CITY OF
WOLVERHAMPTON
C O U N C I L

Inclusion in Education

March 2023

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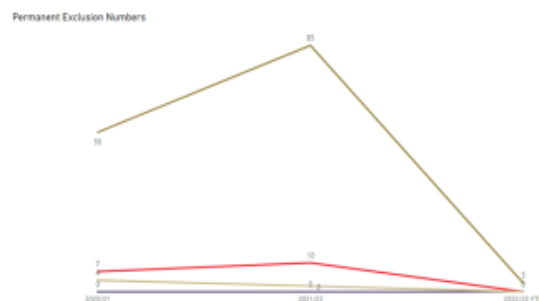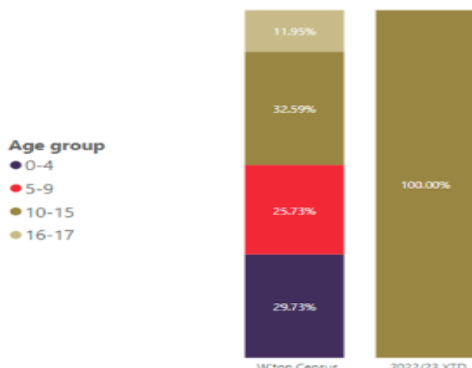## Inclusion in Education (Exclusions, Suspensions and Attendance)

Overview

- Development of EDI Education Dashboards
  - Examples included (Exclusions by age, gender, ethnicity, religion, SEND status):
    - What does this tell us
    - What action are we taking

- Inclusion Summit – October 2022
- Inclusion Framework Development
- Alternative Provision Framework

- Questions

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Development of EDI Education Dashboards - Sample

EDI KPI Measure	EDI Dashboard development is in progress to show how the Cities population represented concerning age, gender, ethnicity , religion and SEND
Performance	• Exclusions & Suspensions • Attendance

Exclusions Age	Starting point 2020 – 2021 Academic Year	2021-22 Academic Year	2022-23 Academic Year	Change (% point)	Census 2011 – population
0-4	0	0	%	+ 0	30%
5-9	10.6%	10.3%	%	- 0	26%
10-15	83.3%	87.6%	%	+ 0	33%
16-17	6.1%	2.1%	%	- 0	12%

What does this tell us?

- The Exclusions rate is reducing in Wolverhampton for 5 – 9 age range
- The highest level of exclusions falls within the age 10-15 age group and has increased
- The dashboard will be able to show year-on-year comparative data

Actions taken to date:
- Initial presentation delivered at the Inclusion Summit during October 2023
- Data accuracy and reporting work has been ongoing to ensure data is as accurately provided by schools and providers
- Data sharing agreement with schools is to be implemented April 2023
- Data can be cross referenced with the National data annually

Next steps:
- Share dashboards for wider review from September 2023

EDI KPI Measure	Permanent Exclusions (all) by gender compared to census 0-17 population with starting point and current snapshot
Performance	Over the last two academic years the proportion of males that are permanently excluded has remained higher than females and significantly higher than the city 0-17 population. Of the 3 excluded in September (22/23 academic year), all were males.

Exclusions Gender	Starting point 2020-21 Academic Year	2021-22 Academic Year	2022 – 2023 Academic Year	Change (% point)	Census 2011 - population
Male	71.2%	75.3%	%	+4.2%	51.3%
Female	28.8%	24.7%	%	-4.1%	48.7%
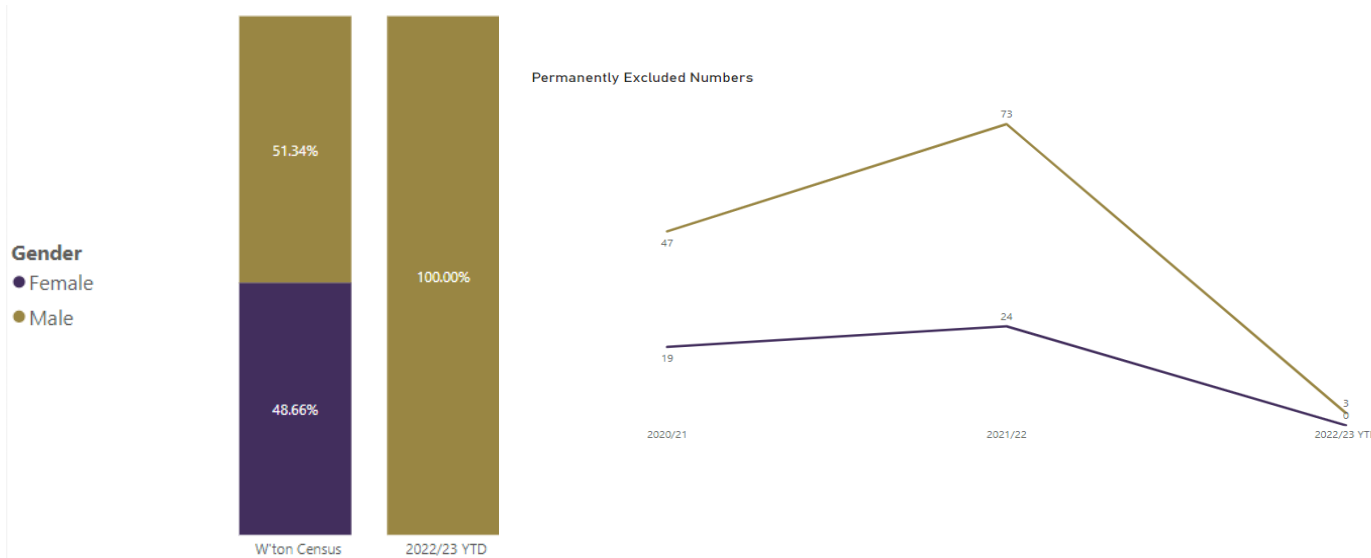
What does this tell us?

- Males are three times more likely to be excluded than females
- The percentages of exclusions by gender is consistent

Actions taken to date:
Secondary Inclusion Framework Workshop held on 3rd Feb 2023, with CEO's and School Leaders to address exclusions, focussing on overrepresented groups with SEND, Ethnic Groups etc
Recruitment of Senior Inclusion Officer (Seconded) who undertakes direct intervention with CYP at risk of being exploited / excluded (predominantly boys)

Next steps:
Follow up Inclusion Framework Workshop to be held on 31st March (6 weekly)
Project Support to be considered to achieve ambitions. This is being explored initially via Youth Futures and Mission 44.

EDI KPI Measure	Permanent Exclusions (all) by Ethnicity group compared to census 0-17 population with starting point and current snapshot
EDI KPI Measure	The highest proportion of permanent exclusions have been of a white ethnic background in 21/22 academic year; the percentage was 42.3% which is below the 0-17 population average of 58.4%. There has been an increase in black and mixed ethnic groups from 20/21 to 2021/22 academic year.

Exclusions Ethnicity	Starting point 2020-21 Academic Year	2021-22 Academic Year	2022 - -2023 Academic Year	Change (% point)	Census 2011 - population
White	51.5	42.3%	%-	--9.2%	58.4%
Asian	6.1%	7.2%	-%	+1.1%	20.6%
Black	15.1%	17.5%	-%	+2.4%	7.7%
Mixed	25.8%	28.8%	-%	+3%	11.3%
Other	0	2.1%	-%	+2.1%	2.1%
Not Known	1.5%	2.1%	-%	+0.6%	0
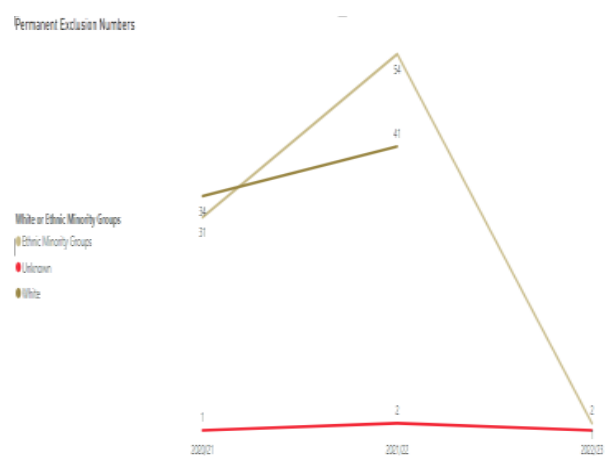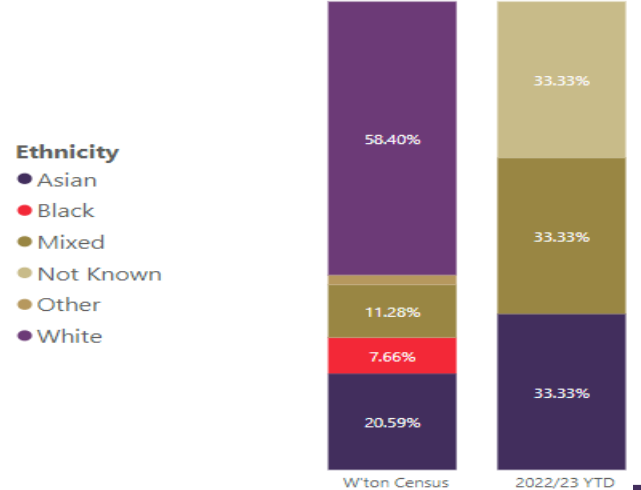
What does this tell us?
- The highest percentage of exclusions were from a white ethnic background although proportionately this figure is below that of general population in this group
- There are a disproportionately high percentage of black students excluded
- The percentage of Asian students excluded is below half of the general population for this ethnic group
- The percentage of students from a mixed ethnic background is very high when compared with the census data for this group

Actions taken to date:
Over-representation of Black and Mixed groups highlighted at the Inclusion Conference and via ConnectED Forum (Oct/Nov 22)
Consultations and scoping of opportunity for grant funding via Mission 44 & Youth Futures Foundations for bespoke projects to support, champion and empower young people from underserved groups to succeed through narrowing opportunity gaps in education, employment and wider society.

Next steps:
Grant funding to be further explored via Inclusion Framework Workshops

EDI KPI Measure	Permanent Exclusions (all) by Religion compared to census 0-15 population
EDI KPI Measure	Over the last two academic years there has been a high proportion of students stating no religion or religion not stated. Where religion has been recorded, Christianity is under-represented compared census 0-15 population.

Exclusions Religion	Starting point 2020-21 Academic Year	2021-22 Academic Year	2022-23 Academic Year	Change (% point)	Census 2011 - population
Christian	42.4%	41.2%	%	-1.2%	44.5%
Buddhist	0	0	%	0%	0.3%
Hindu	0	3.1%	%	+3.1%	3.7%
Jewish	0	0	%	0%	0.0%
Muslim	6.1%	6.2%	%	+0.1%	5.8%
Sikh	1.5%	2.1%	%	+0.6%	10.0%
Other religion	4.6%	9.3%	%	+4.7%	1.0%
No religion	40.9%	34%	%	-6.9%	27.5%
Religion not stated	4.5%	4.1%	%	-0.4%	7.2%

SEN Stage at Exclusion
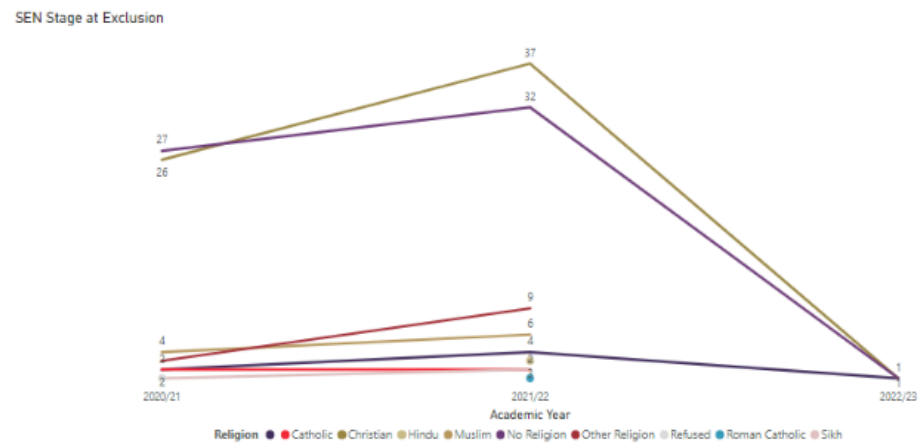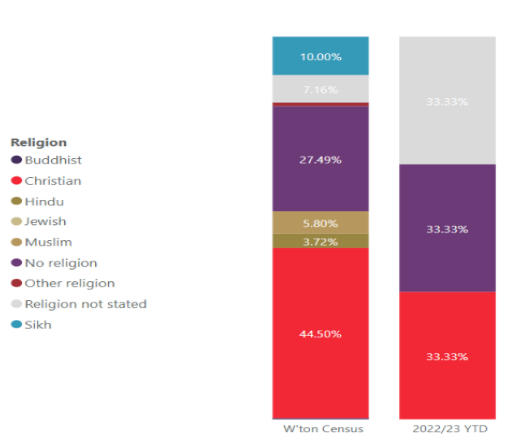
What does this tell us?
- The percentage of students of Sikh religion are rarely excluded
- More excluded students claim to have no religion compared to Census data
- Only a very small percentage of students do not state their religion

Actions taken to date:
Over-representation of religious groups highlighted at the Inclusion Conference and via ConnectED Forum (Oct/Nov 22)
Consultations and scoping of opportunity for grant funding via Mission 44 & Youth Futures Foundations for bespoke projects to support, champion and empower young people from underserved groups to succeed through narrowing opportunity gaps in education, employment and wider society.

Next Steps:
Grant funding to be further explored via Inclusion Framework Workshops

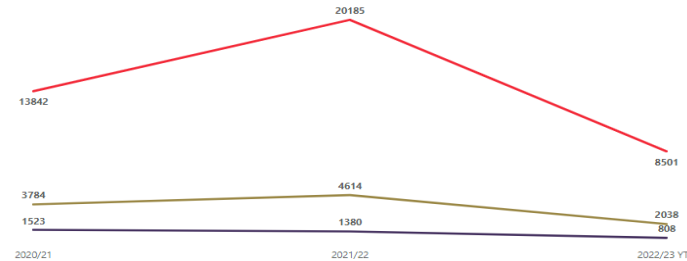| EDI KPI Measure	Attendance Below 95% cohort by SEN compared to school spring census
Performance	At the end of September (21/22 academic year) the attendance below 95% cohort has remained relatively stable at 18%. 3.9% above the spring school census. Those with an EHCP are represented more than the census percentage.

Attendance by SEN	Starting point 2020-21 Annual Year	2021-22 Annual Year	2022 – 2023 Annual Year	Change (% point)	Spring school census 2022
SEN Support (K)	19.8%	17.6%	%	-2.2%	13.7%
EHCP (E)	8%	5.3%	%	-2.7%	.8%
No Support (N)	72.2%	77.1%	%	+4..9%	82.5%
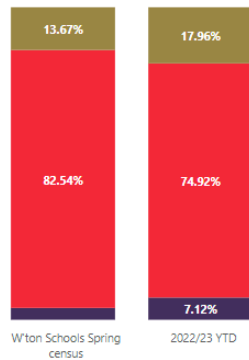
What does this tell us?
- The number of students at SEN support stage is higher than expected compared with national data
- There is a 5 – 10% differential in the numbers of students in Wolverhampton receiving no SEND support than the expected level

Actions taken to date:
Updated Attendance Traded Service offer published to schools for 2022/23, including pre-ofsted audit support and trust packages
Identification of pupils using the vulnerability matrix, arranging and offering support where Attendance team have no involvement.
Launch of EBSNA pathway – training delivered to schools

Next steps:
Attendance Team to RAG rate schools with highest levels of absence and offer and arrange termly meetings with identified red schools, review actions to date and offering advice, guidance and support.

Inclusion Summit

Keynote speakers:

Cllr Sandra Samuels OBE, Mayor
Young People
Jay Blades
Kevin Davis
Cllr Anwen Muston
Suzanne Brooks
Inclusive Solutions
Cllr Chris Burden

Workshops:

- Race & Culture in the Curriculum/Governance
- Total Respect Training (CiC YP)
- Inspiring Change (SEND YP)
- Keys to Inclusion
- Supported Employment
- Dimensions of Inclusoin

The Inclusion Summit's (held in October 2022) key aim was to promote inclusion within education, to influence and inspire schools and providers in the city to ensure that all children's needs are met through their learning experiences.

The Summit offered workshops in a number of areas, including:
- Race and Culture
- LGBTQ+
- Children in Care
- Medical and Health Needs
- Special Educational Needs and Disabilities (SEND)

The event featured an extensive marketplace of relevant organisations/services supporting this agenda.

While the Summit was predominately for school leaders and SENCOs, others working with children and young people also benefited from attending the event, gaining an insight into promoting equality, diversity and inclusion within their organisations.

Over 100 people attended the event and strengthened the appetite for inclusive practice in the city.

Feedback that was received was very positive and further work has developed as a result of the summit.

The ambition is for the summit to become an annual event.

Some of the workshops were led by Children in Care, Care Leavers and Young People with SEND

Inclusion Framework

Framework of Delivery:

Educated in line with peers

Are not disadvantaged

Increased aspiration and want to learn

Maintain contact with mainstream

Retain links locally

Correct support & intervention

Staff training

Specialist resource & interventions

Feeling safe

Recognise the benefits

High quality effective provisions

Knowledge & tools available

Maintain existing placements

Co-produced & shared ownership

Best practice - national & regional

City of Wolverhampton's Inclusion Framework

- Children and Young People gain access to the Right Support in the Right Place at the Right Time:
    - Improving outcomes for children and young people
    - Navigating systems and provision so that it is a positive experience for children and young people
    - Ensuring that investment into the system is delivering value for money

- Enabling access to high-quality education for all children and young people:
    - Redesign the Inclusion, Support and Alternative Provision Panel (ISAPP) and realign the panel to be led by local school leaders
    - Review the alternative provision offer in the city and to identify gaps within the system for our children and young people:
        - Consider the development and support and implementation of internal school based alternative provisions to reduce the risk of young people experiencing suspension or exclusion
        - Consider how to increase the capacity and recruitment of appropriately qualified staff available to work in schools through traded offers or options around deployment of staff from other settings
        - Further develop the Alternative Provision Directory within the city ensuring young people can access a hybrid approach within
    - Further develop the quality assurance process to ensure that schools are involved in the process
    - Explore the opportunity of submitting of grants for Youth Futures and Mission 44 who's vision is to create a fair and inclusive society where all young people are afforded the same opportunities and reach their full potential.
    - To work collaboratively with Wolverhampton schools, the DfE and OFSTED to ensure the framework is effective and enables good outcomes for all children and young people

Alternative Provision Framework

Implementation Date April 2023

Framework of Assessment:

Assessment & Understanding

Engagement and Relationships

Attainment and Progress

Learning Environment

Long Term Opportunities

QA Visits and Monitoring

Directory of Provision

Quality Assurance Framework for Alternative Provision

- Providing clear guidance for alternative provision in the City of Wolverhampton including:
  - Ofsted registered settings, offering full or part time placements
  - Unregistered settings, offering part time placements
  - Online or hybrid alternative provision &
  - Residential therapeutic alternative provision

- Enabling access to high-quality education for all children and young people:
  - Increased confidence in schools of the availability of local authority recognised alternative provision both city central, in the locality, and from neighbouring local authorities;
  - A focus on early intervention, some of which will be on the school's site, to prevent or reduce risk of suspension or exclusion;
  - A strong emphasis on time bounded interventions and specialist therapeutic offers, which present as positive options for young people struggling to engage with a mainstream education;
  - A focus on reintegration and support for young people and their families as they re-engage with mainstream education, training or employment.
  - A reduction in the number of children and young people being permanently excluded from school or suspended or on modified or part-time timetables.
  - Aligns to the thinking of the National SEND Review: Right Support, Right Place, Right Time
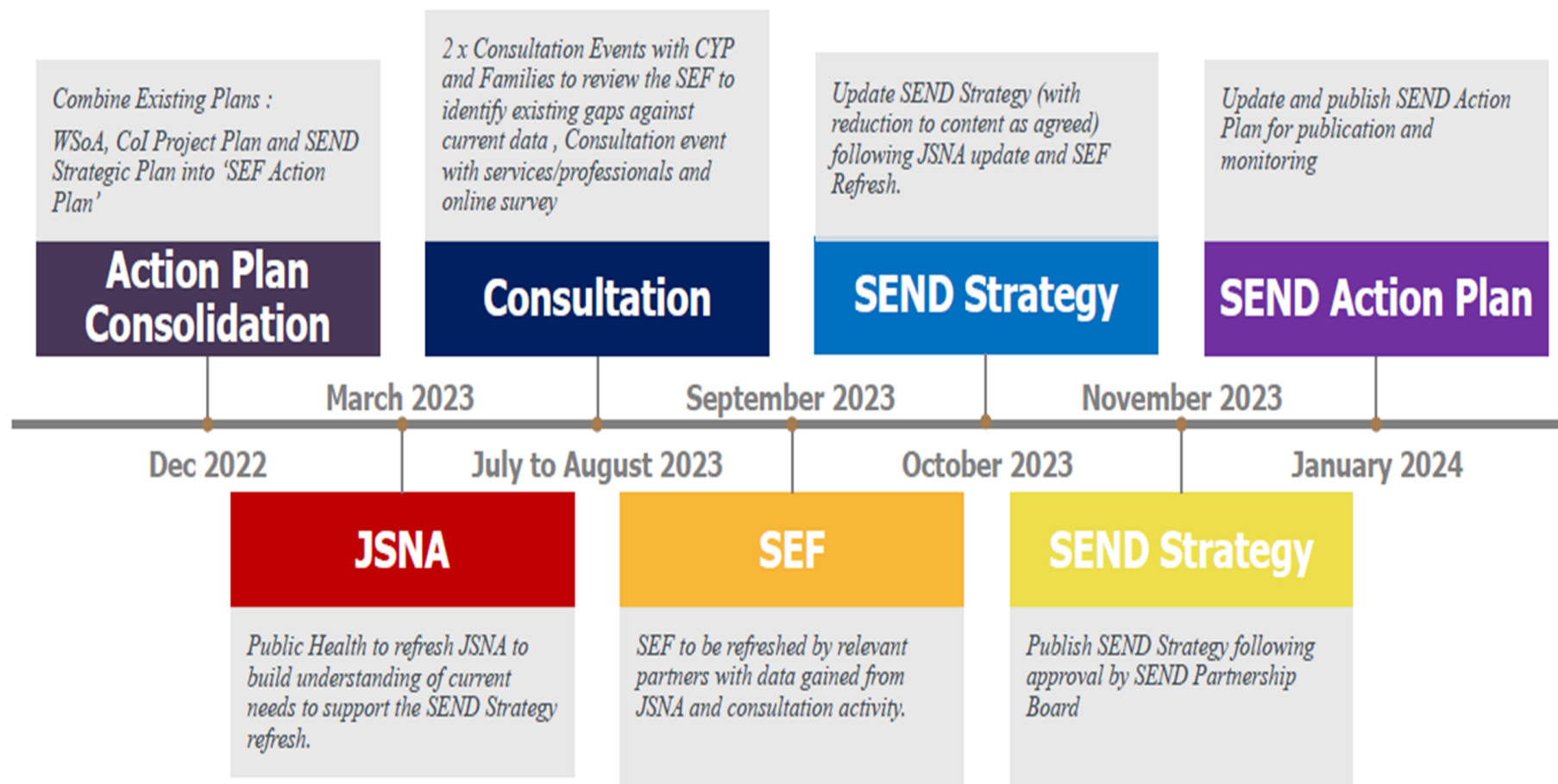
SEND & INCLUSION STRATEGIC REVIEW 2023

The SEND is to being reviewed to incorporate the:

SEND Strategy

SEND Joint Commissioning Strategy

Inclusion Framework

SEND & Alternative Provision Improvement Plan (March 2023)