

MANAGING MULTIPLE FIXED-TERM EXCLUSIONS

SENDIASS Leicester Publication

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This can be very difficult for everyone involved. The most important thing is to continue to work with school, sharing ideas and deciding next support steps. Some things to consider...

Ask your child: how they feel, what is working for them, what they need to help them behave better -- share this information with the school.

Share any background information: the school should be aware of any needs or home issues that could be impacting on behavior.

Look for patterns/trigger: share this information with the school (such as particular lessons or times of the day where there are more issues).

Strategies that help: such as 'time-out' or planned lesson breaks to help improve behavior.

Create opportunities for praise: make sure they are achievable and praise even the smallest of things.

Create behavior targets: do this in partnership with the school so that good behavior can also be modelled at home.

Is a reduced/part-time timetable viable? Speak with the school to see if this can be tried on a short-term basis.

Request an EHC Needs Assessment/Early Annual Review: this will ensure your child's special educational needs are being considered and properly supported.

"If a school unfairly excludes a child with a disability, this may amount to discrimination.

You should consider whether the school has made reasonable adjustments to accommodate the child's disability."

- IPSEA

Contact SENDIASS Leicester if your child has Special Educational Needs (diagnosed **and** undiagnosed) and you are concerned about exclusions.



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