

Scrutiny Commission Report

Report Title	Reducing School Exclusions - Update report
Meeting:	Children & Young People Scrutiny Commission
Date:	16 January 2023
Report Author	Katherine Cracknell, Acting Head of Wellbeing and Safeguarding in Education
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Report Summary

This report summarises the work undertaken by the Council and its partners towards meeting the recommendations set out following the Commission's review of school exclusions in Hackney in December 2021.

These recommendations were agreed by Cabinet and published with Cabinet response in March 2022. This report considers each of these recommendations in turn, and tracks the Council's progress against them.

In Hackney reducing exclusions and suspensions from school continues to be a key focus of the Council's work to ensure every child is able to be happy and achieve well.

The expansion of the early help offer for children (and families and schools) managing social, emotional and mental health challenges that are placing them at risk of exclusion is now complete and the Re-engagement Unit is fully functioning as a universal service. Uptake has been excellent and the work becomes steadily stronger and more impactful as relationships grow between the service, schools and families.

There has been a steady decline in exclusions since 2017 outside of the anomalous impact of Covid-19, which has been informed by the work detailed in this report, as well as the "No Y7 Exclusion" piece of work that was undertaken in Hackney Education from 2020-2022 (now subsumed within the universal early help offer).

Whilst exclusion figures are locally reported immediately, suspension data is not as reliably available. When "Working Together to Improve School Attendance" guidance becomes statutory no later than September 2023 the new duty on schools to report suspension data immediately to the local authority will allow the Council to use this to inform a targeted approach to not just individual schools, but individual children whom we identify as being at risk of exclusion based on suspension data. Work is well underway to ensure that this reporting function is established.

Disproportionality continues to be a challenge which the Council is committed to overcoming. The coproduction of the Inclusion Charter with headteachers and senior leaders, will allow for practical approaches across schools will support this work, as well as our clear thread of actions in the joint anti racist action plan with Children and Education.

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1. Purpose of the report

- 1.1. The Commission completed its review of school exclusions and published recommendations in December 2021, these were agreed by Cabinet with the Cabinet response published in March 2022.
- 1.2. The purpose of this report is to update the Commission on the progress made against these recommendations since March 2022.

2. Recommendations

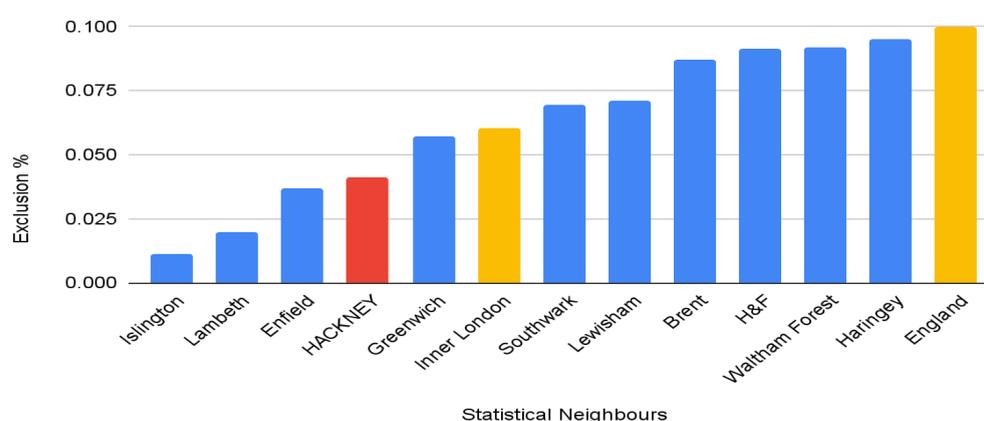
- 2.1. That the Commission notes there has been a steady decline in exclusions in Hackney since 2017, independent of the impact of partial school closures due to Covid-19.
- 2.2. That the Commission recognises the shift towards developing inclusion, and not just a reduction in exclusions is at the centre of all the progress that has been made.
- 2.3. That the Commission acknowledges progress has been made as a result of relational and partnership working between school colleagues, partner organisations, the Council and families.
- 2.4. That the Commission notes that this commitment to partnership working and to meeting need as the community we serve experiences it, extends into a collaborative leadership approach within our early help offer. Most notably with steering groups made up of school colleagues, partnership service providers and of our families.
- 2.5. That the Commission notes the targeted response to schools and settings that contribute disproportionately to exclusion and suspension figures.
- 2.6. That the Commission notes that when "Working Together to Improve School Attendance" guidance becomes statutory, the Council will be able to co-ordinate a targeted response both on an individual basis and systems approach to the whole school, to high incidence of suspension.
- 2.7. That the Commission notes the Council's recognition of disproportionality in our exclusions to be an ongoing challenge, even within the recent decline in exclusion figures. The coproduction of the Inclusion Charter with headteachers and senior leaders, will allow for practical approaches across schools. Working with schools on their anti-racist action plans further supports this area of work.
- 2.8. That the Commission notes the Council's work towards tackling this disproportionality with a clear thread of actions in the joint anti racist action plan with Children and Education, contributes towards improving the outcomes of black children and young people. The ongoing work with the second phase of the Hackney Diverse Curriculum is also pivotal in children from the black diaspora seeing themselves in the curriculum through a different lens.
- 2.9. That the Commission is assured that progress is steady and will continue to be, with clear next steps and lines of accountability.

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3. Background

- 3.1. Reducing exclusions was a strategic priority for Hackney Education in its 2019-2022 improvement plan.
- 3.2. It remains a priority in the 2022-2025 improvement plan under '*Working with schools, settings and partners in promoting wellbeing and inclusion for every child (including provision for children with SEND in mainstream schools, reducing exclusions, anti-racism and recovery from Covid)*'
- 3.3. Permanent exclusions declined significantly during the pandemic with only six permanent exclusions from Hackney secondary schools in 2020/21. There were no permanent exclusions from Hackney primary schools.
- 3.4. Whilst nationally there was also a reduction in permanent exclusions as a consequence of the pandemic the fall in Hackney was steeper and took the local percentage rate below that of the comparable rates for England, Inner London and the majority of our statistical neighbours.

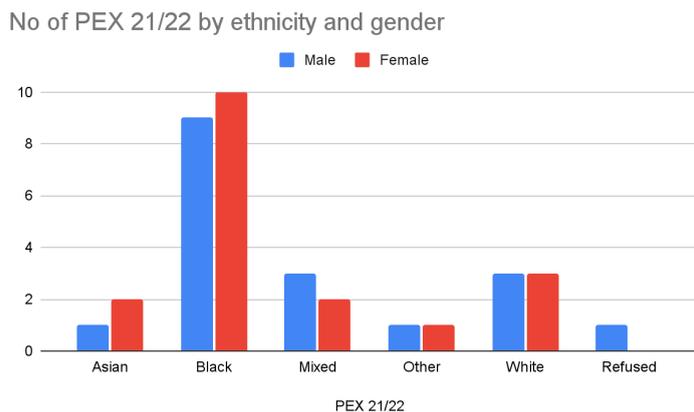
Secondary Exclusion % Rate 20/21 - Statistical Neighbours



- 3.5. The low number of permanent exclusions in 2020/21 was not sustained into 2021/22. However, it has not returned to pre-pandemic levels.
- 3.6. The provisional locally reported data for 2021/22 shows that there were 34 permanent exclusions from Hackney secondary schools. If confirmed then this is lower than the 52 permanent exclusions there were in 2017/18 and 44 permanent exclusions there were in 2018/19.
- 3.7. Data suggests that there has been a 35% decrease in exclusions for Hackney secondary schools between 2017/18 and 2021/22, with a 23% decline in exclusions for Hackney secondary schools between 2018/19 and 2021/22.
- 3.8. This data remains provisional and unvalidated at this stage.
- 3.9. Of those 34 children excluded in 21/22, Black and Global Majority children continue to be disproportionately represented. Children from a Black heritage background accounted for 52% of our permanent exclusions and around 32% of our Hackney school population.
- 3.10. The reduction compared to pre-pandemic numbers has been entirely a reduction in the number of boys being permanently excluded, with the number of girls remaining largely static. Girls now represent 50% of our permanent exclusions, whereas pre-pandemic it was between 25% and 35%.

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3.11. The number of permanent exclusions broken down by ethnicity and gender:



3.12. Of these 34 permanent exclusions 5 had education, health and care plans (EHCPs/ 15%), 18 were on SEND Support (53%) and 11 had no identified SEND (32%) .

3.13. 27 (79%) of the permanent exclusions were for pupils in Key Stage 3, with just 7 in Key Stage 4.

3.14. The number of permanent exclusions would appear to be on a lower trajectory than pre-pandemic levels, though not sufficiently low to state with confidence that we are sustaining a reduction in permanent exclusions compared to pre-pandemic levels.

3.15. Local data suggests that there were thirteen exclusions in the Autumn term 22/23.

3.16. Seven of these children are from a Black ethnic background (58%).

3.17. One has an EHCP, and 2 are receiving SEND Support.

3.18. One of these exclusions was open to the Re-engagement Unit (REU) at the time, however the case had only been referred four days previously.

3.19. According to our most recent published data, children in Hackney primary schools are less likely to be suspended or excluded than children attending schools nationally. This applies regardless of ethnicity or SEND.

3.20. Children at Hackney secondary schools are more likely to be suspended compared to the rate for children attending schools nationally.

3.21. Secondary age White British children are less likely to be suspended from their Hackney school compared to peers nationally. Whereas those from Black and Mixed heritage backgrounds are more likely to be.

3.22. As well as disproportionality in respect of ethnicity there are differences in suspension rates for children either on EHCPs or eligible for free school meals (FSM) in Hackney secondary schools.

3.23. This suggests that ethnicity, poverty and SEN could be viewed as intersectional factors and drivers for suspension and exclusion.

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4. Commission recommendations with progress update

- 4.1. The commission's recommendations along with a progress update as of December 2022 can be found in Appendix A to this report. Please see this appendix for full details.

5. Recommendation 1

- 5.1. A report covering the range of data set out in this recommendation is now produced for the Commission annually.
- 5.2. The optimum time for this report was felt to be in the Autumn term of each academic year and the most recent report was presented on 31/10/22 and can be found [here](#).
- 5.3. Data around suspensions and exclusions is a key part of providing a targeted response as part of an informed plan to reduce exclusions.
- 5.4. Significant work has been undertaken by Hackney Education to move all of our schools towards sharing data electronically with the LA.
- 5.5. This has taken a variety of forms due to the different IT packages used across schools, however we are on track to have successfully completed this for 60 out of the 79 schools.
- 5.6. Of the 19 remaining, 6 schools have said they do not wish to share data in this way, and work to bring the remaining 13 schools on board with this process is ongoing.
- 5.7. "Working Together to Improve School Attendance" guidance will become statutory at the start of the next academic year at the latest and there will be a duty on all schools to provide the local authority with live, up to date attendance data.
- 5.8. The Council will be able to co-ordinate a targeted response both on an individual basis and systems approach to the whole school, to high incidence of suspension.

6. Recommendations 2, 3 and 6

- 6.1. The principles of the inclusive school are commonplace across Hackney schools and are consistently reiterated through the work of partnership forums, head teacher and SENCO forum meetings, through the work of the Hackney Schools Group Board and also targeted communications.
- 6.2. The Re-engagement Unit (REU) is focused on delivering systemic change and developing inclusive practice, not just reducing exclusions.
- 6.3. 45 Schools have now been trained in Attachment and Trauma. The schools new to the WAMHS project will be targeted to receive this training in the coming year.
- 6.4. All but one school have now joined the WAMHS programme, which has been running in most schools for four years. The work focuses on systemic change, including better understanding of children's behaviour.
- 6.5. The School Improvement team continues to offer two sessions a year of training to School Governors on [Wellbeing and how governors ensure the development of emotional, mental health and wellbeing of children](#).
- 6.6. To further support schools in developing a graduated response to identifying, assessing and meeting the needs of pupils, the Team Around the School (TAS) model was formally launched this term.
- 6.7. TAS is supported by multi-agency planning meetings to ensure the right support at the right time is provided to children to allow all learners an equitable access to education and emotional wellbeing.

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- 6.8. The Behaviour and Wellbeing Partnership continues to meet with very high levels of attendance.
- 6.8.1. Recent areas that have been explored include:
- 6.8.1.1. Early Help Hub offer
 - 6.8.1.2. Re-engagement Unit universal offer
 - 6.8.1.3. Ofsted inspection of behaviour and personal development
 - 6.8.1.4. Developing partnerships with voluntary organisations to support families
 - 6.8.1.5. Extending the 0-5 multi-agency team around families, to children 0-19 years, to provide targeted, coordinated and monitored family intervention to families who would benefit from early help.
- 6.9 Targeted support for high excluding schools is being provided through the Director of Education and the School Improvement Service.
- 6.10 A specific special educational needs co-ordinator (SENCO) forum session focused on social, emotional and mental health (SEMH) and Behaviour Policies was offered to all schools during 21/22 and will continue to be a theme during 22/23.

7. Recommendation 4

- 7.1. A range of targeted forums, meetings and training activity was facilitated, commissioned and delivered by Hackney Education in recent months to support implementation of this recommendation. Examples include targeted activity with a focus on school governors and strengthened information, advice and guidance to education system personnel.
- 7.2. The SENDIAS (special educational needs and disabilities information and advice service) has increased their capacity and capability for engaging and working with parents and carers in this regard.
- 7.3. The education, health and care (EHC) Caseworker team has seen a significant increase in capacity in the size of establishment, leading to reduced caseloads per member of the service and a greater capacity to engage with parents and carers and progress EHC plans within the required 20 week timescale.

8. Recommendation 5 and 8

- 8.1. The successful expansion of the Re-engagement Unit to provide a universal offer of SEMH support to all schools was completed by August 2022
- 8.2. The REU was launched to all schools in September 2022, as planned
- 8.3. To date, the REU has received 107 referrals
- 8.4. The REU referral data reflects our exclusions data proportionally, suggesting our schools are identifying risk profiles effectively
- 8.5. 90% of our referrals for secondary schools are from KS3, and around 45% of all referrals are girls
- 8.6. Children from a Black heritage background make up around 50% of local referrals
- 8.7. 20% of our referrals have an EHCP in place at point of referral, and 70% qualify for pupil premium grant

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- 8.8. The REU reaches out to local high excluding schools on a termly basis to link them into the wider SEMH offer
- 8.9. In commitment to collaborative leadership and accountability, the REU reports against their key performance indicators (KPIs) to several steering committees made up of primary headteachers, secondary headteachers and partner agencies
- 8.10. The REU also runs regular family groups where performance data is shared
- 8.11. The family groups and steering committees feedback is used to feed into our improvement cycle
- 8.12. Half yearly and annual impact reports are scheduled to be produced and shared at Reducing Exclusions Board meeting and with partners
- 8.13. The REU offers families and schools:
 - 8.13.1. Fast responsive support for children families and teachers
 - 8.13.2. A dedicated worker who works flexibly, in schools and in the family home
 - 8.13.3. Multi disciplinary expertise from a range of professionals including teachers, clinicians and social workers
 - 8.13.4. Access to a discreet CAMHS unit, staffed by CAMHS clinicians
- 8.14. The REU and EH Hub have embedded comms processes, with joint attendance at team meetings on a regular cycle and co-ordinated support provided to families where it is needed.

9. Recommendation 7

- 9.1. Schools are required to undertake and record a safeguarding assessment on their exclusion paperwork
- 9.2. On receipt of an exclusion all appropriate partners are notified (including Children and Families Services, New Regents College, Re-engagement Unit, Youth Justice Team, Virtual School)
- 9.3. Upon receipt of this notification, relevant professionals share information which facilitates an accurate and relevant risk assessment and assessment of need to be undertaken with the receiving pupil referral unit (New Regents College/ NRC)

10. Recommendations 9, 10, 11, 12, 13, 14 and 15

- 10.1. Hackney Education is a member of a five borough partnership that quality assures alternative provision collaboratively. Coordinators for alternative provision from different London areas meet each term to oversee this process. Activities are based on a shared quality assurance framework, co-produced by all partners.
- 10.2. Hackney Education is the only borough that provides direct representation from school performance and improvement at these meetings. An officer has been assigned to carry out this function.
- 10.3. The schedule of visits is organised by NRC staff. Going forward, agreement in principle has been reached, to streamline the process. It will include school performance and improvement and, where appropriate, other Hackney Education staff, such as SEND. Quality assurance activities usually carried out by a host partner and a visiting partner seeing provision first hand, onsite at an individual provision.
- 10.4. A database has been created that brings together quality assurance judgements. Work is underway to incorporate the annual directory of local providers of alternative pathways for 14-19 year olds, into this database, which will be shared across Hackney

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Education and with key partners, particularly New Regents College (NRC).

- 10.5. Hackney Education's Commissioning intentions for excluded pupils and pupils with SEMH difficulties is to be piloted at NRC.
- 10.6. A revised Service Level Agreement (SLA) based on a shared vision for NRC, in line with our SEND Strategy 2022-25 and its underpinning six principles, has been tabled
- 10.7. Outcomes and destination data for our children attending alternative provisions is monitored by Hackney Education and NRC with mechanisms to identify where additional support is required. This includes liaison with external partners e.g. Children's Social Care.
- 10.8. A taskforce to oversee the strategy to ensure that there are robust systems in place to plan, coordinate and deliver effective welfare support equally to all children in alternative provision irrespective of its location, is in place and will begin work in January 2023.
- 10.9. Regular joint meetings that bring together school performance and improvement, SEND and Wellbeing and Education Safeguarding help embed the concept of alternative provisions being seen and recognised as integral, active parts of the local system.

11. Recommendation 16, 17 and 18

- 11.1. It is proposed that rather than a separate Hackney Education Anti-racist Action plan that an integrated children, families and education plan for this focus is brought forward as part of a corporate Hackney Council plan to ensure necessary synergies are in place.
- 11.2. Work towards this shared plan is already in progress.
- 11.3. The appointment of a Systems Leader for Diversity and Inclusion will ensure that work around ensuring every child achieves in education is led with a firm focus on anti racism and delivering equitable opportunity for all children
- 11.4. The Systems Leader for Diversity and Inclusion will lead on the planning, development and embedding of an Inclusion Charter amongst our Hackney schools, and this action plan is progressing
- 11.5. Stakeholder engagement is underway with the Inclusion Charter, with a particular focus on hearing the voice of our parents and families.
- 11.6. The ongoing work of the Inclusion charter, the recent anti - racism symposiums, guest speakers with regional and national level reputations for excellence in promoting anti-racism best practice are some of the examples of progress recently made.

12. Conclusion

- 12.1. As part of serving our community, Hackney Education remains committed to developing an inclusive approach and providing services to our borough that are informed by community and partnership engagement
- 12.2. The downward trajectory in exclusions since 2017/18 should be seen in the context of
 - 12.2.1. Commitment from our school community to create more inclusive learning environments
 - 12.2.2. This commitment is underpinned by the work of the School Improvement Team monitoring exclusions with school leaders, and work to shift views around "behaviour"

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- 12.2.3. A targeted piece of work across 20/21 and 21/22 to minimise exclusions in Year 7
- 12.2.4. WAMHS and the trauma informed training package led by the Virtual School
- 12.2.5. Work of the Hackney Education Exclusions team working with schools to plan and implement alternatives to exclusion
- 12.3. Data suggests that a relatively small number of schools (both in the primary and secondary phase) are responsible for the majority of Hackney’s suspensions and exclusions
- 12.4. The targeted response to these schools has begun this academic year
- 12.5. The REU has begun to address a gap in our family and school facing early help support to promote inclusion
- 12.6. Referrals to the REU look to be well-identified and they focus on children who profile as likely to be pushed out of being able to achieve well and be happy both in school and in a wider societal sense
- 12.7. An exclusion crisis response is being drawn up to look to bring a more holistic, child-centred response to children who are at immediate risk of exclusion following a one-off incident
- 12.8. This crisis response should be used less and less frequently as better access to early help is embedded and our families and schools receive the right help at the right time
- 12.9. Progress around drawing alternative provisions inline with our expectations of schools are moving forwards with some outcomes in place already, particularly around strengthening our quality assurance process
- 12.10. No later than September 2023 “Working Together to Improve School Attendance” guidance will become statutory, the Council will be able to co-ordinate a targeted response both on an individual basis and systems approach to the whole school, to high incidence of suspension
- 12.11. This targeted response will work alongside the current process around exclusions, and will allow us to effect greater change on a individual basis
- 12.12. Hackney Education is demonstrably part of the wider council and specifically Children and Families' Services through their shared action planning

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Date: 03/01/2023

Cleared by:

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Appendix A

Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 1</u></p> <p>That school exclusion data is published and reviewed annually by the Children & Young People Scrutiny Commission. This annual review will require Hackney Education Service to publish demographic data (age, gender, ethnicity) on:</p> <ul style="list-style-type: none"> a) the number of permanent and fixed term school exclusions; b) the number of 'managed moves' to other schools; c) the number of children moving to (and totals within) Elective Home Education; and d) the number of children receiving education through Alternative Provision e) Other unexplained pupil exits from school. <p>Hackney Education Service should continue to monitor and review the level of all exclusions and 'unexplained' pupil exits, and to provide challenge to school</p>	<p>Hackney Education agrees with this recommendation in full: the significant part of this recommendation is already standard practice for the service.</p> <p>Hackney Education holds data on the number of exclusions, managed moves, children being electively home educated and attending alternative provision.</p> <p>Roll movement is monitored annually and where the level of roll movement in a school is a concern, the School Improvement team investigates that with the school.</p> <p>Hackney Education provided a report to the Commission on this topic in May 2021.</p> <p>A report covering the range of data set out here will now be produced for the Commission annually. The optimum time for such a report would be in the Autumn term of each academic</p>	<p>Katherine Cracknell Acting Head of Wellbeing and Safeguarding in Education</p>	<p>A report covering the range of data set out in this recommendation is now produced for the Commission annually. The optimum time for such a report was felt to be in the Autumn term of each academic year, and the most recent report of this kind was presented on 31st October 2022. You can access that report here.</p> <p>Roll movement is monitored annually and where the level of roll movement in a school is a concern, the School Improvement team continues to investigate that with the school.</p> <p>Data is produced and provided externally in alignment with reporting timelines set by the Department for Education (DfE).</p> <p>Additionally, school-level exclusion reports are provided to schools annually, along with the Risk of NEETs (Not in Education, Employment or Training) report that includes exclusion data alongside a range of other</p>

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<p>leaders where this exceeds locally agreed thresholds</p>	<p>year. Data will be produced and provided externally in alignment with reporting timelines set by the Department for Education (DfE).</p> <p>Additionally, school-level exclusion reports are provided to schools annually, along with the Risk of NEETs (Not in Education, Employment or Training) report that includes exclusion data alongside a range of other contextual information, and which goes to secondary schools annually. Risks of NEETs reports are also shared across the Children & Families teams, including the Virtual School.</p> <p>Hackney Education is looking to secure agreement from all schools to share data electronically with the local authority (LA).</p>		<p>contextual information, and which goes to secondary schools annually. Risks of NEETs reports are also shared across the Children & Families teams, including the Virtual School.</p> <p>Significant work has been undertaken by Hackney Education to move all of our schools towards sharing data electronically with LA. This has taken a variety of forms due to the different IT packages used across schools, however we are on track to have successfully completed this for 60 out of the 79 schools. Of the 19 remaining, 6 schools have said they do not wish to share data in this way, and work to bring the remaining 13 schools on board with this process is ongoing.</p>
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 2</u></p> <p>1) It is recommended that the Council reaffirms commitment to the principles, purpose and</p>	<p>Hackney Education agrees with this recommendation in full: this inclusive approach is already policy and practice for the service</p>	<p>Paul Senior Interim Director of Education</p>	<p>These principles are commonplace across Hackney schools and are consistently reiterated through the work of partnership forums, head teacher and SENCO forum meetings,</p>

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<p>value of the 'inclusive school' in which schools are actively supported to help maintain children's placements in mainstream education particularly in relation to:</p> <p>a) The maintenance of a broad and balanced curriculum which keeps children and young people engaged and motivated with learning and school life and culture, and which recognises the needs of those children with SEND and or other learning challenges.</p> <p>b) The maintenance of a positive and inclusive Behaviour Management Policy which is reflective, and which aims to identify and address young people's unmet needs (as detailed in Rec 3)</p> <p>c) A broad programme of behavioural, emotional and wellbeing support is provided as a wraparound service provided in tandem with other statutory (CAMHS, SEND) and other</p>	<p>and the recommendation outlines a development of this.</p> <p>Hackney Education and the lead members for Education will review and recommit to their statement encompassing the aim for schools in Hackney to be inclusive, including the role of the broad and balanced curriculum, recognising the needs of children with SEND (Special Educational Needs and Disabilities) and/or other learning challenges.</p> <p>Hackney Education will revisit the Hackney guidance (produced November 2019) on behaviour policies, including these underlying principles, and how these will be executed within primary and secondary settings. This will be reviewed in partnership with schools and disseminated to settings. This guidance will affirm the importance of identifying and addressing unmet needs of children and young people.</p> <p>Hackney Education will further develop a recognition system for schools, showing excellent practice in inclusion.</p>		<p>through the work of the Hackney Schools Group Board and targeted communications.</p> <p>Other examples include the work of the SEND strategy which has already been shared with the Scrutiny Committee, along with the framework of activity associated with the SEND partnership and governance arrangements and with stakeholder organisations subject to scrutiny through regular interfaces with Ofsted for schools and local authority leadership.</p>
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<p>providers (e.g. Young Hackney, WAMHS and other early help services).</p> <p>d) A local education system which rightly celebrates inclusion alongside educational achievement and progress;</p> <p>e) Ensure that inclusion is reflected in the training and support provided to Governors.</p> <p>2) It is recommended that a conference for schools, colleges and alternative provision to support policies and practices which promote inclusivity.</p>	<p>This will generate a list of schools with best practice in key areas of inclusion, relationships, behaviour management and the principles of inclusive practice.</p> <p>SIPs (School Improvement Partners) and other partners, through their regular visits, will support schools to implement/quality assure a differentiated, challenging, relevant and stimulating curriculum for all groups of pupils.</p> <p>The Children and Education team, working with New Regent's College and WAMHS (Wellbeing and Mental Health in Schools project), will develop a cohesive early help approach which complements the early help and supportive work provided by schools.</p> <p>The Re-engagement Unit offers SEMH (Social Emotional and Mental Health) support, promoting, modelling and embedding inclusive practice in commissioning primary schools. It has an embedded CAMHS (Child and Adolescent Mental</p>		<p>In 2022-23, The School Improvement Partner programme continued to explore elements of SEND practice.</p> <p>In the autumn visit, SEND practice was explored with a view to looking more closely at curriculum adaptation later on. In the autumn term, this included conversations with pupils with SEND about their learning to help schools understand their impact.</p>
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	<p>Health Services) clinician in its operational model, allowing for direct CAMHS work with children, families and schools, as well as clinical oversight within the team as a whole and strong integration between the services. The plan to expand this service to offer further support across all school phases is under consideration currently, with a view to this being delivered in September 2022.</p> <p>The WAMHS programme will continue its work with partner schools in helping them become settings that support young people's mental health and wellbeing through their ethos, leadership and inclusive approaches to behaviour. CAMHS clinicians in schools will build capacity in early identification and early help among school staff. Provision of WAMHS support for those schools without CAMHS workers will be developed.</p> <p>Hackney Education will continue to support schools to implement best practice in transition from primary to secondary school. A</p>		<p>Local area partnership planning activity is underway to progress local implementation of the work of the SEND and alternative provision green paper with a focus on optimising inclusive policy and practices.</p>
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	<p>primary/secondary transition policy is due to be published Spring 2022.</p> <p>Training for school staff and aspiring school staff on inclusion and supporting pupils with SEND will be provided, and knowledge and experience of these issues will be included as recommended areas of expertise in the recruitment advice we provide to schools.</p> <p>Inclusion is a key theme in governor training: this will continue with a particular emphasis on reaching governors and trustees of all Hackney schools.</p> <p>With regards to the second part of this recommendation, a conference will be held in Spring 2023 to promote inclusivity.</p>		<p>A new transition protocol was published and shared with schools in April 2022 with very clear guidance sections for pupils at risk of suspension/exclusion.</p>
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 3</u></p> <p>To help identify and extend best practice in positive behaviour management it is recommended that:</p> <p>a) Hackney Education Service establishes a conference for schools, colleges and alternative provision which can explore the principles and best practice applications of positive behaviour management strategies and the benefits this confers for an inclusive school.</p> <p>b) That Hackney Education Service works with local schools in auditing local school policies in particular school behaviour policies to ensure that these are inclusive, comply with equalities duties, do not disproportionately impact on certain groups and make necessary adjustments for young people with SEND</p>	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>Hackney Education and partners will affirm the key principles underpinning an inclusive school/behaviour policy e.g. restorative, trauma informed, solution focused. These principles are to be promoted by all services and included in relevant support, guidance and training.</p> <p>The Behaviour and Wellbeing Partnership of secondary schools will continue to develop and share best practice in understanding young people's behaviour and supporting their wellbeing.</p> <p>In their programme of visits, school improvement partners will look at behaviour policies and highlight where rates of exclusion are well above local and national figures, and where disproportionality is entrenched. They will encourage school leaders, governors and trustees to regularly examine whether</p>	<p>Helena Burke Leadership and Management Advisor School Improvement Team</p>	<p>The key principles document has not yet been revisited. However, trauma informed approaches are being promoted across services within Hackney Children and Education. The training programme is being further promoted.</p> <p>The Behaviour and Wellbeing Partnership continues to meet with very high levels of attendance and engagement. Recent areas explored have included presentations on; the Early Help Hub offer, the expanded REU offer, Ofsted inspection of behaviour and personal development, developing partnerships with voluntary groups to support parents and families.</p> <p>All school improvement partner (SIP) 1 visits to secondary schools this term have included sharing information on exclusion rates and discussion of comparison to national and local. Additional meetings have taken place with schools with higher levels of exclusion with the</p>

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	<p>approaches are really working to ensure that more students are included.</p> <p>Best practice from Hackney schools on helping pupils affected by the lack of socialisation during Covid-19 and tackling the impacts on their social, emotional and mental wellbeing will be shared.</p> <p>WAMHS forums and universal training will continue to be offered to all schools to share best practice in understanding young people's behaviour.</p> <p>With regard to recommendation 3b, opportunities will be identified for Hackney and other partners to review behaviour policies in primary and secondary schools.</p> <p>The SENCO (Special Educational Needs and Disabilities Coordinator) forum will include training sessions regarding the inclusion of SEND pupils in the school approach to managing behaviour.</p> <p>The 'Exclusion Review' process will be offered to additional</p>		<p>Director of Education. Best practice continues to be shared through Headteacher, Deputy Head and other leaders meetings. Head teachers visited three secondary schools as a group to share best practice.</p> <p>WAMHS action plans include focus on understanding behaviour, working more closely with parents and student voice to promote wellbeing and inclusion.</p> <p>Exclusion reviews have taken place in two schools and will be offered to others in 2023.</p> <p>A specific SENCO forum session focused on SEMH and Behaviour Policies was offered to all schools during 21/22 and will continue to be a theme during 22/23.</p>
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	<p>secondary schools to help them understand best practice in their individual context to reduce exclusions.</p> <p>Guidance for behaviour policies will include links to teaching and learning and personal development.</p> <p>A conference will be held in Spring 2023 to promote inclusivity.</p>		
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 4</u></p> <p>a) It is recommended that Hackney Education Service continue to:</p> <ul style="list-style-type: none"> - Ensure that Schools leaders and Governing Bodies continue to be aware of their equalities duties and that necessary adjustments are put in place for young people with SEND; - Should review the support available to local SENCO's and ensure that 	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>a) - Inclusion and equalities are discussed regularly at the governors forum and governors are informed of their responsibility and ways to support and challenge schools in this work. Hackney Education already offers training which focuses on the</p>	<p>Paul Senior Interim Director of Education</p>	<p>A range of targeted forums, meetings and training activity facilitated, commissioned and delivered by Hackney Education in recent months to support implementation of this recommendation. Examples include targeted activity with a focus on school governors and strengthened information, advice and guidance to education system personnel.</p>

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<p>there is supporting infrastructure linking them to local SEND and CAMHS services;</p> <ul style="list-style-type: none"> - Ensure that there are appropriate systems for reviewing and keeping EHCPs up to date <p>b) It is recommended that additional advice, information and guidance is provided for parents of children with SEND who are seeking alternative or specialist provision for their child.</p>	<p>Hackney Young Black Men Initiative – understanding Cultural Competency, Racial Identity and Unconscious Bias. We will now also offer specific training on Equality Duties, and ensure we make Equality Duties a feature in all training sessions.</p> <ul style="list-style-type: none"> - SENCO Forums are run regularly and include advice and guidance around inclusion. The new SEND operating model will allow for further targeted support on a locality basis which will further signpost, advise and guide SENCOs. - The new operating model will allow for greater transparency, oversight and guidance around reviewing and keeping EHCPs (Educational Health and Care Plans) up to date. - Additional capacity is being created in the 		<p>The SENDIAS (special educational needs and disabilities information and advice service) has increased their capacity and capability for engaging and working with parents and carers in this regard.</p> <p>The EHC Caseworker team has seen a significant increase in capacity in the size of establishment, leading to reduced caseloads per member of the service and a greater capacity to engage with parents and carers and progress EHC plans within the required 20 week timescale.</p>
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	<p>SEND Service to support EHC planning.</p> <p>- Joint work across the Children and Education Directorate to form children and family hubs, alongside a central early help hub, will ensure greater linking between referrals for behaviour which could be an indicator of any one or a combination of mental health issues, learning difficulties or emotional distress.</p> <p>b) - Work is going on to strengthen the SENDIAGS (Hackney SEND Information, Advice & Guidance Service) offer to parents/carers.</p>		
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 5</u></p> <p>It is recommended that Hackney Education Service should support the development of a third party intervention in secondary schools similar to the Re-Engagement Unit which is already established to support primary settings. This intervention could be piloted with a number of participating secondary schools:</p> <ul style="list-style-type: none"> a) To assess the efficacy of this approach in providing coordinated early intervention support to children at risk of exclusion to reduce the risk and incidence of school exclusion; b) To link with Young Hackney and other early help support; c) To assess how such service can be financially viable as either directly commissioned service 	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>The secondary arm of the REU (Re-engagement Unit) support has been in various stages of its pilot since September 2019. There is a universal (although limited) offer in 21/22 and a proposal for significant expansion has been agreed, which will bring the level of support available in line with our primary offer.</p> <p>Efficacy is assessed via our quality assurance cycle, and this informs our service development and ongoing learning.</p> <p>Established links with Young Hackney, WAMHS and other early help support are being strengthened within the secondary landscape through joint working, shared support plans and regular multi agency TACs (Teams Around the Child): this is also part of the REU approach.</p>	<p>Katherine Cracknell Acting Head of Wellbeing and Safeguarding in Education</p> <p>Nick Wilson Interim Head of High Needs and School Places</p>	<p>There has been a full expansion of the Re-engagement Unit (REU) completed to the agreed timeline - the service became universally available to all schools in Hackney in September 2022. All are now able to access:</p> <ul style="list-style-type: none"> -fast, responsive support for children, families and teachers -worker who work flexibly, in schools and in the family home -multi-disciplinary expertise from a range of professionals including teachers, clinicians and social workers -CAMHS input <p>There is a robust QA process which includes reporting lines to:</p> <ul style="list-style-type: none"> -Council partner agencies -Secondary senior leaders -Primary senior leaders -Parents' groups <p>Agreed KPIs are reported on and feedback from the stakeholders is used to develop and improve service provision.</p> <p>Half yearly and annual impact reports are produced and shared at Reducing Exclusions Board Meeting</p>

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<p>(via the high needs budget) or as a traded service to schools.</p>	<p>Hackney Education has affirmed funding of the extension of the REU by repurposing some of the High Needs Budget.</p>		<p>Strong links are embedded between the REU and the EH Hub, with joint attendance at team meetings on a regular cycle and co-ordinated support provided to families where it is needed.</p> <p>A permanent MASH Education Officer post has been agreed (following a FTC for the previous academic year). This post provides an Education specific link within MASH, feeding into the Early Help Hub and strengthening the consistency and impact of our narrative and advice for schools around key areas such as attendance.</p>
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Recommendation	Response	Hackney Education lead	Progress update
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<p><u>Recommendation 6</u> It is recommended that the Education Service and wider Council places a trauma-based approach at the centre of its approach to tackling school exclusions. As part of this approach, it is suggested that:</p> <ul style="list-style-type: none"> a) School leaders, teaching staff and Governors are provided with training to further understand adverse childhood experiences and vulnerability to develop and support trauma informed practice. b) School leaders (including those within alternative provision) should be encouraged to share learning in supporting vulnerable young people to help develop and extend good practice in a trauma informed approach. 	<p>Hackney Education agrees with this recommendation in full: this approach is underway.</p> <p>With regards to recommendation 6a, a one day conference was provided for 200 schools and settings' staff on Trauma Informed practice in February 2019.</p> <p>40 members of Hackney Education staff have been trained in Trauma Informed practice. Training is offered to schools free of charge and in a format that suits them. A total of 27 sessions have taken place so far. This work is ongoing and schools continue to be encouraged to take up this offer.</p> <p>All schools were offered whole school training provided by Kate Cairns Associates, and 6 schools have taken up this offer.</p> <p>A one hour webinar was commissioned and provided to all schools in relation to Trauma and the pandemic in the summer of 2020 and supported discussions were provided on request.</p>	<p>Nick Corker Headteacher of the Virtual School</p>	<p>45 Schools have now been trained in Attachment and Trauma. The schools new to the WAMHS project will be targeted to receive this training in the coming year.</p> <p>All but one school have now joined the WAMHS programme.</p> <p>We continue to support and encourage a Whole School Approach to wellbeing and mental health, developing all staff members' capacity to recognise the signs of distress and to know how to act in this capacity.</p> <p>To further support schools in developing a graduated response to identifying, assessing and meeting the needs of pupils, the Team Around the School model was formally launched this term. This is supported by termly Multi-Agency Planning meetings where external professionals and school staff meet together to share information and agree plans for children causing concern in the school. The Childhood, Adversity, Trauma and Resilience Programme (ChATR) has been</p>
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	<p>The Childhood Adversity, Trauma and Resilience Programme (CHATR) works in the City of London and Hackney to reduce the risk and impact of childhood adversity and trauma, and give children the best possible opportunity for a healthy future. Training for professionals has been developed and a portal of resources is available to all. Training for perinatal staff has been delivered and this work led to the piloting of trauma-informed approaches to Child Protection Conferences to enable professionals to understand how parents' past trauma might impact their current behaviour, and how best to support them to break the cycle of trauma by supporting their children to build resilience.</p> <p>The 76 schools in the borough are part of the WAMHS programme and have access to clinicians and training around attachment-aware practice.</p> <p>Governors are offered training on Wellbeing and how governors ensure the development of emotional, mental health and</p>		<p>dormant over the pandemic period but is now re-launching with a renewed focus. The target audience for this workforce development is health and local authority. Attachment Aware Hackney is working closely with the ChATR team to ensure alignment.</p> <p>Hackney Education continues to offer two sessions a year of training to School Governors on Wellbeing and how governors ensure the development of emotional, mental health and wellbeing of children. However, this has historically experienced a poor take-up and the last session was cancelled for this reason.</p> <p>Through all of this work Hackney Education are supporting school staff to develop their ability to recognise needs together with their knowledge and understanding of different ways to meet these identified needs.</p>
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	<p>wellbeing of children. We recognise the need to bring a greater focus to governors' understanding of adverse childhood experiences and vulnerability.</p> <p>Guidance was sent out in Autumn 2019 to all schools to support them to review their behaviour policies with an Attachment and Trauma lens.</p> <p>Going forward, Hackney Education will re-run Attachment and Trauma training; we will focus SIPs, advisers and consultants onto monitoring how settings and schools are using this provision.</p> <p>With regards to recommendation 6b, best practice in attachment and trauma will be shared via networks and symposia.</p>		
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 7</u> It is recommended that Hackney Education Service, with City & Hackney Safeguarding partners, ensure that there are robust systems in place to coordinate effective support and risk mitigation for all pupils at the point of permanent exclusion and/ or at the point of repeat fixed term exclusion. This should include:</p> <ul style="list-style-type: none"> a) That specific guidance and information for local schools is developed to help them assess safeguarding risks within school exclusion decisions; b) That schools are encouraged to undertake an independent multidisciplinary safeguarding assessment prior to any final decision to permanently exclude a child; c) That training is developed and implemented for school governors and other school leaders about the safeguarding 	<p>Hackney Education agrees with this recommendation: this approach is being developed and shaped.</p> <p>Hackney Education will produce local supplementary guidance for schools, utilising the tools and processes developed through Hackney's Contextual Safeguarding programme, to assist them in assessing extra familial safeguarding risks in relation to exclusion from school.</p> <p>Alongside this a protocol will be developed that will</p> <ol style="list-style-type: none"> 1. encourage schools to draw upon wider professional expertise prior to making a decision to exclude a pupil permanently; and 2. Improve information sharing and understanding of risk around permanently excluded pupils. <p>The purpose of this protocol will be to support head teachers in</p>	<p>Katherine Cracknell Acting Head of Wellbeing and Safeguarding in Education</p>	<p>Local supplementary guidance has been drafted around:</p> <p>Suspension and Exclusion Protocol - this document outlines early identification of children at risk of permanent exclusion and appropriate intervention processes. It describes options at every stage of support for the child, and also signposts headteachers to appropriate Hackney Education officers to support their decision making.</p> <p>Suspension and Exclusion Notifications - this document describes the process of information sharing that will underpin the best support being made available to each child and their family at the point of exclusion</p> <p>This will be finalised, approved and shared in the spring term.</p> <p>A process has been embedded whereby when an exclusion is undertaken, Hackney Education Exclusions Team will notify appropriate partners (including</p>

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<p>risks and implications of permanent exclusion from school;</p> <p>d) That City & Hackney Safeguarding Children Partnership (or appropriate subgroup) is notified of any permanent school exclusion 'in real time' to enable a full safeguarding assessment of the child/young person, and the ability of parents to effectively safeguard that young person at home;</p> <p>e) That systems are developed to support effective and timely sharing of safeguarding and other welfare information for excluded children moving from school to alternative provision;</p> <p>f) That all alternative provision at which young people are in attendance (both internal and external to the borough) is routinely included in safeguarding information distributed by Hackney Education Service,</p>	<p>their decision making. It will allow them to consider alternatives and ensure that all safeguarding factors are taken into account prior to it being made. Should a child go on to be permanently excluded, the improved systems for sharing information will assist any new education setting in managing risk.</p> <p>This will form part of the work of the new expanded REU offer and the work of Young Hackney in reducing exclusions.</p> <p>A programme of events will be developed for leaders and governors to support the guidance and protocol, which will be rolled out alongside these.</p> <p>As part of the protocol, CHSCP (City of London & Hackney Safeguarding Children Partnership) and MASH (Families Services Multi Agency Safeguarding Hub) will automatically be notified of all permanent exclusions. Upon receipt of a permanent exclusion notification, EHH (Early Help Hub) will gather information from partners in order to assess the risk. They will consider whether</p>		<p>Children and Families Services, New Regents College, Re-engagement Unit, Youth Justice Team, Virtual School) and share this with the excluding school and the receiving pupil referral unit (New Regents College), drawing together the professional network to enable accurate risk assessment and planning to take place.</p>
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<p>CHSCP, Gangs Unit or other relevant bodies;</p> <p>g) At point of exclusion Children and Families Service are notified for Children in Need or other Family Support.</p>	<p>the significant harm threshold has been met and whether a Children & Families Assessment is triggered as a consequence of the permanent exclusion. If the pupil already has a social worker, details of the permanent exclusion will be shared with the social worker so they can review the child's plan.</p> <p>Hackney Education will work with the CHSCP, Police and IGU (Integrated Gangs Unit) to ensure alternative provision settings are included in any safeguarding information that is disseminated.</p>		
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 8</u></p> <p>It is recommended that Hackney Education Service, Children and Families Service and Young Hackney and other welfare support services should improve information sharing and coordination to help identify and support children at risk of exclusion and to create and</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>The expanded universal REU will have a remit to work across all primary and secondary schools, thus providing equitable access to early help support services for those vulnerable to exclusion.</p>	<p>Katherine Cracknell Acting Head of Wellbeing and Safeguarding in Education</p>	<p>The expanded REU was successfully launched in September 2022, and is accessible to all Hackney primary, secondary and special schools. There is no cap on this resource to individual schools, which ensure equitable access to early help support services for those vulnerable to exclusions.</p>

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<p>deliver effective preventative interventions. Partners should work collaboratively to identify those risk factors which place local young people at risk of exclusion and target preventative services accordingly.</p>	<p>The REU will look to work collaboratively with Young Hackney and other elements of Hackney's early help provision to ensure young people and their parents/carers can access support. Referrals for support from the REU will be made via the Early Help hub, thus allowing needs to be considered in the whole.</p> <p>The Early Help Review will enact changes to existing early help practice. This will include the implementation of one form and pathway that can be used by a professional working with a family to request support from the Council, with all requests going to the Early Help hub established within the MASH.</p> <p>Requests for early help services will be screened by this hub and a decision will be made on the right level of support (according to the Hackney Wellbeing Framework) and the right service to help a child and family. This process will often include early help workers talking to referrers and families about the request.</p>		<p>The REU works collaboratively with Young Hackney, undertaking joint planning on an individual child level, whole school and multi school level.</p> <p>The Early Help Hub screens requests for early help, with the capacity to signpost to the REU and there is a single online form available to make referrals to Early Help Hub. There are strong lines of communication between the REU and the EH Hub to ensure a joined up and responsive package of support for local families.</p> <p>The REU continues to take referrals directly from schools.</p> <p>Suspension and Exclusion Protocol guidance has been drafted. This document outlines early identification of children at risk of permanent exclusion and appropriate intervention processes. It describes options at every stage of support for the child, and also signposts headteachers to appropriate Hackney Education officers to support their decision making. This will go for sign off at SLT</p>
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	<p>The single online form will be used to request support from:</p> <ul style="list-style-type: none">● Safeguarding Services● SEND Services, with reference to the Graduated Response for SEND● Targeted Youth Support● Family Support for younger children● Family Support for older children● Education early help services <p>Additionally, a telephone 'Consultation line' has been established for professionals or members of the public who are worried about a child, or are unsure about what support a child and family needs, or whether you should make a request for support.</p> <p>As part of this, a response to pupils at risk of PEX (permanent exclusion) protocol will be developed to ensure information is shared and actions coordinated for those at risk of permanent exclusion.</p>		<p>and be circulated in the Spring term.</p>
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 9</u></p> <p>1) Hackney Education Service should ensure that:</p> <p>i) There is adequate infrastructure in place to enable educational settings to meet, collaborate and share good practice to support young people across the local education system.</p> <p>ii) In particular, HES should consider how best alternative provision can engage and be involved in local systems to ensure that their expertise and learning is shared more widely.</p> <p>iii) There is effective communication across local education systems to ensure that the transfer of pupil information in supporting excluded children moving to AP.</p> <p>iv) The engagement and involvement of alternative provision is supported locally, given their relative size and operational capacity.</p>	<p>Hackney Education agrees with this recommendation in full: this approach is being developed.</p> <p>Hackney Education runs regular half-termly forums for secondary school leaders on behaviour. This is chaired by a Headteacher and provides a means of exchanging best practice, collaborating and shaping approaches across the system to reduce exclusions.</p> <p>A pupil panel, chaired by the Lead for Wellbeing and Safeguarding, meets regularly to coordinate and disseminate information regarding excluded pupils.</p> <p>Hackney Education has clarified its vision for the NRC (New Regent's College) and the role and functions, under newly appointed leadership, it is expected to undertake. There will be a refreshed SLA (Service Level Agreement) between NRC and Hackney Education.</p> <p>With regard to part 2, Hackney</p>	<p>Anton Francic Principal Secondary Adviser, School Performance & Improvement</p>	<p>Hackney Education is a member of a five borough partnership that quality assures alternative provision. Coordinators from different London areas meet each term to oversee this process, share findings from their visits to alternative provisions and agree on recommendations.</p> <p>Hackney local authorities are, at present, the only borough that provides direct representation from school performance and improvement into this process. For the four other partners, coordinators are either senior managers in pupil referral units or in Council services.</p> <p>Key progress</p> <p>(1) An officer from the secondary team has been assigned to providing systems leadership on quality assurance of alternative provisions.</p> <p>(2) Agreement has been reached to revise the process making it more streamlined and better</p>

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<p>2) It is also recommended that Hackney Schools Group Board should actively engage and involve alternative provision to further bring these settings into the wider family of schools.</p> <p>3) Hackney Education Service should consider how it can improve links between individual alternative providers and other local schools and share best practice from both schools and AP in supporting children at risk of exclusion.</p>	<p>Education will extend the role of a school improvement officer from the secondary team, to provide systems leadership for quality assurance and communication.</p> <p>A key function of this post will be to run a termly network meeting for Alternative Provisions. This will be developed with NRC under the existing quality assurance framework. This will ensure that their expertise and learning is shared with mainstream settings and with secondary headteachers, enabling this to be seen as integral to local provision.</p> <p>The adjustment in roles will require funding. We estimate this to equate to a resource equivalent of one day/week.</p> <p>The 14-19 team maintains a directory showing local providers of alternative pathways for 14-19 year olds. This is updated annually and will be extended to include Alternative Provisions outside of Hackney. The directory will be a key tool for the above post.</p>		<p>focused on safeguarding, outcomes, health and care and quality of provision.</p> <p>(3) A schedule of visits is in place delivered by staff from NRC. Over next year, this will be moved onto a shared arrangement involving school performance and improvement and, where appropriate, other Hackney Education staff, such as SEND.</p> <p>(4) The assigned officer will attend termly meetings of the partnership coordinators. One session has already been attended.</p> <p>(5) Alongside the above, as part of our 14-19 development work, alternative provisions are invited to attend local authority run network meetings. Two have taken place and two alternative provisions have attended.</p> <p>(6) The two team members regularly exchange intelligence. Feedback is shared with the Reducing Exclusion Group and with secondary headteachers.</p>
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	<p>We will propose a revised process for quality assuring alternative provisions that includes settings commissioned independently of NRC. The renewed system will be designed to facilitate identification of strong provision and the transfer of information in supporting children moving from mainstream education. This process will be jointly implemented by school performance and improvement, wellbeing and attendance, SEND and NRC.</p> <p>The 14-19 team maintains a directory showing local providers of alternative pathways for 14-19 year olds. This is updated annually.</p> <p>With regard to part 3, a new annual schedule of meetings/sessions for AP (Alternative Provision) leaders will be set up and led by a Hackney Education officer with NRC. This will require resources equivalent to a day a week.</p>		<p>(7) SEND, School performance and improvement and Wellbeing and Education Safeguarding undertake termly risk meetings. This has enhanced communication across the system regarding the transfer of pupil information in supporting excluded children moving to AP, usually overseen by a fair access panel.</p> <p>Development has encountered a number of challenges: the designated NRC Headteacher not taking up post; not receiving additional resourcing; and changes in senior and systems leadership.</p> <p>Our planned next actions</p> <p>(1) Consolidate the network meetings to create an established forum for AP and other leaders to share practice.</p> <p>(2) The allocated school improvement officer has begun working with NRC and the other borough coordinators on developing</p>
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			<p>an updated framework for quality assuring alternative provisions.</p> <ul style="list-style-type: none">(3) A new AP visit model will be piloted during Spring & Summer terms 2023.(4) Feedback will be provided to the Reducing Exclusions Group(5) During this transitional period, the current QMET process will continue with NRC alongside Camden, Waltham Forest and Islington local authorities. <p>A database has been created that brings together quality assurance judgements. Work is underway to incorporate the annual directory of local providers of alternative pathways for 14-19 year olds, into this database, which will be shared across Hackney Education and with key partners, particularly NRC.</p>
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 10</u></p> <p>1) It is recommended that Hackney Education Service review local commissioning strategy of AP to ensure that there is sufficient provision (capacity, quality, and diversity) to meet the needs of young people not in mainstream education. This role should be developed alongside:</p> <ul style="list-style-type: none"> - The local SEND team who share similar strategic objectives to develop local service options for AP; - Other local authorities who share commissioning need for AP in the sub-region. <p>2) To help maintain the stability and sustainability of the local AP sector, it is recommended that Hackney Education Service should explore how additional business support can be made available to local alternative providers to assist</p>	<p>Hackney Education agrees with this recommendation in general although the second part needs exploring further in terms of responsibilities.</p> <p>With regard to part 1, the commissioning strategy has been reviewed by Hackney Education and will be reviewed annually, in liaison with NRC and neighbouring boroughs.</p> <p>The directory of AP is regularly monitored/reviewed to ensure capacity and assess match to need.</p> <p>We will develop a clear process to receive input from, and reporting to, Secondary Schools on AP and the providers' capacity, quality and diversity.</p> <p>Any changes to commissioned providers will be reflected in the Alternative Pathways Directory.</p> <p>With regard to part 2, Hackney Education is not able to provide business support directly to small, independent AP settings.</p>	<p>Anton Francic Principal Secondary Adviser, School Performance & Improvement</p>	<p>Hackney Education Commissioning Intentions for excluded pupils and pupils with SEMH difficulties will be piloted with NRC, which is part of the Sufficiency and Estate Strategy and aligned to the SEND green paper. The Department for Education will respond to the Green paper in the new year.</p>

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<p>with business modelling and financial planning. HES might consider options for utilising the skills and experience of the Business Support Function (used to support Early Years sector) as either a direct or traded service.</p>	<p>However, the local community has access to the Council's Business Portal/Hackney Business Network.</p>		
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 11</u></p> <p>i) It is recommended that Hackney Education Service reviews the Service Level Agreement with New Regents College to ensure that the following standards underpin the sub-Commissioning of Alternative Provision, in which young people are:</p> <ul style="list-style-type: none"> - Provided with education, training and learning support in a therapeutic environment which seeks to recognise and address learning needs and maximise their opportunities; - Have access to a varied and accessible curriculum; 	<p>Hackney Education agrees with this recommendation in full: this approach is being developed.</p> <p>Young people may be placed at APs via NRC or directly from schools.</p> <p>The role indicated above in Recommendation 9 will be a key leader, who alongside the Head of High Needs and School Places, will set standards for APs used by NRC and Hackney schools.</p> <p>Both the Hackney Education officer and the Head of NRC will work with APs. A protocol for this work will be developed by December 2022.</p>	<p>Anton Francic Principal Secondary Adviser, School Performance & Improvement</p>	<p>Hackney Education commissions places at NRC who oversee the arrangements for excluded pupils.</p> <p>Key progress - see recommendations 9 and 13</p> <p>(1) A revised Service Level Agreement (SLA) based on a shared vision for NRC, in line with our SEND Strategy 2022-25 and its underpinning six principles has been developed.</p> <p>(2) Structure and operational capacity are being strengthened. The first stage of this saw the introduction of multi-professional team meetings; and the second</p>

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<ul style="list-style-type: none"> - Have access to qualified teachers in all settings and explicitly for the teaching of Maths and English; - Supported in educational settings which are of a high standard, safe and have access to learning resources comparable to young people in mainstream settings; - Given equal access to other educational and statutory health and welfare support services to young people in mainstream settings. <p>ii) It is also recommended that HES should consider whether School Improvement Partners can also work with AP settings to provide quality assurance, including independent challenge, and to agree and support the development of improvement priorities for individual settings.</p>			<p>stage has brought SEND, school performance and improvement and wellbeing together to look at provision and system cohesion</p> <p>(3) A new model for quality assurance, which will be part of the revised SLA, is being piloted in spring/summer 2023 – outcomes, destinations, curriculum.</p>
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 12</u> a) It is recommended that</p>	<p>Hackney Education agrees with this recommendation: this</p>	<p>Anton Francic Principal Secondary Adviser,</p>	<p>Outcomes and destination data is monitored by Hackney Education</p>

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<p>HES review and assess the longer-term destination and outcomes of those young people leaving alternative provision and consider whether additional transitional support is necessary to help AP students adjust to new learning environments.</p>	<p>approach is already well underway.</p> <p>Hackney Education holds data on pupils attending New Regent's College and their commissioned providers, if they are on roll there or dual registered.</p> <p>Hackney Education produces an annual Risk of NEET indicator (RONI) for all Hackney pupils on roll in Hackney mainstream schools in KS3, 4 and 5. This includes published data (e.g school moves) on individual pupils. This could help identify additional factors affecting our defined cohort. This is currently shared with schools (their institution only) and Council officers (all schools). Bespoke versions are created on request e.g. Virtual School.</p> <p>Hackney Education hosts the Alternative Pathways Directory on its website. This is updated annually but the content and format is due to be reviewed as part of Hackney Education changes around AP.</p>	<p>School Performance & Improvement</p>	<p>and NRC. A spreadsheet which tracks the September guarantee is maintained by our 14-19 team and this also indicates risk of not being included in education, employment or training.</p> <p><u>The alternative pathways directory</u> is an annually produced resource used by schools, young people and parents as a guide to identify potential placements. Most programmes are traineeships or apprenticeships, with a strong vocational focus and can be good preparation for further study or apprenticeships at 16.</p> <p>NRC as the main commissioner carries out checks regarding arrangements to support transfer and transition to an alternative provision environment. This process identifies where additional support is required and includes liaison with external partners e.g. Children's Social Care.</p> <p>Schools that commission independently are always advised to make their own checks and visits. Information on</p>
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	<p>All students at NRC are supported via Prospects to find suitable post 16 places. We will review the success of this work to ensure it meets the needs of these pupils.</p> <p>The September Guarantee process is a statutory annual data collection of the Post 16 destinations of Year 11 students. This is carried out in Hackney by Prospects on behalf of the Council. This dataset could be used to identify destinations of previous cohorts to assess trends, and to identify former AP students aged 16-18. Any students aged 16-18 who are identified as Not in Education, Employment or Training (NEET) are tracked and supported by Prospects into EET destinations in partnership with Young Hackney and youth support partners.</p> <p>However, as we only have a duty to track 16-17 year olds (25 for those with SEND) under the September Guarantee, we do not have access to any reliable destination data for any young people older than this.</p>		<p>settings is shared. The 14-19 team works closely with Adult, employment and skills service to ensure young people have timely support.</p>
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	<p>Data could, in theory, be shared with local institutions taking AP leavers, to allow them to provide the extra support they might need for a successful transition. However, this may involve additional data sharing arrangements and young people do have the right to opt out of the process.</p>		
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 13</u></p> <p>It is recommended that Hackney Education Service, in partnership with other agencies, should ensure that there are robust systems in place to plan, coordinate and deliver effective welfare support equally to all children in AP irrespective of its location.</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>AP providers have equal access to MASH and early help. When students are placed at alternative providers they are discussed at a multi-agency panel at which welfare support officers are present.</p> <p>A review will take place during 2022/23 of the welfare and additional support provided to all pupils at AP, with specific</p>	<p>Anton Francic Principal Secondary Adviser, School Performance & Improvement</p>	<ul style="list-style-type: none"> • A SEND/AP strategy, linked to the Sufficiency and Estate Strategy and the SEND Green paper is the focus of a task and finish group beginning in January 2023. • Multi-agency professional planning and joint risk assessment meetings are scheduled which allow issues concerning the coordination of education, health and welfare to be resolved • Agreement has been reached to revise the quality assurance process to make it better focused on

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	recommendations to be set out.		safeguarding, outcomes, health and care and quality of provision.
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 14</u></p> <p>It is recommended that Hackney Education Service should explore what support (either through national or local schemes) can be provided to assist AP settings to develop their physical estate and or amenities.</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed.</p> <p>Many APs are small and bespoke. The renewed quality assurance process could be adapted to include the quality of the physical estate and its amenities. This process can highlight strengths and areas for improvement, including security. Advice on access to capital funds will be provided.</p>	<p>Anton Francic Principal Secondary Adviser, School Performance & Improvement</p>	<p>Nothing substantive to add to the earlier development. The revised framework will comment on the physicality of the learning environment.</p>

Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 15</u></p> <p>It is recommended that Hackney Education Service should lead on recognising and sharing best practice in the Alternative Provision sector among other education providers:</p>	<p>Hackney Education agrees with the steer in this recommendation and will take forward developments linked to this.</p> <p>This is covered in the response to recommendation 9.</p> <p>Hackney Education will extend</p>	<p>Anton Francic Principal Secondary Adviser, School Performance & Improvement</p>	<p>Hackney Education will use the quality assurance process, the current inspection evaluation framework and widely accepted benchmarks on best practice to identify strengths in the local provision.</p> <p>Alternative Providers are invited</p>

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<ul style="list-style-type: none"> - Making sure that alternative provision is seen and recognised as an integral part of the local education system and has a valued contribution to education to young people, and that best practice in the sector is highlighted and shared amongst other education providers; - That the attendance, progress and success of young people attending alternative provision is rightly celebrated alongside those young people in mainstream settings; - Facilitate an AP fair each year which provides an opportunity for alternative provision to showcase their education and support offers and to enable young people to make a positive and informed choice when their needs are unlikely to be met in mainstream education. 	<p>the role of a school improvement officer from the secondary team, to provide systems leadership for quality assurance and communication.</p> <p>A key function of this post will be to run a termly network meeting for Alternative Provisions. This will be developed with New Regent's College under the existing quality assurance framework. This will ensure that their expertise and learning is shared with mainstream settings and with secondary headteachers, enabling this to be seen as integral to local provision.</p> <p>The adjustment in roles will require funding. We estimate this to equate to a resource equivalent of one day/week.</p> <p>The cycle of meetings for AP leads set out in response to Recommendation 9 will enable the recognition and sharing of best practice. In addition, Hackney Education will include discussion of AP provision and practice in the regular cycle of meetings with mainstream</p>		<p>to attend local network meetings. The secondary school performance and improvement team produces a directory of best practice, which augments the local system of support. This is expected to include alternative provisions.</p> <p>Regular joint meetings that bring together school performance and improvement, SEND and Wellbeing and Education Safeguarding help embed the concept of alternative provisions being seen and recognised as integral, active parts of the local system.</p> <p>Additional resourcing is required to continue supporting the extended and adjusted roles of officers. Staff will put together a cost analysis to facilitate an alternative provisions showcase event. They have experience of successfully running a Post-16 conference and last term's Choices Event aimed at supporting vulnerable Year 11 and 11 pupils.</p>
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	<p>headteachers.</p> <p>The attendance and progress of young people attending alternative providers will be celebrated by their host institutions. Success will also be celebrated alongside that of other pupils in the summer results period.</p> <p>A discussion will move forward with AP providers about the fair and best ways to reach young people in a timely way about the AP offer.</p>		
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 16</u></p> <p>It is recommended that the Education Service set out details for the further development and implementation of an Anti Racist Action Plan and how local education policies and practice will address local inequalities</p> <p>It is recommended that Hackney Education Service should continue to work with schools,</p>	<p>Hackney Education agrees with this recommendation: this approach, including training, has been in place for some time and further work is planned..</p> <p>Hackney Education has had an Equalities/anti racism plan for some time, informed by wider schools, stakeholders and Hackney Education staff consultation meetings, and continues to be developed.</p>	<p>Paul Senior Interim Director of Education</p>	<p>To ensure there is an integrated strategic approach to this agenda, the actions being progressed by Hackney Education will integrate with that of the work being progressed by the Children’s social care team and have regard to the Council’s overarching programme of work with this focus. This is necessary to minimise the potential for inappropriate system duplications and resource wastage.</p>

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<p>AP and other educational settings to provide:</p> <ul style="list-style-type: none"> - Training on unconscious bias, diversity and inclusion to all staff; - Support the development of improvement plans for local schools which encompass equality and inclusion aims; - Monitor and review school behaviour and policies; - Audit and monitor and cultural representation of the workforce in HES and wider school network; - Promotion and uptake of the Black Curriculum. 	<p>The Children and Education Directorate is developing a joint anti-racist plan which will bring common themes together. This approach also reflects the ambition for greater synergy within the Directorate approach to ensure joined-up work that has the widest impact.</p> <p>HR policy development has begun to focus on the implementation of the workplace retention and recruitment policy, with clear guidelines for schools about how to ensure an inclusive approach.</p> <p>All maintained schools will have the unconscious bias training fully funded for their school staff teams.</p> <p>All settings and schools have access to unconscious bias training and Hackney Education also offers further training to develop cultural competence and inclusive schools. There will be additional work to reach out to APs regarding this.</p> <p>Over 50% of primary schools and</p>		<p>The ongoing work of the Inclusion charter, the recent anti-racism symposiums, guest speakers with regional and national level reputations for excellence in promoting anti-racism best practice are some of the examples of progress recently made. Listening events with young people will continue to take place to secure a deeper understanding of their views on impact and evidence of demonstrable change.</p> <p>It is proposed that rather than a separate Hackney Education plan be developed for the aforementioned reasons, that an integrated children, families and education plan for this focus as part of a corporate Hackney Council plan to ensure necessary synergies are in place is brought forward. This work is already in progress.</p>
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	<p>70% of secondary school staff have received the training and funding will ensure that all schools can access the training.</p> <p>SIP partners visit schools each term and every school has articulated their journey to an inclusive curriculum, the areas of need, and next steps. Schools will also have to identify the impact of unconscious bias training and next steps at a Spring term visit.</p> <p>All Hackney Education teams have received unconscious bias training to ensure we can meet the needs of the community and staff.</p> <p>A large number of staff in Hackney have accessed the Black Contribution curriculum resources and inclusive curriculum training has been delivered in some schools in Hackney.</p> <p>Currently (Jan 2022) 63 schools and settings in Hackney have downloaded the Hackney Diverse curriculum resources (including APs, Special Schools,</p>		
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	<p>Children’s Centres).</p> <p>Planning has begun for part two of initial inclusive training, which will measure impact within schools and ensure it remains on a school/setting agenda, so that they develop deeper understanding and identify ongoing steps in equality and inclusion.</p> <p>Governors Services offer training which focuses on the Hackney Young Black Men Initiative. They will now also offer specific training on Equality Duties, and ensure we make Equality Duties a feature in all training sessions.</p> <p>All schools will be engaged on the issue of inclusions, with the School Improvement process renewing its emphasis on assessing school’s inclusivity and SEND provision when monitoring school performance and conducting visits. A more targeted approach will further develop.</p>		
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Recommendation	Response	Hackney Education lead	Progress update
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<p><u>Recommendation 17</u> It is recommended that Hackney Education Service develop opportunities for the voice of children and young people, particularly in relation to the following:</p> <ul style="list-style-type: none"> - When children and young people have been identified as at risk of exclusion; - When children are going through the exclusion process; - Where children have been excluded from school and in identifying an AP that best suits their needs and aspirations; - In assessing and monitoring the quality of AP. 	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>We will identify existing practice in settings regarding collecting pupil voice and using this feedback to shape school policy. We will develop best practice guidance based on this research so that all schools in Hackney can see how pupil voice can positively impact the school and contribute to more effective policy.</p> <p>Exclusion reviews will be offered to all schools to help leaders understand better the causes and factors that lead to exclusion, and the steps that can be taken to disrupt this trajectory.</p> <p>School improvement partners will focus visits on assessing the effectiveness of mechanisms for facilitating pupil voice.</p> <p>Through governors training and support provided for PDCs (Pupil Disciplinary Committees), we will ensure that school leaders and</p>	<p>Anton Francic Principal Secondary Adviser, School Performance & Improvement</p>	<p>Hackney Education is working with Hackney Young Futures Commission in developing the voice of children and young people and how this can be used to influence decision making and the shaping provision and policy. In summer 2022 legacy champions conducted action research in schools, focusing on school council structures, and reported to Headteachers in autumn 2022 and spring 2023. Schools have been invited to identify opportunities for further work.</p> <p>Hackney Education has piloted the Young Governor initiative which is now implemented in a number of schools. Many of these young governors have remained in post supporting schools with diversification and looking at behaviour and suspensions.</p> <p>As per recommendation 3, SIP 1 visits to secondary schools have included sharing data on exclusion rates and discussion of comparison to national and local figures. Additional meetings have taken place with schools</p>
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	<p>governors understand the legal duties under the Equality Act, the Human Right to fair hearing and the legal requirements of the exclusion process, which all make provision that the voice of the individual should be considered.</p>		<p>with higher levels of exclusion with the Director of Education promoting full use of multi-agency planning and our graduated response.</p> <p>The programme of school improvement partner visits for all schools includes meeting with pupils and students to receive their perspectives and to assess how these voices are being used by schools in decision making and shaping provision.</p> <p>Governor services has provide free-of-charge training in:</p> <ul style="list-style-type: none">● Data analysis - addressing disparity, discrimination and disproportionality.● Adulthoodification;● Young Governorship <p>The collaboration in shaping the Diversity and Inclusion Charter is also leading to key work aimed at strengthening the role of governance in holding school leaders to account. As part of the approach to developing anti-racist practice, the training programme for 2023-25 will include how Governors should</p>
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			monitor the Public Sector Equality Duties.
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Recommendation	Response	Hackney Education lead	Progress update
<p><u>Recommendation 18</u></p> <p>It is recommended that Hackney Education Service should:</p> <p>a) Commission and/or develop access to independent advice, guidance and support for parents who have experienced exclusion (or other school move) which is available to them at the points of critical need;</p> <ul style="list-style-type: none"> - liaising with the school at the point at which a child has been identified as at risk of exclusion; - liaison and advocacy to support parents when the child has been excluded and wishes to appeal or challenge the decision; - finding the right alternative provision for their child. <p>b) That families experiencing permanent school exclusion are sign-posted and offered family support to manage experiences of trauma</p>	<p>Hackney Education agrees with this recommendation: this approach is being developed jointly.</p> <p>It is envisaged that parent representatives will work with schools to support, advise and relay information around exclusion. Some parents have received training from Young Hackney and CORAM.</p> <p>With regard to part a, SENDIAGs (Special Educational Needs and Disabilities Information, Advice and Guidance Service) are a statutory SEND specialist free impartial information and advice service. They can support parent-carers and young people with SEND who are at risk of or are experiencing exclusion.</p> <p>There is a help and advice article on school exclusion on the Local Offer website here. Schools should signpost to this for</p>	<p>Paul Senior Interim Director of Education</p> <p>Debra Robinson Diversity and Inclusion Systems Leader</p>	<p>Families whose children are experiencing school exclusion are sign-posted to relevant support services (including Coram's Children's Legal Centre and Hackney Parent Partnership Service) via a letter from their Hackney school. These services offer expert legal advice around exclusion from school and family support to manage experiences of trauma and family disruption.</p> <p>Families in receipt of targeted family intervention are supported by their early help practitioner and YH, and the new team around schools as part of the graduated response, will identify children at risk of exclusion earlier, and support schools with behaviour strategies, and refer for family support where helpful.</p> <p>The parent engagement post has been filled and is due to take up post in March. The role will further develop work around</p>

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<p>and family disruption.</p> <p>c) Work with local parent groups and other voluntary sector organisations to help develop and maintain peer networks that can engage and support parents and families of children excluded from school.</p>	<p>contact details of helpful services e.g. <i>Just for kids Law</i> - who provide legal advice around exclusions for parents and carers - this could be related to parent-carers prior and at the point of exclusion here.</p> <p>With regard to part b, as we review the Hackney Education and Hackney Council websites, we will ensure information for parents is high profile and easy to access.</p> <p>Over the next year, Hackney Education will create a network led by the System Leader for Parental Engagement. It is envisaged that best practice and strategies will be shared at these forums.</p> <p>An action plan for Parental Engagement has been created and guidance on setting up forums in schools to capture parents' voices is being written.</p> <p>We will ensure that the brochure and guidance for parents, once an exclusion has been given, is accessible. The document, 'My child has been excluded - the</p>		<p>schools identifying and sharing best practice in promoting parent partnership work and increase parental involvement around the curriculum. Further work on developing platforms, within schools, for parents of children with SEND to communicate will also be taken forward.</p> <p>The diversity and inclusion charter for secondary schools action plan is progressing and contributions from various stakeholders, including parents, is part of the plan going forward.</p> <p>Once the new System Leader for Parental Engagement is in place, the existing action plan will be reviewed and amended in line with school priorities.</p>
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	<p>process', is on the Hackney Education website and parents are both able to access and navigate the information clearly. Schools could ensure that parents are signposted to this brochure to parents upon an exclusion.</p> <p>With regard to part c, we will ensure that schools are made aware of local voluntary organisations available to support parents and this information is shared at the point of exclusion.</p> <p>The Family Information Service regularly updates the information in its brochure which includes this information.</p>		
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Glossary of terms

AP	Alternative Provision
CAMHS	Child and Adolescent Mental Health Services
Childhood Adversity, Trauma and Resilience Programme	CHATR
CHSCP	City of London & Hackney Safeguarding Children Partnership
EHCPs	Educational Health and Care Plans
EHH	Early Help Hub
IGU	Integrated Gangs Unit
MASH	Families Services Multi Agency Safeguarding Hub
NEETs	Not in Education, Employment or Training
NRC	New Regents' College
PDCs	Pupil Disciplinary Committees
PEX	Permanent exclusion
REU	Re-engagement Unit
RONI	Risk of NEET indicator
SEMH	Social Emotional and Mental Health
SENCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disabilities

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SENDIAGs	Special Educational Needs and Disabilities Information, Advice and Guidance Service
SIPs	School Improvement Partners
SLA	Service Level Agreement
TACs	Teams Around the Child
WAMHS	Wellbeing and Mental Health in Schools