



Department  
for Education



## Leicester City SENDIASS: Supporting a child excluded from school which helped to ensure access to education

### The context

Leicester City is an ethnically and culturally diverse city with over 70 languages spoken and approximately 130,000 0-25 (38%) population.

There are several outer city estates and areas of flux and change in the school population with a high demand for school places.

Leicester City IASS is outsourced and has been since 1999. The Local Area Inspection took place in May 2018 and although the overall result was a Written Statement of Action being issued for the city the IASS was identified as a strength, well managed and recognised as impartial by service users in the Inspection report. This inspection however did not identify that capacity was an issue and the funding for the IASS has remained the same as prior to the implementation of the Children and Families Act 2014. The IASS has adapted the way it works to ensure that IAS is available to all as detailed in the Children and Families Act 2014 whilst still offering face to face, email and telephone support as outlined in the Code of Practice 2015.

### The issue

The parent contacted SENDIASS by telephone and was allocated to a SENDIASS Officer to support them with their child's exclusion from school. This parent was extremely distressed as their child had received a 4.5 day exclusion from a Leicester City Junior school. The parent explained that the exclusion was from the child throwing an item in class which hit a teaching assistant in the face. She explained that her son was really 'struggling and distressed' and that he 'really wants to go back to school but I'm not sure of my options'. The parent noted that this was an act that needed a sanction but felt that her child's needs were not fully understood and supported in the setting which resulted in this behaviour being displayed. The parent expressed that his needs had recently changed to having specifically escalating outbursts and this was not reflected in his EHCP. Mum felt that the exclusion could have been prevented if his current needs were detailed in his EHCP meaning the school could be more aware of his triggers and behaviours and manage them better.

### The support provided by IASS

Support was offered to the parent and information and advice was provided relating to Exclusions Guidance and how to challenge if appropriate. The parent had already met with the head teacher and addressed this and wanted to know what to do next to prevent another exclusion. SENDIASS checked with the parent if an Annual Review due was due in the near future. The parent confirmed it was scheduled in the coming days. SENDIASS explained the Annual Review process with the parent and highlighted how to carefully go through section B on his plan to update his current needs with parental and professional advice. Support resources from the SENDIASS Leicester website were shared with the parent about making amendments to an EHCP and how this could possibly affect for example the type of support provided to meet his needs in section F. After receiving support and advice from SENDIASS before the Annual Review meeting, the parent felt confident in attending it and had a better understanding of how the different sections in the EHCP fit together. A follow-up call was made to the parent after the Annual Review meeting to see how successful she felt the meeting went.

### The difference made

The parent was very confident when contacted for a follow up call as she had completed the Annual Review and felt it was a great success. The parent explained that she was able to discuss amending his current needs in section B with the school and that they had agreed with the recommended changes for his EHCP. Mum felt supported by the school, who now understood that the exclusion may have been avoided if details of need and provision were more accurately reflected in his EHCP. She agreed that making the amendments could change the support he receives in the future for example having a calm area he can access within school to support him and prevent any escalating behaviours.

The school seemed to appreciate the parent's knowledge in how the EHCP being amended could make a difference to his provision. The parent stated that the support from SENDIASS she received before and after the Annual Review meeting was 'incredibly helpful' and she stated that the school are putting 'more things in place to support him'. The parent stated that the school have also recognised that he may require Designated Special Provision (DSP) in the future and forwarded their request on to the LA as both school and parents agree that this may be a better learning environment to meet his current needs after they have been updated. Mum seemed very happy with this outcome as she feels valued and that she has been listened to, and that further exclusions in a mainstream school are not likely as his support to access services he requires has been identified and implemented. The parent had strongly suggested that a part time timetable was not a suitable or fair option and felt that the best placement to meet his needs may be a DSP in the future.

His needs can be met as the amendments have been made to his EHCP, therefore any outbursts leading to exclusions will be anticipated and de-escalated before the issue arises. The Annual Review also highlighted 'chronotherapy' and a 'care farm' placement'.

The child did go on to attend a DSP that is suited to his needs with smaller class sizes and input from Nurture groups to support his ongoing educational needs.

The child now attends an appropriate setting to meet needs, the EHCP is a true reflection of his needs and provision required and the parent has been listened to and part of the process.

#### **Contact details**

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