The Effective Use of Alternative Providers to Reduce Permanent Exclusions from Mainstream Schools

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The best place for young learners is in Mainstream schools as long as....... 

• School has the resources to deal with any issues  
• Sufficient progress in reducing behavioural issues  
• Its the right thing to do for the school  
• Part-time access to mainstream school is better than no access
Why the need to use an AP?

- Breakdown in relationship between school and student/family
- Failure of Managed Move
- Curriculum at school not appropriate for a FT provision
- Serious Behavioural incident at school
- Holding place until SEN statement
- Persistently poor behaviour at school
Student A

- Year 9 when referral was made
- G&T
- No previous behavioural issues
- Referral: Cannabis into school-Automatic exclusion policy
- Excellent information provided
- Effect on Year Group
- Supportive parent
Student A

- Parent/Student informed .............
- Initial meeting ........................
- Modified Timetable- No reward activities
- End of placement meeting .............

- More referrals from this school please!!!
Student B

- Year 11
- 86% Attendance
- Closing Gap - FSM, Traveller family
- 42 exclusion incidents, totalling 83 days
- Targeting female members of staff
- Only student in the history of the school to have 2 ‘Governor Exclusion Panels’
Student B

- 99% Attendance
- Head boy and part of school council (at AP)
- Focussed on improving literacy skills and post-16 courses
- Not a single behavioural incident
- No school want him - Not able to take any GCSEs beyond courses offered at AP
Student C

• Year 9
• Managed move failed
• Initially 6 week referral
• Had spent 7 months in isolation at school
• School Action due to moderate learning difficulties
• SENCO didn’t want him to leave
Student C

- Realisation after 2 days that it would be a permanent/long-term referral
- A number of fixed term exclusions at the AP
- Very happy at AP and didn’t want to go back
- AP making effort to gain a SEN statement
Student D

• Year 8
• Pupil Premium
• Persistent refusal to follow instructions leading to a number of fixed term exclusions
Student D

• Initially a number of fixed term exclusions
• After one term of intensive work with student and parents
  – Student is able to see good behaviour does have rewards
  – Gain a sense of achievement/Success
• Gradual re-integration back in to school-possible PT timetable
Problems of Aps

• Can lead to de-schooling
• Abnormal behaviour can become the norm
• Can be viewed as a goal- leading to disruptive behaviour amongst peers that were left behind at school
• APs can be misused by schools- Out of sight out of mind
Key Message

• Choose the placement not based on cost but based on the best interest of the student.

• Individualised approach
  – Dependent on Providers in area
  – Specific goals for student
  – Specific student timetable/ curriculum

• Early Intervention almost always works best

• Building bridges amongst APs, Schools, etc.

• Trust and Honesty between Schools and APs
Thank you for listening

ANY QUESTIONS?

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