



## **SEIPS REPORT TO THE COUNTY BOARD DEC 2022**

### **Year 11 Leavers**

#### **66 students were in the Year 11 cohort**

- Outcomes declined compared with last year but this was expected – as students returned to formal exams
- The numbers recorded as NEET increased from 4 in 2021 to 9 in 2022
- Approximately 50% of the students were entered for GCSE English and Maths. Approximately 10% achieved level 4 or better.
- The majority (56%) transferred to FE. This included transfers for students with EHCPs and enhanced support who are continuing in AP placements now on a FE roll.
- HBEP achieved strong Eng and Ma GCSE outcomes, backed by many entries into functional skills Eng and M and a wide range of prevoc courses
- HBEP results impacted by no Science offer at Glenfield
- NCLIP – most students accessing GCSE Eng and Maths quals
- NCLIP – bigger decline in outcomes and under reporting of pre voc quals – arising from challenges of reorganisation
- MSCIP – strong entry for prevoc quals and strongest outcomes in the area
- MSCIP Strongest outcomes and broadest offer; lowest percentage of students with GCSE outcomes
- SLIP -Strongest outcomes and broadest offer; lowest percentage of students with no GCSE outcomes
- SLIP -Use of pre voc non progress 8 quals lower than HBEP and MSCIP
- NWLLIP has not returned the data due to staffing issues

The background document Data Summary County Leavers is available for further scrutiny

#### **Key Question: Are the SEIPs achieving the outcomes they should be collectively and individually?**

### **Exclusions:**

The use of Permanent Exclusion is increasing. There were 32 permanent exclusions recorded by the LA from secondary schools in 21-22. There have been 23 up to the end of November in 22-23. Previous years have been in single figures. (This data is incomplete – the real figure is certainly higher)

The data shows that 19 schools have not used permanent exclusion at all in 21-22 or 22-23. 25 school have recorded permanent exclusions. 12 of those using PEX have excluded 1 student in the period.

2 schools have excluded around 1% of the NOR, 5 have excluded around 0.5% of the NOR.

*Is it safe to conclude that the school you attend is likely to be a significant factor in whether you are excluded?*

Suspensions are increasing too. There were 7982 days lost to suspensions in 21-22. There have been 3084 days lost to suspension upto Dec 7<sup>th</sup> in 2022 – at current rates this equates to 9071 in 22-23.

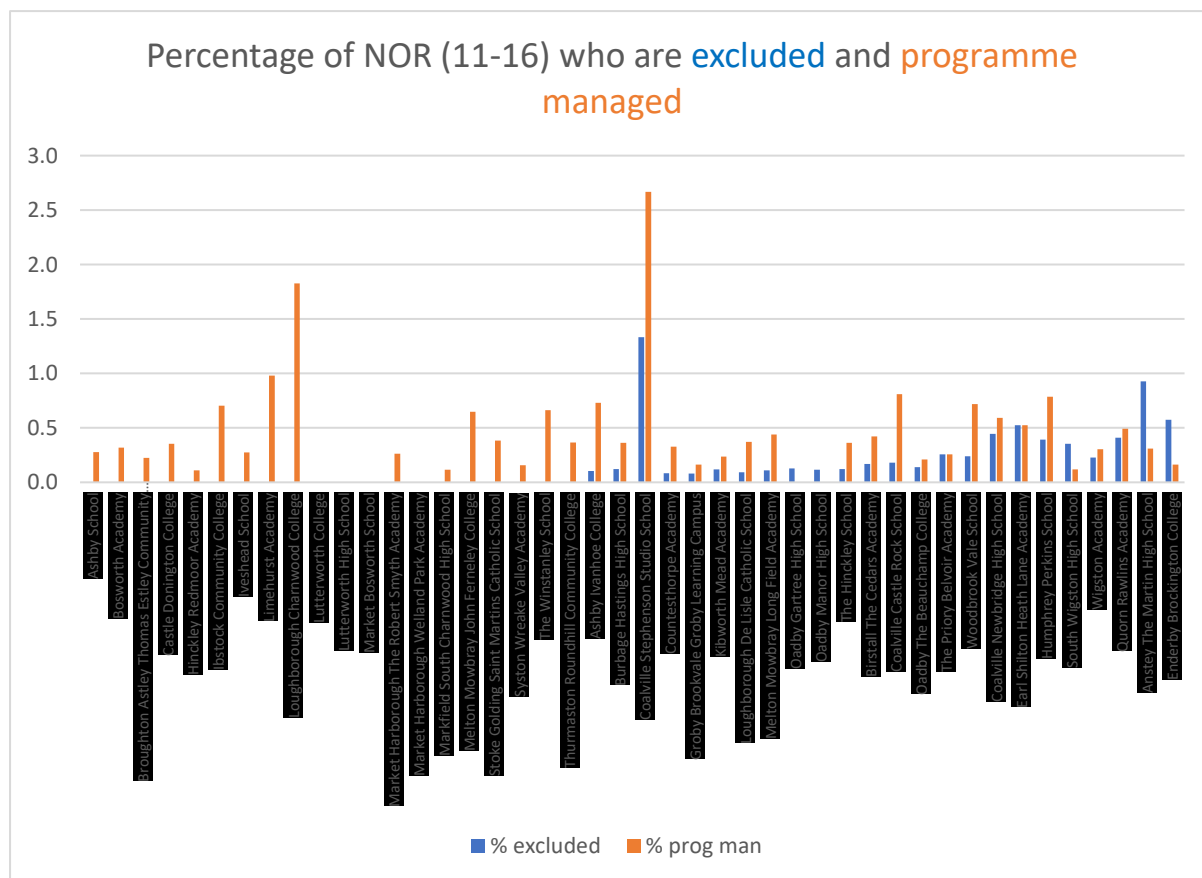
There are at least 15 schools who have a lower rate of exclusion in 22-23 than in 21. (The LA data is incomplete with a few schools with missing data)

Anecdotal evidence suggests that rates are increasing across the country and that the rates of increase are not as steep in Leicestershire as they are in some other authorities.

Chairs report that some schools are no longer responding to their calls to avoid permanent exclusion. More than one school issues Permanent Exclusions and then rescinds once they have secured a place with the SEIP. This:

- Forces a SEIP to accept a referral without scrutiny and consent from Panels
- Subjects the student and family to the trauma of exclusion unnecessarily

Schools’ use of Permanent Exclusion and Programme Management



Factors underlying the rise in Permanent Exclusion:

- Aftermath of Covid
- Impact of Ofsted scrutiny on schools
- Change of leadership in schools and MATS and change in the nature of the discourse about this issue amongst school leaders
- Temporary weaknesses in some SEIPS resulting from changes in leadership
- Concern about delays in securing SEND support

The underlying exclusion data is held by the Local Authority

**Key Question: How significant is this rise in exclusions, what are its impacts on the SEIPS and how can we tackle the rise?**

**Data from the Register**

Number of students full time Programme Managed with the SEIPS Dec 2022

<b>KS3</b>	<b>HBEP</b>	<b>LNCIP</b>	<b>MSCIP</b>	<b>SL</b>	<b>NW</b>	<b>Total</b>
Total Dec 2019	10	8	15.32	8	3.76	45.08
Total Dec 2020	6.6	5	6.5	4	8.6	30.7
Total Dec 2021	1	4	0	1	6.12	12.12
<b>Total Dec 22</b>	<b>8.4</b>	<b>11</b>	<b>8.4</b>	<b>5</b>	<b>13.12</b>	<b>45.92</b>
<b>KS4</b>						
Total Dec 2019	11.18	22	6	23	5.6	67.78
Total Dec 2020	13	26	19.6	24	9.6	92.2
Total Dec 2021	9.4	18	14.4	26	9.76	77.56
<b>Total Dec 2022</b>	<b>13.52</b>	<b>31</b>	<b>12.4</b>	<b>17</b>	<b>13.2</b>	<b>87.12</b>
<b>KS4</b>						
<b>Total June 2022</b>	<b>16.52</b>	<b>27</b>	<b>22.4</b>	<b>33</b>	<b>9.2</b>	<b>118.12</b>

- Increase in KS3 numbers. There are 19 Year 7's and 8's in this group
- KS4 numbers less alarming but we must expect them to rise further
- The large increase in Permanent Exclusions we have seen from secondary schools might have suggested a greater increase in these figures, nevertheless numbers are high especially in NWLLIP and LNSCIP
- MSCIP figures are lower than in the past and are now not directly comparable with the other four. This is as a result of the short term twelve week KS3 provision which results in a "turnover" of students entering and leaving the Partnership Provision

**Numbers of referrals to Inclusion Forums**

These numbers are recorded up to Nov 11<sup>th</sup> 2022. NWLLIP had no admin assistance during this time so no data has been recorded. LNCIP recording processes are currently being revised.

**Inclusion Forums**

	<b>HBEP</b>	<b>LNCIP</b>	<b>MSCIP</b>	<b>SLIP</b>	<b>NWLLIP</b>	<b>County</b>
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Year 7 discussion	0	1	0	1	0	2
Year 7 additional support offered	0	0	0	0	0	0
Year 8 discussion	1	0	0	0	0	1
Year 8 additional support offered	0	1	0	0	0	1
Year 9 discussion	12	0	0	3	0	15
Year 9 additional support offered	0	0	1	2	0	3
Year 10 discussion	0	0	3	0	0	3
Year 10 additional support offered	0	0	1	0	0	1
Year 11 discussion	0	0	1	1	0	2
Year 11 additional support offered	0	0	0	0	0	0
<b>Totals</b>	13	2	6	7	0	28
<b>Total Referrals with AS</b>	0	1	2	2	0	5
<b>Total Referrals so far in 20-21</b>	<b>26</b>	<b>5</b>	<b>14</b>	<b>16</b>	<b>0</b>	<b>61</b>

- The Inclusion Forums are well used
- LNCIP are reviewing the way they run and record Inclusion Forums but are recognise the need
- SLIP have reported a significant rise in numbers of referrals. They now run Ifs fortnightly and have a waiting list filling their meetings up until February
- NWLLIP are considering reviewing the way they run their meetings which are combined with their Panel Meetings – making for very long sessions.
- Once all five Partnership are back to full admin strength we need to revisit this data to explore how effective the Ifs are in preventing and delaying further referrals.

#### Fair Access Referrals to Partnerships Autumn 22 upto Nov 11th

<b>HBEP</b>	<b>LNCIP</b>	<b>MSCIP</b>	<b>SL</b>	<b>NW</b>	<b>Total</b>
2	0	2	8	0	12

- These numbers are in line with previous year – numbers over all in Leicestershire are low
- There are additional students who are being placed in schools as a result of permanent exclusion.
- Up until this school year it has been very rare for permanently excluded students not to be awarded a new “on roll” school within their local partnership. Students have not entered their on roll school but it has taken on the financial and accountability responsibilities. The increase in permanent exclusions has made this process stall in some areas, resulting in excluded students without a roll. Trying to broker school rolls for these students has become a time consuming and frustrating part of the role of Partnership Chairs.
- For NWLLIP the relatively small number of schools, some of which are in “Ofsted categories” and the current reluctance of one of the two MATS to accept permanently excluded students on to their rolls is a challenge. The Fair Access Protocol is not normally used by Partnerships in placing these students. It is a logical next step to invoke it in NWLLIP. This is likely to lead to a challenge to the Leicestershire FAP.

The background document SEIPS Data Summary Autumn 22 is available for further scrutiny

**Key Questions: Will the rise in demand persist and what are the implications for the operation of the SEIPS**

**Is the current FAP at risk and how might we move forward?**

**Progress Data**

We aim to collect progress data form all five Partnerships for:

1. Attendance – a proxy measure for engagement
  - a. Last full term at school
  - b. Term by term at SEIP
2. Strengths and Difficulties Questionnaire – a well being indicator
  - a. Submitted by school
  - b. Establish a base line in first period with SEIP
  - c. Termly
3. Working at Grades for English, Maths and at KS4 Science
  - a. Submitted by school
  - b. Base line testing on entry
  - c. Termly assessment
4. SEMH using the Foxfields SEMH Diagnostic Profile

All five Partnership have agreed to do this and we are beginning to accumulate data – but Partnerships need to develop much more robust systems to ensure they are doing this effectively. This builds on our previous work to define pathways for referred students and seems to be in line with discussions around Transforming SEND in the LA.

**Attendance**

This aims to show the impact of the Partnerships in improving engagement.

SEIP	Since last term		Since last full term in school	
	Improved	Declined	Improved	Declined
HBEP	11	11		
MSCIP	6	20		
LNCIP	17	14	5	7

Steps to Implement this effectively:

1. New common Referral Form launched – aims to address the huge disparity in information supplied by schools at the point of referral and to ensure that they have systematically reflected on the child’s needs before completing the referral. This will provide standard base line information across the county.
  - a. Common assessment framework currently being developed with the aim of ensuring that we have
  - b. A clear view of each referred student’s starting point
  - c. A rich assessment of underlying need
  - d. Leading to alignment of provision to need on the right pathway for the child
  - e. robust regular data on student’s progress
2. Systematic “Plan Do Review” using a standardised SEIPS SEND plan.

3. Action Plan to support each Partnership in moving to this format

**Key Questions: Is this more rigorous approach to progress, assessment, planning and review the right priority in working to strengthen our provision?**

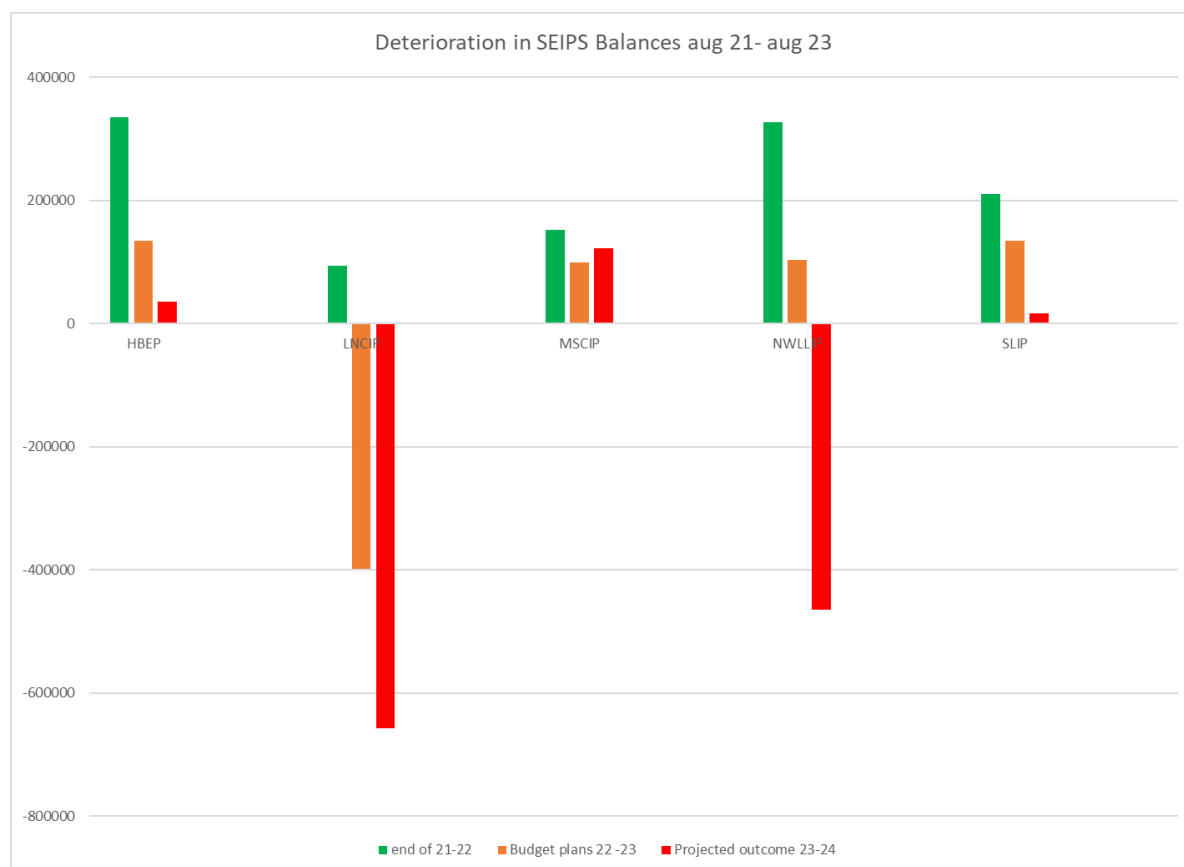
**What are the implications for the SEIPS in strengthening the Partnerships capacity to implement these changes?**

**Finance**

**Headlines**

The Graph shows the serious impact of:

- the significant increase on Referral,
- the increase in the numbers of younger students who may stay in the SEIPS for several years
- the disappearance of enhanced packages for some students with EHCPs is also contributing to this stark change.



The 23- 24 Projections have been done in collaboration with finance staff and / or Chairs across the five Partnerships, using 21-22 costs. Pupil number forecasts for 23-24 are based on the assumption that levels of referrals will level off and but not return to the levels in 16-19. These are therefore conservative estimates. They also ignore the impact of inflation.

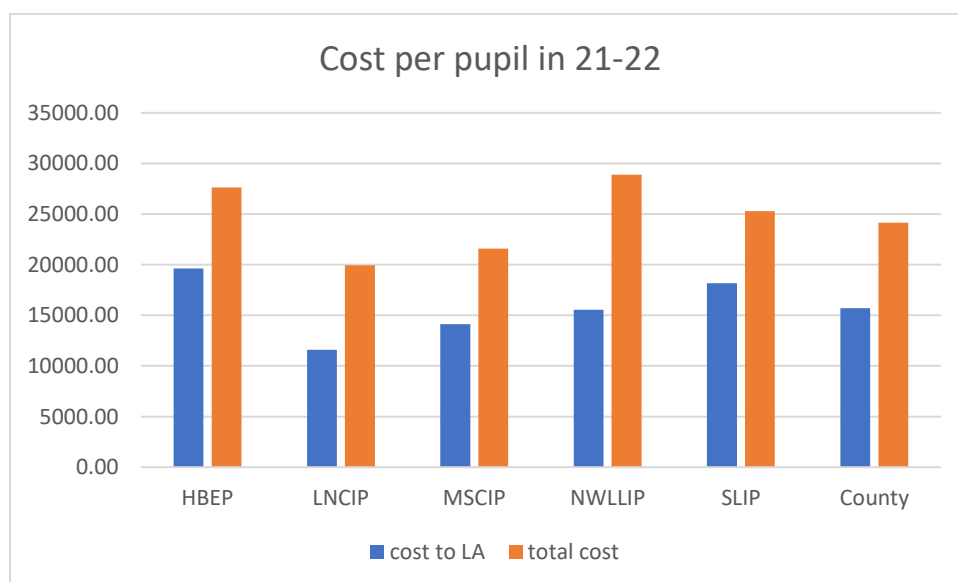
The background document SEIPS 23-24 financial projections is available for further scrutiny.

**Clearly LNCIP faces a crisis** – in reality the Partnership will simply run out of money well before the end of this school year. The team at LNCIP has inherited a situation where balances have been spent on a restructuring programme which squandered much organisational intelligence in the process and weakened the sense of shared ownership in the area. They are doing a remarkable job in rebuilding relationships and effectiveness.

NWLLIP has had an unprecedented number of referrals and, because it places all students in AP has none of the flexibility available to other SEIPS who have home bases. The model that NWLLIP works to was appropriate for small numbers of KS4 students who could not be managed in the two Upper Schools in the area who had their own internal alternative pathways. Age range change and Covid has dramatically changed the level of demand on the Partnership, further compounded by local Ofsted judgements and by other uncertainties. To reduce costs will require remodelling – potentially with an increase in staff and accommodation costs. The period of transition from one model to another is likely to be expensive. **NWLLIP will run out of money during 23-24.**

SLIP and HBEP move towards a similar outcome in 24-25.

MSCIP was able to take advantage of the Covid dip to transform its practice – and has also been able to take advantage of the strength of provision in BEP schools. Its model emphasises the need for students to return to school if at all possible – changing the expectation of students parents and schools. As a result there is an expectation that KS3 youngsters will return to school quickly and the most KS4 students can be accommodated through carefully planned managed moves. Schools are incentivised to work with this system. There are some possible pointers for a way forward for other Partnerships but the challenge is how to ensure that current students and systems are safeguarded whilst building new ones.



**Key Question: How do we manage the funding issue?**

Period 12 financial reports will be sent with this report.

A further report on the work of the Engagement Officer will be circulated before Tuesday's meeting