

Review of Inclusion

No.	Recommendation	Responsibility	Action	Date
Make representation locally, regionally and nationally about the implications of the increase in school exclusions and challenge policies we feel are inappropriate.				
1	Submit a copy of the Committee's final report to local schools and Academy Trusts, the National Schools Commissioner, and Secretary of State for Education.	DCS	Send a copy	September 2018 - achieved
2	Continue to emphasise our concerns locally to schools and Multi Academy Trusts.	SEN&Engagement/EIS/DCS	To write and meet as appropriate	Ongoing – issues to be raised on a termly basis as required
3	Continue to write to the Regional School Commissioner and escalate concerns where necessary.	SEN&Engagement/EIS/DCS		Ongoing – issues to be raised on a termly basis as required
4	Work with our MPs to exert pressure on the National Schools Commissioner.	DCS	MP for Stockton South has raised with Secretary of State	Ongoing
5	Use the Local Government Association and Association of Directors of Children's Services networks to advocate for a more inclusive approach, make representations for increased financial support to Local Authorities, and push for more up to date information to be used by Department for Education and Ofsted.	DCS	ADCS national policy framework published July 2018	Ongoing

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Make it more challenging for schools to pursue exclusion by providing additional guidance on alternative approaches, and being more proactive in our approach to pupils at risk of exclusion. We will be proactive in our approach to challenging schools with high numbers of FTEs.				
6	<p>Suggest an approach to schools to assess what other support has been or could be provided to pupils, with an emphasis on ensuring enough time is allowed for interventions to work. This will include:</p> <p>a) Publish and circulate to all schools a statement of the Local Authority's preferred approach to behaviour management, to include: details of the support available via the Pupil Inclusion Panel (PIP), and examples of positive practice/multi-agency working that has reduced exclusions and improved outcomes for children.</p> <p>b) Promote an approach whereby schools assess what support has been arranged in each case where there are repeated fixed term exclusions. Continue to raise concerns about individual pupils directly with schools.</p>	L Chilton	<p>SBC Behaviour Statement to include all recommendations</p> <p>Promotion of Pastoral Support plans via PIP (developed with schools leaders)</p> <p>Placement and Exclusion team to challenge all exclusion practice unless all possible avenues of support for the child have been exhausted.</p>	October 2018
7	Continue to promote attachment training to local schools and monitor the take up.	L Russell-Bond	Publish on SBC website and VS website level of training accessed by individual schools	Ongoing
8	Work to enhance the role of Governors in supporting inclusive practice. This will include promotion of training opportunities, awareness of SEND duties, and promotion of the role of PIP within their school.	V Housley (Coord, Gov support) G Burnett/C Evans (training SEND) K Reach (training Exclusion)	Promote governor training in SEND/Exclusion Publish training accessed by governors by school/academy.	Ongoing

Appendix 1

No.	Recommendation	Responsibility	Action	Date
Make schools more accountable for their actions on exclusion				
9	Publish an annual report from the Pupil Inclusion Panel (PIP). This will include trends in the exclusion data, and school engagement with the PIP.	L Chilton/C Mahoney	Review 1 st 12 month impact of PIP. Publish on SBC Website and Local Offer	October
10	Publish exclusion data on our website each School Term.	K Reach	Termly reports compiled with accurate school level data	Termly
Make it easier for parents to challenge exclusions				
11	Develop a guide for parents, highlighting their rights to appeal, and publish this on the SBC website.	K Reach	Design leaflets aimed at parent/carers/schools/governors Publish on SBC website and Local Offer	September
12	Support and advocate for parents who wish to challenge decisions, including where exclusions are potentially in breach of the Equality Act 2010.	K Reach	Provide training for Social Care, SENDIASS, Early Help, Local Councillors on specific areas of challenge and how advocates are able to support parents	Ongoing

Appendix 1

No.	Recommendation	Responsibility	Action	Date
Make the alternatives clearer, realistic and of high quality				
13	Provide guidance on alternative approaches to behaviour management and best practice.	L Chilton	Via Behaviour statement	October 2018
14	Ensure schools are engaged with Early Help, and review the offer.	D Willingham	New proposals to be tested in clusters	March 19
15	Review the Alternative Provision offer, including the role of the PRU and its greater focus on early intervention and prevention, and if possible, development of a free school.	J Mills	Review current offer Review current need Analyse gaps in provision and what/who can provide the service requirement	July 2019
16	Improve the SEND offer, including the development of a free school.	J Mills	Review current offer Review current need Analyse gaps in provision and what/who can provide the service requirement	July 2019
In relation to elective home education				
17	Explore development of an Elective Home Education Multi-agency Group for Stockton to better understand any gaps in services.	A White		October 2018

Appendix 1

No.	Recommendation	Responsibility	Action	Date
18	Continue to engage with schools and families to prevent EHE wherever possible, and monitor individual cases of children in EHE using the full extent of Local Authority powers.	A White	Continue to monitor at least annually through home visits from HLTA EHE	Ongoing
19	Highlight our concerns regarding EHE with local MPs and Secretary of State for Education.	Scrutiny Committee	Submit comments to call for evidence	Complete