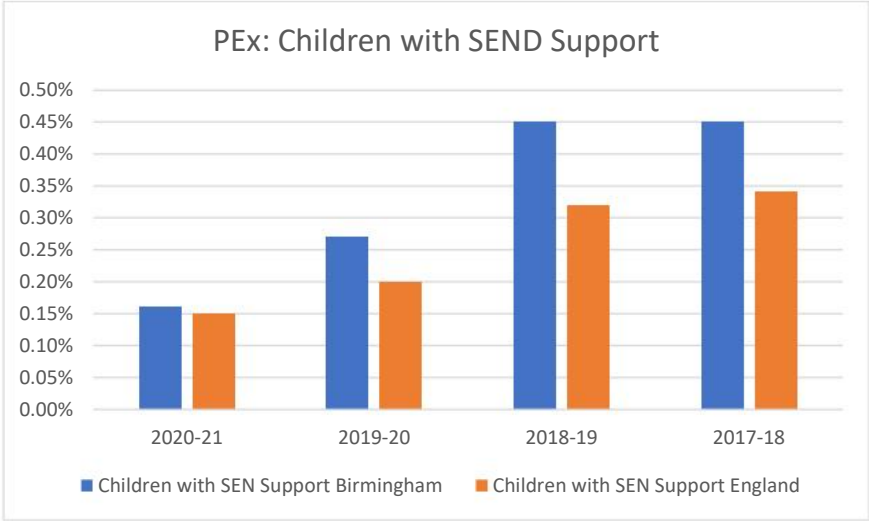
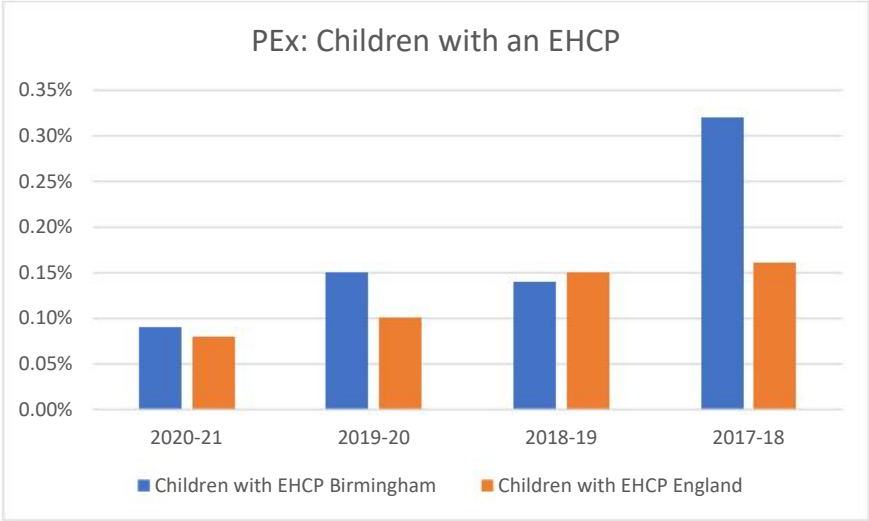
# Children missing education and out of sight

- EHCP/SEND
- Exclusions
- Part-time timetables
- Elective Home Education
- Poor attendance
- No school place
- Newly arrived, new to area
- Insecure immigration status
- Private fostering arrangements
- Transient groups
- Unregulated provision
- Temporary Accommodation
- Families living 'off-grid'
- No take up of Early Years
- Risk of serious youth violence
- At risk of exploitation
- Abroad and out of contact
- Never been known to services

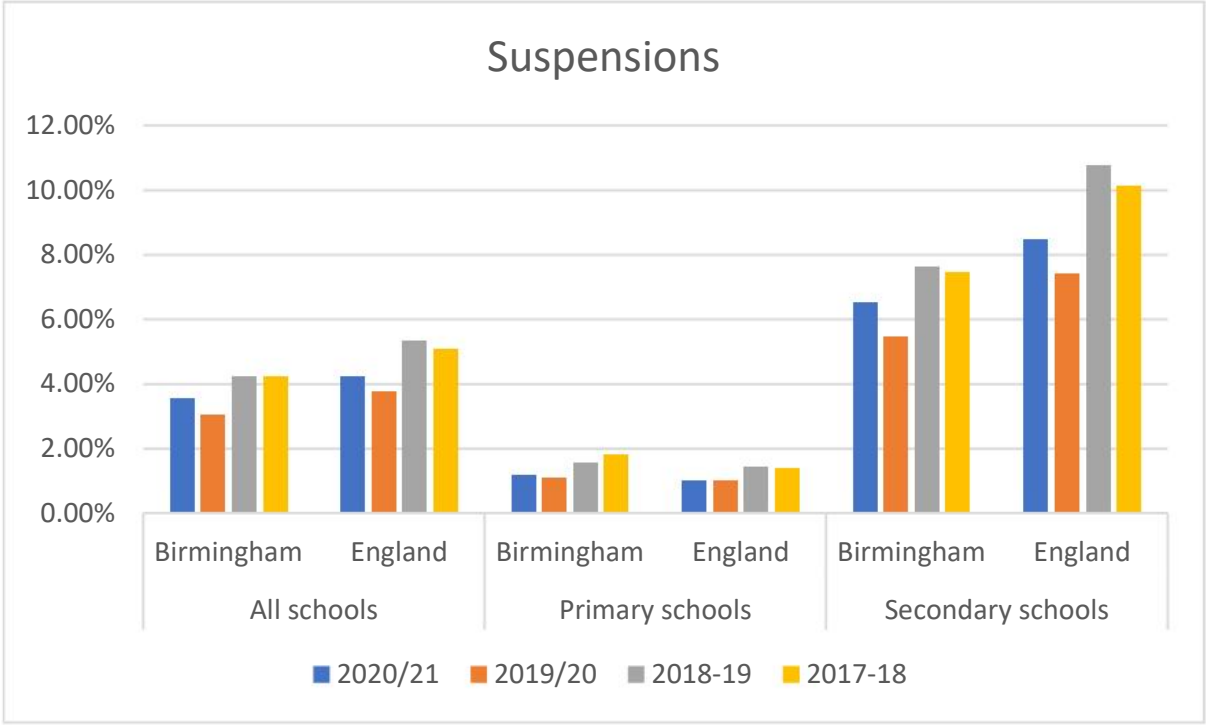
# Permanent Exclusions



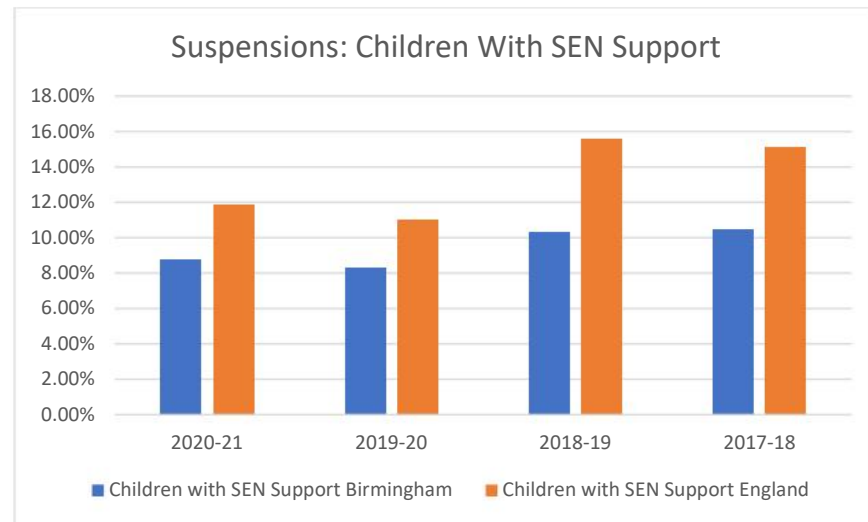
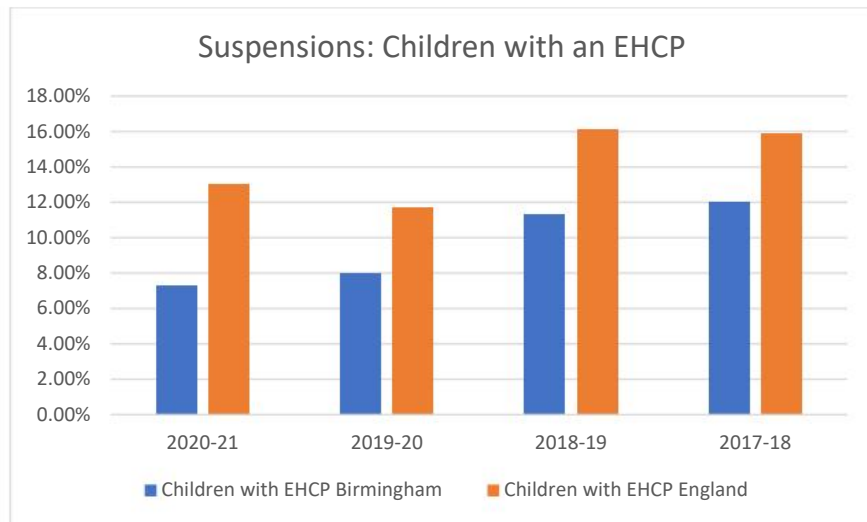
# Permanent Exclusions: Children With SEND



# Suspensions



# Suspensions: Children With SEND



# Partnership working to reduce Primary School Exclusions

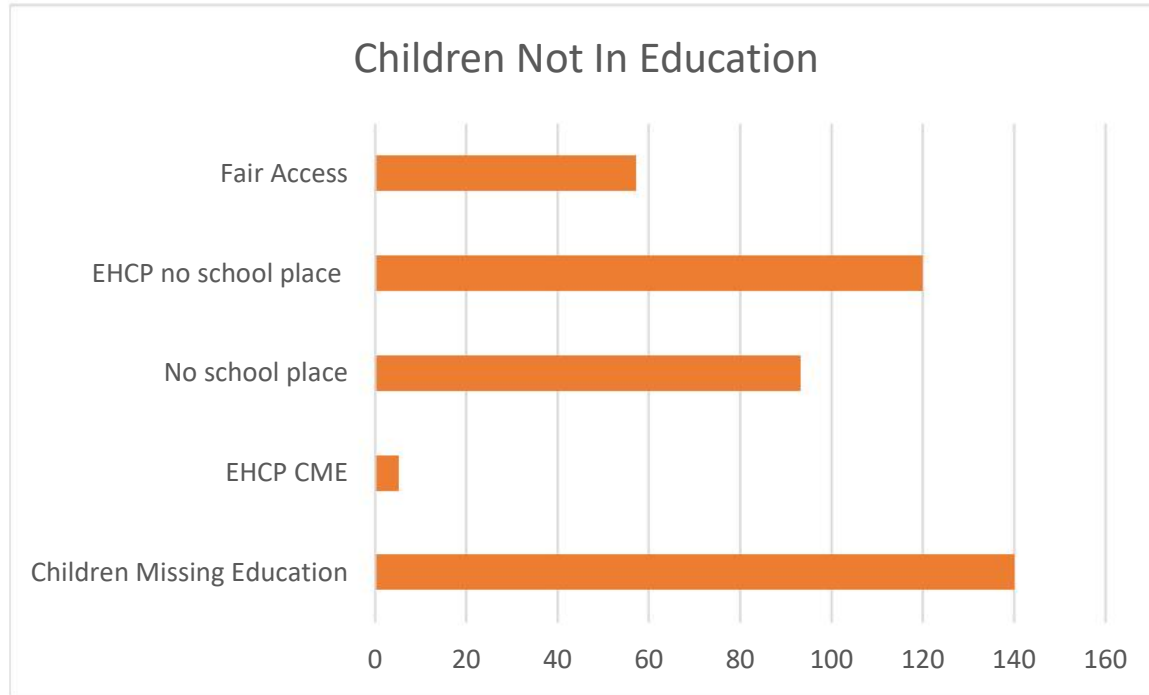
- A new partnership Early Help Inclusion Panel was established by Birmingham Children's Trust's Early Help Team and the Council's Tackling Exclusions Group in Autumn 2022, to promote inclusion and prevent exclusions in Primary School age children.
- The panel has representation from all partners to ensure a multi-agency approach to inclusion and will work in partnership with other agencies to best improve outcomes for children.
- Delivery of trauma informed practice support for schools
- Roll out of UNICEF Rights Respecting Schools Award



# Exclusions and Suspensions: Council Response

- Improve data collection and use to inform Local Authority actions
- Develop proactive approaches to support schools with relational practice approaches, and to challenge schools where exclusions and suspensions could be avoided
- Work with City of Birmingham School (COBS Pupil Referral Unit) to develop use of turnaround places that enable children to maintain their school place and to support mainstream schools to develop effective behaviour support strategies

# Children without a school place



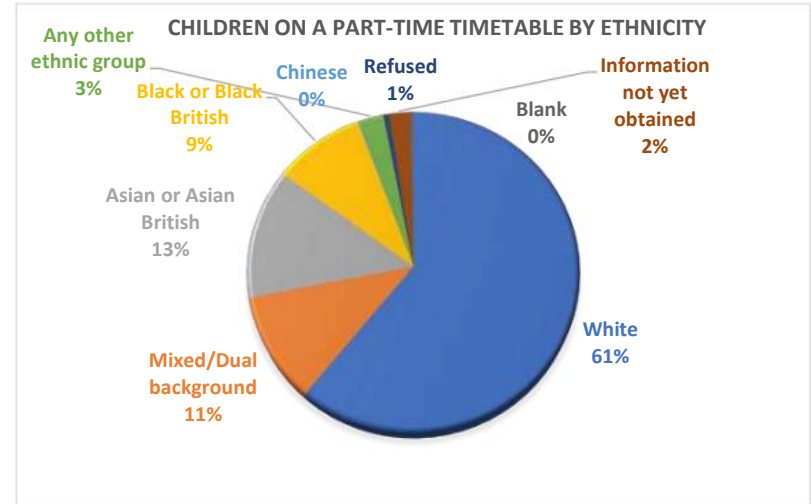
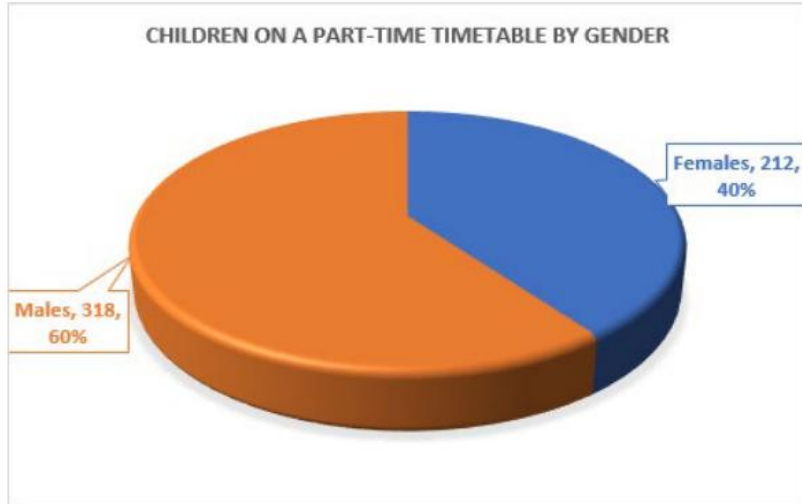
# Support provided to children without a school place

- Children who have an EHCP without a school place are referred to the Home Bridging Team which develops a package of support for the child. This includes fortnightly safe and well checks and provision for home tutors whilst the child is awaiting a full-time school place. The Children with EHCP Placements Team work to secure a full-time school place for the child.
- For all other children, the School Admissions (In-Year Admissions) team work to support children back into school.
- EHE children whose education is found to be unsuitable are supported to return to school education.

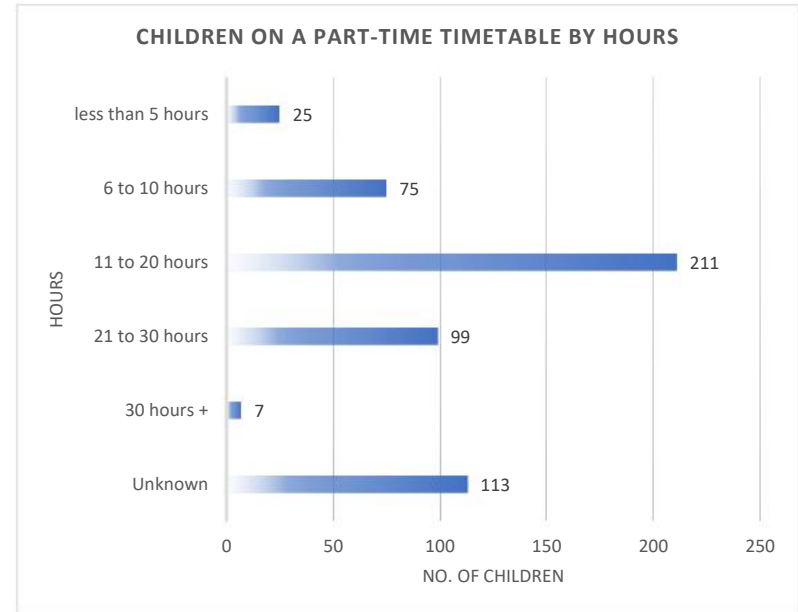
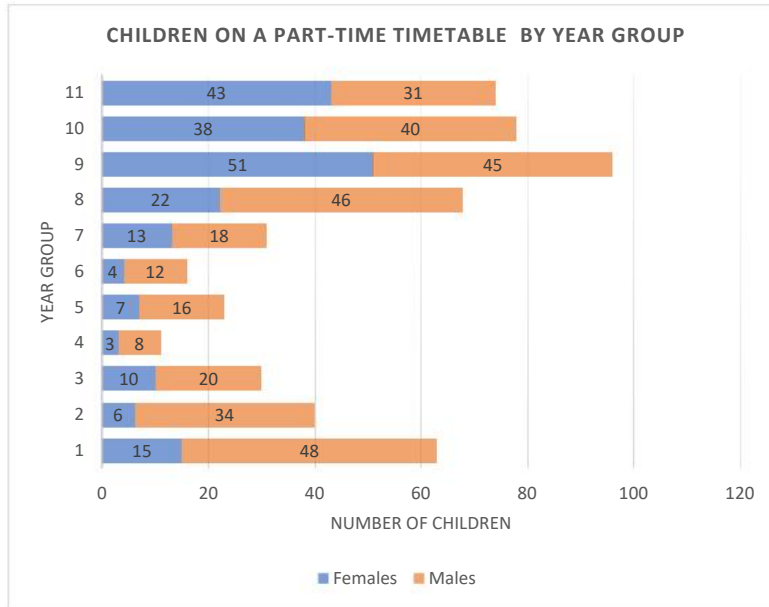
# Children without a school place: Council Response

- Children not in full time education is a key priority on the Improving Services for Children and Families Plan
- The teams within Thriving Children and Families are currently working collectively to review all internal processes regarding children without a school place.
- Established a new service area in the Children's Services Directorate
- There is additional investment to provide strategic leadership to this space
- We are significantly strengthening senior leadership oversight through improved data dashboards
- We have commenced dip sampling quality assurance of practice

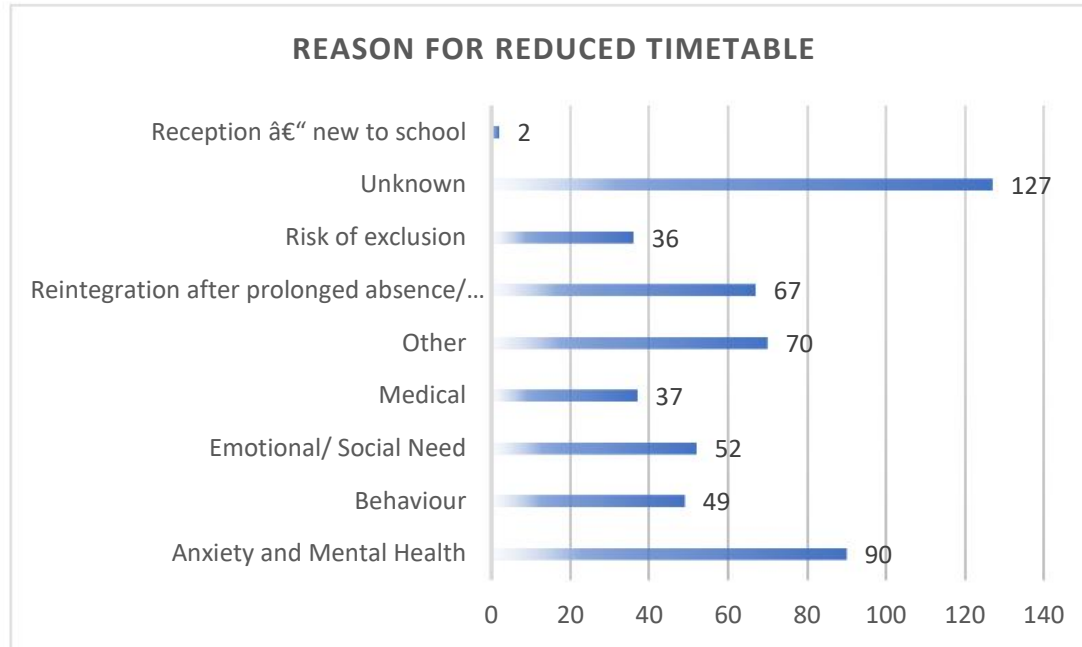
# Part-time timetables: Gender and Ethnicity



# Part-time timetables: Year Group and Hours



# Part-time timetables: Reasons



# Part-time timetables: Council Response

- Ensure live reporting mechanisms enable identification of reasons and length of time on a reduced timetable
- Identify children with a social worker or with SEND for priority support
- Develop package of support to upskill schools in relation to social and emotional needs
- Develop and share good practice guidance with schools, including recently published DfE case studies



# Silent voices, hidden lives

## Children out of sight of services – get the basics right

- Deep dive into service areas to review leadership, processes, practice, culture
- Ensure services understand statutory guidance and are meeting responsibilities
- Appropriate governance, oversight and accountability, corporate safeguarding
- Strategic use of data across the partnership to improve visibility of children
- Construct environments for integrated assessment to wrap around families
- Review the outputs of the system and what is working well
- Follow children and young people across systems to ensure join up
- Maximise opportunities to listen to the views and experiences of children and families
- Capitalise on existing partnerships to extend opportunities for joint-working
- Build opportunities for learning and development, sharing of practice wisdom
- Instil reflexive practice through high support, high challenge, CPD & supervision
- Listen to the workforce



@BhamCityCouncil



@birminghamcitycouncil



@birminghamcitycouncil



[birmingham.gov.uk](http://birmingham.gov.uk)



**BE BOLD BE BIRMINGHAM**

