

DfE Exclusion Trial Evaluation.

April '12- Sept '13.

The national impact of the Exclusion Evaluation has been reviewed and analysed by the use of soft and hard information sent directly to Nfer. In order to evaluate the local impact we asked all the schools involved to complete a detailed feedback. All the Secondary Schools involved in the Trial responded, the request for information was arranged into 5 main areas.

How have the devolved funds been used? What has been the impact of preventative work?

All the schools used the devolved funds to offer a wide range of internal and external initiatives, the focus ranged from

KS2-3 Transition.

KS3 Turnaround projects.

KS4 Alternative Curriculum Programmes.

All schools access external alternative providers, particularly for individual students with complex behavioural and learning needs.

At the time of data collection 28 students across the County were accessing a fulltime external programme; these are delivered by small learning units based away from the school or College provision. The former is felt to be particularly successful for those with very complex needs. The schools monitor these students directly or via the Federation Coordinators. Some part-time External Alternative Providers are used; they generally offer 1 day provision linked to outdoor activities; social skills and those with a focus on behaviour management. This type of activity is linked to internal personalised programmes.

The greatest change has been the opportunity to develop comprehensive in-house programmes, many based around specific centres within the school. At the time of data collection 596 pupils were accessing this type of provision.

Part-time access to support general curriculum.

Accessing work in the centres as an alternative to fixed term exclusion.

KS3 behaviour management programmes.

Nurturing activities.

Practical activities to broaden their curriculum.

Preparation for Post 16 transition.

All schools are able to offer some form of internal support. 10 have developed a comprehensive centre, they have employed specific staff to manage and deliver the programmes.

It is felt that this kind of internal support mechanism is the most cost effective way to use the devolved funding, those already set up expressed a commitment to embed and further develop their centres, others want to open their own centres as individual or groups of schools.

A direct comparison with YPSS figures demonstrates the impact of devolved funding arrangements.

YPSS	2011-2012	70 Permanently Excluded students managed by the Service	50 students offered preventative programmes via the Service
Devolved Funding	2012-2013	28 students in fulltime alternative provision	596 accessing some form of alternative provision

In 2011-2012 pupils would have been supported in school but the devolved funding has enabled the support to be accessed by more students as well as being more effective and focused.

Supporting Evidence of the Impact of Devolved funding

Information collected by the Local Authority.

	'11-'12	'12-'13
Permanent Exclusions	21	2
Days lost due to fixed term exclusions	1755	1440
Students who have received Fixed Term Exclusions	972	765

The Fixed Term Exclusions have fallen further this Academic Year.

Information from schools.

Reduced need to apply Fixed Term Exclusions by using alternatives in school.

Attendance- improved for those accessing internal and external provision.

Destination- Much improved for Yr 11 students accessing personalised programmes; the numbers of NEETS are greatly reduced for this group.

Behaviour- improved; turnaround programmes have a particular impact.

Achievement- **there is** evidence of progress for the students although there is limited access to Level 2 qualifications from External Alternative Providers. The latter point has motivated schools to develop internal programmes.

Use of Alternative Providers Catalogue

Most schools have used alternative providers from the Catalogue, particularly to help with the management of complex cases. There are general concerns about the cost; travelling distances; difficulties accessing appropriate provision for small numbers of students and keeping contact with the provider to monitor regular attendance and progress.

These concerns have been a major incentive to the development of internal programmes, often using some external programmes but in a more controlled manner.

Issues that have arisen so far during the Trial.

Fluctuating numbers requiring off-site provision.

The impact of providing for Out of County Challenging students whose numbers are increasing

Year	Number of Out of County Challenging Students
March to July '11-'12	10
Complete Academic Year. '12-'13	24
Terms 1 and 2 '13-'14	22

Advantages of the Devolved Funding Mechanism used in the Exclusion Trial.

The opportunity to manage the funding within schools.

Chance to be proactive by preplanning and setting up focused programmes.

More students can benefit from personalised programmes.

Greater chance to turnaround younger students early intervention.

Sharing good practice by working within school clusters.