
**Manchester City Council
Report for Information**

Report to: Children and Young People Scrutiny Committee - 31 January 2017

Subject: Update on Pupil Referral Units and school exclusions; information on unregistered schools, independent schools and supplementary schools.

Report of: Director of Education and Skills

Summary

The report will provide an update on school exclusions for 2015/16, an update on the primary and secondary Pupil Referral Units (PRUs), and information on unregistered schools, independent schools and supplementary schools.

Recommendations

Members are asked to note the contents of this report

Wards Affected: All

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Background Documents (available for inspection)

Local authority provision for children and young people excluded from school – PRUs and exclusions. Young People and Children Scrutiny committee 18th November 2014.

1.0 Introduction

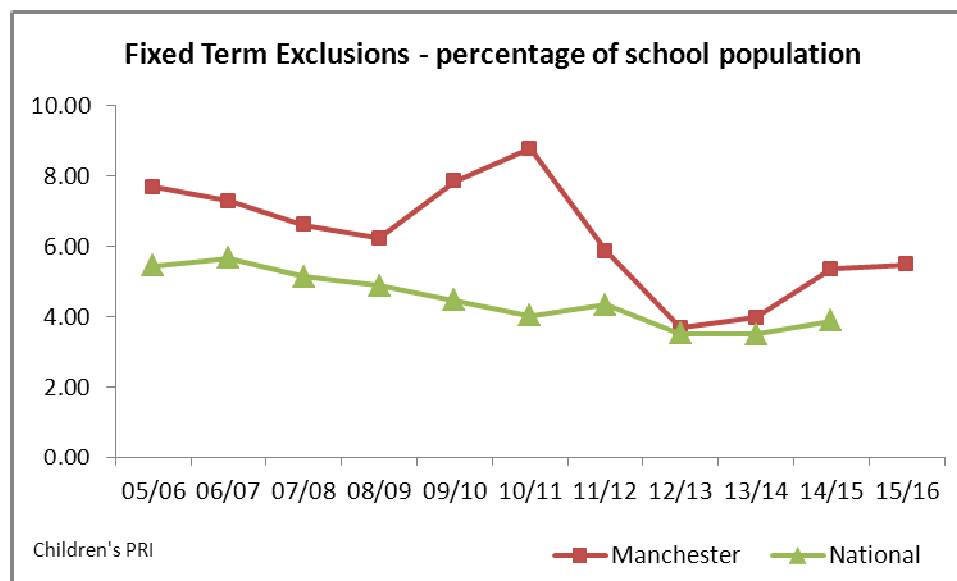
- 1.1 This report will provide an update on Manchester's exclusions data for permanent and fixed term exclusions for 2015/16. The equivalent national data for 2015/16 will not be released by the DFE until July 2017 and so the Manchester data cannot yet be compared with the national picture for this period.
- 1.2 Local Authorities have a statutory duty to provide full time education for excluded pupils from the 6th day following the head teacher's recommendation to permanently exclude. This report will provide an update on both the primary and secondary PRUs for children and young people who are permanently excluded from school or at risk of exclusion.
- 1.3 This report will also provide information on other types of education within the city including independent schools, unregistered schools and supplementary schools.

2.0 Manchester Exclusion data – update for 2015/16

- 2.1 Local data on school exclusions for 2015/16 has very recently been collated. National and comparator data is not yet available. The data reported here for 2015/16 has not yet therefore been the subject of detailed analysis with national, statistical neighbours and other Greater Manchester authorities. However, a section has been included showing comparative data for 2014/15 which was released by the DFE in July 2016.

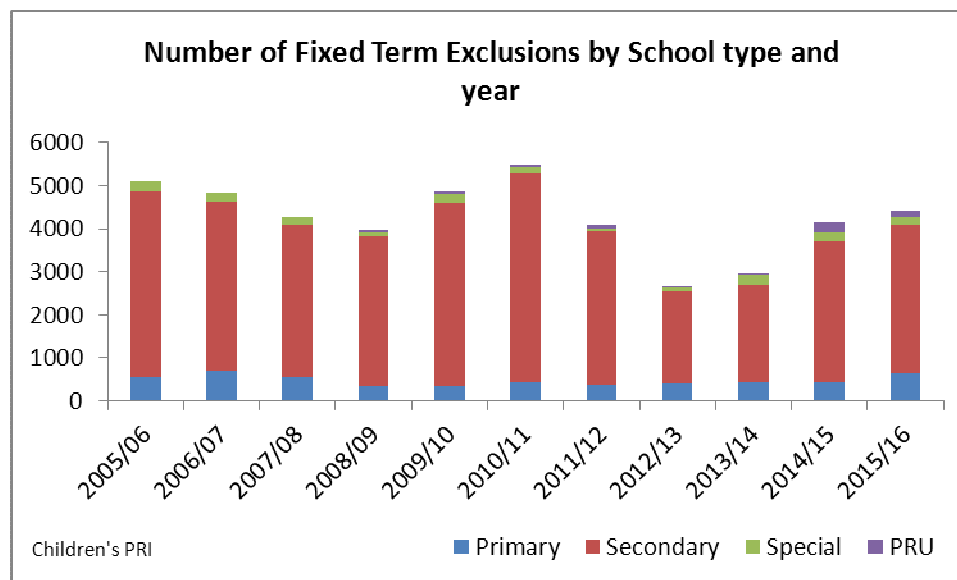
3.0 Fixed Term Exclusions 2015/16

- 3.1 There were 4419 fixed term exclusions from Manchester schools during 2015/16. This is a 6.4% increase on the number in 2014/15. During the same period the school population in Manchester increased by 3.1 %. Graph 1 shows the eleven year trend for the percentage of fixed term exclusions in Manchester and nationally. The trend shows a peak in 2010/11 in Manchester, a sharp decline until 2013/14 since when numbers have increased. Although the increase did tail off in 2015/16, the percentage of fixed term exclusions which reduced to 3.94% in 2012/13 has risen since then to 5.48% in 2015/16 and is likely to remain above that seen nationally.



Graph 1

3.2 The majority of fixed term exclusions were from secondary schools, accounting for 77.5% of all fixed term exclusions. The number of fixed term exclusions peaks in Year 10 accounting for 20.7% of all exclusions. Nationally 79% of all fixed term exclusions were from secondary schools in 2014/15. Graph 2 shows the breakdown in the number of exclusions in each of the last eleven years. There has been an increase in the number of fixed term exclusions from primary and secondary schools with the greatest increase of 222 being in secondary schools.. There has been a decline of 8 in the number of fixed term exclusions from special schools and a decline of 90 fixed term exclusions from the PRU.

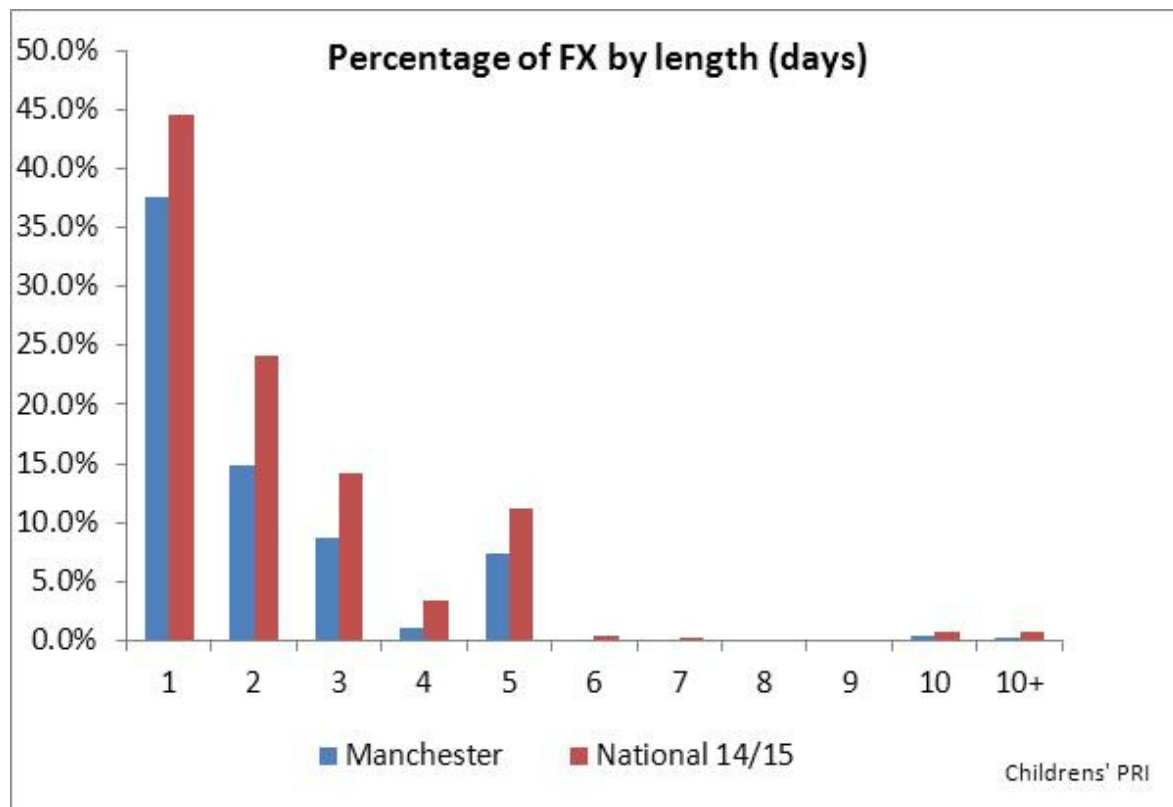


Graph 2

3.3 The number of pupils with at least one fixed term exclusion has increased from 1838 in 2014/15 to 1915 in 2015/16. This equates to 2.37% of pupils in Manchester schools having at least one fixed term exclusion in 2015/16,

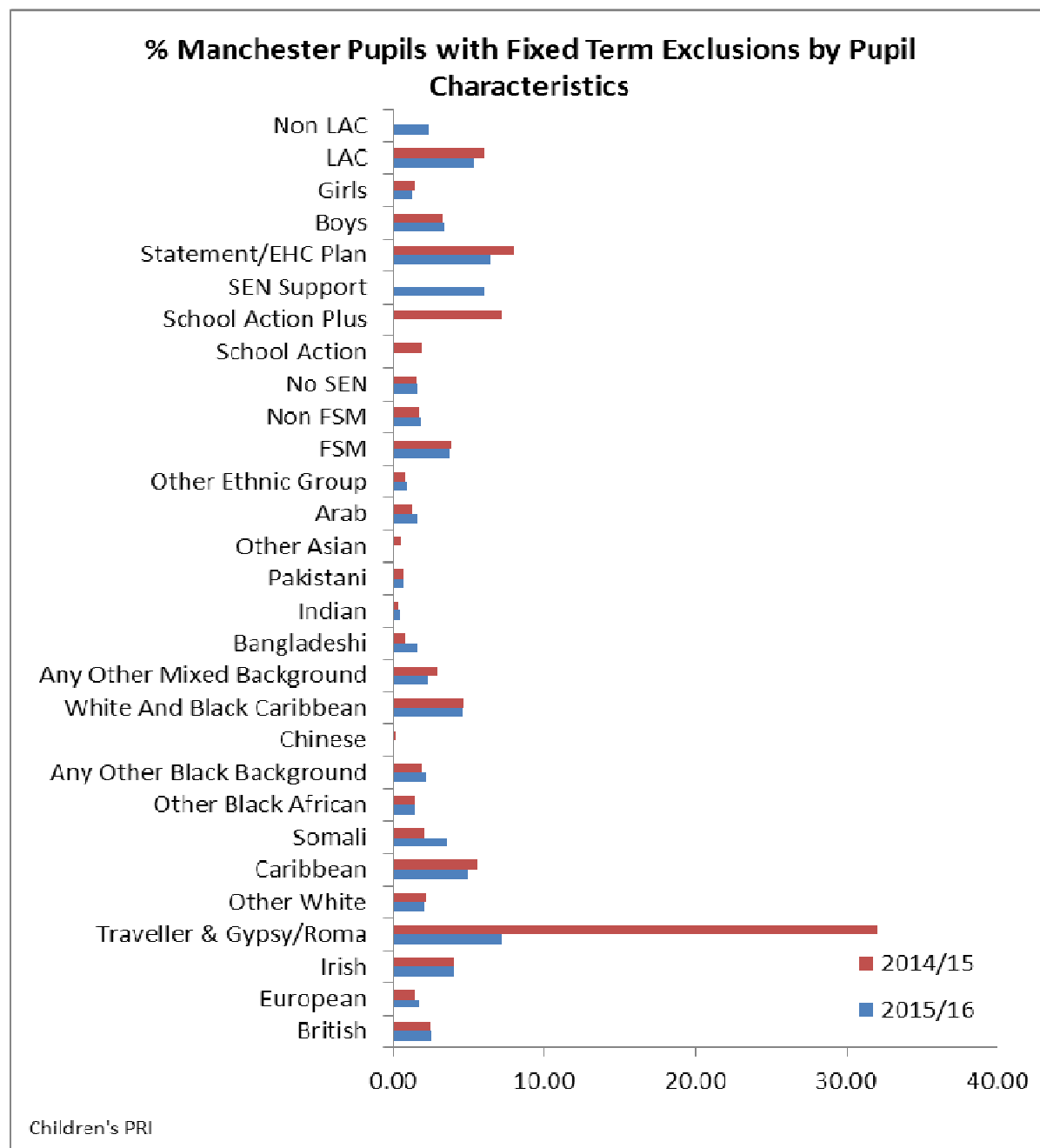
compared with the national average of 1.98% in 2014/15. This is the same as the proportion of pupils in 2014/15.

3.4 In total 7833 days were lost to fixed term exclusions in 2015/16 an increase from 7342 days lost in 2014/15. The average length of each fixed term exclusion in Manchester remained unchanged from 2014/15 at 1.77 days in 2015/16. The longest fixed term exclusion was 27 days in 2015/16.



Graph 3

3.5 Graph 4 shows the rate of fixed term exclusions for different pupil groups in Manchester in 2015/16 and 2014/15.



Graph 4

- 3.6 The rate of fixed term exclusions continues to be higher for boys than girls. The fixed term exclusion rate for boys is almost three times that for girls. Nationally the exclusion rate for boys is just over 2.5 times higher than for girls.
- 3.7 The fixed term exclusion rate of Looked After Children was over twice that of non Looked After Children. This has improved since 2014/15 when the rate of fixed term exclusions was around six times higher for Looked After Children.
- 3.8 The fixed term exclusion rates for pupils with SEN is around five times that of pupils with no SEN. Pupils receiving SEN support have the highest rate of exclusions, at around five times higher than pupils with no SEN. Fixed term exclusions for children attending mainstream primary schools reduced in

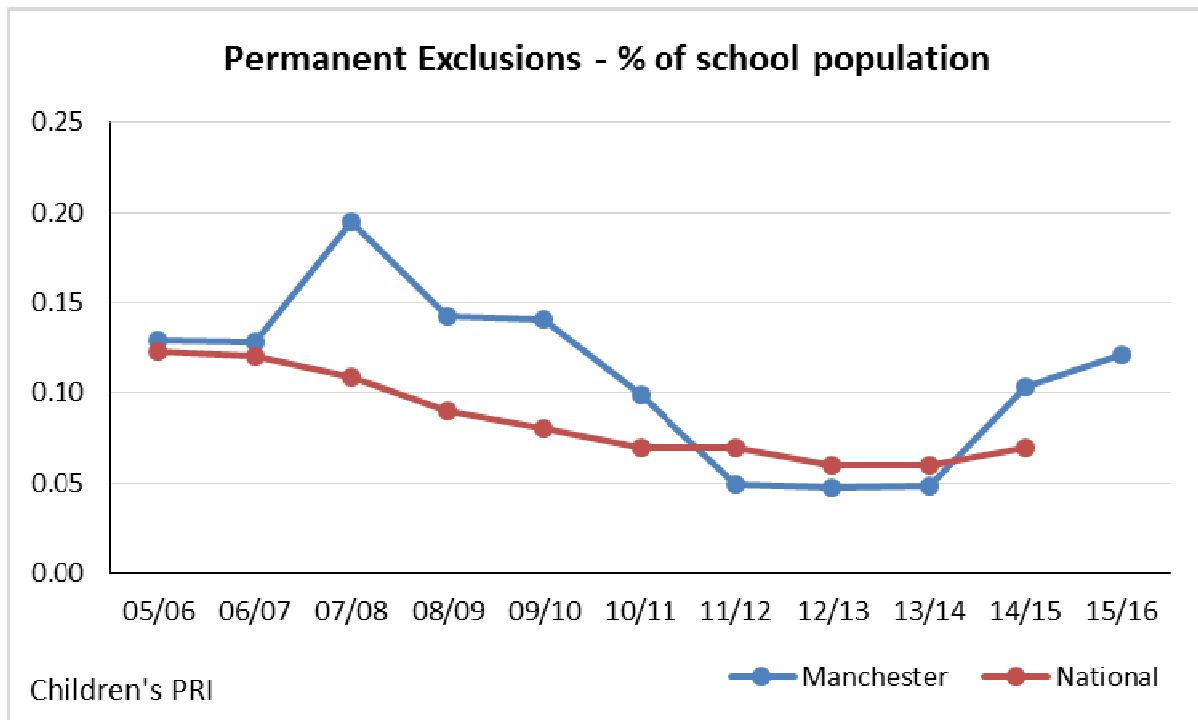
2015/16 for children at SEN support and reduced even more significantly for children with an Education Health Care Plan (EHCP)/statement. The vast majority had social emotional or mental health needs (SEMH). However, fixed term exclusion for children at secondary school increased for both SEN groups in 2015/16 – again the vast majority had social emotional or mental health needs (SEMH). Children with SEMH as a primary need were the SEN cohort with the highest percentage of fixed term exclusions but this is lower than the national average for children with SEMH and also an improvement from 2013/14.

- 3.9 The fixed term exclusion rate for pupils eligible for free school meals is around 2.5 times that for pupils who are not eligible. Nationally, pupils eligible for free school meals have an exclusion rate over three and a half times higher than those who are not eligible.
- 3.10 The fixed term exclusion rate varies by ethnic background. Pupils from Traveller and Gypsy/Roma heritage had the highest rate of fixed term exclusions (this is a very small group in the population and consequently small changes can have a significant impact in the overall percentage). The group with the second highest rate of exclusion was Black Caribbean background. In 2014/15 the group with the highest rate of fixed term exclusion was Traveller and Gypsy/Roma heritage followed by mixed White and Black Caribbean pupils. In 2014/15, nationally, the White Traveller of Irish Heritage and Gypsy/Roma ethnic groups had the highest rates of fixed term exclusions, followed by the Black Caribbean ethnic group.
- 3.11 The main reason for fixed term exclusion continues to be persistent disruptive behaviour accounting for 23.4% of all exclusions. This is similar to the national picture with 26.3% of fixed term exclusions being for this reason. The second most common reason for exclusion was verbal abuse or threatening behaviour towards an adult at 16.8% and physical abuse against a pupil at 15.5%. These were also the top three reasons for exclusion in 2014/15 in Manchester and nationally.
- 3.12 During 2015/16 35.6% of fixed term exclusions took place in the autumn term, 35.9% in the spring term and 28.5% in the summer term. The peaks during the year were 14.2% of exclusions taking place in March and 11.7% in January.

4.0 Permanent Exclusions 2015/16

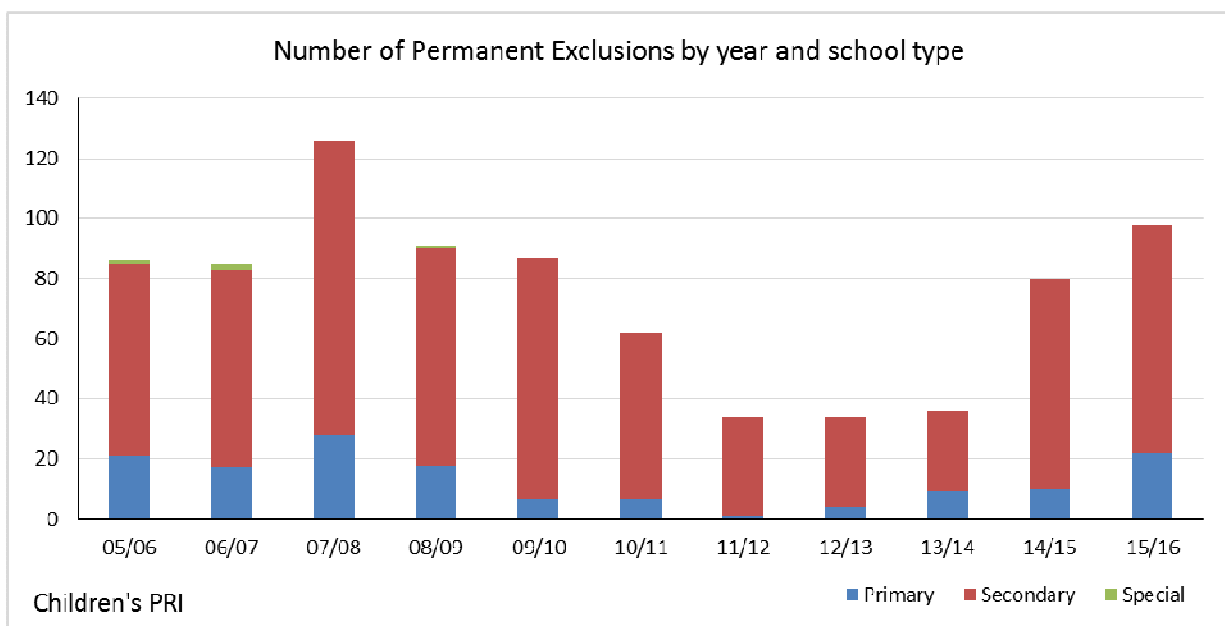
- 4.1 There were 101 permanent exclusions from Manchester schools in 2015/16. These exclusions came from 25 primary and 76 secondary schools. This is an increase of 18 compared with the number of exclusions in 2014/15. The percentage of pupils permanently excluded as a proportion of the school population was 0.12% in 2015/16, 0.02 percentage points higher than in 2014/15. Nationally, 0.07% of pupils were permanently excluded in 2014/15, one percentage point more than in 2013/14. Graph shows the eleven year trend for the rate of exclusions in Manchester and nationally. The graph 5 shows a sharp decline in the percentage of permanently excluded pupils from 2007/08 to 2011/12 with the rate levelling out to 2013/14 and a sudden increase

in 2014/15. Nationally there has been a steady decline from 2004/05 to 2010/11, levelling out to 2013/14 but starts to increase again slightly in 2014/15.



Graph 5

4.2 The increase in the overall number of permanent exclusions in 2015/16 is due to an increase of 12 exclusions from primary schools and 6 exclusions from secondary schools. Graph 6 shows the eleven year trend for the number of permanent exclusions by phase of school in Manchester.

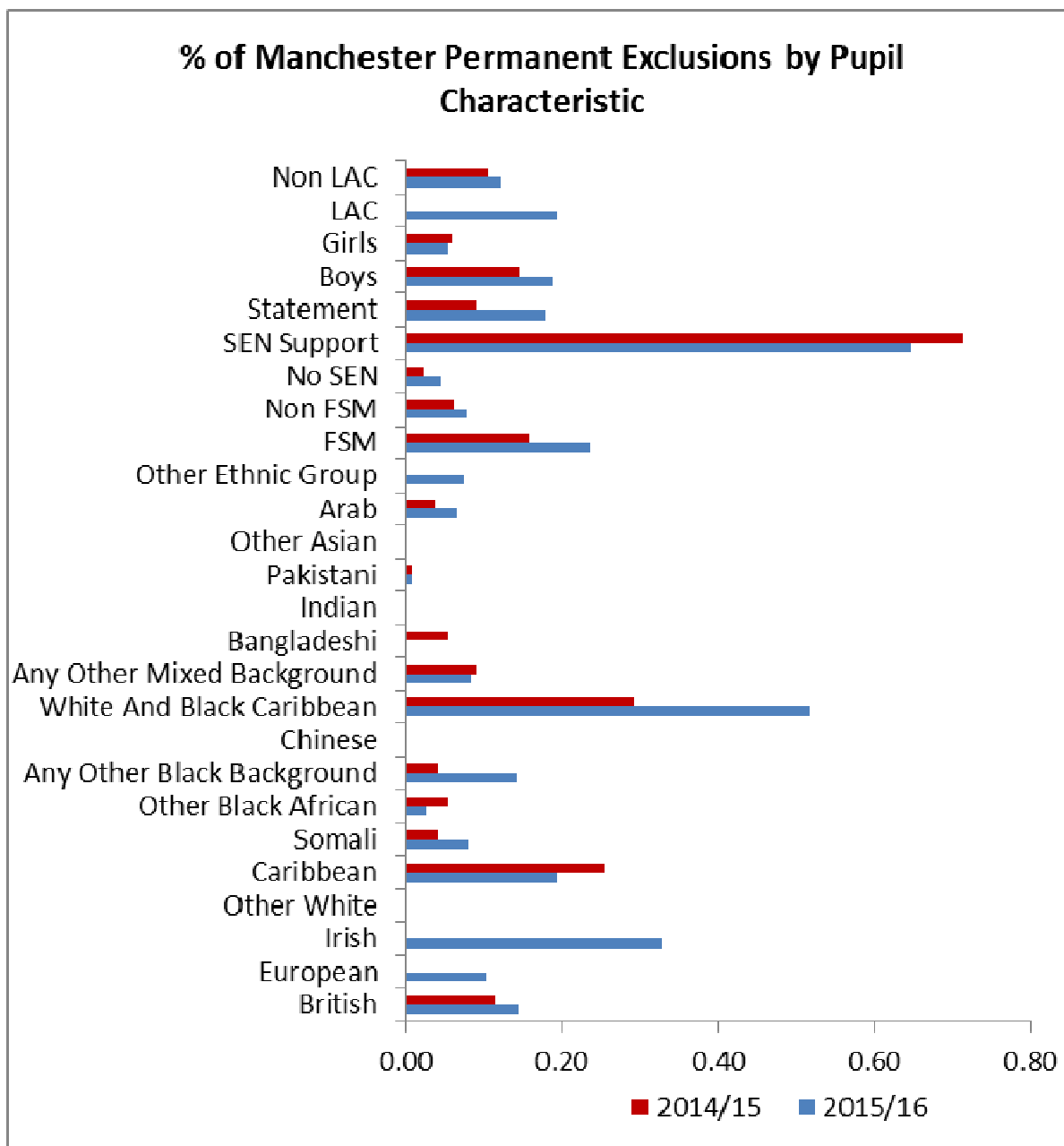


Graph 6

4.3 There have been no permanent exclusions of children in special school for 2014/15 or 2015/16.

- 4.4 Whilst this increase in permanent exclusion is acknowledged, two secondary schools contributed to a third of this overall figure in 2015/16.
- 4.5 Following discussions with both schools it is clear that the high levels of exclusions in the schools were due to new leadership and the implementation of new behaviour policies. Both these can have an impact on increased levels of exclusions as the policy becomes embedded within the school. As with all schools, notifications of permanent exclusions received are subject to a discussion with the headteacher to explore other options available and on several occasions the withdrawal of exclusions has been agreed.
- 4.6 There continues to be some big differences in the groups of pupils that are excluded. Graph 7 shows the proportion of pupils in the main pupil groups in Manchester that have been permanently excluded in 2015/16 and the comparison with the 2014/15 Manchester rates.
- 4.7 Boys are more likely to be excluded than girls. Of the 98 permanent exclusions, 77 (78.5%) were boys compared with 22 (22%) girls. Three of the twenty-two exclusions from primary schools were girls. Nationally, boys are over three and a half times more likely to be excluded than girls. The result in Manchester is similar.
- 4.8 There was 1 permanent exclusion of a looked after child in 2015/16 compared to none in 2014/15. This child attended a secondary school in Lancashire and the school would not agree to any alternative to a permanent exclusion.
- 4.9 Pupils with Special Educational Needs (SEN) are more likely to be excluded than their peers with 68 (69%) of the pupils permanently excluded having SEN in 2015/16. Pupils with a statement or EHC plan are four and a half times more likely to be excluded than pupils with no SEN; nationally pupils with SEN were four times more likely to be permanently excluded in 2014/15. However, in Manchester in 2015/16 there were no permanent exclusions of children with a statement/EHCP from primary schools and a reduction in exclusions of children with a statement/EHCP from secondary schools. The majority of these children had social emotional mental health needs. Pupils with SEN support are around sixteen times more likely to be excluded in Manchester and nationally this group are around seven times more likely to be excluded than pupils with no SEN. In Manchester in 2015/16, the number of children with SEN support excluded from primary schools reduced, however it increased in secondary schools. Again, the majority of these pupils had social emotional mental health needs.
- 4.10 Pupils eligible for Free School Meals (FSM) in January 2016 are almost three times more likely to be excluded than those not eligible. This is better than the national picture in 2014/15 which showed that pupils eligible for FSM are around four and a half times more likely to be excluded than non FSM pupils.
- 4.11 Within the ethnic groups, the highest proportion of permanent exclusions is pupils from a White and Black Caribbean background. The next highest

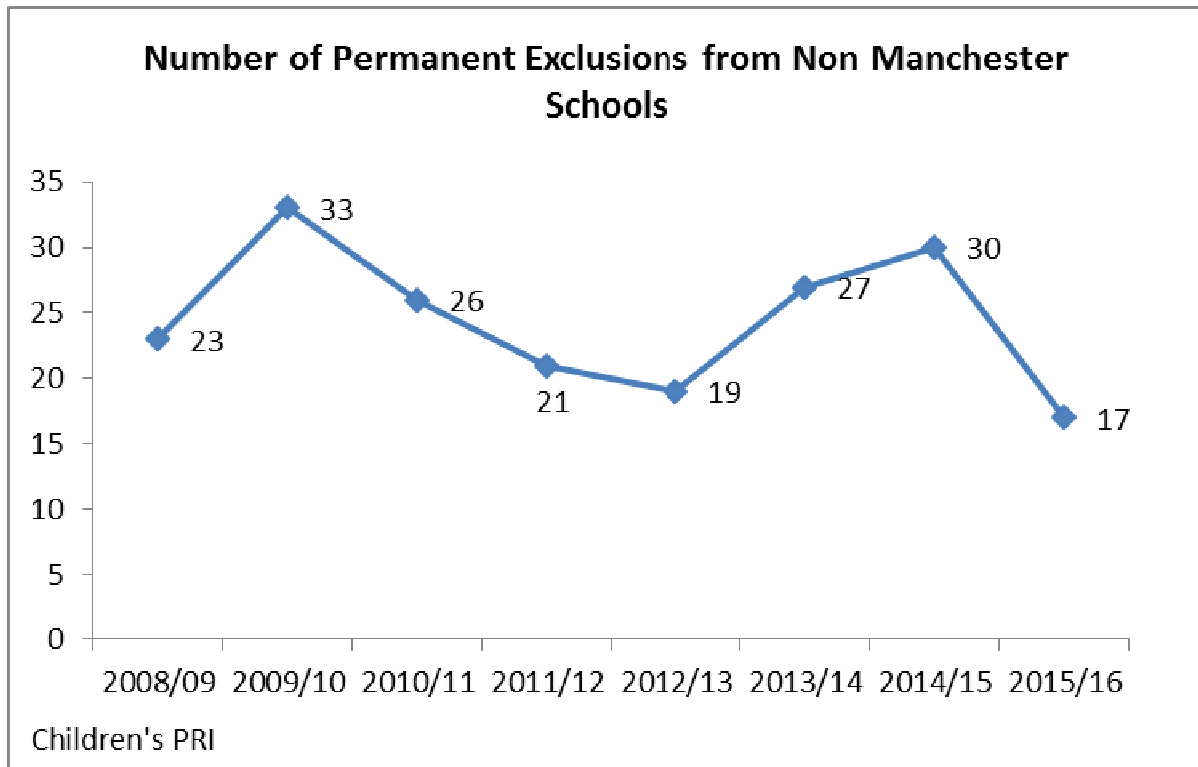
proportion is pupils from an Irish background. Nationally, in 2014/15, pupils of Traveller or Irish Heritage or Gypsy/Roma heritage had the highest proportion of permanent exclusions followed by Black Caribbean pupils.



Graph 7

4.12 The most common reason for being permanently excluded in 2015/16 was persistent disruptive behaviour accounting for almost half of all permanent exclusions. Physical assault against an adult was the second most common reason accounting for 15% of exclusions. Nationally, persistent disruptive behaviour was the most common reason for exclusion accounting for almost a third of all permanent exclusions. Physical assault against a pupil was the second most common reason accounting for 13.5% of all permanent exclusions.

4.13 In addition to pupils permanently excluded from Manchester schools, the numbers of Manchester residents who are permanently excluded from schools in other Local Authorities are monitored. Graph 8 shows the trend in the number of these pupils permanently excluded over the last eight years. Following an increase from 2012/13, the graph shows a decrease in the trend in these numbers in 2015/16.

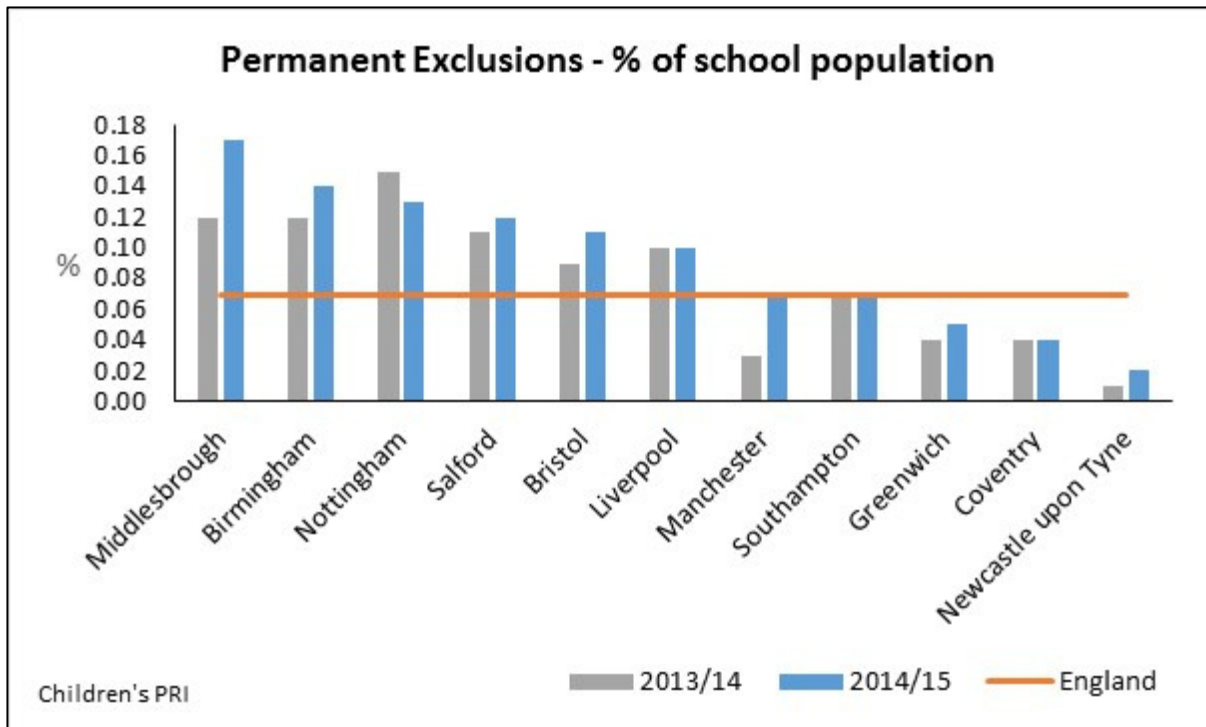


Graph 8

5.0 Manchester Comparison to National and Statistical Neighbours (2014/15)

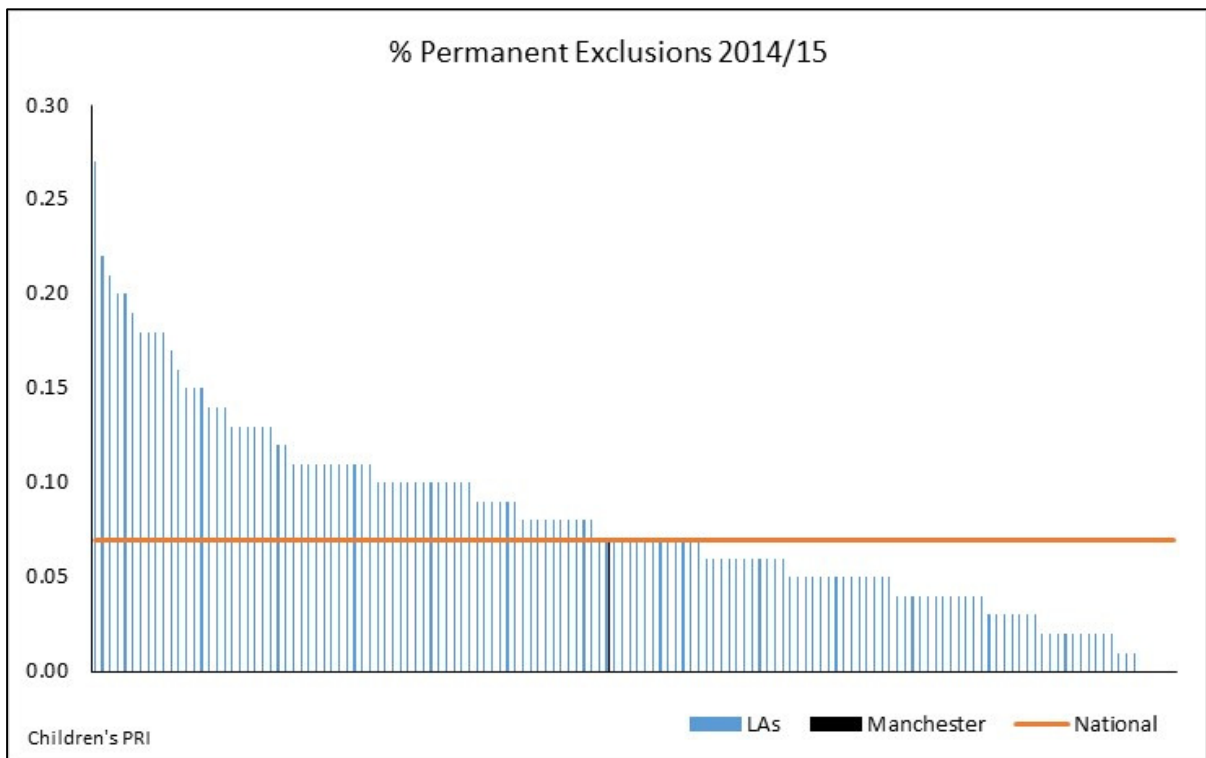
5.1 This section uses the latest available data published nationally and Local Authority data from 2014/15.

5.2 Graph 9 shows the percentage of permanent exclusions in Manchester and each of its statistical neighbour authorities. The graph shows that the rate of permanent exclusions in Manchester in 14/15 increased and is now level with the 2014/15 national average. Manchester now has the 7th lowest rate of permanent exclusions within the group compared with 2nd lowest in 2013/14. The rate of permanent exclusion has increased in all the statistical neighbour authorities in 2014/15 except Nottingham which has decreased and Southampton which has remained unchanged.



Graph 9

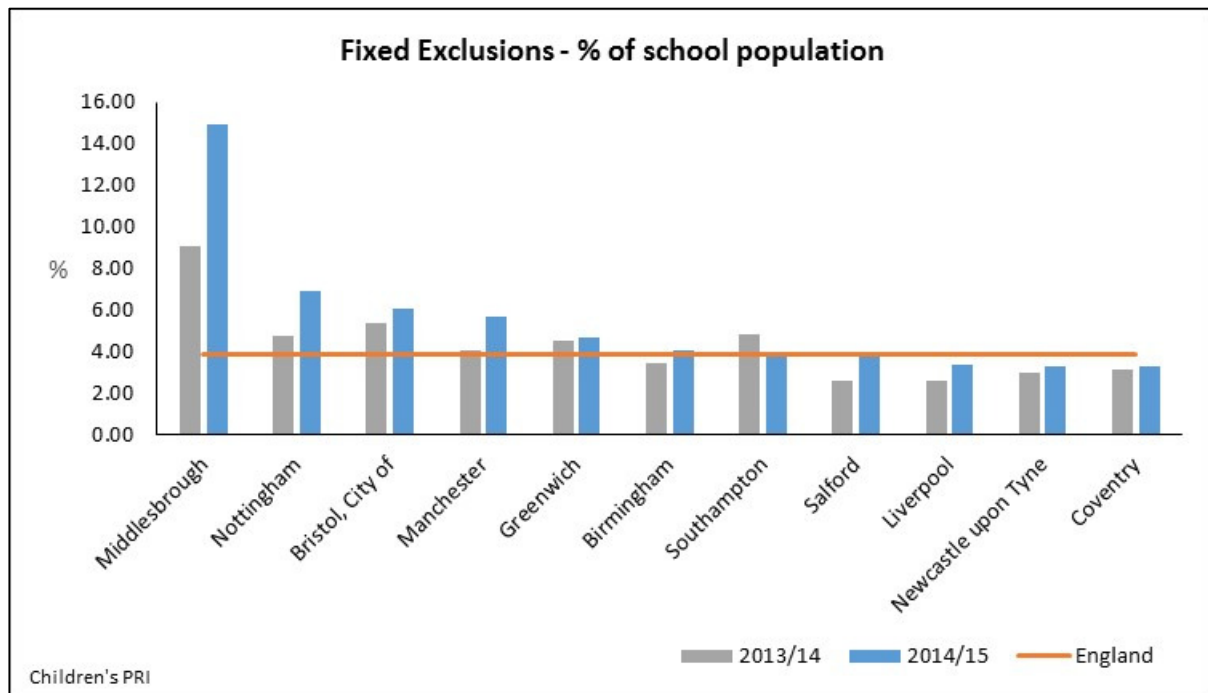
5.3 Graph 10 shows the performance of Manchester relative to all other Local Authorities in the country. Manchester now has the 67th highest rate of permanent exclusion in the country compared with 110th in 2013/14.



Graph 10

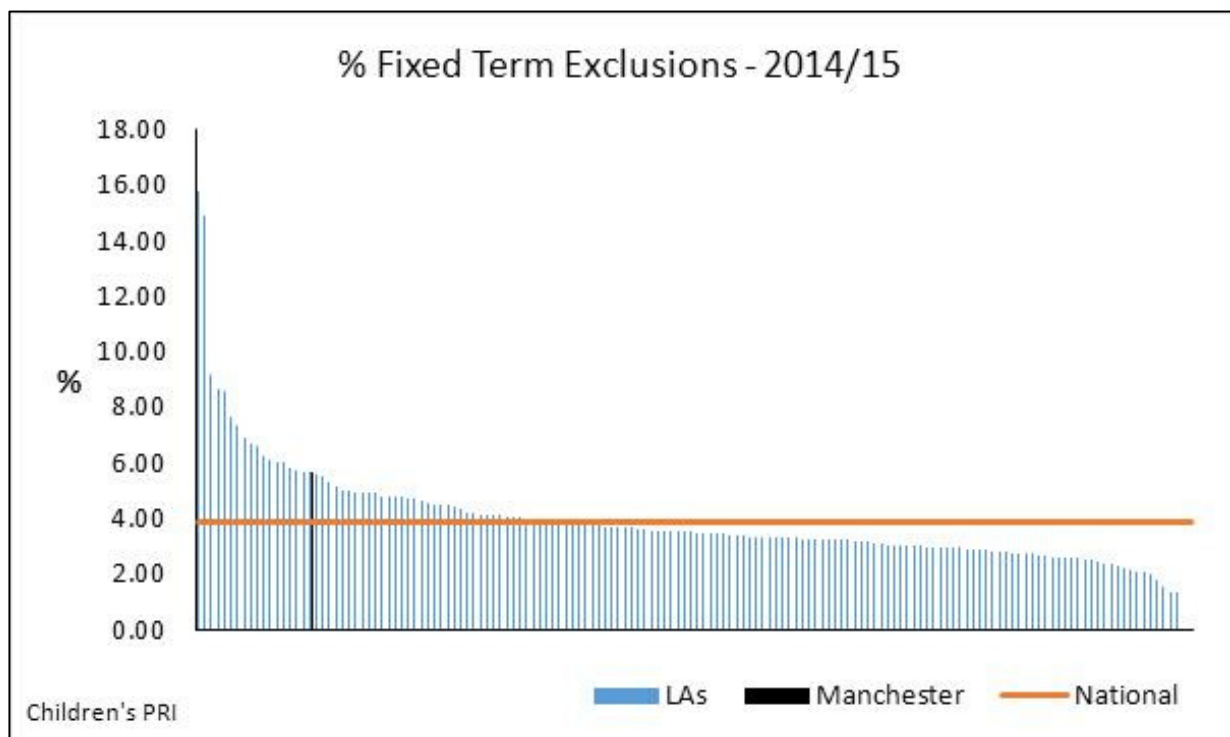
5.4 Graph 11 shows the rates of fixed term exclusions in Manchester and its statistical neighbour authorities. Of the statistical neighbour authorities,

Manchester had the 4th highest rate of fixed term exclusion in 2014/15, up from 6th in 2013/14. The rate of fixed term exclusions in Manchester is still above the national average and the difference has widened to 1.77.



Graph 11

5.5 Graph 12 shows the performance of Manchester relative to all other Local Authorities in the country. The graph shows that Manchester had the 18th highest rate of fixed term exclusions in the country compared with 37th in 2013/14.



Graph 12

6.0 PRU update

6.1 In Manchester, education for permanently excluded pupils and for pupils who are at the risk of exclusion is provided by PRUs. There are currently two Pupil Referral Units:

- Primary PRU which has 94 Full Time Equivalent (FTE) places
- Manchester Secondary PRU which has 400 FTE places

6.2 PRUs are an essential part of a continuum of provision for children and young people experiencing significant social, emotional or mental health needs (SEMH). In Manchester this continuum includes:

- provision made in mainstream schools/settings with appropriate support including assessment of any underlying barriers to learning which are contributing to levels of SEMH;
- access to additional school based learning support within mainstream schools/settings which may be supported by advice from outreach services from special schools or specialist services commissioned directly by the school such as Educational Psychology;
- provision made by a primary and a secondary pupil PRU for children and young people permanently excluded from school or to prevent exclusion from school;
- specialist provision which comprises two SEMH day special schools for secondary pupils located across 4 centres, and resourced provision within two mainstream primary schools and two special schools for primary pupils.
- residential specialist provision on a term time basis.

6.3 It is worth noting that all of the PRU provision and specialist provision included in Manchester's continuum of provision for pupils with SEMH has been graded as good by OFSTED.

6.4 Extending the range and scope of the PRU provision since 2010 has provided an invaluable service offering a more preventative, earlier intervention offer to schools for pupils who are at risk of exclusion (5-16 years). In addition, the specialist support for the assessment of their needs and guidance on appropriate longer term educational offers has made the PRU resources available to a much larger population of children, young people and families. This work has been led by the head teachers and senior staff in the PRUs working with mainstream head teacher colleagues and Local Authority officers and has included:

- placing children on roll at both their mainstream school and the PRU (dual rolling) to allow for further assessment, advice and intervention at the PRU settings;
- providing more preventative, short stay PRU places to reduce the need for exclusion;

- continuing to provide full time places for permanently excluded children and young people.

6.5 This approach has focussed on providing early help and improving outcomes for vulnerable children and young people whose attainment and future prospects would otherwise be limited by exclusion from school.

7.0 Primary PRU update

7.1 There are now 96 full time equivalent places for pupils aged between 5 and 11 in Bridgelea Pupil Referral Unit, located across three sites, Bridgelea Central in Withington and Bridgelea South in Wythenshawe and since September 2016 Bridgelea East at the former Gorton Mount site.

7.2 Of these 96 places, 24 are in order to offer full time education for any primary aged pupil that has been permanently excluded and the family are resident within the Local Authority, although not necessarily attending a Manchester school. A further 24 places are offered for primary school to purchase for children at risk of permanent exclusion. This is on a dual registration basis with the mainstream school remaining responsible for the child's outcomes including achievement and attendance.

7.3 The remaining 48 places are for children who have completed Statutory Assessment and have a final statement or Education Health and Care Plan that identifies the need for a placement in a specialist provision with Social Emotional Mental Health being identified as the primary need.

7.4 In 2015/16, 48 children attended Bridgelea during the year. The following tables indicate the mobility in and out, and the eventual destination of children.

Mobility in	2012 - 2013	2013- 2014	2014-2015	2015-2016
Permanent exclusion KS1	0	2	0	3
Permanent exclusion KS2	2	8	7	22
Primary In Year Fair Access Protocol	0	0	0	0
Special Transfer	0	0	4	5
Preventative KS1	10	7	2	3
Preventative KS2	19	16	20	15
Out of area	1	0	0	0
Total	32	33	33	48

Mobility out	2012-2013	2013-2014	2014-2015	2015-2016
Return same school	9	7	5	4
Return new school	5	4	6	2
Out of area Special School move	3	4	3	1
MCR Special School move	5	8	8	9
Y6-Y7 Special	3	5	8	5
Y6-Y7 Mainstream	2	4	7	2
Total	27	32	37	23

7.5 The tables below also show the numbers of children attending the Primary PRU who access different levels of intervention in addition to their Education.

Single Registration

	Number of Families	Number of Children
Early Help assessment	5	14
Early Help Triage	8	21
Child in Need	7	16
Child Protection	4	10
Looked After Chilc	5	5
	29 Families	

Dual registration (with another mainstream school)

	Number of Families	Number of Children
Early Help assessment	4	7
Early Help Triage	3	7
Child in Need	4	10
Child Protection	2	7
Looked After Chilc	2	2
	15 Families	

57% of pupils access services from Bridgelea Safeguarding and Pastoral Team at EHA level and above

*Based on 77 families 17.01.2017

7.6 Bridgelea Pupil Referral Unit was inspected by Ofsted in July 2014. The overall judgement was good and through Manchester's Quality Assurance arrangements has remained good overall. Ofsted are expected to visit the school again in summer of 2017.

7.7 The key actions have been made in the last 12 months to further improve the service:

- The opening of a third site to meet the increasing numbers of children requiring a school place to prevent them being permanently excluded.

Finding suitable accommodation was delayed leading to a significant increase in the number of permanent exclusions in this academic year.

- Continued provision of a speech and language therapist based at the PRU for 2 days per week. The PRU has become an accredited communication friendly setting where each child's speech, language and communication needs are identified and accommodated for by all staff. This has been achieved by following rigorous ELKLAN training and audit. The PRU ensures that communication is given a high profile throughout all aspects of our curriculum and that through differentiation we meet the specific speech, language and communication needs of all of the children.
- The development of strategic working with Primary Head teachers to explore alternatives to exclusion including schools developing their own alternative provision and a managed move protocol. This has included discussions through the Primary In Year Fair Access Panel to address complex admissions with support from Emergency Funding.
- Outreach support to schools has developed in its offer to build capacity in schools to meet the needs of children before they require the PRU. Courses developed and delivered have included Attachment theory training, Adult voice in the classroom, Boxall Assessment training, Lego Build Therapy, Perfect Skills (KS1), Nurturing Approaches, De-escalation strategies, Conflict Resolution and established an NQT network with a 1 day course for NQTs.
- Co-location of Early Help Practitioners within the PRU to complete direct targeted interventions in the children's homes in order to prevent escalation to child protections and or children becoming looked after.
- Adaptation of the school curriculum to meet the requirements of the new national curriculum whilst maintaining the nurturing approaches those children attending the school require. We have also spent time adapting to the new assessment arrangements of assessing children in relation to Age Related Expectations (ARE)

8.0 Secondary PRU update

8.1 In response to an increase in numbers of secondary aged pupils in the city, and an increase in the permanent exclusion of Manchester residents from Manchester and out of borough schools, the number of placements which the Local Authority provides base funding of £10,000 for, at Manchester Secondary PRU was extended to 400 during the academic year 2015/16. Funding for each of the places was topped up either by schools placing children as an alternative to permanent exclusion, or by the Local Authority for those permanently excluded, referred through In Year Fair Access Protocol (IYFAP) or as complex LAC or other complex cases. In addition, the PRU provision includes 40 places for pupils with the most complex needs who are placed in alternative provision made by the Together Trust but which is supported by the SENCO and PRU Pastoral Team.

8.2 The PRU also facilitates the placement of year 11 International New Arrivals who arrive mid year into mainstream schools by placing these pupils on the PRU roll. This cohort has done well over the last two years with schools making excellent provision and entering them for any exam they may be able to achieve. The arrangement also means that these vulnerable and often traumatised young people are afforded a warm, supportive welcome into mainstream schools, have opportunities to acclimatise to their wholly new surroundings and to make friends.

8.3 In June 2016, the PRU had 469 pupils on roll and had worked with 520 pupils during the course of the year. Last year and this year so far, around 50% of pupils are single registered with the PRU and the rest are dual registered with a placing mainstream school. Destinations for pupils leaving the PRU during 2015/16 are detailed below:

Destination	Frequency
Specialist school	10
Taken off roll	2
Mainstream	29
Out of Area schools	18
Yr 11 leavers	180
Total	239

8.4 The last available destinations data (November 2016) for Yr 11 leavers is shown below. 'Blanks' are those pupils for whom no data is yet available. Since the majority of these pupils were attending mainstream schools at the end of the year, we are expecting that those in sustained Education Employment or Training at the next reporting date will be around 70%. The Local Authority's commissioned targeted service delivered by Career Connect, is working with those identified as Not in Education Employment or Training.

Category	Number	Percentage
Started in Education, Employment or Training	104	58.1
Identified Provision but not yet started	23	12.8
Other	2	1.1
Out Of Area	4	2.2
NEET	23	12.8
Blank	23	12.8
Total	179	100

8.5 KS4 outcomes improved again in 2016 in spite of changes in the curriculum and shifts in performance measures. Average points scores per pupil increased from 79.94 to 90.43 and the average number of GCSEs achieved improved from 2.93 to 3.5. The biggest improvements were for those pupils placed with commissioned alternative providers who, with support from the PRU, increased the number of accredited courses offered.

8.6 Whole school attendance improved on the previous year from 64.1% in 2014/15 to 66.5% in 2015/16. Year on year improvements will be further supported by the Local Authority working with PRU on a range of strategies to improve attendance.

8.7 An agreement with mainstream secondary schools was renegotiated during 2015/16 with all but two of the city's Secondary Schools signing up to an agreed Local Authority/PRU strategy to reduce permanent exclusion through the use of the PRU as a preventative placement and by paying a levy on the second and subsequent permanent exclusions.

8.8 A high proportion of PRU pupils and their families are worked with by other services and agencies. The table below provides a snapshot of the cohort in December 2016:

PRU cohort 2015 - 16

Status	Numbers	% of PRU population (notional 400 places)
Social care, statutory and additional		
LAC		
Child Protection Plan	26	6.5%
Child in Need	31	8%
Early Help (formal)	36	9%
Multisystemic Therapy	23	6%
Phoenix Protect	19	4.8%
Youth Justice and related		
Orders	41	10.2%
Known gang activity (including 1 threat to life warning)	20	5%
Mental Health		
CAMHS	53	13.3%
Formal diagnosis	25	
ADHD + other	15	
Substance misuse (worked with by Eclypse)	16	4%

8.9 The level of additional educational need is high and increasing as the tables below illustrate.

SEND Status July 2016		
	Numbers	% of PRU population
School Support	276	69%

Additional support from PRU SEND team	45	11.3%
Educational Psychology Involvement	23	5.8%
Request for statutory assessment	8	2.0%
Assessment agreed	10	2.5%
Draft EHC Plan	11	2.8%
Final EHCP	27	6.8%

8.10 From January 2017, the secondary PRU has moved into new purpose built premises on Stockport Road. This means that two of the Secondary PRU's buildings are now purpose built. The aim is to develop an accommodation strategy for both the primary and secondary PRUs to ensure that provision is made in high quality premises spread across the city.

9.0 Funding for the PRUs.

9.1 The 2016/17 Dedicated Schools Grant (DSG) delegated a total budget of £7.4 million for PRU provision. The breakdown is as follows:

- Primary PRU - £1.9m
- Secondary PRU - £5.5m.

9.2 This funding ensures that the PRUs are able to provide preventative capacity across all statutory school ages (5-16) in terms of:-

- numbers of pupils with direct intervention from the PRUs either through full or part time placements;
- preventative short courses; and
- outreach and reintegration support to mainstream settings.

9.3 As with special schools, PRUs are funded for every place that the Local Authority commissions at the start of each year (place funding) and they also receive top up funding for each place that is filled with a pupil. Prior to 2015/16 place funding at PRUs was £8,000 whereas place funding at special schools was £10,000. Since 2015/16 place funding at PRUs increased to match that at special schools and will continue to remain at £10,000 for 2017/18.

9.4 Each year since April 2012, PRU budgets and the number of places provided has increased annually to meet the demand across the city. Increases in place numbers and budgets since April 2014 are shown in the table below.

	2014/15		2015/16		2016/17	
	Primary PRU	Secondary PRU	Primary PRU	Secondary PRU	Primary PRU	Secondary PRU
Places	36	320	48	320	70	400
Budget	£1,146k	£4,241k	£1,426k	£4,736k	£1,894k	£5,535k
Total	£5,387k		£6,162k		£7,429k	

9.5 In addition to Local Authority funding, schools also make a contribution to the cost of a place when they require this as an intervention to prevent exclusion.

- 9.6 In April 2014, both the PRU provisions received funding within their budgets from High Needs Block in the Dedicated Schools Grant (DSG) to enable them to be able to offer SEN high needs places for children and young people who need a very personalised programme or are undergoing statutory assessment and likely to need specialist provision in the longer term. This funding has continued and has enabled the PRUs to maintain a preventative offer without places becoming blocked with pupils who will need to remain in the PRU for a longer period of time because of their SEN.

10 .0 Registered Independent Schools

- 10.1 There are over 24 independent schools in Manchester known to the Local Authority. These range from long established grammar schools with national reputations to smaller schools targeting particular communities and offering alternative or additional provision with specialist support for pupils with additional needs. Independent schools need to register with OFSTED and to comply with the Independent School standards.
- 10.2 Independent schools are included in the City Council's circular letters re safeguarding and invited to Designated Safeguarding Lead Networks and Specialist Training e.g. on Prevent and British Values. They are represented on the Manchester Safeguarding Children Board. Any safeguarding concerns notified to the Local Authority, whether in mainstream or in independent schools are investigated and recommendations made as appropriate.
- 10.3 New statutory guidance on Children Missing Education issued by the Department for Education in September 2016 also places a duty on all schools including independent schools to notify the Local Authority when they add a pupil's name to the admission register or when they are about to remove a pupil's name from the register. All independent schools in Manchester have been notified of this requirement
- 10.4 In addition, over the last few years, the Secondary PRU has worked closely with a number of providers to support the development of a range of alternative provision in the city and to support the improvement in its quality. All of these providers are registered as Independent Schools and all but one have been rated as good by OFSTED. The PRU has an ongoing role in commissioning, managing and quality assurance of these providers on behalf of schools and the Local Authority. All schools are offered the opportunity to commission these places to assist them in their strategies to reduce permanent exclusions. These places are subsidised by the Local Authority and are offered to schools at a reduced rate. The PRU commissions places from these providers through an agreed procurement framework and the majority of Manchester secondary schools access alternative provision through the PRU rather than commissioning directly.

11.0 Non registered School

- 11.1 If a school fails to register with OFSTED, it will be operating illegally. Any reports of schools in the city which may not be registered are investigated e.g.

through joint Local Authority/Ofsted visits. There was one such investigation last year, which found no concerns. Currently the Local Authority has not been made aware of any other organisations which may fall into this category.

12.0 Supplementary Schools

- 12.1 Supplementary Schools are occasionally misunderstood as an alternative to mainstream schools. However they are very clearly outside of statutory education. They are run on weekday evenings or at the weekend and attendance is voluntary, as with sporting or cultural activities or with youth clubs.
- 12.2 In Manchester there are over 80 Supplementary Schools (including Madrassahs) with over 1000 volunteers from many communities who regularly give up their free time to teach in Supplementary Schools to benefit children from their communities. The curriculums vary between schools and include heritage languages, cultural activities e.g. music and dance, history of heritage countries, religious teaching and study skills.
- 12.3 Many languages, cultures, religions & countries of origin are represented and there is evidence of the positive value for children e.g. additional language qualifications, pride in heritage and improved self esteem. Manchester Supplementary Schools contributed data to a research project which highlighted the benefits for children, families and communities e.g. the correlation between attendance at supplementary schools and high achievement.*
- 12.4 Supplementary Schools and Madrassahs are not regulated by the Education Acts or by OFSTED. However for the past 25 years, the Local Authority has had an ongoing programme of engagement and support. Officers from the Council's Education and Skills service offer personalised support through visits to individual schools and through training, especially to raise awareness of good safeguarding practice and to support schools to gain accreditation.
- 12.5 The Education and Skills service also organises termly networks and an annual achievement event in partnership with the University of Manchester which brings different supplementary schools together to share languages, religions and cultures and to promote understanding between Manchester communities.

* 'Descriptive analysis of supplementary school pupils characteristics and attainments' Evans & Gillan-Thomas, May 2015

13.0 Conclusion and next steps

- 13.1 Clearly it is disappointing that following a period where there was a significant decline in exclusions in Manchester that there has been an increase over the last 2 years in both fixed term and permanent exclusions. Permanent exclusion represents a significant additional risk to life chances of vulnerable and young people who are likely to have experienced a range of challenges including abuse, neglect, disaffection, high level risk taking, mental illness, antisocial behaviour and developmental delay.
- 13.2 However, it is also worth noting that for some vulnerable groups; Looked After

Children, children with an Education, Health and Care Plan and children with social emotional or mental health needs, although exclusions are higher for children in these cohorts there was a reduction last year and for some groups such as those on free school meals and those with social emotional mental health needs this is better than the national picture.

- 13.3 Reasons provided by schools for the increase in exclusions in Manchester include the fact that most schools now have more pupils than ever before which means that some schools have large classes and also reduced space to work with individual pupils who have social, emotional or mental health needs which often results in challenging behaviours. Many Manchester schools have also seen pressures on their school budget in real terms which has meant that there has been a reduction in staffing and intervention programmes available to children and families. It is also anticipated that the proposed introduction of a new national funding formula for mainstream schools will particularly impact on schools in Manchester and could therefore also reduce their ability to make effective provision for vulnerable children at risk of exclusion. In addition, the curriculum particularly in the secondary phase has become more narrow and academically demanding for some pupils which has led to disengagement with schools and the new approach introduced in 2016 for measuring attainment and progress also provides a disincentive for schools to commission preventative places with the PRU instead of excluding pupils.
- 13.4 Nevertheless, there remains a strong commitment in the majority of Manchester schools to not exclude pupils and to work in partnership with the PRUs to develop a 'revolving door' of provision. Many schools are working with outreach staff from the PRUs, other specialists and agencies to 'develop their own' in-house' provision for children with social emotional and mental health needs including their own alternative provision and there are some good examples of this in schools across the city. Furthermore, work is currently underway to review and refresh the PRU and wider alternative provision offer in the City in collaboration with schools and other partners.