

<b>Item No</b> 7.	<b>Classification</b> Open	<b>Date:</b> 8 July 2019	<b>Meeting name:</b> Corporate Parenting Committee
<b>Report title:</b>		The Relationship between Health and School Exclusions – A Deep Dive	
<b>Ward(s) or groups affected:</b>		Children in Care of LB Southwark	
<b>From:</b>		Dr. Stacy John-Legere, Designated Dr for Looked After Children, Southwark	

## RECOMMENDATIONS

1. To note that the Southwark Looked After Children (LAC) health team to work with Carelink Child and Adolescent Mental Health Services (CAMHS) and the Virtual School to identify the type of health information that would help education manage the children in school.
2. To note that the Southwark LAC health team to ensure clinicians carrying out statutory health assessments consider whether any identified physical, mental or emotional health needs are likely to impact on access to education; and to ensure reflected in recommendations made.
3. To note that the Southwark LAC health team to continue to ensure health assessments are shared with the Southwark Virtual School educational advisers and Carelink CAMHS. Recommendations pertinent to education will be copied to the school Special Educational Needs Coordinator (SENCo).

## BACKGROUND INFORMATION

4. National educational data contained in the Timson review <sup>1</sup>(2019) reveal that boys, children who are looked-after, living in poverty, have special educational needs, or from certain ethnic minorities, are disproportionately excluded from school. Exclusion from school is associated with child, family and school-related factors identifiable at, or prior to, primary school age
5. Official data and the literature<sup>2</sup> emphasise the high and disproportionate exclusion of children who have special educational needs and disability (SEND). Official statistics show that children with SEN represent 14% of the state-funded school population but account for almost half of permanent exclusions. The same data show that pupils with SEN support are almost six times more likely to receive a permanent exclusion than pupils with no SEN and pupils with any type of SEN are around five times more likely to receive a fixed period exclusion.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/807862/Timpson\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800028/Timpson\\_review\\_of\\_school\\_exclusion\\_literature\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf)

6. The prevalence of social, emotional and mental health (SEMH) problems among excluded pupils is high. Pupils who have emotional and/or mental health problems are at higher risk of exclusion: This increases inversely with age: the younger the child was when psychological distress first developed, the higher the likelihood of exclusion. At the same time, the exclusion in itself has been found to trigger or exacerbate emotional and mental health problems among those excluded. A literature review by Cole (2015) concluded that it seems feasible that in England, there could be up to half a million children with mental health difficulties at risk of exclusion.
7. The research supports that child health professionals have an important role in the holistic, multidisciplinary assessment of children who are at risk of exclusion from school. Mental health and neurodevelopmental difficulties should be recognised and supported, to improve the health and educational outcomes among this vulnerable group.

### **Aim**

8. To assess the identification of any physical health needs, learning needs or emotional and behavioural needs contributing to the risk of exclusion during health assessments. To note the actions taken if risk of exclusion was identified.

### **Methodology**

9. Southwark LAC Health team analysed the electronic health records of 6 children who were identified by Southwark Virtual School to have had more than 3 fixed term exclusions in the last academic year. These children are matched to the accompanying analysis from the Virtual School.

### **Results**

10. We looked at a sample of 6 children who had had more than 3 fixed term exclusions in the current academic year (2018 – 2019).

5 out of the 6 were boys. The age range was 12 to 16 years. All were registered with a GP

4 of the sample had some type of physical health need which was not thought to directly contribute to the risk of exclusion

4 of the sample had learning needs which may have contributed to exclusion

3 had explicit recommendations related to access to education/behavioural impact on learning in the health assessment Health care Plan

3 were recorded as having education, health and care plans (EHCPs)

2 of the sample attended special needs schools

5 of the sample had either current or past emotional and behavioural needs

2 received assessment by Carelink CAMHS and 3 received assessment, therapy (including medication as required) by other CAMHS services

In 2 cases the assessing clinician recognised the risk of exclusion due to behavioural and learning needs and took action by liaising with the school and CAMHS.

### **Limitations**

11. For most of the cases reviewed, the timing of school exclusions was not available to the assessing clinician.

12. The reasons for exclusion were not explicitly stated in correspondence available on clinical records.
13. Not all completed EHCPs are available on children's electronic health records. This was recognised and improvements made so that all new EHCPs are copied to the health team; and when reviews are made.

### Conclusion

14. In the 6 cases the clinicians identified physical, emotional and behavioural health needs and learning needs - either in the health assessment or the paediatric review directly before accommodation.
15. In 2 out of 6, specific communication occurred with the school related to the impact of the young person's emotional and mental health presentation on their learning.
16. There are a number of factors why direct links to exclusion were not made at the time of the health assessment; and these will be explored further. The Southwark LAC health team now request school information before health assessments.

### Resource implications

17. Nil additional resource implications. This will be implemented in training and supervision

### BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Timson Review May 2019		
<b>Link (please copy and paste into your browser):</b> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf</a>		

### APPENDICES

No.	Title
None	

**AUDIT TRAIL**

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<b>Dated</b>	26 June 2019	
<b>Key Decision?</b>	No	
<b>CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER</b>		
<b>Officer Title</b>	<b>Comments Sought</b>	<b>Comments Included</b>
Director of Law and Democracy	No	No
Strategic Director of Finance and Governance	No	No
<b>Cabinet Member</b>	No	No
<b>Date final report sent to Constitutional Team</b>		26 June 2019

**References:**

1. School exclusion: a literature review on the continued disproportionate exclusion of certain children , May 2019 , Berni Graham, Clarissa White, Amy Edwards, Sylvia Potter and Cathy Street
2. The relationship between exclusion from school and mental health: a secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007, AUTHORS, Ford, TJ; Parker, C; Salim, J; et al. JOURNAL, Psychological Medicine DEPOSITED IN ORE, 06 July 2017