

New Rules on Exclusion from Schools

and Pupil Referral Units (PRU) - from September 1st 2007

Immediately upon deciding to exclude a child or young person from School (or PRU) the Headteacher must:

- Inform parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period of exclusion.

Parents will be responsible for supervising their child during the first five days of any period of fixed period exclusion and could face a fixed penalty notice if their child is found in a public place in school hours without reasonable justification.

- Provide appropriate full-time education from the sixth day (instead of the current 16th day) of any fixed period exclusion. This education must not be provided at the school unless the school hosts shared provision for excluded pupils with at least one other school. In the case of a PRU the Local Authority (LA) must provide the appropriate full time education. Full-time education means supervised education equivalent to that normally provided by mainstream schools in the area.
- Inform the LA **immediately** of each permanent exclusion for statistical purposes and to give advance notice that there will be a governors' hearing and possible appeal.
- Inform the 'home' LA of a permanent exclusion if the pupil lives in a different authority from the school so that suitable full-time education can be arranged from day six.
- Inform the parents.
- Arrange a reintegration interview at the end of a fixed period exclusion of at least one day from a primary school or more than five days from a secondary school.

In addition schools should:

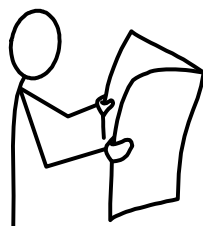
- be working in partnership with other schools in their locality to tackle persistent absence,
- have in place simple, effective referral processes to ensure that off-site providers have as much notice and information about the pupil as possible,
- review on a regular basis their processes and strategies for dealing with day six provision.

Excluding pupils from school sites for disciplinary reasons without following formal exclusion procedure is illegal, since there is no basis in law for head teachers or other school staff to do this, **even if done with the agreement of parents or carers.**

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This factsheet is available on request in a range of languages and formats including large print, Braille and on audio tape. Get in touch with your Local Information Co-ordinator for details.

Top Tips for Supporting ASD Children with Sensory Difficulties

The following are suggestions that both parents and professionals have found helpful when seeking to support children who experience sensory differences and difficulties as a result of Autistic Spectrum Disorder (ASD).

General

- Remember what we can see as challenging and inappropriate behaviour can be the autistic individual's attempt to compensate and manage their own sensory processing differences.
- Try to develop an awareness of how your child shows that they are approaching sensory overload. Share this information with others involved in supporting the child.
- Try to provide an area to retreat to when everything becomes too much or your child needs somewhere to go in order to concentrate.

Sleeping Difficulties

- Try providing soothing music to tune into and to provide a block to unwanted sounds.
- Reduce visual stimuli such as posters and bright colours.
- Try heavier duvets to provide comfort and reassurance. (Take care not to over-heat babies and young children.)
- Try using body pillows and sleeping bags.
- Try providing deep massage to children.

Eating Difficulties

- Try using heavier eating utensils.
- Try changing your child's place at the table. Some children are more relaxed with their back to a wall or at the end of a table.
- Try to develop an understanding of your child's preferred and non-preferred food textures, smells and temperature of foods.
- Try providing markers on the floor to put chair legs on so that the child knows where to position the chair and themselves.

Dressing and difficulties with clothing

- Introduce new clothing for short amounts of time over a long period.
- Consider using fragrance free washing powders.
- Try to reduce other sensory stimuli when your child is dressing.
- Try experimenting with length of sleeves and trousers.
- Cut the labels out of clothing.
- Try using deep pressure activities prior to dressing.

Interaction

Sensory differences and difficulties can and do have a dramatic effect on the ability of autistic children to socially interact with others. These problems can be a result of difficulties in several sensory areas including, visual, auditory, vestibular, olfactory (smell) and proprioception (balance).

The following may be of help.

- Be aware that many children find that they receive too much information if they directly face others. Standing slightly to one side may help.
- Try not to move around too much when talking and interacting with your child.
- Try to avoid strong perfumes and fragrances as they can be very distracting for some children with ASD. Others talk about having to flee from certain smells.

These top tips were compiled by Geoff Evans who is an Expert Trainer and Advisor for the Options Group. www.optionsgroup.co.uk

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