

Inclusive Northumberland: Self-Evaluation Report 2016-17

Children age 14-16



Contents

	page
Summary	3
Permanent exclusions	5
Alternative Provision	10
Fair Access	12
Inclusion Support	16
Pupils with health needs	17
Elective home education	18
Secondary Behaviour and Attendance Collaborative	20
Children missing from education	21
Safe to Learn	22
Attendance	25
Service level agreement	31
Statutory Framework	32
Data sources	33

Summary

1. Partners across Northumberland including health providers, children's social care professionals, schools and the education & skills service are strongly committed to an inclusive approach to education.
2. This self-evaluation report focusses on one aspect of that inclusive approach – the need to adjust and improve the provision for children aged 14 to 16. Reasons include the rising number of fixed and permanent exclusions, increased referrals to inclusion support services, data demonstrating that children from the most deprived backgrounds under-achieve and that not all pupils are receiving their entitlement to full time education. This inevitably impacts on outcomes for young people and the likelihood of engaging in education, employment and training at 16.
3. There are some encouraging headlines for 2016-17 which indicate that a more inclusive Northumberland, as outlined in our strategy, is emerging across other age ranges and remits. However, there is still work to be done to mitigate the impact of disruptions to learning for this specific groups of pupils aged 14-16. We have some significant strengths related to the actions we have taken so far :

4. Strengths

85% of pupil referrals to the Pupil Placement Panel (fair access) were allocated to successful school placements.
80% of the permanently excluded pupils in Year 11 in 2017 are now in employment, education or training.
The overall quality of provision was judged to be good in 42% of the alternative education providers on our procurement framework.
Northumberland pupils placed with 3 local alternative providers achieved GCSEs in mathematics and English in 2016-17.
21 pupils were reported by schools as children missing education, and all were found within a 5 day time frame.
100% of schools reviewed their mandatory Section 175 safeguarding standards audit within timescale.
21 safeguarding complaints from Ofsted were investigated of which 16 were resolved with no involvement from other agencies and 5 were successfully referred to children's social care.
135 schools contributed to the consultation to review the NSCB's Thresholds of Need document.
Operation Encompass was successfully implemented in Northumberland.
Attendance in Northumberland continues to improve over time with performance better than North East and national averages for total overall absence and persistent absence.
Special school overall absence has improved over time and after a significant improvement in 2016 is now well below the national average.
Secondary overall absence and persistent absence (which includes middle schools deemed secondary, secondary and high schools) have both improved since last year and are significantly better than North East and national averages.

5. What still needs to improve

The number of permanent exclusions rose sharply from 40 in 2015-16 to 76 in 2016-17, which as a proportionate increase is much higher than nationally.

The overall rate of fixed period exclusions has increased from 3.26% in 2015-16 to 3.42% in 2016-17 (which follows the national trend).

Only 14 permanently excluded pupils were re-integrated successfully into school placements (although this is an improvement since 2016).

The number of permanently excluded pupils with full time provision in place for by the 6th day of exclusion has dipped well below the expected rate of 100%.

Overall the total number of hard to place pupils admitted IN to schools was 266 but the total number of hard to place pupils moved OUT of schools was 310.

The number of parents choosing to electively home educate their children has increased sharply from 130 in 2015-16 to 203 in 2016-17.

During the year 29 electively home educated pupils were re-admitted to schools at the request of their parents.

High schools in Northumberland have high persistent absence with 10 of the schools performing higher than the national average of 13.1%.

Persistent absence for pupils with a statement or EHCPlan is better than the national average but at 19.78% is more than three times as high as those pupils with no identified SEND.

In Northumberland FSM pupils are twice as likely to be persistent absentees.

Education outcomes in 2016-17 for looked after children are reported separately in the Virtual School Headteacher's Annual Evaluation Report (due for publication in Spring 2018).

Permanent exclusions

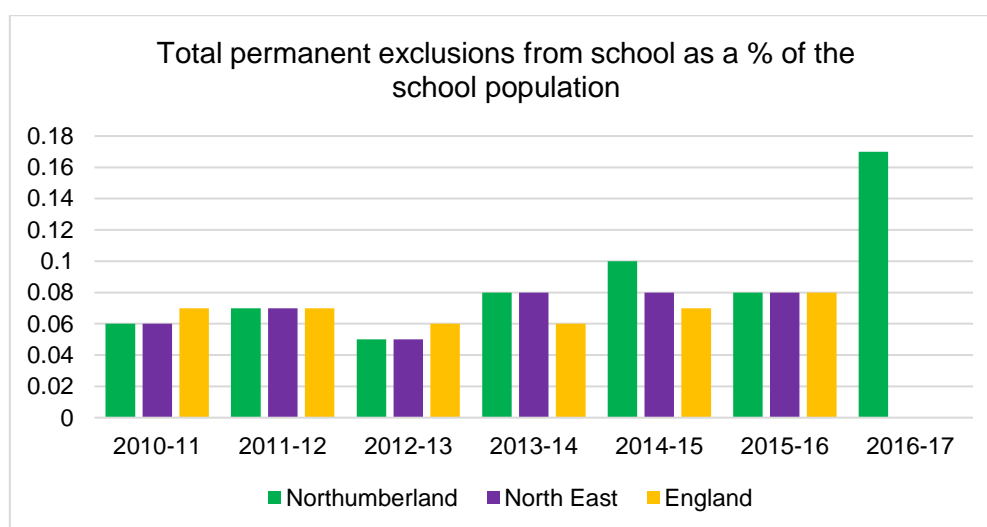
6. Nationally the number and rate of permanent exclusions have increased since last year (2014-15), although the DfE reports a considerable variation within local authorities across the country. The same trend has occurred for fixed term exclusions. These figures are key indicators in behaviour policy. Good discipline in schools is essential to ensure all pupils can benefit from the opportunities provided by education. The number of permanent exclusions across all state-funded primary, secondary and special schools has increased from 5,795 in 2014-15 to 6,685 in 2015/16. This corresponds to around 35.2 permanent exclusions per day in 2015-16, up from an average of 30.5 per day in 2014-15.

7. Looking at longer-term trends, the rate of permanent exclusions across all state-funded primary, secondary and special schools has followed a generally downward trend since 2006-07 when the rate was 0.12 percent.

Please note: the latest national data available is for 2015-16. The 2016-17 data for Northumberland used in this analysis is local.

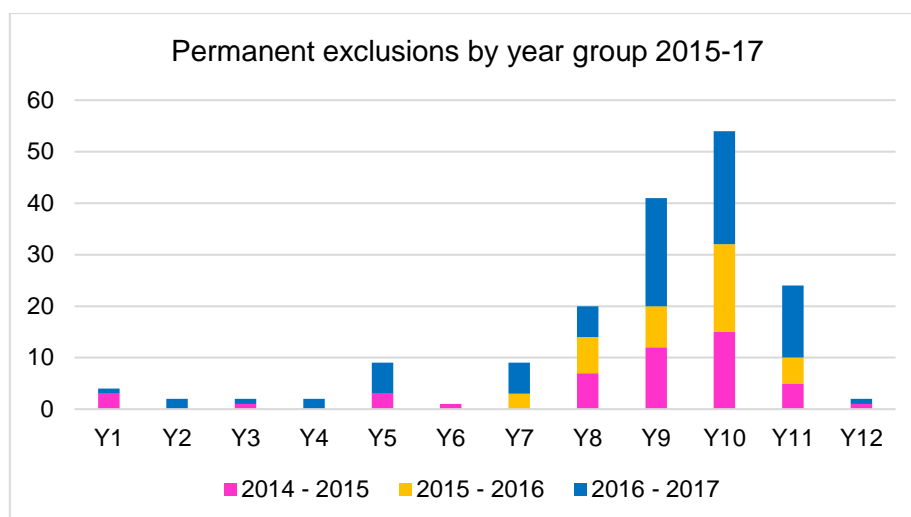
8. In 2016-17 the number and rate of permanent exclusions (across all state-funded primary, secondary and special schools) in Northumberland rose sharply from **40** in 2015-16 to **76** by July 2017.

9. The overall rate of permanent exclusions increased from **0.08** per cent of pupil enrolments in 2015-16 to **0.17** per cent in 2016/17, which is the equivalent of 17 pupils per 10 000.



10. Most permanent exclusions occurred in secondary schools. The rate of permanent exclusions in secondary schools rose by 50 per cent from **0.14** per cent in 2015/16 to **0.28** per cent in 2016/17.

11. The majority of pupils permanently excluded during the last 5 years were in Year 10, however this year has seen an increase in exclusions in Years 9 and 11.



12. Characteristics of Northumberland’s permanently excluded pupils 2016-17:

- male / female split varies year on year, but males are always in the majority
- eligible for free school meals: 79%
- SEND support: 45%
- EHCP: 7%
- White British: 97%

13. Persistent disruptive behaviour remained the most common reason for permanent exclusions in state funded primary, secondary and special schools - accounting for 37 (48.7 per cent) of all permanent exclusions in 2016-17.

14. Some children have stubborn difficulties due to mental health issues, special educational needs or chaotic lifestyles that mainstream schools find it hard to solve. According to our pupil census data (January 2017) more than 1300 learners have an identified social emotional and mental health difficulty (BESD) and up to 300 of these learners have statements/ EHCPlans. Four secondary/High schools have behaviour rated less than good by Ofsted.

15. In 2016-17 in maintained primary, secondary and special schools and academies there was one reviews lodged with independent review panels which was upheld and the pupil remained permanently excluded.

16. No pupils were permanently excluded from the Pupil Referral Unit during 2016-17.

17. The average period of time in alternative provision following permanent exclusion was 16 months. 10 pupils had been in full time alternative provision for at least 24 months (ie all of Key Stage 4), and 3 had been in alternative provision for over 30 months.

18. The table shows permanent exclusions by secondary/High school in Northumberland from September 2016 to July 2017:

	LA/Academy	Number permanent exclusions since Sept 2016	Total permanent exclusions as a % of school population
Bedlingtonshire	Academy order	14	1.6
Bede	Academy	8	0.9
Berwick	Academy	7	1.0
St BB	Academy	6	0.4
Ashington	Academy order	5	0.3
Ponteland	LA	4	0.4
Blyth	Academy	4	0.5
NCEA	Academy	4	0.2
Duchess	LA	3	0.4
KEVI	Academy	3	0.2
Astley	LA	2	0.5
Cramlington LV	Academy	2	0.1
James Calvert Spence	LA	2	0.4
Prudhoe	Academy	1	0.2
Haydon Bridge	Academy order	1	0.4
Atkinson House	Special	1	1.3
Cleasewell Hill	Special	1	0.5
Lindisfarne Middle	LA	1	0.4
Meadowdale Middle	Academy	1	0.2
Queen E	Academy	0	0
	Secondary total	70	

Primary phase	Primary total	6	
Total		76	

19. The rate of permanent exclusions stayed the same in both primary and special schools at 0 per cent.

20. All children have an entitlement to full-time education. Pressures on schools and the local authority and decreasing resources have accelerated the increase in permanent exclusions. Underlying issues are consequently amplified: the impact of permanent exclusion on a young person, the impact of permanent exclusion on the excluding and receiving schools, the need for growth of Northumberland's Local Offer, re-assurance about the safeguarding of our most vulnerable learners.

21. The profile of the current group of permanently excluded pupils being supported by the local authority is:

- on 31st August 2017 there were 69 open cases of permanently excluded pupils working with the Inclusion Team and being funded by the local authority;
- the majority of those pupils are in Years 10 and 11;
- the average cost per academic year (195 days) for the KS4 permanently excluded pupils is approximately £14 250 including transport;
- the KS4 pupils who are permanently excluded are in alternative provision placements for an average of 11 months before either reaching age 16 or being re-integrated into a school setting;

- the cost of transport often exceeds the cost of the provision due to the geography of Northumberland and location of the alternative providers.

22. Key Stage 4 outcomes for permanently excluded pupils are generally poor. In 2017 there were 37 permanently excluded pupils in Year 11 and not on a school roll at the time of end of Key Stage 4 examinations and assessments:

- 32 of those pupils were entered for at least 1 GCSE;
- 3 pupils achieved a level 4+ in maths and 1 pupil achieved a level 4 in English literature;
- no pupils achieved the Basics (level 4+ in English and maths combined);
- 16 pupils achieved an accreditation in English and maths functional skills.

23. Continuing interventions/support in Northumberland to prevent permanent exclusion include:

- internal arrangements in schools/academies;
- school to school support eg placements in learning support units in neighbouring schools;
- Pupil Referral Unit (PRU) – 32 places, maximum age 14/Year 9;
- alternative provision (currently 14 providers on the Council's procurement framework);
- managed moves;
- behaviour support services;
- statutory assessment (EHCP);
- CYPS;
- social care, including Family Support and Early Help Assessment;
- Northumberland Adolescent Services (NAS).

Fixed Period Exclusions

24. In Northumberland the overall rate of fixed period exclusions across all state-funded primary, secondary and special schools has increased from 3.26 per cent in 2015-16 to 3.42 per cent of pupil enrolments in 2016-17. However, this follows the national trend and is still better than the latest national performance of 4.29 per cent in 2015-16.

25. The number of fixed period exclusions has increased from **1528** in 2015-16 to **1552** in 2016-17. This corresponds to around 8.16 fixed period exclusions per day in 2016-17, a rise from around 8.04 per day in 2015-16.

26. There were increases in the number and rate of fixed period exclusions for primary and secondary schools, however fixed period exclusions fell for special schools.

27. In state-funded primary schools, the number of fixed period exclusions increased from 175 in 2015-16 to 195 in 2016/17, whilst the rate of fixed period exclusions increased from 0.88 per cent to 0.97 per cent. Northumberland's performance is better than the national rate for 2015-16 at 1.21 per cent.

28. In state-funded secondary schools, the number of fixed period exclusions increased from 1262 in 2015-16 to 1279 in 2016-17, which corresponded to an increase in the rate of fixed period exclusions from 4.96 per cent to 5.13 per cent. Northumberland's performance is significantly better than the national rate for 2015-16 at 8.46 per cent.

29. However, the number of fixed period exclusions decreased in special schools from 65 in 2015-16 to 58 in 2016-17, an increase in the rate of fixed period exclusions from 9.92 per cent to 8.15 per cent. Northumberland's performance is much better than the national rate for 2015-16 at 12.53 per cent.

30. Number and length of fixed period exclusions:

- In state-funded primary, secondary and special schools, there were **822** enrolments, with at least one fixed term exclusion in 2016-17 up from **816** pupil enrolments in 2015-16.
- Of those pupils, with at least one fixed period exclusions **55** per cent were excluded only on one occasion, and **0.06** per cent received 10 or more fixed period exclusions during the year. This is slightly better than the national figure of 59.6 per cent.
- The average length of fixed period exclusions across state-funded primary, secondary and special schools in 2015-16 was **8.16** days, the same as in 2014-15. This is significantly higher than the latest national performance of 2.2 days.
- The highest proportion of fixed period exclusions lasted for only one day. Only **35** fixed period exclusions lasted for longer than one week and longer fixed period exclusions were more prevalent in secondary schools.

31. Persistent disruptive behaviour is the most common reason for fixed period exclusions. The **507** fixed period exclusions for persistent disruptive behaviour in state-funded primary, secondary and special schools made up **32.6** per cent of all fixed period exclusions, up from **406 (27.21 per cent)** in 2015-16. This compares favourably to the latest national figure in 2015-16 of 34.6 per cent.

32. Physical assault against an adult is the most common reason for fixed period exclusion from special schools, accounting for around **29/58 (50 per cent)** in 2016-17. This is a concern for Northumberland and is two times as prevalent as the latest national figure (2015-16) which is closer to 25%.

Alternative Provision

33. Overall outcomes in 2016-17 were better for permanently excluded pupils receiving their full-time education from alternative providers than in previous years.

34. As age, length of time out of full time education (or school) and reason for the permanent exclusion all vary, year on year comparisons are not possible. Outcomes are best evaluated on an individual rather than academic cohort basis. The following indicators are used as measures of individual pupil success:

- pupil achievement and accreditations (academic, vocational, key skills etc);
- re-integration into mainstream school;
- destination;
- improved and good attendance at alternative provision;
- progress and achievement of personal targets (personal development);
- evaluations from providers, pupils, parents/carers.

35. Outcomes are not judged by attainment alone but do provide a useful insight into the quality of education offered by each alternative provider working with Key Stage 4 pupils. For 2016-17:

11 permanently excluded pupils attended **Northumberland College** and achieved the following outcomes:

- 75% of learners achieved Functional Skills in English as entry level
- 63% of learners achieved Functional Skills in Maths at entry level
- 13% of learners achieved Functional Skills in English at Level 1
- 25% of learners achieved Functional Skills in Maths at Level 1

63% of students continued their education at the college and 37% of students left college to begin an apprenticeship.

2 permanently excluded pupils attended **Core Assets** achieved the following outcomes:

- 100% of learners achieved GCSE English
- 100% of learners achieved GCSE Maths

50% of learners progressed to attend college and 50% of learners began an apprenticeship.

4 permanently excluded pupils attended **ENGAGE** and achieved the following outcomes:

- 100% of learners achieved GCSE English
- 100% of learners achieved GCSE Maths

25% of leavers commenced employment, 25% of leavers commenced an apprenticeship and 50% of learners were classified as NEET (on 31st August 2017).

4 permanently excluded pupils attended **Skills 4 U** and achieved the following outcomes:

- 50% of learners achieved Maths Functional Skills at entry level
- 50% of learners achieved English Functional Skills at entry level
- 25% of learners achieved English Functional Skills Level 1
- 25% of learners achieved Maths Functional Skills Level 1

75% of leavers commenced college courses and 25% of learners were classified as NEET (on 31st August 2017).

10 permanently excluded pupils attended **Choysez** and achieved the following outcomes:

- 50% of learners achieved GCSE English
- 50% of learners achieved GCSE Maths
- 100% of learners achieved ASDAN awards
- 100% of learners were entered for Level 2 qualifications

20% of leavers registered in sixth forms

40% of leavers began college courses

20% of learners began an apprenticeship

20% of learners are classified as NEET (on 31st August 2017).

36. Schools North East, a school-led regional improvement network, reports that in 2015-16 not a single pupil in alternative provision achieved a grade C in mathematics or English GCSE. Northumberland pupils placed at Core Assets, Engage and Choysez did achieve GCSEs in mathematics and English in 2016-17 indicating that improved support for pupils and the local authority's quality assurance of alternative providers are having a positive impact.

37. During 2016-17 the local authority commissioned a school improvement partner (SIP) to make an annual visit to each of the 14 alternative providers on the council's procurement framework. These visits were aligned with and in addition to the contract monitoring visits carried about by the children's commissioning team. 12 of those providers had Northumberland pupils placed there at the time of the SIP visit, and the overall quality of alternative provision was judged to be good in 42% and requires improvement in 58%. No provider was judged to be inadequate.

38. The quality assurance of the providers was therefore robust and each has an action plan for improvement. Common themes emerging were:

- the need for schools to monitor more closely the progress made by the pupils they place in alternative provision;
- the need for support to providers to ensure that they are fully compliant with statutory guidance *Keeping Children Safe in Education 2016*.

39. Alternative Provider network meetings were re-introduced this year and the agendas were set using the feedback from quality assurance visits.

40. During the 2016-17 academic year 1 complaint was received from Ofsted regarding an alternative provider. The complaint was investigated and appropriate action taken by the local authority, although no further action was taken by the NSCB. One provider had a Section 97 inspection from Ofsted but was found to be compliant with the regulations for the registration of independent schools and no further action was taken.

41. Through our children missing education arrangements we know that County-wide there were 303 pupils placed in alternative provision on at least a part time basis during the year.

Fair access

42. A collaboration on the fair access arrangements in Northumberland resulted in the introduction of a **Pupil Placement Panel** in September 2016 as part of a solution to the growing concerns about inclusion.

43. The agreed objectives of the Panel were to:

- ensure that no pupil is without a full time offer of education;
- implement a multi-agency pupil placement protocol with schools and academies which is transparent and takes into account individual school circumstances;
- introduce a protocol which involves schools and academies as decision makers about pupil placement in partnership with relevant local authority services eg social care, EOTAS, SEND, Education Welfare;
- differentiate the protocol to include primary and secondary arrangements to promote early and age appropriate interventions;
- ensure that the protocol is to be used only for the minority of pupils where there are difficulties in securing a school place or appropriate provision, or at risk of permanent exclusion;
- learn from successful operational practice in neighbouring local authorities.

44. The decision making of the panel is structured by a statutory framework (see section 12) of regulations and duties which apply to schools and the local authority regarding school exclusions, admissions, attendance and absence, behaviour and discipline, alternative provision and Ofsted. Every pupil is entitled to a school place and, with few exceptions, should be on a school roll. Exceptions include those permanently excluded, electively home educated and new residents in transition from another local authority.

45. Since September 2016:

- of the 89 referrals to the Panel up to July 2017, 76 or 85% have been allocated to successful school placements (ie they are still attending or on roll at the school allocated by the panel);
- 14 permanently excluded pupils were successfully re-integrated into school placements;
- 9 pupils who had been referred to the panel were subsequently permanently excluded;
- 16 pupils were re-referred to the panel (or have been referred at least twice since September 2016), of which 12 were then placed successfully;
- where panel placements were unsuccessful 1 pupil refused to engage, 2 were unable to transition from alternative provision, 9 were permanently excluded and 1 was detained in a youth justice facility;
- the 'time out of education' for the 89 referred pupils was:
 - < 1 month – 7 pupils
 - 1-3 months – 24 pupils
 - 3-6 months – 17 pupils
 - >6 month - 14 pupils
 - not out of education – 27 pupils
- the majority of referrals were received from Admissions (43), followed by EOTAS (24), schools/academies (18), the Virtual School (4);
- the de-commissioning of LIST teams during 2016 brought together a team of Inclusion Support Workers (ISW) to add capacity to EOTAS and create a wider Inclusion Team. ISWs were allocated to all cases where the panel identified the need for support for transition and re-integration;

- overall in Northumberland the total number of hard to place pupils admitted IN to schools was 266: the total number of hard to place pupils moved OUT of schools was 310;
- the majority of referrals by FAP category were: FAP 1 - pupils who have been permanently excluded; FAP 3 - pupils who have been out of education for more than one school term (including electively home educated); and FAP 11 - pupils at risk of permanent exclusion. *Please note, a pupil can be referred to the Panel under more than one FAP category.*

46. After the first year of the panel there is insufficient evidence available to judge whether or not the new arrangements for fair access in Northumberland are more effective than the Fair Access Panel which it replaced. The overall mobility (or mid-year admissions) in Northumberland has remained the same as last year (2015-16) with the exception of special schools where mobility has reduced significantly. The admissions data available does not therefore show reduced mobility of pupils in-year for 2016-17, but that was to be expected during the first year of implementation of the Pupil Placement Panel.

47. The impact of the Pupil Placement Panel on improving outcomes for some of Northumberland's most vulnerable learners is however starting to emerge. There is encouraging evidence that there are improved opportunities for pupils whose behaviour is challenging, for example:

- 80% of the 34 permanently excluded pupils in Year 11 are now in employment (5 pupils), further education (15 pupils) or training (7 pupils);
- some permanently excluded pupils have been successfully re-integrated into mainstream school after alternative provision intervention. In September 2016 there were 47 pupils working with the Inclusion service, of whom 14 (or 30%) had been re-integrated by July 2017. As a further 76 pupils were excluded during the year however, the rate of re-integration is low and needs to improve;
- overall absence has improved indicating that there is reduced risk of children going missing from education.

48. School placement stability for hard to place pupils is therefore starting to improve. However, there are still a number of challenges to overcome with for the panel and secondary schools during the second year (2017-18). It is well known that there is a shortage of appropriate long term alternative provision for vulnerable learners at Key Stage 4, and transition support for the increasing numbers of previously home educated pupils seeking school places is in short supply. All have resource implications which create pressures for schools and the local authority. There has been no reduction in the number of pupils not receiving their entitlement to full time education. There has not been a reduction in permanent exclusions. Indeed the total of 76 for 2016-17 is the highest recorded during the last 10 years. Schools/academies are still concerned about each other's practices and feel unfairly compromised by movement of pupils mid-term.

49. Northumberland's fair access arrangements will be reviewed with secondary headteachers in September 2017.

50. Secondary phase mobility data 2016-17

No. of PEX	No. of F/T exclusions	Days lost to F/T exclusions	No. of students F/T exclusion	No. in via panel	No. previous PEX in	No. LAC on roll	No. EHE in	No. EHE out	Managed Moves in	Managed Moves out	Total in mid year	Total out mid year
Bedlington High (13) 3.6%	Bede Academy (187)	JCSC (312)	JCSC (45) 16%	The Blyth Academy (5) 1.2%	Astley (3) 0.8%	NCEA (13) 2.8%	QEHS (3) 0.3%	Bedlington High (7) 1.9%	Astley (5) 1.3%	Haydon Bridge (1) 0.4%	Astley (21) 5.5%	Bedlington High (35) 9.7%
Berwick Academy (7) 1.3%	JCSC (121)	Bedlington High (256)	Bedlington High (43) 11.9%	Astley (4) 1.1 %	JCSC (2) 0.7%	The Blyth Academy (7) 1.7%	Astley (1) 0.3%	Ashington High (8) 1.4%	Ashington (4) 0.7%	St Benet Biscop (2) 0.3%	Ashington High (29) 5%	Bede Academy (34) 6.6%
Bede Academy (6) 1.2%	Duchess (112)	Bede Academy (238)	Bede Academy (63) 11.8%	JCSC (3) 1.1%	KEVI (3) 0.3%	Bede Academy (7) 1.4%	Bedlington (1) 0.3%	NCEA (6) 1.3%	JCSC (1) 0.4%	Ashington High (2) 0.3%	Bede Academy (25) 4.8%	NCEA (27) 5.7%
St Benet Biscop (5) 0.8%	Bedlington High (98)	Berwick Academy (220)	Duchess (55) 7.4%	NCEA (4) 0.8%	Prudhoe (1) 0.2%	St Benet Biscop (9) 1.4%	Ashington (2) 0.3%	JCSC (3) 1%	Bedlington High (1) 0.3%	Bedlington High (1) 0.3%	JCSC (13) 4.6%	St Benet Biscop (33) 5.2%
Ashington High (4) 0.7%	Berwick Academy (88)	Duchess (194)	Berwick Academy (39) 7.2%	Ashington High (4) 0.7%	Berwick Academy (1) 0.2%	Ashington High (8) 1.4%	St Benet Biscop (1) 0.2%	The Blyth Academy (3) 0.7%	St Benet Biscop (1) 0.2%	The Blyth Academy (1) 0.2%	Haydon Bridge (10) 4.1%	Ashington High (28) 4.8%
JCSC (2) 0.7%	KEVI (57)	St Benet Biscop (148)	Astley (26) 6.7%	Bedlington High (2) 0.6%	Bede Academy (1) 0.2%	KEVI (11) 1.1%	NCEA (1) 0.2%	Berwick Academy (3) 0.6%	NCEA (1) 0.2%	Duchess (1) 0.1%	The Blyth Academy (16) 3.9%	Astley (18) 4.7%
NCEA (3) 0.6%	CLV (55)	Astley (128)	Haydon Bridge (17) 6.7%	Prudhoe (3) 0.6%	Duchess (1) 0.1%	Haydon Bridge (2) 0.8%	The Blyth Academy (1) 0.2%	Bede Academy (2) 0.4%	The Blyth Academy (1) 0.2%	KEVI (0)	NCEA (17) 3.6%	Haydon Bridge (11) 4.5%
Ponteland High (4) 0.5%	Astley (45)	KEVI (108)	The Blyth Academy (23) 5.6%	KEVI (4) 0.4%	The Blyth Academy (0)	Bedlington High (3) 0.8%	Bede Academy (1) 0.2%	Haydon Bridge (1) 0.4%	KEVI (1) 0.1%	QEHS (0)	Duchess (22) 2.9%	Berwick (24) 4.4%
Astley (2)	St Benet	CLV (99)	Ashington	Duchess	Ashington	QEHS (7)	Duchess	Astley (1)	QEHS (1)	CLV (0)	Prudhoe	JCSC (11)

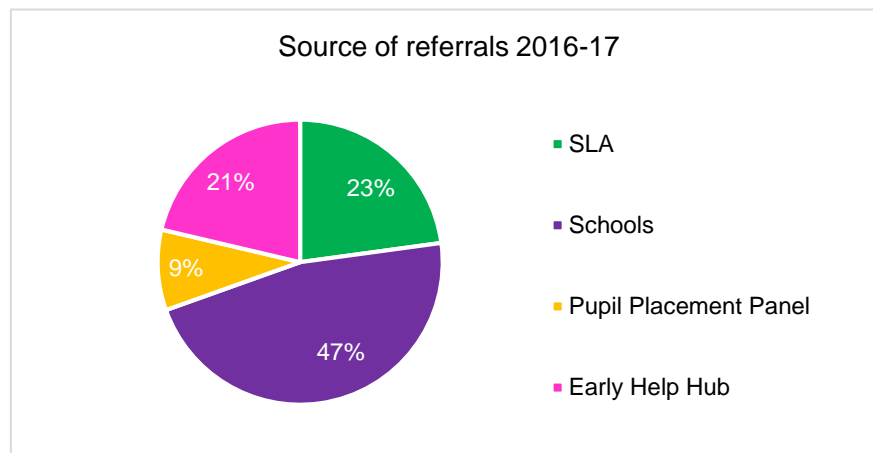
0.5%	Biscop (40)		High (28) 4.8%	(3) 0.4%	High (0)	0.8%	(0)	0.3%	0.1%		(14) 2.6%	3.9%
Duchess (3) 0.4%	Ashington High (37)	The Blyth Academy (94)	NCEA (19) 4.0%	Berwick Academy (2) 0.4%	Bedlington High (0)	Berwick Academy (4) 0.7%	Berwick (0)	CLV (3) 0.3%	CLV (0)	Bede Academy (0)	Bedlington (9) 2.5%	Duchess (20) 2.7%
KEVI (3) 0.4%	Prudhoe (35)	Ashington (83)	KEVI (33) 3.4%	QEHS (3) 0.3%	Ponteland (0)	Prudhoe (3) 0.6%	JCSC (0)	Prudhoe High (1) 0.2%	Bede Academy (0)	Ponteland (0)	QEHS (21) 2.3%	The Blyth Academy (9) 2.2%
Haydon Bridge (1) 0.4%	QEHS (33)	Haydon Bridge (65)	CLV (33) 3.3%	St Benet Biscop (1) 0.2%	NCEA (0)	Ponteland (5) 0.6%	CLV (0)	St Benet Biscop (1) 0.2%	Ponteland (0)	Haydon Bridge (0)	Berwick (12) 2.2%	Ponteland (15) 1.9%
CLV (2) 0.2%	The Blyth Academy (32)	Ponteland (63)	Ponteland (22) 2.8%	Bede Academy (1) 0.2%	QEHS (0)	CLV (5) 0.5%	KEVI (0)	Ponteland (1) 0.1%	Haydon Bridge (0)	Berwick (0)	KEVI (19) 2%	Prudhoe (8) 1.5%
Prudhoe (1) 0.2%	Haydon Bridge (32)	Prudhoe (60)	Prudhoe (15) 2.8%	Ponteland (1) 0.1%	St Benet Biscop (0)	JCSC (1) 0.4%	Prudhoe (0)	QEHS (1) 0.1%	Berwick (0)	Prudhoe (0)	Ponteland (16) 2%	KEVI (13) 1.4%
The Blyth Academy (0)	Ponteland (29)	NCEA (59)	St Benet Biscop (17) 2.7%	CLV (0)	Haydon Bridge (0)	Astley (1) 0.3%	Haydon Bridge (0)	Duchess (1) 0.1%	Prudhoe (0)	Astley (0)	St Benet Biscop (11) 1.7%	QEHS (12) 1.3%
QEHS (0)	NCEA (24)	QEHS (51)	QEHS (24) 2.6%	Haydon Bridge (0)	CLV (0)	Duchess (2) 0.3%	Ponteland (0)	KEVI (0)	Duchess (0)	JCSC (0)	CLV (11) 1.1%	CLV (12) 1.2%

Inclusion Support

51. Schools were able to access involvement from Inclusion Support Workers during 2016-17 to provide early help for pupils who:

- were at risk of exclusion;
- had social and emotional needs;
- had declining or poor attendance;
- needed transition support;
- were being re-integrated back into school after a period in alternative provision.

52. The majority of referrals came directly from schools for pupils in years 9 and 11.



Pupils with health/medical needs

53. The EOTAS team continues to be a high quality, well-established service with an excellent reputation. Tuition is delivered on a one to one or small group basis for pupils with health and medical needs, including those with mental health needs, pregnant teenagers and teenage mothers. A total of 14 different venues were used by EOTAS to deliver tuition on a one to one or small group basis to 52 pupils, and the average length of time in provision was 7.5 months.

54. As age, length of time out of full time education (or school), recovery rates and reason for requiring EOTAS tuition all vary, year on year comparisons are not possible. Outcomes are best evaluated on an individual rather than academic cohort basis.

55. For 2016-17:

- there were 23 pupils in Year 11 in 2017 who were working with the EOTAS team at the time of their GCSE examinations;
- 22 of those pupils were entered for at least one GCSE;
- 8 of those pupils, or 34.8%, achieved the basics of grade 4+ in English and mathematics combined.

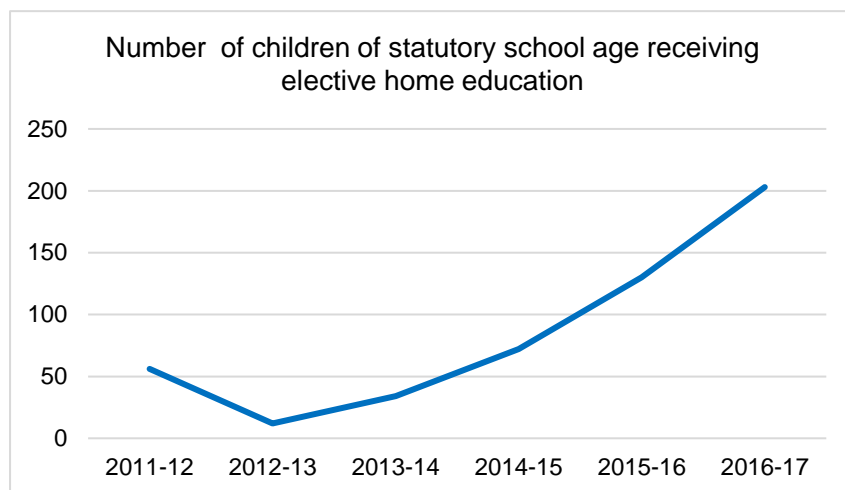
56. In the context of the varied and often complex health needs of this group of pupils however, there is evidence of under-achievement which should inform future delivery of the EOTAS service. For example, from the 2016-17 Year 11 cohort, based on their achievement at Key Stage 2, only 52% of pupils achieved expectations in English and 17% in maths.

57. During 2016-17 a section 188 consultation with unions was carried out to re-model the EOTAS tuition service. This was partly due to budget pressures but mainly in the interests of improving service delivery. The new model was agreed ready for implementation in September 2017. Three lead teachers with specialisms in English, maths and science are now part of the core team and report to three learning managers, two of whom are new to their posts. Two inclusion support workers have been added to the team to provide a service to pupils and their families who are entering, already engaged with or leaving a programme of tuition.

58. The team improvement plan will focus on having challenging expectations for pupils, the quality of teaching and the performance management of teachers through a revised appraisal policy and programme of continuing professional development.

Elective home education

59. There has been an upward trend during the last five years in Northumberland in the number of parents choosing to home education their children, with a sharp rise in 2016-17 to 203 pupils.



Although no official data is available nationally, we do know that in the 11 neighbouring authorities of Northumberland that a similar trend is being reported.

In 2016-17 no parents were served with an attendance order for not providing suitable education to their child(ren).

60. Similarly, no referrals were made to children's social care for early help or additional support after the family had decided to home educate.

61. The profile of the EHE group of pupils In 2016-17 is:

- number with SEND - 60
- number open to social care - 6
- number with an Early Help Assessment – 22
- age 0-Reception, 9 pupils; age 5-10, 48 pupils; age 11-16, 146 pupils.

62. Between September 2016 and July 2017 there were 100 new cases ie pupils taken off roll to be home educated. Of those 100, all were offered a visit from the EHE Education Welfare Officer of which 41 were accepted and took place. 10 visits have been arranged but not yet taken place. Only 5 families have submitted a report on the education provision and achievement of their children.

63. Parents with children in schools in the south east of the County are making the decision to home educate, with 9 from Ashington High, 8 from the Northumberland Church of England Academy and the Blyth Academy, 6 from Bedlingtonshire High and 5 from Cramlington Learning Village. Three of these schools are academies and two are awaiting academy orders (expected January 2018).

64. The reasons for the sharp rise include:

- parents applying for schools and being refused places;
- schools putting pressure on parents with children at risk of permanent exclusion/who they don't want in school;
- parents believing that EHE might be best the option when the preferred school place is not available;
- parents believing that EHE might be the best option when parents are dissatisfied with their current school or special school;
- parents believing that EHE might be the best option when waiting for a special school place after statutory assessment for an EHCPlan;
- parents wanting term time holiday eg 3 weeks.

65. Parents have a right to home educate their children and in Northumberland we are reassured that our statutory duties are fulfilled through the process that is currently in place. Although we cannot prevent parents from home educating, we can have some influence:

- schools are monitored closely – we know where there is a rise in pupils leaving to be home educated and can challenge;
- deliver training to the Education & Skills Service SMT, School Improvement Partners, and schools/academies about EHE;
- start to monitor the number of pupils who return to school from EHE and record reasons for the change.

66. During the year 29 pupils returned to school placements after a period of elective home education compared to 11 returning in 2015-16. None of them returned to the same school that they left to be home educated. Six different secondary/high schools admitted at least one previously home educated pupil during the course of the year.

67. Transition arrangements for these pupils are available but not consistently or as a matter of course. Those who have been referred to the Pupil Placement Panel to be allocated a school place are resisted by schools who feel they cannot meet the needs of children who have been out of the system for a period of time.

68. Both the sharp rise in the number of parents choosing to home educate and those requesting places back at school have put pressure on the Education Welfare team and additional resource is required to meet the demand.

69. Pathways for pupils previously EHE who want to progress to further education at age 16 are not clearly defined. Providers, including 6th forms, are often reluctant to admit learners who have not been through the system and followed a conventional curriculum.

70. Although the Education Welfare officer usually gains access to the home of pupils being electively home educated, no assessment of the quality of education is required to take place. The judgement made is about whether or not the education is satisfactory or not and does not involve an assessment of teaching and learning.

71. Nationally pupils who are electively home educated are considered to be at an increased risk of harm as the usual protective factors provided by school are not in place, and because parents can refuse to allow professionals into the home to see the child.

72. Pupils with SEND and EHCPlans who are electively home educated can present with more complex legal and safeguarding issues, and it is challenging to ensure that they receive their entitlement to full time education and compliance with the SEND Code of Practice. In Northumberland the insufficiency of special school places and appropriate alternative providers can pressure parents towards choosing to electively home educate and then use personal budgets to fund provision which professionals and the local authority are not able to monitor robustly.

Secondary Behaviour and Attendance Collaborative

73. The Secondary Behaviour and Attendance Collaborative brings together staff from all secondary and high schools in Northumberland with responsibility for behaviour and attendance. The collaborative provides a unique opportunity to share information and good practice on strategies and methodologies for improving school behaviour and raising attendance.

74. The collaborative has continued to meet each half term throughout 2017. Chaired by Sarah Wintringham, Senior Education Welfare Officer, meetings have been well attended by staff at an appropriate level of seniority from schools across the County. Each meeting has seen specific input from two schools on topics including positive discipline and punctuality (Ashington High School), Community engagement for Alternative Provision (Duchess Community High School), Impact of Attendance Panels (Prudhoe High School). Representatives from CYPS and Children's Social Care have also attended and given presentations at the request of the group.

75. Feedback from participants has indicated that the opportunity the Collaborative provides to step back and reflect on their own local circumstances and to hear about good practice elsewhere is invaluable. Hearing at first hand about successful approaches which have been used elsewhere in the County has increased significantly their confidence in identifying and implementing their own solutions, and in turn sharing their experiences with the rest of the group

Children missing from education

76. Our arrangements for identifying, tracking and monitoring children who go missing from full time education were reviewed and improved during 2016-17 and are now the responsibility of the Education Welfare team manager. A tracking panel has been introduced and will be evaluated at the end of the 2017-18 academic year.

77. In 2016-17 21 pupils were reported from schools as 'children missing education'. All of these pupils were located within a 5 day time frame.

78. 303 pupils engaged with alternative providers and both their attendance and the compliance of those providers with legal requirements was monitored weekly by the Education Welfare team.

79. The Education Welfare team also contributes to the NSCB's management of risk of vulnerable children (MARAC) and the Troubled Families initiative.

Safe to learn

80. On behalf of the Education & Skills Service the Schools' Safeguarding and Wellbeing team has implemented measures to provide assurance that the safeguarding standards of all schools and education settings meet the expectations of the NSCB.

81. The quality assurance of safeguarding and welfare arrangements in Northumberland schools (section 175 of the Education Act 2002) to regularly self-assess safeguarding standards against a set of clearly defined criteria agreed by Northumberland's Safeguarding Children Board provides an effective means to regularly monitor and challenge when necessary safeguarding standards in individual settings. The audit tool template ensures that the requirements of the DfE statutory guidance [Keeping Children Safe in Education](#) are met and that schools can evidence the key expectations identified within the OFSTED inspection framework. In 2016-17 100% of schools completed an annual review of their audit within timescale.

82. Good communication has a significant role to play in prevention and early intervention. The Education & Skills Service continues to publish a half termly newsletter – *Safe to Learn* – to schools, academies and alternative providers. The publication was initially introduced through the NSCB's communication strategy and is now used by Designated Safeguarding Leads (DSLs) as their regular briefing to all staff, containing updates on current safeguarding issues as well as advice and guidance on a range of relevant topics. The feedback from schools is positive.

83. For the second year we led on the NSCB's priority to improve partnership working with schools on the safeguarding agenda. There is substantial evidence that schools are better engaged in the work of the NSCB. The Education Reference Sub-Group, chaired by the Head of Inclusion, continues to meet termly under the same Terms of Reference but in a revised format as a series of workshops designed to promote learning on safeguarding themes identified by the group members. Attendance at the group remains healthy and there has been positive feedback from all partners in relation to improved communication.

84. Senior leaders from partner agencies attended as guest speakers, including the Service Director for Children's Social Care, the Principal Social Worker, the Senior Manager Early Help, the Acting Clinical and Professional Lead- health visiting and school nursing for Northumbria Healthcare Trust, and the Head of Quality and Commissioning and Designated Safeguarding Nurse for looked after children from NHS Northumberland Clinical Commissioning Group (CCG).

85. The Education & Skills Service uses schools' safeguarding standards audits as a valuable resource when an investigation is being carried out into intelligence or complaints from Ofsted or to the Local Authority. Since April 2016 21 complaints have been investigated in this way, resulting in 5 referrals to social care. The remaining 16 were all resolved in school and the actions identified for improvement were monitored by the Education & Skills service. None of these complaints required the intervention of other agencies to resolve.

86. The Schools' Safeguarding and Wellbeing Team manager has continued to deliver training to governors on their safeguarding roles and responsibilities, with numbers receiving training increasing by nearly 100% on the previous academic year (2015 - 2016 up to 55 governors, 2016 - 2017 95 governors). Included in this training is their duty to ensure schools engage with the LSCB and follow the LSCB's policies and procedures. All school staff have received child sexual exploitation training through the train the trainer model.

87. At the request of schools an up to date safeguarding policy template, in line with the latest statutory, Ofsted and DfE guidance, is shared with schools through the NSCB pages on the NCC website. Schools can adopt and then adapt the policy.

88. The Inclusion and Virtual School teams have representation on all sub groups of the safeguarding board and can evidence their contribution to all sub group action plans.

89. In partnership with colleagues from the NSCB and Children's Services the service took an active role in the consultation events held to review the Thresholds of Need document and supported the roll out of the revised guidance. Attendance at the events was very good, with 135 schools sending at least one representative to one of the locally held meetings. Their feedback is evident in the finalised document.

90. The team manager for Schools' Safeguarding and Wellbeing has played a significant part in the roll out of Operation Encompass. Since April 2017 and to date over 100 head teachers and safeguarding leads have had face to face training and over 500 school staff have had face to face training. The team manager continues to support this work and is a key member of the multi-agency steering group which will monitor the continued roll out of this initiative. Early indications are that the programme is very valuable and supports safeguarding very vulnerable children in school.

91. The Schools' Safeguarding and Wellbeing team continued to support schools to develop a compliant and preventative Personal, Social and Health Education (PSHE) curriculum. A long-standing commissioning arrangement with Public Health meant that the support was integrated, dynamic, targeted and free of charge to schools. The resources are all on-line and therefore readily accessible.

92. Ongoing developments for 2017-18 include:

- refresh of the online audit for September 2107 to ensure it reflects all current priorities, local and national;
- develop a guidance document for schools in relation to training requirements;
- continue to support the Board's training package for single agency safeguarding training to schools;
- implement a successful safeguarding service level agreement with schools;
- encourage further representation of schools on NSCB sub-groups.

93. The Virtual School completed on behalf of the Education & Skills Service a deep dive activity which focussed on the service's response to key priority areas including domestic violence, disabled children and neglect. An evaluation was made across all areas and an action plan produced which is monitored every three months. By 31st March 2017 we had:

- raised awareness regarding domestic violence amongst service staff by producing and sharing a '10 Things You Need to Know About Domestic Violence' document;
- completed with HR a thorough review of the service's Single Central Record;
- delivered safer recruitment training to all managers and senior staff who are involved in appointment panels;
- shared the updated neglect strategy with managers and ensured that staff have had sight of it.

94. A review is continuing into how the service scrutinises the quality of work carried out with disabled children, based on an audit of current practice within services.

The Education Welfare team, Education Support for Looked After Children team, Inclusion team and Schools' Safeguarding and Wellbeing team continue to provide statutory services for vulnerable learners and those with complex needs considered to be high-risk. Services

include:

- education for pupils with medical needs, mental health needs, teenagers who are pregnant and teenage mothers;
- integrated working with Northumberland Adolescent Services;
- representation at MARAC;
- quality assurance of alternative providers;
- involvement in complex abuse strategy meetings for pupils involved in or at risk of child sexual exploitation;
- drug exclusion pathway;
- sharing learning from serious case reviews.

95. Northumberland's Virtual School for Looked After Children is part of the Education & Skills Service. The Virtual School Headteacher, is also the Head of Inclusion and publishes an annual report which comprehensively demonstrates how support to vulnerable looked after learners is effective and that outcomes are improving. The report will be published evaluating outcomes for 2017 when validated DfE data is available for comparison.

Attendance

Summary

96. Total overall absence in Northumberland continues to improve and is in line with North East and National averages. Persistent absence is also a continuing story of improvement, with Northumberland performing significantly better than the North East average in both Primary and Secondary phases, despite the threshold being raised to 90% for 2016.

Total (overall) absence 2015-16 [primary, secondary, special combined]			
	Primary	Secondary	Total
Northumberland	4.00	4.9	4.6
North East	4.10	5.4	4.7
National	4.00	5.2	4.6

The total/ overall absence rate is the total number of overall absence sessions for all pupils as a percentage of the total number of possible sessions for all pupils, where overall absence is the sum of authorised and unauthorised absence and one session is equal to half a day

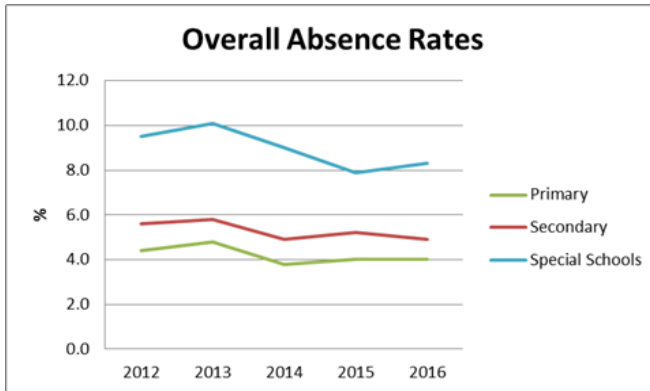
Persistent absence 2015 (85% threshold)			
	Primary	Secondary	Total
Northumberland	1.7	4.9	3.8
North East	2.2	5.9	4.1
National	2.10	5.4	3.7

Persistent absence 2016 (90% threshold)			
	Primary	Secondary	Total
Northumberland	7.5	11.6	10.2
North East	8.7	13.8	11.2
National	8.2	13.1	10.5

From the academic year 2015/16 pupils are identified as persistent absentees if they miss 10% or more of their own personal sessions (or their attendance is 90% and below), where previously the threshold for persistent absence was 15% of the standard number of possible sessions for the period (or their attendance was 85% and below).

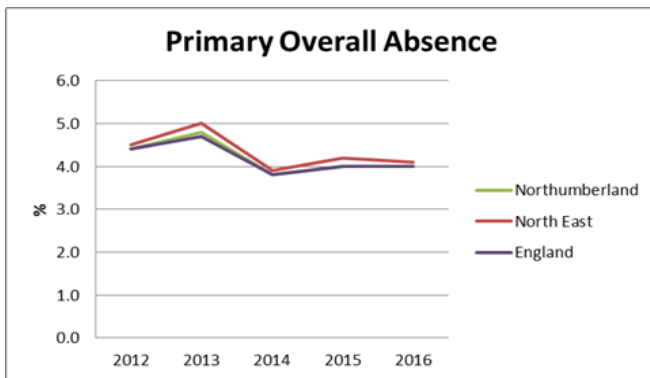
Colour coding compares Northumberland performance to the national average where blue=same, green=above, red=below

Total Absence



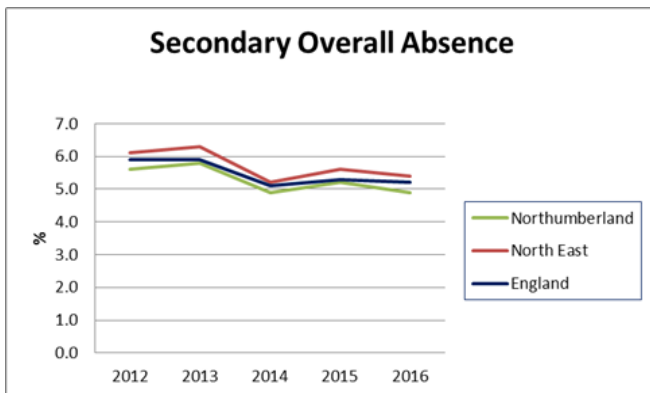
97. The total absence rate across **primary, secondary and special** phases in Northumberland continues to improve and follows a generally downward trend consistently below the national average.

98. The most recent performance for 2015-16 of 4.6% **equals the national average** and is **slightly better than the North East average**.



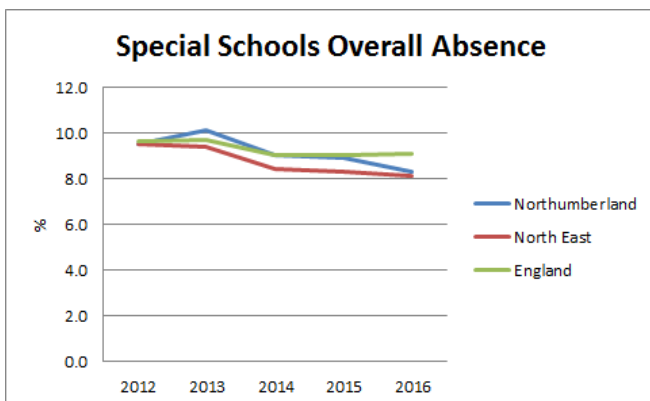
99. **Primary** phase absence has improved over time and stayed at 4% in 2015/16, in line with the North East and national trend.

100. The most recent performance for 2015-16 of 4.0% **equals the national average** and is **slightly better than the North East average**.



101. **Secondary** phase absence in Northumberland has consistently performed better than the North East and national averages.

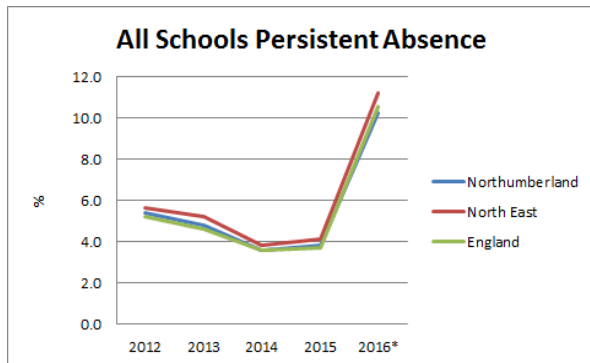
102. The most recent performance for 2015-16 of 4.9% is **significantly better than North East and national averages**.



103. **Special school** total absence in Northumberland has followed a downward trend over time which is in line with the North East and national average.

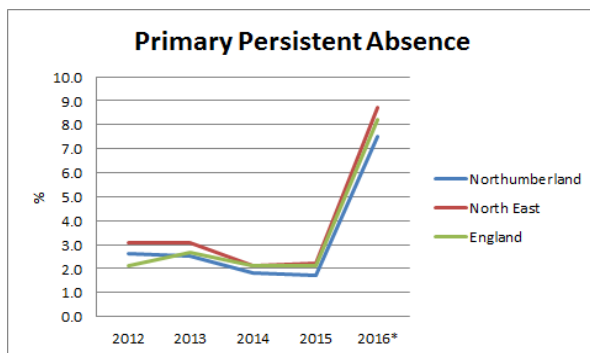
104. The most recent performance in Northumberland in 2015-16 is a significant improvement since last year and is now well below the national average

Persistent Absence (*indicates new methodology)

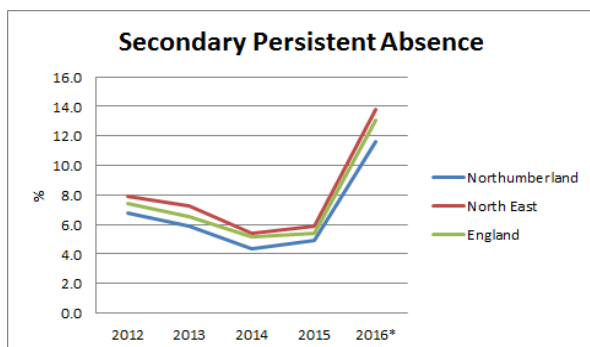


105. The threshold for persistent absence was raised from 85% to 90% for 2015-16 and nationally there has therefore been a significant increase in the % of pupils meeting that threshold.

106. Nevertheless, Northumberland's performance is still **improving and better than North East and national averages.**

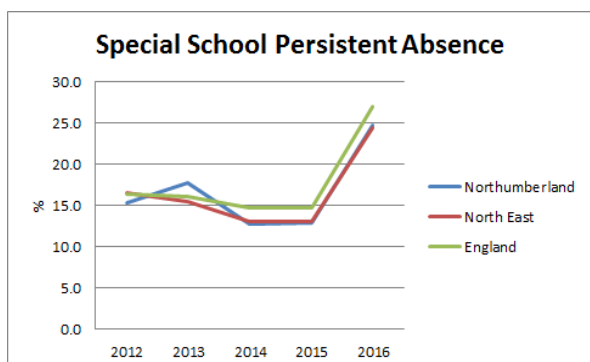


107. Performance in primary persistent absence in Northumberland is **better than the North East average and almost 1% better than the national averages**



108. Performance in secondary persistent absence in Northumberland is **better than the North East average and significantly 2% better than the national average.**

109. However, high schools in Northumberland have particularly high persistent absence with **10 of the schools performing higher than the national average of 13.1%.**



110. Persistent absence in special schools is in line with the North East average and **almost 2% better than the national average.**

111. Further analysis of secondary attendance 2015-16:

School name	Phase	% of overall absence (authorised and unauthorised)	% of enrolments who are persistent absentees
Bede Academy	ACD	4	6.3
The Northumberland C of E Academy	ACD	5.5	14.1
The Blyth Academy	HIG	6.2	16.1
Haydon Bridget High School	HIG	7.2	22
Prudhoe Community High School	HIG	5.9	16.4
Ashington Community High School Sports College	HIG	6.2	16
Queen Elizabeth High School	HIG/ACD	4.8	10.3
Cramlington Learning Village	ACD	4.2	8.8
Ponteland High School	HIG	6.3	15.8
Bedlingtonshire Community High School	HIG	7.7	26
Berwick Academy	ACD	6.2	17
The Duchess's Community High School	HIG	6.4	18
James Calvert Spence College	HIG	6.4	19.4
The King Edward VI School	ACD	4.5	10.5
St Benet Biscop Catholic Academy	ACD	5.3	11.4
Astley Community High School	HIG	6.5	18.1
Northumberland		4.9	11.6
National		5.2	13.1

112. In 2015-16 Bedlingtonshire High School's persistent absence was 26% and double that of the 13.1% national average; James Calvert Spence at 19.4% and Astley at 18.1% are both more than 5% above the national average.

Special educational needs and disabilities (SEND)

113. Pupil enrolments in Northumberland with a statement of special educational needs (SEN) and those with an education, health and care plan (EHCP) had a total (overall) absence rate of 7.16% compared to a national average of 7.7%.

114. The percentage of pupil enrolments in Northumberland with a statement or an EHC plan that are **persistent absentees** is 19.78% compared to a national average of 22.6%, and this is more than **three times higher than those with no identified SEND**.

115. Due to recent SEND reforms, figures for 2015/16 are not directly comparable to years before 2014-15.

Free school meals (FSM)

116. The **total (overall) absence** rate for pupil enrolments known to be eligible for and claiming free school meals (FSM) in Northumberland is 6.58% compared to a national average of 7.0%. Pupils who are not eligible for free school meals have much better attendance at school than their FSM peers both in Northumberland and nationally, with averages for total absence for non-FSM pupils in 2015-16 at 3.9% and 4.1% respectively.

117. The percentage of free school meal eligible enrolments that were **persistent absentees** in 2015-16 is 21.01% in Northumberland in line with 21.6% nationally. **FSM**

pupils are twice as likely to be persistent absentees than their non-FSM peers in Northumberland and nationally, with averages of 10.06% and 8.2% respectively.

Early Years: 4 year olds

118. The **total (overall) absence** rate for 4 years olds (who are not of compulsory school age) has remained the same as the previous year **5.1% (and in line with the national average of 5.2%)**. Absence recorded for 4 year olds is not treated as “authorised” or “unauthorised” and is therefore reported as total/overall absence only.

Current position for the academic year 2016-17

119. The number of referrals from schools to the education welfare team for attendance concerns from September 2016 to the end of April 2017 is currently 903. Of those referred 161 have an element of SEND support with 18 having an EHCPlan, 427 are male, 475 are female, 1 is transgender, 56 students have an Early Help Assessment (EHA).

120. 51 students have been referred in through alternative providers.

121. 21 students were reported from schools as ‘children missing education’. All of these students have been located within a 5 day time frame.

122. 211 Warning Notices have been issued to parents regarding their child’s attendance and 58 fixed penalty notices have been issued as a result of failing to secure regular attendance of a child (£60 if paid within 21 days rising to £120 if paid within 28 days.)

123. It is anticipated that this number will rise significantly after the Isle of Wight Council v Platt Supreme Court Judgement on 6th April 2017 with regard to leave of absence in term time and the definition of *regular attendance*. Northumberland has continued to issue Fixed Penalty Notices for leave of absence during the judgement period, however schools have been hesitant to refer into the service.

124. 7 prosecutions have been successfully undertaken with a further 14 in process. This will increase before the end of the academic year in July/August 2017.

125. Within Northumberland there are 203 students are currently being electively home educated. This is an increase from previous years and concurs with the trend in our regional local authorities.

126. There have been 176 licences issued in relation to child performance and 14 body of person licences involving 165 children and young people. These are in addition to the 438 recorded students where no licence was required. Children in Northumberland enjoyed success in high profile productions including a lead roles in The Dumping Ground, The Dog Ate My Homework, Raven, Mission Employable, the Royal Ballet production of Cinderella, the English Youth Ballet productions of Swan Lake and Giselle, and the Northern Opera’s production of La Cenerentole.

127. 86 chaperone applications have been received and 33 licences issued.

Service improvement

128. The priorities for improvement of Northumberland’s Education Welfare team are set out in the team improvement plan 2016-17. During the year the team re-located to Blyth as agile workers and to integrate fully with the Inclusion team, Education Support for Looked After Children team and Schools’ Safeguarding and Wellbeing team.

129. From January 2017 two additional education welfare officer (EWO) posts were created so that each school partnership now has one named full time equivalent EWO to support them.

130. Increasing the capacity of the team has enabled the three Senior EWOs to focus on priorities for improvement which include facilitating the secondary school Behaviour and Attendance Collaborative, improving special school performance (with regard to attendance), monitoring secondary school performance, quality assurance of alternative providers (with regard to attendance and compliance with regulations for independent special schools).

131. The team manager now has responsibility for children missing from education and monitoring of elective home education. A multi-service tracking panel has been convened to enhance the existing process for identifying pupils who are not receiving their entitlement to full time education, including those who might not be registered on a school roll. The team also participates fully in the LSCB's management of risk of vulnerable children (MARAC) and the Troubled Families initiative.

132. Early intervention support is now available through Northumberland's Early Help Offer for schools to access for pupils whose attendance is a concern and who might be at risk of becoming persistent absentees.

Service Level Agreement 2017+

133. In 2016-17 a service level agreement with schools was introduced to fund and sustain non-statutory services delivered through the inclusion support teams. It is for all schools, academies, independent schools and alternative providers.

134. The number of schools buying into the Inclusion SLA is:

- Safeguarding 39
- Inclusion support 19
- Education Welfare 13 (all academies)

135. An impact evaluation of the SLA will be included in this report for 2017-18.

Statutory framework

School exclusion

- [Exclusion from maintained schools, academies and pupil referral units in England, statutory guidance 201](#)

Admissions

- [School Admissions Code, December 2014](#)

Attendance and absence

- [Children missing education, September 2016](#)
- [School exclusion, February 2015](#)

Behaviour and discipline

- [School behaviour and attendance: parental responsibility measures, January 2015](#)

Alternative provision

- [Alternative provision, June 2016](#)

Ofsted

- [inspection of services for children in need of help and protection, children looked after and care leavers, and the LSCB, February 2017](#)
- [School Inspection framework](#)

Key non-statutory guidance

- [Fair Access Protocols, November 2012](#)
- [School attendance, November 2016](#)
- [Elective home education, November 2007](#)
- [Behaviour and discipline in schools, January 2016](#)

Other useful research and guidance

- [Creating a Culture: how school leaders can optimise behaviour](#) Tom Bennett (March 2017, independent review)
- [Below the radar: low level disruption in the country's classrooms](#) Ofsted (Sept 2014)
- [They never give up on you](#), Children's Commissioner (May 2012)
- [School exclusions trial evaluation](#) (DfE, July 2014)
- [Always someone else's problem: report on illegal exclusions](#), Children's Commissioner (April 2013)
- [Not present and not correct: understanding and preventing school exclusions](#) (Barnardo's 2010)

Data sources

From the DfE:

- Statistical First Release 35/2017 permanent and fixed period exclusions in England
- Statistical First Release 14/2017 pupil absence in schools in England
- Statistical First Release 12/2017 outcomes for children looked after by local authorities
- Local Authority Interactive Tool (LAIT)
- RAISEOnline 2016

From Northumberland:

- Northumberland Education Data Unit
- Inclusion and the Virtual School