



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

The context

Rutland is a very small County with a CYP Population of approximately 10,000. The IASS is outsourced and provided by SENDIASS Leicester with the support of a larger VCS organisation. SENDIASS Rutland is based in Oakham with one officer and has the wider support of the larger City IASS Manager and Admin and social media platforms and support.

The issue

The child was in Year 9 at a local secondary school and had been permanently excluded. The parent initially contacted SENDIASS as her son had received several fixed term exclusions and she was being told by the school that the next time he would be permanently excluded. She wanted information on how to prevent the permanent exclusion as she felt that her son's behaviour leading to the exclusions had been caused by his SEN not being met and that the school weren't doing anything to support him. At the time her son was under the care of CAMHS due to suffering childhood trauma and was undergoing further assessments to ascertain if there were neurodevelopmental issues that were causing some of his difficulties. The school were aware of this and the parent had suggested applying for an EHC needs assessment but had been deterred from doing so by the headteacher who had said that it would not be beneficial to him. Her relationship with the school had completely broken down and she wanted support to communicate with them.

Two days after she first contacted SENDIASS her son was permanently excluded.

The support provided by IASS

Action taken by SENDIASS Officer

- Advised parent of the process following exclusion and supported her to request attendance at the Board of Governor's meeting to be held to consider the decision
- Supported the parent to prepare written representations to be considered by the Board of Governors at the meeting
- Met with the child prior to the meeting to find out his wishes and aspirations
- Helped parent build their confidence so that she felt able to speak to the Board of Governor's directly at the meeting
- Attended Board of Governor's meeting in school with parent and child
- Provided information to parent about the LA's duty to provide full-time education for her son following his exclusion
- Supported parent to liaise with the Inclusion Team at the LA regarding her son's education
- Attended a meeting with the parent and the LA to discuss alternative education and supported the parent in negotiating extra support and a new placement for her son at a neighbouring school
- Supported the parent to prepare and submit a parental request for EHC Needs Assessment

The difference made

The child now attends a different school where he feels part of the school community and is able to sit his GCSEs. He hopes to go on to complete an apprenticeship at college. He has received a diagnosis of ADHD and autism and following completion of the EHC needs assessment process was issued with an EHCP and is now receiving the support he needs to achieve his academic potential.

Prior to SENDIASS involvement the child felt that education had nothing to offer him. He did not want to go to school and when he was there felt frustrated, out of place and misunderstood. He was at continual risk of exclusion which was not only causing him great anxiety, but also put a huge strain on his relationship with his mum who was being contacted by the school on an almost daily basis regarding his behaviour.

Previous discussions with the school had all focused on how he needed to change his behaviour in order to stay at the school. However, following the permanent exclusion and SENDIASS's meeting with the parent and child, it was identified that the child did not want to be re-instated at that school but instead wanted to continue his education elsewhere. Both the parent and child also wanted the opportunity to talk about his experience and to ask the school to recognise his exclusion as an opportunity for future learning in the hope that it may help other CYP in the future. SENDIASS was able to support the parent and child in attending the governor's meeting to express their thoughts, wishes and feelings and helped give the child a voice. The role of SENDIASS was key in providing advice, information and support and in acting as a central point to liaise between the relevant professionals, the parent and the child – resulting in the child now successfully accessing education with the right support in place.

Contact details

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