



Supporting Schools with Managing Suspensions & Exclusions

Overview of Warwickshire's Education Entitlement Team (EET)

The Education Entitlement Team provides support to children and young people, parents and carers, school leaders, governing bodies and other professionals with exclusions and ensuring pupils receive a suitable education.

The team works with partners to prevent permanent exclusions and to ensure that those children and young people who are permanently excluded from school receive an alternative education within 6 days.

The team also manages the Fair Access Protocol ensuring that children and young people who are unplaced and vulnerable are placed as quickly as possible back into mainstream school.

Our offer to schools

What You Can Expect from the Education Entitlement Team

The Education Entitlement Team work alongside a range of key support services aimed at ensuring all children and young people receive their full educational entitlement. Our work focuses on promoting inclusion, preventing exclusion, and supporting pupils who have been permanently excluded. Here's what you can expect from us:

- **Personalised Advice and Guidance for schools**
We offer both telephone and in-person consultations to provide expert advice on all matters related to school suspensions and exclusions. This includes proactive strategies for prevention (which may include exploring the use of off-site directions or a managed move), understanding the legal framework, and navigating the processes involved.
- **Personalised Advice and Guidance for parents and carers**
We offer support and guidance to families and young people going through the exclusion process.
- **Support at Key Meetings**
Our team can attend relevant meetings—such as governors' meetings - where

suspension or exclusion is a factor. We aim to ensure that the child's best interests are represented and that inclusive solutions are explored.

- **Monitoring and Analysis of Suspensions**

We systematically track suspension data across the county, identifying trends and patterns by school, area, and consortia. This enables us to target support and interventions where they are most needed.

- **Collaborative Working with Key Services**

We work closely with professionals in SENDAR, Virtual School, Families First (previously known as Children's Services), youth justice, and education to provide a coordinated response to complex cases. This multi-agency approach ensures that children and families receive holistic support.

- **Facilitation of Fair Access Protocol (FAP) Panels**

Alongside the Admissions Team, we organise and facilitate the Fair Access Panel meetings in line with statutory requirements. These panels are responsible for ensuring that pupils without a school place are allocated appropriate educational provision in a timely and fair manner.

- **Promotion of Inclusive Practices**

In partnership with the Specialist Teaching Service (STS), we support schools in developing inclusive strategies. Our Inclusion Partnership meetings focus on early intervention and practical solutions to reduce the risk of suspension and exclusion.

Exclusion: getting it right

Our team:

- Provide advice on preventative measures to school exclusions, this might include signposting to relevant services.
- Provide advice on off-site directions and managed moves.
- Provide advice on DfE Guidance, working with schools to ensure procedures are followed correctly for suspensions and permanent exclusions.
- Offer guidance on pupils receiving alternative education provision, e.g. advice around dual registration and registration codes.
- Monitor the attendance, progress and engagement of pupils who have been permanently excluded until they can return to a mainstream setting.
- Contribute to the Fair Access Protocol process, providing information and support for successful reintegration into mainstream school.

School's roles and responsibilities:

Preventative Strategies:

1. Once a School has explored all alternatives to exclusion and identifies a child is still at risk of a placement breakdown, suspension or permanent exclusion, schools are advised to call WCC's STS Area Managers for guidance, who will discuss the approaches the school has already taken including the graduated response and

suggest strategies for support to ensure an exclusion is a last resort. Details of the support available can be found on our website.

2. After consultation with STS, the school may be advised to complete a referral form to request support from an Inclusion Mentor.
3. [Behaviour in schools - GOV.UK](#)

Off- Site Direction (temporary measure):

1. When other interventions and targeted support have not been successful, there may be instances where a school may consider an off-site direction (where a child attends another education setting for a time limited period) to prevent an exclusion.
2. Refer WCC's Off-Site Direction Guidance for schools.
3. Schools to notify WCC of all off-site directions via [this link](#).

Managed Moves (permanent measure):

1. In line with a school's behaviour policy a managed move may be considered as a strategy to prevent a suspension, further suspensions and reduce the risk of a child being permanently excluded.
2. A managed move can be considered as part of a measured response to supporting a child's emotional and social needs and should only occur when it is in the child's best interests.
3. A managed move should not be an early or first response to preventing an exclusion.
4. Where a child has special educational need, the school must have made reasonable adjustments to meet the child's needs.
5. Refer to WCC's Managed Move Guidance for schools.
6. Schools to notify WCC of all Managed Moves via [this link](#).

Suspensions:

1. Schools to follow the DfE guidance [Suspension and permanent exclusion guidance](#)
2. School must notify WCC of all suspensions via the [Exclusion/Suspension Notification](#) form.

Permanent Exclusions:

1. Schools to follow the DfE guidance [Suspension and permanent exclusion guidance](#)
2. When a headteacher has decided to P-EX, the school must notify WCC immediately via the [Exclusion/Suspension Notification](#) form on the day of exclusion so that pupils receive their statutory entitlements to education from the 6th day. It remains the school's responsibility to provide education for the first 5 days following a PEX.
3. Following a PEX, school must notify, in writing, parent/carers and where appropriate the child's social worker, virtual school or SENDAR officer.
4. On the first day of a permanent exclusion, schools must submit a fully completed Learner Information Form (LIF), along with a copy of the exclusion letter sent to the parents via exclusions@warwickshire.gov.uk
 - [Primary Learner Information Form \(LIF\)](#)
 - [Secondary Learner Information Form \(LIF\)](#)

5. Schools to notify parent/carer and EET team of the date of the Governors Discipline Committee.

For further information please contact:

The Education Entitlement Team

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