

Ormiston Academies Trust

Ormiston Queensmill Academy Exclusions and Suspensions statement

Policy version control

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Author In consultation with	Sunita Yardley-Patel, Head of Governance National Director of Secondary Education, Education Directors, Principals, Clerks, Governors, Governance team.
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Statement on Exclusion

We are committed to providing a welcoming, highly-specialist and child-centered learning environment for our pupils at Ormiston Queensmill Academy. All pupils have a diagnosis of autism and all have an Education Health Care (EHC) Plan. We celebrate pupils for their uniqueness and individuality and this is reflected in our mission statement and in our values. We remain committed to upholding the rights of children with SEND to access a full, meaningful and inclusive education, regardless of their disability. The following is taken from our behaviour policy:

Alternatives to Suspension and Permanent Exclusion

- 1.1. As a specialist provision, the academy's practice is to avoid suspension and permanent exclusion wherever possible. Where pupils experience significant dysregulation, distress or behaviours of concern, leaders will prioritise personalised support, specialist intervention, reasonable adjustments, collaborative problem solving and partnership with families and professionals.
- 1.2. Suspension or permanent exclusion would only ever be considered in the most exceptional circumstances, in line with statutory guidance, and where the legal threshold is met. Every effort will be made to maintain the pupil's placement safely, consistently and compassionately. Only when all available internal strategies, resources, and external professional input have been exhausted will leaders consider whether an alternative pathway may better meet the pupil's needs.
- 1.3. Where there are ongoing concerns about whether the academy can safely and effectively meet a pupil's needs, leaders will first review whether additional support, reasonable adjustments, therapeutic input, environmental changes, staffing arrangements, specialist advice or an urgent EHCP review could maintain the placement.
- 1.4. Only when all available internal strategies, resources and external professional input have been considered will leaders explore whether an alternative pathway or placement may better meet the pupil's needs.
- 1.5. Alternative Provision/Off-site direction
 - Any consideration of alternative provision, off-site direction or a change of placement will occur only in exceptional circumstances, and only when a pupil is experiencing prolonged periods of significant dysregulation, distress or risk that cannot be safely or effectively supported within the current setting, despite extensive intervention and reasonable adjustments. Such a decision is made only after:
 - Comprehensive assessments (communication, sensory, emotional regulation)
 - Personalised interventions
 - Therapeutic and regulation programmes
 - Targeted support
 - Close partnership working with parents/carers
 - Involvement from external agencies (eg. Educational psychology, CAHMS, PBS)

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- If the pupil's needs exceed what can reasonably be met within the resource level and specialist provision of the school, leaders may consider exploring a change of placement. This is always carefully planned and centred on the pupil's wellbeing, communication style, sensory needs, and EHCP outcomes. The proposed plan is discussed jointly with parents and external professionals.
- The local authority will be notified so an early EHCP review can be held. This review will determine whether:
 - Additional support, resources, or adjustments can maintain the placement, or
 - A different type of specialist provision or pathway may better meet the pupil's needs
- For pupils with a social worker or those who are looked after, the social worker and Virtual School Head (VSH) will be consulted at the earliest possible stage to ensure joined-up planning, safeguarding oversight and continuity of support.

