

Education Process for Suspensions, Exclusions and Part Time timetables for Children in Our Care

Suspension	
Day 1	<ul style="list-style-type: none"> School for the child/young person is to notify the Virtual School when they have made a decision to formally suspend a child or young person. A school can suspend for a maximum of 45 days in an academic year. Notification to be sent via email/telephone call/formal letter to the Virtual School, Carer, Fair Access Team, and the allocated Social Worker which should outline the duration of the suspension. For the first 5 days the school should take reasonable steps to provide work, from the 6th day full-time education must be arranged for pupils of compulsory school age (primary and secondary school age), except for Year 11 pupils (final year of secondary school) whose final exams have passed. The Virtual School to forward the formal notification that a child or young person has been suspended to the allocated Social Worker (Virtual School to consider checking protocol). Where possible, on the same day notification is received, a welfare telephone call is to be made by the Social Worker to the parent/foster carer/residential home to ensure appropriate educational work is in place.
Day 2	<ul style="list-style-type: none"> Independent Reviewing Officer and other relevant professionals to be notified by the social worker. Meeting to be held with the school within 1 working day of the notification to include the Virtual School, School, Social Worker and Carer/Home and child/young person (if appropriate) - Microsoft Teams Meeting. Social Worker to chair this meeting (unless there is risk of permanent exclusion).
Day 3	<ul style="list-style-type: none"> Within 5 working days, the social worker to make contact with the child/ young person to explore the reasons for the suspension and seeking their views. Where possible, this should be in person unless there is an explicit reason why this is not possible. On the agreed return to school date, <i>A re-integration meeting to be held with the school to be attended by social worker, carer, and young person. The Virtual School would not normally attend this meeting. If the social worker has cause for concern they should arrange an education meeting with the Virtual School. The Virtual School EP will offer a Post Exclusion Consultation to the school and the school may also make a request for EP involvement via the PEP process.</i> If the period of suspension exceeds five days, alternative education provision is to be sourced by the school.
Day 6 onwards	<ul style="list-style-type: none"> School progress to be reviewed thereafter within 4 weekly/6 weekly / 12 weekly multi agency progress meetings and termly PEP meetings. Educational Psychologist request for involvement to be considered accordingly (if not already involved) in the context of the identified concerns via the PEP process. <p style="color: red;">The Virtual School monitors school attendance and runs weekly reports (these are run for the previous week). Social Workers are notified automatically via email from Welfare Call if a child is absent from school. The report run by Virtual School includes an E-code which sets out those children excluded/suspended, the social worker will receive an email from the Virtual School and copies of any letters received notifying of the E-code.</p>

Permanent Exclusion – led by the Virtual School	
Day 1	<ul style="list-style-type: none"> School for the child/young person to notify the Virtual School, Fair Access Team, and the Social Worker of a decision to permanently exclude a cared for child from school. This should be shared by email/telephone call followed by a formal letter to the Virtual School, Carer, and the allocated Social Worker. The child/young person's views should be captured regarding this decision by the Headteacher. Social Worker to seek these views on notification of the permanent exclusion. The Local Authority via the Fair Access Team automatically refer children to the Pupil Referral Unit upon receipt of notification of an exclusion. On the same day notification is received, the allocated Social Worker should make a telephone call to the parent/foster carer/residential home for a welfare check in on the child's welfare and understanding of the exclusion and reasoning for this. Any notification to the Virtual School will be shared with the allocated Social Worker, Independent Reviewing Officer, and other relevant professionals.
Day 2	<ul style="list-style-type: none"> Virtual School to lead and arrange a meeting with school and relevant professionals to discuss the permanent exclusion. The meeting will take place at a mutually agreed time with the school usually within 5 days of the notification.
Day 3	<ul style="list-style-type: none"> Within 3 working days, the social worker to make contact with the child/ young person to explore the reasons for exclusion and seeking their views. Discussion to be had with the child/young person regarding a referral for an advocate if the child/young person doesn't already have one.
Before Day 5	<ul style="list-style-type: none"> If the child/young person has an Education Health Care Plan (EHCP), an early review of the EHCP is to be arranged by the school and Virtual School SEND Lead should be invited. Social Worker to make a referral for an advocate if supported by the child/young person and if there isn't one already allocated.
Before Day 7	<ul style="list-style-type: none"> If the child/young person doesn't have an Education Health Care Plan (EHCP), a meeting should be held within 7 working days of the exclusion notification. All professionals involved with the child/young person should attend this meeting and the Virtual School Education Manager for Children in our Care (CIOC) or Virtual School Headteacher (VSH) will chair this. Within this meeting, consideration to be given to additional support services including an advocate, Targeted Youth Support/Seeds/Revive with the social worker making any referrals, as necessary.
Before Day 15	<ul style="list-style-type: none"> The governing board consider reinstatement within 15 working days. The Social Worker can make representations in person or in written form to support the young person and to challenge the decision that has been made. The Virtual School will also make representation, this may be done jointly or separately to the social worker depending upon the circumstances. School progress to be reviewed thereafter within <u>4/6/12 weekly multi agency progress</u> meetings and <u>termly PEP meetings</u>. Education Psychologist to be considered accordingly in the context of the identified concerns as part of the PEP process. <p>The Virtual School monitors school attendance and runs weekly reports (these are run for the previous week). Social Workers are notified automatically via email from Welfare Call if a child is absent from school. The report run by Virtual School includes an E-code which sets out those children excluded/suspended, the social worker will receive an email from the Virtual School and copies of any letters received notifying of the E code.</p>

Part – time timetable

- The decision for a child/young person to be put on a part-time timetable is a decision which should be made by the school in consultation with the Virtual School. Where this has not happened and the social worker becomes aware of a p/t timetable, they should notify the Virtual School who will discuss with the school.
- There should be a planned approach for this, and timescales set out for this to be reviewed.
- Part-time timetable provision should be reviewed in multi-agency progress meetings that take place 4/6/12 weekly and within the termly PEP meetings. Virtual School should be in consulted regarding any revisions to this.

Virtual School Staff

Charlotte Hesketh – Virtual School Headteacher	<ul style="list-style-type: none"> • Looked-after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. VSHs have a key role to ensure these children have the maximum opportunity to reach their full educational potential - an important part of why this role was made statutory. • For looked-after children, as part of a local authority's corporate parent role, the VSH needs to be the educational advocate that parents are for others. • For previously looked-after children, the VSH will be a source of advice and information to help their parents to advocate for them as effectively as possible. VSHs are not acting as part of the corporate parent role in these circumstances but are there to promote the educational achievement of these children through the provision of advice and information to relevant parties.
Aldo Staffa – Education Manager for Children in our Care (CIOC)	<ul style="list-style-type: none"> • Specifically supports CIOC facing difficulties in school, complex cases but not those with EHCP, school moves, School Places, Attendance, Suspensions/Exclusions, PEPs
Kelly Dawson – Virtual School SEND Lead	<p><u>The Virtual SEND Lead can support:</u></p> <ul style="list-style-type: none"> • By offering advice / guidance on individual cases. • Support schools with any EHC needs request submissions. • Liaise with schools and social workers on cases of young people identified as having SEN / with EHCP. • Attend EHCP Annual Review meetings. • Attend PEP meetings for CIOC with EHCP's or those with SEND concerns. • Attend CLA reviews / Social Care meetings to ensure educational needs are known and considered as part of any planning. • Support Social Workers with any advices required towards EHC needs requests or for EHCP Annual Reviews.

*Note to staff - Social workers should not make contact with these colleagues directly. Virtual School EP is via PEP process or via VSH in exceptional circumstances. SEMH advisory teacher should be contacted by the school. There is a process in place for this setup by the SEND Support Service.