

ISSUE 12:

Topic 1: SEND Ranges

Topic 2: Suspensions and Exclusions

Parent Support Group Highlight – Sibs

SENDIASS West Northants Information Bulletin

Topic 1: SEND Ranges

The SEND Ranges are based on national best practice in determining and describing the needs of Children and Young People (CYP) with Special Educational Needs and/or Disabilities (SEND). They are based on the four areas of the SEND Code of Practice (2015) and on the 'golden thread' of the graduated approach – of assess, plan, do and review that should be in all best practice. The SEND Ranges are in line with the recently published Department of Education SEND and Alternative Provision Improvement Plan and is part of West Northants's contribution towards the national standards.

What are the SEND Ranges and who are they for?

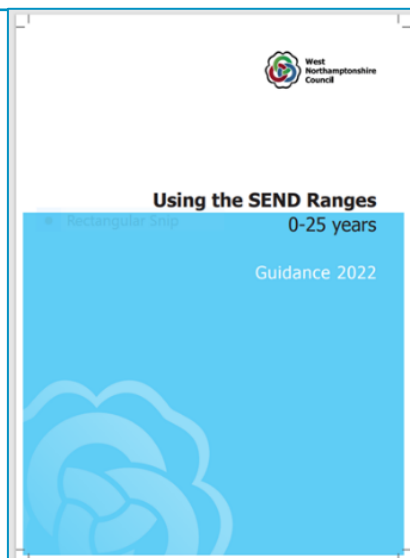
The SEND Ranges provide a core framework for all professionals working with CYP and will give greater clarity for parents, families, and carers in terms of what their child's needs are, and what each child is receiving as support.

The SEND Ranges provide a helpful reference point in relation to identifying the level of need and will support CYP with additional needs with consistency across schools/colleges and other settings. The provisions included help provide clarity for schools/settings and families about the role of schools/settings and education for CYP whose needs fall into the lower ranges.

All settings that educate CYP from 0-25 are expected to use the SEND Ranges and free training for settings and their staff is provided. Other partner agencies across education, health and social care have training and knowledge of the SEND Ranges to ensure they can provide the right support at the right time.

Most CYP's needs will be met with Ranges 1-4a, with more specific, sometimes more funded support from 4a. The intention is to always aim for de-escalating interventions to targeted support then universal support for the vast majority of CYP. This then helps to move towards greater independence and emotional resilience wherever appropriate.

You can find the digital version of the SEND Ranges on [the Local Offer](#).



Topic 2: Suspensions and Exclusions

Exclusion from school means that a pupil is not allowed in school for disciplinary reasons. The exclusion can either be temporary for a given number of days known as a suspension, or it might be permanent. Either way, a child being suspended or excluded from school can be both stressful and emotional for the parents, as well as for the child. Only a Head Teacher (or Deputy Head if the Head Teacher is off site) can exclude a child. If your child is suspended or excluded, it is important that you have the right information and support and that you ask the right questions about options for the future.

What types of exclusions are there?

Exclusions can take the form of:

- fixed term (a suspension for a set number of days)
- permanent (your child is asked not to return to school)
- unofficial (an illegal suspension without a letter)
- lunchtime (a suspension for a set number of lunchtimes – these should be recorded as half days)

A pupil may be suspended from school for one short period of time, several fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. Only in exceptional cases where further evidence has come to light, a fixed-period suspension may be extended or converted to a permanent exclusion.

Pupils should not be suspended or permanently excluded for:

- having a disability or special educational need (SEN) that the school feel they are unable to meet
- not doing well with school work
- their gender, race, religion, or becoming pregnant
- their parents' behaviour

If a pupil has SEND, school should be making sure they are providing appropriate and necessary support to avoid the need for any suspension or permanent exclusion. If a pupil has an Education, Health and Care (EHC) Plan, an early annual review should be held if they are at risk of being permanently excluded.

What can you do if you do not agree to the exclusion?

You can put your case to the Governing Body of the school. For a suspension of less than 5 1/2 days, they do not have to meet with you but must consider your views. You can find out about your child's school process in their Exclusion policy, this should be on their website.

If the Governors agree with a permanent exclusion, you can ask for an Independent Review Panel (IRP). The IRP may direct the Governors to look at their decision again. You can ask for a SEN expert to be at the IRP if you believe a child has SEN. They give neutral advice at the panel meeting.

You can request an IRP even if you have decided that you do not want your child to be reinstated to the school. The panel will still consider the exclusion, and their findings could be recorded on your child's educational record with an acknowledgement from the governing body.

If you believe your child's suspension is related to their SEND, you can consider lodging a disability discrimination claim. You must do this within six months of an exclusion decision, and you can do this at the same time as, or instead of an IRP. [IPSEA](#) has further information about this.

Education during a suspension or exclusion

For a suspension of more than five school days, the governing board arrange suitable full-time education for any pupil of compulsory school age.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the 6th school day after the first day the permanent exclusion took place.

If alternative education has not been arranged from the 6th day, or you are not happy with the education identified, we recommend that you contact the school (for fixed period suspensions), or the School Attendance Support Service (for permanent exclusions) and if the child or young person has an EHC Plan the EHC team.

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. School and the pupil should discuss support avenues as a preventative measure together. Where possible this meeting should include the pupil's parents.

Parent Support Group Highlight – Sibs

Who Are We:

Sibs supports people who grow up with or have grown up with a disabled brother or sister. They offer information, support, and training on sibling issues for adult siblings, young siblings, parents, and professionals. Their services include:

- **Direct support for young siblings**
- **Sibling support group training**
- **Sibs Talk** - a training programme for primary schools
- **Information for parents and professionals**
- **Adult peer support groups**
- **Online guides for adult siblings**

Contact Details:

- Email address: info@sibs.org.uk
- Website: www.sibs.org.uk
- Facebook: [Sibs](#)
- Instagram: [Sibs UK](#)
- Phone number: 01535 645453

