

## Exclusions and Sheffield Inclusion Centre

### **Key Messages**

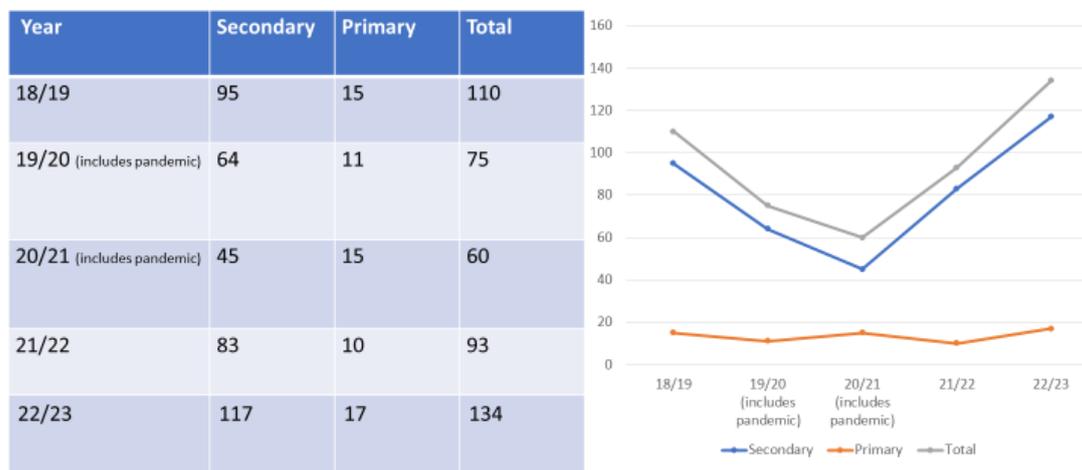
Forum members are asked to:

- a. Agree to the provision of funding recommended to increase pupil numbers at the Pupil Referral Unit (PRU) from 250 to 300.
- b. Note the intention to recommission the Prevention Alternative Provision hubs and outreach with the continued allocation of funding.

### **1. Introduction/background**

- 1.1. Permanent exclusions in Sheffield are rising and have now surpassed pre-pandemic figures. The graph below shows exclusion figures over time. We can see that this has risen across the board but with a particular increase in exclusions within the secondary phase.

Exclusion - raw data September 2022 to May Half Term 2023



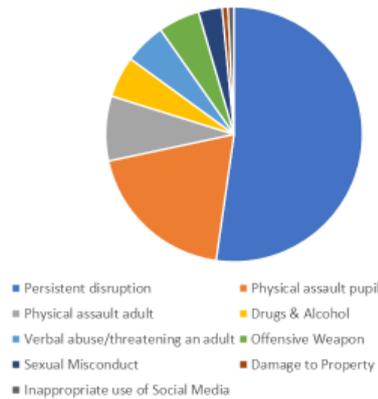
- 1.2. The reasons and context to permanent exclusions are varied, but many of the children who are excluded in Sheffield have complex needs and are amongst the most vulnerable children in our city.

- 1.2.1. In this academic year up to May half term, 15 children with EHCPs have been permanently excluded.
- 1.2.2. Two children who are looked after have been excluded.
- 1.2.3. Children from the Roma community, and those from a Black African / Caribbean background are disproportionately excluded in our city.

1.3. The graph below shows the recorded reasons for permanent exclusions across all stages this academic year:

### Reasons for exclusion (all stage – to May half term 2023)

Reason	Total
Persistent disruption	70
Physical assault pupil	26
Physical assault adult	11
Drugs & Alcohol	7
Verbal abuse/threatening an adult	7
Offensive Weapon	7
Sexual Misconduct	4
Damage to Property	1
Inappropriate use of Social Media	1



1.4. When we look more broadly at children who are excluded in all forms using a data set that includes children who are missing school for a range of reasons (persistent absence, exclusion, illness, etc), a snapshot of data taken on 26th April 2023 shows that:

- 28% (20,032 of 72,467 pupils) of all pupils are excluded in all forms
- 74% (1,274 of 1,723) Roma children (56% White traveller, 39% white or black Caribbean, 36% Pakistani, 25% White British)
- 51% (1,626 of 3,213) children with EHC Plans (39% SEN Support, 25% no SEN)
- 68% (237 of 346) Children on CPP (55% CiN, 52% Early Help, 43% CLA, 26% No C&F involvement)
- 38 children hit 6 triggers on this dataset (190 hit 5, 523 hit 4)

1.5. Sheffield Inclusion Centre (SIC) cohort data shows similar themes. The cohort on 2nd May 2023 was a total of 240 children:

Gender: 74.58% Male,  
25.42% Female

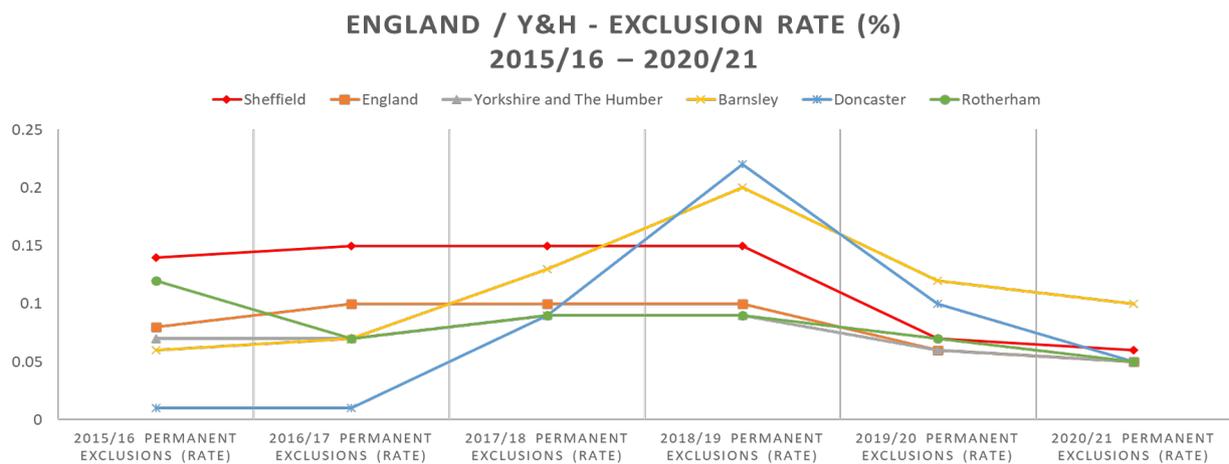
SEND status: 20.42% have an EHC Plan  
46.25% SEN Support  
31.25% no SEN

Ethnicity: 50.42% White British  
 18.75% Gypsy, Roma, Traveller  
 10.83% White /Caribbean, Black Caribbean  
 5.83% Pakistani  
 4.58% White African, Black African  
 10.8% Other ethnicity

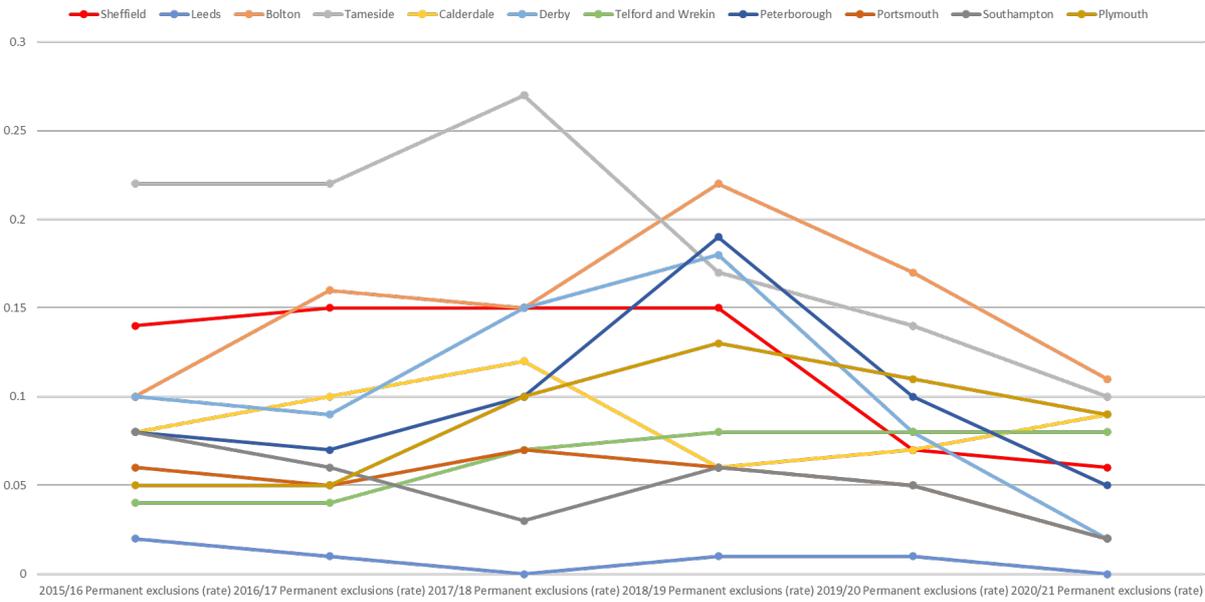
Care Needs: 7.2% are subject to Child protection.  
 17.5% are open to services under Child in Need  
 11.2% are open to Early Help

1.6. National comparative data

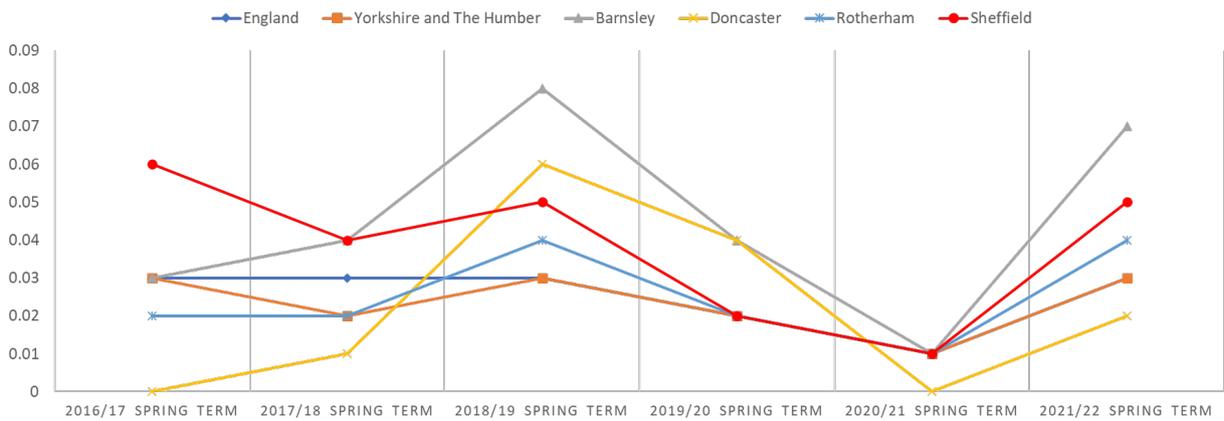
Comparative data is only currently available for exclusion and suspension to the end of the Spring Term 2021/22. Full year comparative data is only available to the end of academic year 2020/21. Comparative data against geographical and statistical neighbours for both full year and Spring term is shown below:



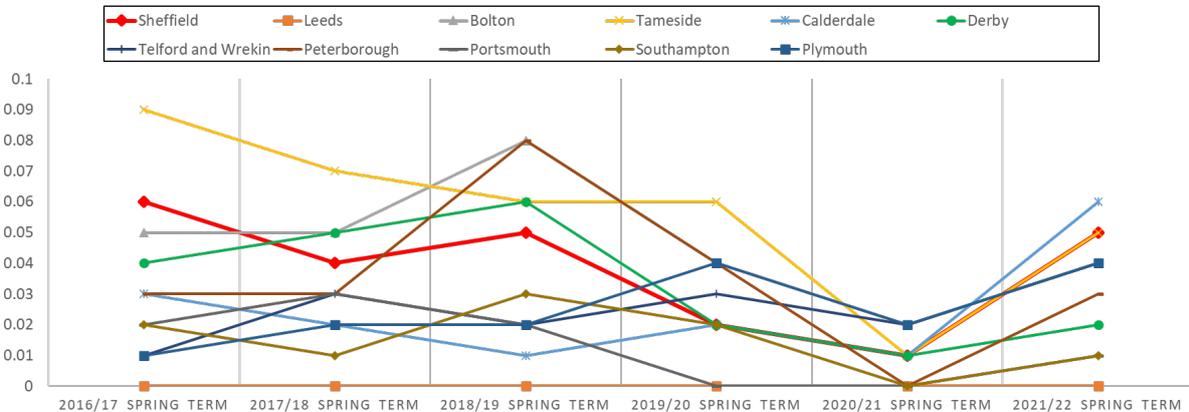
**STATISTICAL NEIGHBOURS  
- EXCLUSION RATE (%)  
FULL YEAR 2015/16 – 2020/21**



**ENGLAND / Y&H - EXCLUSION RATE (%)  
SPRING TERM 2015/16 – 2021/22**



**STATISTICAL NEIGHBOUR - EXCLUSION RATE (%)  
SPRING TERM 2015/16 – 2021/22**



Anecdotal evidence shows that Sheffield is following a national trend of increasing exclusions but at potentially a higher rate than our neighbours.

## 2. Key Strategic Challenges

### 2.1. **The number of children excluded from a Sheffield School surpassed the number of commissioned places within our PRU at Easter 2023.**

Whilst numbers fluctuate within the PRU, it is likely that the numbers will again rise over the commissioned number of 250 places at some point within the autumn term. This leaves us in a position where there are vulnerable children not receiving an education and the LA is unable to meet its statutory duty.

*'Local authorities are responsible for arranging suitable full-time education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such provision....Full-time education for excluded pupils must begin no later than the sixth day of the exclusion'*

[Additional health needs guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

2.2. **Schools are reporting increased complexity and needs of young people in our schools.** Sector representatives within our Inclusion Taskforce, Inclusion Board, and other panels and development groups are clear in articulating the complex and challenging environment within schools. Schools articulate a need for alternative approaches such as good quality and targeted interventions and alternative provision as a preventative intervention for the most vulnerable children.

2.3. **There is limited funding available to fund appropriate responses.** It is important to recognise that a need to increase capacity to the Pupil Referral Unit will reduce the funding available for other interventions. We are seeking to work collectively across the system to find ways to reduce exclusions in order that any available resource can be moved into preventing escalation of need.

## 3. Vision and Current Activity to Respond

There are several key areas of development already underway that will support inclusion across the system including:

### 3.1. **Development of the Inclusion Model**

This work is led by a multiagency group bringing together Education, Health, and Care. The development of robust multi-disciplinary teams that work effectively to identify and meet the needs of children at an early point is our ambition. The below diagram outlines the developing model:

A group of practitioners working with a family to provide support where there is a specific identified need.

The team works in a child and family centred way to develop and implement a plan to enable the child to thrive. A lead practitioner will co-ordinate the plan, and the child and family are always involved. The members of the team may change or have different levels of involvement over time, depending on need.

School leaders and external services work together to identify the needs of a school and optimise the support available. The team focus on whole school or cohort levels, where early help and intervention may prevent escalation. Key members of the team meet regularly, according to the school's needs. Meetings are led by a member of the school's senior leadership team to identify priorities and actions. Progress is followed up at future meetings. The school draw on this team outside of the scheduled meetings.

Practitioners work jointly across groups of schools and settings, in seven localities across the city. Working across a wider area allows for training and support to be put in place at a larger scale.

Locality meetings are attended by expert practitioners, led by a lead headteacher. The team focusses at child-level, to identify strategies that remove barriers for vulnerable pupils, where other approaches have not worked. Meetings are used to identify themes that influence ways of working across the locality.

The high-level decision making, planning and activity that supports inclusion in Sheffield. This may be from individual pupil to city-wide level. This includes strategy, commissioning, service provision, funding, placements, alternative provision, and other resources that support children and young people to access education and achieve. Multi-agency decision making, and joint commissioning provides the foundation for the Inclusion model.

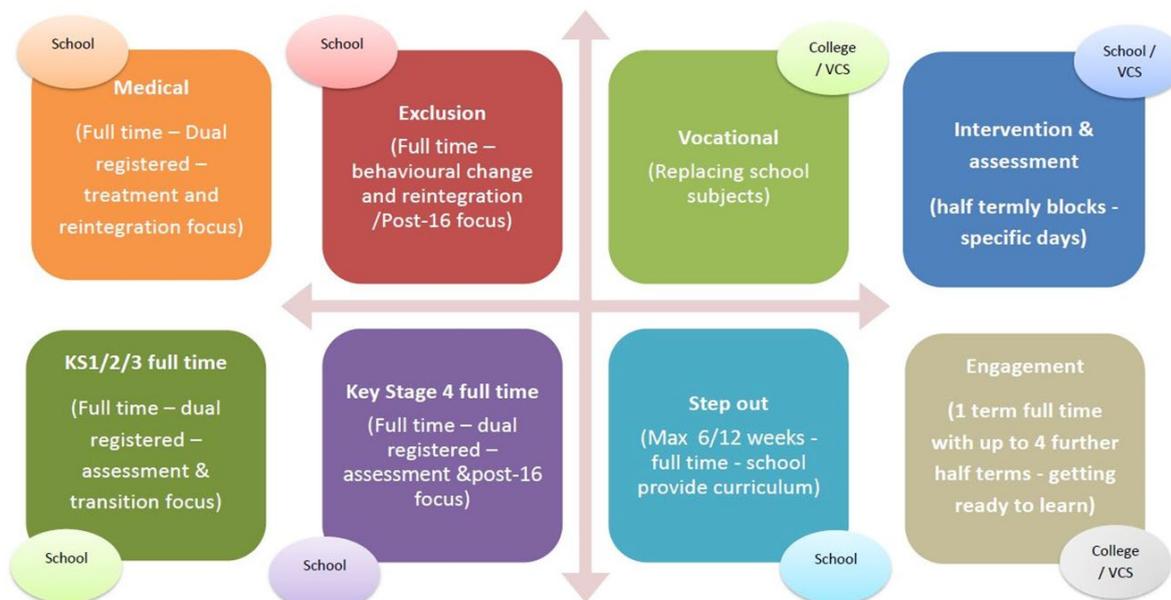


### 3.2. A review of the Alternative Provision offer citywide including bids to the DFE for Alternative Provision Schools

The offer of Alternative Provision in the city across both statutory and non-statutory areas has been disjointed for many years. AP currently includes:

- Provision for children following exclusion (Sheffield Inclusion Centre)
- Provision for children medically too ill to attend (Becton School – Chapel House)
- Commissioned AP hubs and outreach (Sheffield Inclusion Centre, Coit nurture hub)
- Local Authority framework and network of unregulated (ie not school) providers
- Unregulated providers individually commissioned by schools outside of the local authority framework

A review of provision has articulated a proposed model of delivery citywide with the intent of supporting needs through the right intervention at the right time. The review is setting out a strategic intent for the use of Alternative Provision. A project group has been established to drive forward change citywide in line with the below proposed model:



Sheffield is awaiting the outcome of two bids to the DFE for new Alternative Provision Free Schools. We believe both bids were strong and would bring a valuable provision and expertise to the city, and both have been shortlisted for interview with the DFE in June. This is not a short-term solution, however, as if successful we would anticipate new provision being built and opened by 2028.

### 3.3. Increases to SEND sufficiency in the city.

- SEND Sufficiency activity is focusing on developing long-term sustainable solutions to increase SEND places in the city.
- Two new special schools are under development:
  - SEMH special school (80 places) due September 2024.
  - ASD focused special school, joint with Barnsley Council (100 places per LA) – opening date to be confirmed, assumed 2026 or 2027.
- This is in addition to the opening of Discovery in September 2022, and the expansion of Mossbrook, Bents Green, Talbot, Seven Hills, as well as place growth at Kenwood, that has taken place (approx. 30% increase in places since 2019).
- An ambition has been set to double the number of integrated resource places in the city (additional 300 places). Several developments are currently in progress, new IRs are on track to open in 2023/24 academic year and beyond. The opportunity remains open for more schools to develop IRs.

## 4. Proposals

### 4.1. Increase in commissioned numbers at Sheffield Inclusion Centre:

- To ensure that there is adequate educational provision available in the city for children who have been excluded we are proposing to increase the commissioned numbers at SIC to 300 in the short to medium term.

- Currently this would be an increase from September 2023 for the remainder of the financial year with an expectation to remain at 300 for financial year 2023/24. Further papers will be brought to schools forum in February in anticipation of this.
- Should Sheffield Inclusion Centre admissions go above 300 children, we are proposing that they would be funded on a rolling basis for additional groups of 10 children.
- As part of this intent, a task and finish group will be established working with sector leads, particularly within secondary, and Sheffield Inclusion Centre, to develop the expectations at admission and for reintegration of children from Sheffield Inclusion Centre back to mainstream school.

### Current Funding Arrangements

- The SIC has a delegated budget and has its own management committee. The budget for 2023/24 was increased in line with guidance supplied by the Education and Skills Funding Agency (ESFA) for the additional funding in the Autumn Statement.
- The current funding arrangements are for 250 commissioned places and are set out in the following table.

<b>2023/2024 - 250 pupils</b>	<b>£</b>	<b>£</b>
Funding per place	11,530	2,882,500
£2,500 per place	2,500	625,000
EHCP	150,000	150,000
		3,657,500
Additional Grant		133,976
<b>2023/24 financial year</b>		<b>3,791,476</b>

- In addition to the above base budget, SIC is also eligible for pupil premium funding and pupil-led funding for all in-year exclusion from excluding schools.
- With the exclusion numbers likely to go above 250 commissioned places from September 23, it is proposed that we temporarily increase the number of commissioned places to 300 and make an additional funding provision of £594k to be provided to the PRU.
- As the number of places will gradually increase, additional staff recruited, set-up costs incurred, the PRU will be able to draw down the additional funding to match actual spending of up to £594k.
- Additional funding of £594k is available from the overall High Needs allocation for 2023/24.

- We will continue to monitor the number of exclusions and a further paper will be shared with Schools Forum in December 2023 or February 2024, if a further adjustment is needed (if numbers rise above 300) and to agree the number of permanent commissioned places and associated budget for 2024/25.

#### 4.2. **Prevention Alternative Provision Hubs and Outreach:**

The existing prevention hubs and outreach that is delivered by Sheffield Inclusion Centre is commissioned until 31<sup>st</sup> March 2023. This currently delivers:

- Short-term part-time nurture provision for children at risk of exclusion in both primary and secondary phase.
- Outreach support into schools for specific children at risk of exclusion.

Sheffield Inclusion Centre have given notice of their intention to cease this provision at the end of the current contract in March 2023. It is the local authorities intention to re commission this provision subject to approval by the Education, Children and Families Committee.

Once approval is in place, it is our intention to commission this work covering the following elements:

- Full time step out provision for children who need an intensive full-time, short-term intervention followed by support for the child and school to achieve a successful reintegration.
- Part Time Nurture Provision, followed by reintegration planning and support.
- Outreach to schools to support the needs of individual children.

This provision is currently commissioned to the value of £500,000 with additional income that is charged per place to schools.

## 5. Actions and Timeline

	<b>June – August 2023</b>	<b>September – December 2023</b>	<b>January to March 2024</b>	<b>March 2024 onwards</b>
<b>PRU</b> – provision for children who have been permanently excluded	Approval of funding for additional places  SIC – recruitment and organisation to prepare for additional capacity	We estimate SIC to start the academic year under NOR of 250 but may rise above this by December	Review of Permanent Exclusions in Sheffield with recommendations paper to Schools Forum.	Full year plan in place
<b>Prevention Alternative Provision</b> – for children to reduce risk of exclusion	Schools Forum to endorse continued use of funding for the purpose of preventative AP across city.  Communication to schools outlining the planned recommission and changes in provision	Education, Children and Families Committee to make formal decision to commission prevention AP with the continued allocation of funding  Commissioning process takes place and award of contract by December.	New provider/s set up period.  SIC end their delivery of prevention AP in March.	New provision fully in place.
<b>Wider AP model development</b>	Decision on AP Free school bids to DFE expected by end of summer  Consultation with the school sector regarding needs of AP to inform ongoing strategic development.	AP multiagency Project Group develops wider strategic plan including governance and quality oversight.  A refreshed AP framework and contracting for provision that schools purchase via the progressions team will be in place for September 2023.		

## 6. Recommendations

Forum members are asked to:

- **Agree** to the additional funding to enable growth of the PRU from 250 to 300 places between September until the end of the financial year initially.
- **Agree** to make a funding provision of £594k from High Needs block, for additional places to cover the actual delivery costs at PRU.
- **Note** that the LA will continue to commission the prevention Alternative Provision hubs and outreach and seek to develop this as outlined above.