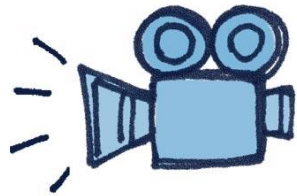


Supporting Education Inclusion



Please mute
mics



Please switch
off
your camera



Use the
'raised hand' to
request to speak



Use 'chat' to
log questions
& comments

Karen Hamer

Service Manager – Education Inclusion

karen.hamer@salford.go.uk

Aims

To support all professionals who work with children and young people to understand the;

- ▶ Importance of children receiving a full-time appropriate education
- ▶ Law relating to school attendance and exclusions
- ▶ Guidance and notification of children missing education (CME)
- ▶ In Year Fair Access process including managed moves
- ▶ Licensing requirements for Child Employment/Performance
- ▶ Notification where parents choose to elective home educate (EHE)
- ▶ Alternative provision process
- ▶ Purpose and referral process to Education on Track

The importance of children receiving a full-time appropriate education

“All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.” (Section 436A of the Education Act 1996)

- ▶ Depriving a child of an education is against the law

Children and young people who are absent from school to any extent are more likely to;

- ▶ Leave school with few or no qualifications
- ▶ Become NEET
- ▶ Suffer mental health difficulties
- ▶ Become homeless
- ▶ Enter the criminal justice system

Educational threshold for 'serious impairment of development'

National research states;

- ▶ Primary children - school attendance 75% or less **halves** the possibility of achieving the expected standard
- ▶ Secondary young people - school attendance 75% or less **five times less** likely to achieve 5 GCSE's including English and Mathematics.
- ▶ Any single case of persistent non-attendance might include elements of one or more of the following factor-categories of causation

Emotionally based

Physical or mental health related

Attitudinal/systemic

School behaviour-related

HANDS OF NEED



Developed by Salford Youth Council
October 2019



‘I deserve quality, accessible education and opportunities to learn from a baby to adulthood.’

Educational Neglect

► Thriving Families (Neglect) Strategy Action Plan 2020-2023

What are we going to improve?	How are we going to make this happen?	How will it be different? What impact will this have for children now and longer term?
1.10 Promotion of children's needs in education	a) Educational and early help services support children, families schools and other professional in relation to positive education engagement and child welfare. Utilising the services of School co-ordinators and Education Inclusion teams; Education welfare Service; (Exclusions, CME and reduced timetables) School admissions; Elective Home Education; Alternative provision b) Briefing workshops completed for all children's services staff on 'Supporting Inclusive Practice in Schools' to raise awareness of educational neglect and process of escalation.	Reduction in educational neglect and cases being referred to Education on Track
3.5 Risk assessment of EHE and children not attending school	a) Support for EHE co-ordinator b) Prevent EHE for the wrong reasons c) Included in Inclusion briefings to all children's services professionals	Fewer parents chose EHE EHE co-ordinator is supported where EHE deemed inappropriate Fewer children EHE and access full-time appropriate education.

Salford Thriving Families and Assessment Tool

- ❑ Depriving a child of an education is against the law, so if a parent fails to send their child to school, or fails to take action to prevent truancy, they could be guilty of educational neglect.
- ❑ Low confidence and academic failure can reinforce negative self-image, lack of aspiration and poorer life chances into adulthood.
- ❑ School massive safety factor
- ❑ Safeguarding – everyone’s responsibility
- ❑ Multi-agency approach to early identification and intervention to prevent escalation
- ❑ Thriving Families Assessment of Need– Section 4
 - Infancy and Pre-school (age 0-4 years)
 - Primary (age 5-11 years)
 - Adolescent (age 12+ years)



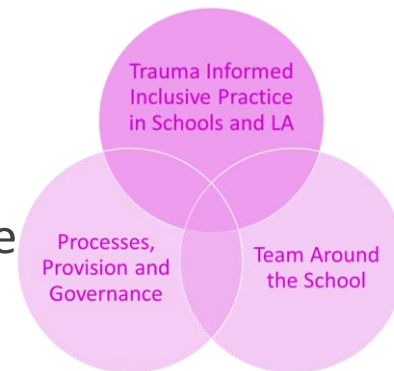
Microsoft Word Document



Adobe Acrobat Document

Inclusion Strategy

- ▶ Strand of Salford's Education Strategy to improve outcomes for children and young people
- ▶ Recognises that supporting attendance and reducing exclusions needs a multi-agency approach.
- ▶ Multi agency development of strategy – embedding and joining together some of the work that is already happening, and identifying what we still need to do
- ▶ Three strands:
 - Team Around the School
 - Trauma Informed Inclusive Practice
 - Processes and provision



Information about the Inclusion Strategy can be found [here](#)

Education Welfare Service (EWS)

Goal is to work with schools, partner professionals, children and their families to improve attendance.

- ▶ EWS is a traded service which the majority of schools sign up to
- ▶ Business Manager, two Co-ordinators, 16 Education Welfare Officers (EWO's) and two Court Liaison Officers.
- ▶ Statutory functions (as by law Education act 1996)
 - Advise and support to all our schools.
 - Issuing warnings and penalty notices for holiday leave in term time and poor attendance (truancy)
- ▶ Traded service
 - Engage and support parents to ensure their children attend school regularly and on time.
 - Home visits, telephone/virtual calls, Attendance Panel Meetings. Fast Track to court process (supportive as oppose to punitive)
 - Support Medical Planning meetings, TAFs, core groups, CP conferences etc.
- ▶ Register Audits are undertaken annually to monitor and compare attendance data.

Advice from ews@salford.gov.uk

Emotionally Based School Avoidance (EBSA pathway)



Multiagency response to children anxious to return to school



Microsoft Word
Document

Single referral point (via EWO or EH school co-ordinator)

Graduated response to meeting need using the Thrive Framework.

Collaboration between the following services will offer support and resources to school staff, parents, children and young people:

- Education Welfare Service
- Early Help Team
- The Educational Psychology Service
- CAMHS (including i-Reach)
- Place2Be and 42nd Street – Mental Health Practitioners

You can find the training webinar link [here](#)

For further information contact EPS@Salford.gov.uk or EWS@salford.gov.uk

Children Missing Education (CME)

Children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

- ▶ What happens if a professional thinks a child is missing education?
- ▶ School Attendance Order

Children Missing Out on Education (CMOOE)

- ▶ Medical (Medical Policy)



Microsoft Word
Document

- ▶ On a school roll but not attending



Microsoft Word
Document

Reduced (Part-time) Timetables

- ▶ LA responsibility to identify and track any student missing full time education



Microsoft Word
17 - 2003 Document

Advice from CME cme@salford.gov.uk

Suspensions/Exclusions

- Exclusion must be lawful, reasonable and fair.
- Must not discriminate against pupils on the basis of protected characteristics, such as disability or race.
- Give consideration to the fair treatment of pupils from groups who are vulnerable to suspension/exclusion.
- It is unlawful to suspend/exclude for a non-disciplinary reason. For example, it would be unlawful to suspend/exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet.
- 'Informal' or 'unofficial' suspensions/exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.
- Day 6 responsibilities/Day 1 for CLA (Children Looked After)
- Reintegration interview following suspension
- Working with schools to support repeat suspensions



Microsoft Word
Document

Advice from school.exclusions@salford.gov.uk

Pupils with Education, Health and Care plans (EHC plans) and children looked after (CLA)

- ▶ Nationally have disproportionately high rates of suspensions/exclusion
- ▶ The head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a child looked after.

SEND/EHCP

Schools should engage proactively with parents and other professionals in supporting the behaviour of pupils with additional needs.

- ▶ Where a school has concerns about the behaviour, or risk of suspension/exclusion, of a child with additional needs or a pupil with SEND, it should consider what additional support or alternative placement may be required. Where a pupil has an EHC plan, schools should request an early annual review or interim/emergency review.

Children Looked After

- ▶ Where a child looked after, or previously CLA, is at risk of either suspension or permanent exclusion, the virtual school and social worker should be informed by the school. All parties work together to consider what additional assessment and support may need to be put in place to address the causes of the child's behaviour and prevent the need for suspension/exclusion.

Advice from virtualschoolteam@salford.gov.uk

In Year Fair Access Protocol

- ▶ Each local authority **must** have a Fair Access Protocol.
- ▶ Normal admission arrangements apply at transition and straight forward in year applications. This protocol applies to children without a school place.
- ▶ It does not apply to Children Looked After or children with an Health and Care plan as they have priority admission.
- ▶ Schools cannot cite over subscription to refuse a place for children in the above categories
- ▶ The In-Year Fair Access (IYFA) Protocol is intended to apply to **unplaced children**, especially the most vulnerable, who fall into one of the following **statutory** categories:

Advice from school.admissions@salford.gov.uk

(School Admissions Code, 2021)

A	PLAN	Children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan of a Child Protection Plan within 12 months at the point of being referred to the Protocol
B	TEMP	Children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol
C	CRIM	Children from the criminal justice system
D	REIN	Children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education
E	SEN	Children with special educational needs, disabilities or medical conditions (but without an Education, Health and Care plan)
F	CAR	Children who are carers
G	HOM	Children who are homeless
H	KIN	Children in formal kinship care arrangements
I	GRTRAS	Children of, or who are, Gypsies, Roma, Travellers, refugees and asylum seekers
J	BEH	Children who have been refused a school place on the grounds of challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of the School Admissions Code (2021)
K	NPS	Children for whom a place has not been sought due to exceptional circumstances
L	OUT	Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstance where a suitable place has been offered to a child and this has not been accepted.
M	PLAC	Previously looked after children for whom the local authority has been unable to promptly secure a school place

Managed Moves

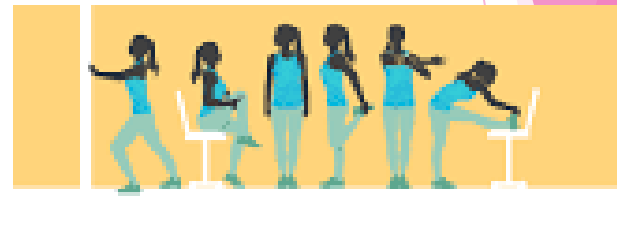
- ▶ Schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil can also transfer to another school as part of a 'managed move'
- ▶ Salford has an agreed protocol and a robust process for quality assuring and tracking all managed moves throughout the city.

Managed Moves should;

- ▶ meet the needs of those young people who are seeking or require a transfer from their current school whose school placement may have broken down and who would benefit from a "fresh start".
- ▶ be presented as a positive strategy and be an early intervention as part of the school's overall behaviour policy.
- ▶ be given full consideration prior to a permanent exclusion for cumulative incidents of misbehaviour.

Advice from school.admissions@salford.gov.uk

Comfort Break



Child Employment

- To raise awareness about children in employment.
- To share information on what is being done locally to ensure children that are employed in Salford are safe.
- To ensure children undertaking part time employment are safe
- To ensure agencies know when and where to make referrals should they be concerned that a child is illegally working

Child Employment Local Authority Responsibility

- ▶ The Licensing Officer is responsible for issuing licences for school aged children who are in any type of employment ensuring the applications are in line with Local and National Legislation and for enforcing the legislation and investigating any breaches or concerns.
- ▶ **Section 21 of the Children and Young Persons' Act 1933 and 1963**
 - ▶ The Children (Performance & Activities) (England) Regulations 2014
 - ▶ The Children (Protection at Work) Regulations 1998
 - ▶ Salford City Council Child Employment bye laws

Child Employment - The Facts!

- It is illegal for a child under the age of 13 to undertake part time work.
- Children must be at least 13 years old to work
- They are only able to work in certain jobs.
- They are Limited to specific times of the day when they can work and the total number of hours they are able to do.
- They must have a Child Employment Licence.
- If a young person does not have a licence or employed in the wrong type of job the employer and parents may be fined/prosecuted.
- Young People need a work permit until the Last Friday in June of Year 11 (Official leaving date for School)

Why do Young People need a License?

- To ensure they are working in a job that is not illegal.
- To ensure they are working at the right time of the day and aren't working too many hours.
- To ensure they are safe at work, risk assessment has been completed and necessary safety equipment provided

What type of work can young people do ?

- ▶ Deliver newspapers or leaflets
- ▶ Work in a shop e.g. stacking shelves
- ▶ Work in a hairdressers
- ▶ Work in an office/on reception
- ▶ Wait on tables in a café/restaurant
- ▶ Work at a riding stables
- ▶ Gardening

What Work Can Young People Not Do ?

- ▶ **Deliver milk**
- ▶ **Collect money door to door**
 - ▶ **Work in a butchers**
- ▶ **Work in a commercial kitchen**
- ▶ **Work in a petrol station/in a garage**
- ▶ **Sell/serve alcohol or cigarettes**
 - ▶ **Collect rubbish**
- ▶ **Work with machinery or chemicals**
- ▶ **Work on fairgrounds/amusement arcades**

Young People must not do any job which may cause them injury or harm!

When Can Young People Work?

Age 13/14 years

School days	No more than 2 hours a day outside school hours
Saturdays	5 hours
Sundays	2 hours
	No more than 12hrs a week (including weekend hours)
School holidays	5 hours a day - maximum of 25 hours in a week

IMPORTANT: It is illegal to work before 7am and after 7pm any day of the week

When Can Young People Work ?

Age 15/16 years

School days	No more than 2 hours a day outside school hours
Saturdays	8 hours
Sundays	2 hours
	No more than 12hrs a week (including weekend hours)
School holidays	8 hours a day - maximum of 35 hours in a week

IMPORTANT: It is illegal to work before 7am and after 7pm any day of the week

What are the benefits of young people working whilst at School?

- ▶ Improves communication Skills
- ▶ Builds Self Confidence
- ▶ Practise good time keeping
- ▶ Gain experience of working part of a team
- ▶ Improves chances of securing employment/college places when you leave full time education

What does the Child Employment Officer do to ensure young people in employment are safeguarded ?

- ▶ Quality assure work permit applications and issue licenses if they meet the criteria
- ▶ Carry out safeguarding checks with employers ensuring they have full Public Liability Insurance, Employer Liability Insurance and they are carrying out necessary risk assessments
- ▶ Ensure young people are provided with protective clothing where necessary
- ▶ Ensure necessary safety training is provided to the young person
- ▶ Ensure the employer is aware of what to do should they be worried about a child
- ▶ Awareness raise with employers about child sexual exploitation
- ▶ Stop children from working if they are not working within the permitted hours/if the employment is illegal or we feel their health education and welfare is being effected
- ▶ Raising awareness – child employment assemblies in education settings including PRU's, secondary school and youth groups
- ▶ Information sharing/presentation to other agencies/professionals
- ▶ Best practise learning from other authorities
- ▶ Take part in the consultation from central government
- ▶ Give advice to parents, young people and school staff
- ▶ Investigate and respond to reports of young people working illegally within Salford
- ▶ Follow the legal route and prosecute when necessary

▶ All of the information about the types of work young people can undertake, the hours they can work and the times of the day can be employed can be found on Salford City Council's Child Employment page.

▶ <http://www.salford.gov.uk/child-employment.htm>

▶ If you become aware of any young people you work with who have a weekend or evening job, or even if you discover they are working during the school day please contact me and I will check if they are licensed and if necessary will investigate.

Safeguarding children in Performing, Modelling and Broadcasting

Children & Young Persons Act 1963

S37 directs that a performance by a child may only take place under the authority of a licence issued by the Local Education Authority – Except in certain circumstances

Children need Performance Licenses when:-

- ▶ They are taking part in theatre productions
- ▶ Modelling / Sporting Activities
- ▶ TV / Film / Radio
- ▶ They are performing in licensed premises
- ▶ They are being paid for taking part
- ▶ They need to be absent from school for rehearsals / performances
- ▶ They have performed for 4 days in the last 6 months
- ▶ The production company/ agency apply for licences and the Local Authority has 21 days to issue it

Licencing Children in Performance/Modelling

- ▶ The Local Authority has a statutory duty issues licences for children from birth to 16 years old to take part in modelling and performances in Great Britain and Ireland
- ▶ If children are performing abroad then the an application has to be sent to the magistrates court – the local authority have no oversight of this .
- ▶ Children no longer need a licence to perform or model after the last Friday in June of them being in year 11 (the legal school leaving date)
- ▶ The producer of the shoot or production is responsible for applying for the licence.

The local Authority is duty bound
to issue a licence for a child to
perform unless it can be proven
that it is detrimental to the
child's Health, Welfare or
Education

What does this mean for school permission

- ▶ Where school is missed as part of the production , the local authority requires permission from the school for the child to take part .
- ▶ In circumstances where a school refuses permission then evidence is required to explain why it is felt that it would be detrimental to the Child's health, welfare or education.

Poor School attendance is not a valid reason for refusal for a child to take part in a performance!

The licencing officer will look at any evidence received and can override the schools decision and issue a performance licence allowing the child to take part in the performance.

School Coding

Where a child is taking part in a long running performance on a feature film, soap or west end production then the child would have to received tuition provided by a registered tutor.

- ▶ In these circumstances the School would code the child as a B (Educated of site)
- ▶ The production are responsible for ensuring the child has at least 15 hours tuition per week that can be aggregated over a period of 4 weeks.
- ▶ Where a child is taking part in one off modelling/performances then tuition is not always required.
- ▶ In these circumstances schools would use the Code C - circumstance code.

**It is routine for schools to
receive a copy of a child's
modelling/performance licence
where school permission is
required**

- All of the information about children taking part in performances and copies of good practise guidance/application forms can be found on Salford City Council's Child Employment page.

<http://www.salford.gov.uk/children-entertainment.htm>

- If you become aware of any amateur performances/pantomimes happening in the local area please contact the Child Employment and Entertainment licensing Officer and they will follow up and ensure the organisation are aware of licensing/safeguarding procedures.

Elective Home Education (EHE)

- ▶ In England, education is compulsory, **but school is not**. Elective home education is when parents opt to remove their child from school in order to take responsibility for their educational provision, which must be "efficient, full-time" and "suitable to his age, ability and aptitude, and to any special educational needs he may have."
- ▶ No funding or teaching support is available to home educating families. It is their responsibility to fund, organise and resource their child's educational provision – including any GCSEs or formal examinations they wish to sit.
- ▶ School should give parents a copy of Salford's Policy and Notes for parents and direct them to the website to support parents in making an informed decision. EHE should not be discussed as an option with the child's parents e.g. to avoid exclusion or prosecution for non-attendance.
- ▶ "A failure to provide suitable education is capable of satisfying the threshold requirement contained in s.31 of the Children Act 1989 that the child is suffering or is likely to suffer significant harm. " (DfE Elective Home Education: Departmental guidance for local authorities. April 2019).

Advice from ElectiveHomeEducationAdmin@salford.gov.uk



Microsoft Word
Document

Alternative Provision

Some young people benefit from receiving some, or all, of their education and support in 'off-site' settings that are delivered away from their school

- ▶ Schools have responsibility for sourcing and commissioning this type of provision for their pupils and remain fully accountable for the outcomes achieved
- ▶ Alternative Education should not simply be viewed as a last resort
- ▶ Alternative Education settings should enable our young people to make rapid personal, social, and educational progress

Alternative Education is increasing across Salford

- ▶ Alternative Education programme is quality assured and has an extremely robust safeguarding evaluation
- ▶ Quality placements are sourced to meet student need
- ▶ All stakeholders including parents, students, schools and providers are included in the process to ensure positive outcomes
- ▶ Attendance, student progress and outcomes are monitored with positive outcomes
- ▶ Our young people make progress and are happy in their placements

Advice from altpro@salford.gov.uk

Education on Track

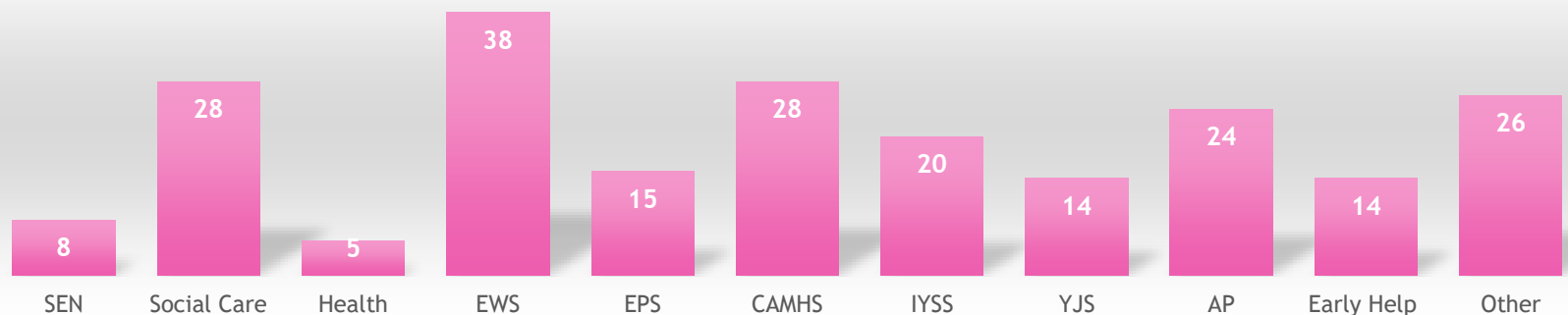
A multi-agency approach to support children, and their families, who are not accessing full time appropriate education provision.

To support Salford's Inclusion and Thriving Families Strategies, Education on Track aims to;

- ▶ Focus on providing a robust overview of the education provision for children who are identified as, or at risk of, educational neglect.
- ▶ Develop a multi-agency approach to ensure that all available resources can be utilised to deliver better educational outcomes for the child.
- ▶ Rigorously challenge practice in schools and other services to children and families.
- ▶ Mobilise local resources quickly where required in order to facilitate improved outcomes for the child and family.
- ▶ Cases managed through joint working across services

Advice from educationontrack@salford.gov.uk

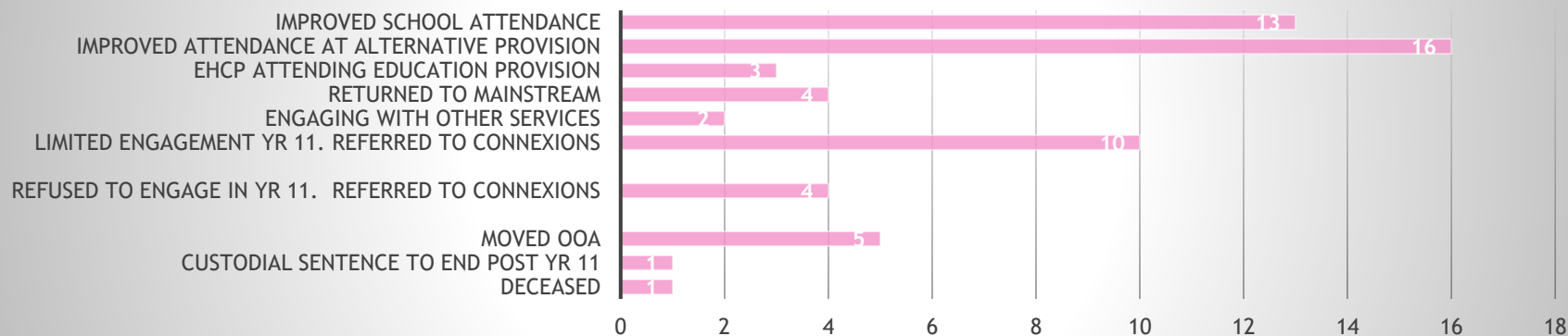
Education on Track - service involvement of closed cases at 31.08.20



* Other category includes; Elective Home Education, SIASS, MFH, VST, Police, SIDAS, CME, GULF, Young carers, SALT, EMTAS, Human Kind, 42nd Street

Barriers to attending an education provision are predominantly due to social care and/or significant mental health concerns. 73% having social care/early help involvement, 49% CAMHS involvement.

Education on Track - Outcomes of closed cases





Questions and
feedback?