



Department
for Education



North Lincolnshire SENDIASS: Supporting a child excluded from school which helped to ensure access to education

The context

The young person is in a mainstream school and had received an increasing number of fixed term exclusions for behaviour policy breaches.

The issue

Parents felt their son was at risk of permanent exclusion and expressed concern that there was an undiagnosed condition and felt that school were not acknowledging this or putting in place appropriate SEN support. Health had been approached but no further action was taken.

There were some communication difficulties between the parents and school, with differences of opinion on the level of SEND and how much this impacted upon the child's difficulties within school.

The child expressed that he wasn't always listened to and felt he was treated differently to his peers in terms of behaviour sanctions.

The support provided by IASS

SENDIASS provided the parent with information and guidance in relation to SEN support, exclusions, local health diagnosis pathways, EHCP process and reasonable adjustments and provided advocacy support at various meetings (Early help, SEN support and governors meetings), to ensure the parents and child were able to share their views, and to assist the parent in understanding processes. SENDIASS reminded the school to consider SEND and exclusion guidance to ensure that the relevant staff members were aware of their responsibilities.

Through contributing in this way to the Early Help meetings a support plan with appropriate reasonable adjustments was developed and put in place in school to support the child in accessing and engaging in education.

The difference made

Following support from SENDIASS, parents and their son were able to share their views and understand processes, this also included advice on accessing health services and assessment procedures which ultimately led to the parents attending the GP with their son who was then referred for further assessment leading to a prompt diagnosis and the implementation of appropriate support in school.

The introduction of adjustments to support the child's plan had an immediate impact, with no further exclusions made since its implementation. The school report that the child is experiencing a much more successful time in school.

The family provided feedback to SENDIASS indicating they feel that communication with school has improved, they have a clear written plan for transition and support moving forward, feeling that school have listened to their views.

Parents express feeling relieved that they can now concentrate on other priorities such as their child's health needs, knowing that their child's needs are identified, acknowledged and supported by school.

Contact details

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