

my child in school



Fixed Period Exclusion

a practical guide to
parents' legal rights



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Important notes

- There are two types of exclusion – **fixed period** and **permanent**. This booklet deals with **fixed period exclusions**.
- The information in this booklet is based on the laws of England.

Definitions and abbreviations

Academy Academies receive state funding but have more independence than maintained schools.

Governing body The governors with the headteacher have overall responsibility for the school. They work for the school unpaid. In this booklet 'governing body' includes the management committee of a PRU and an Academy Trust.

Headteacher In this booklet 'headteacher' includes the teacher in charge of a PRU and the Principal of an Academy.

LA The Local Authority deals with the administration of a local council. The education department may be part of the LA's children's services authority or trust.

Maintained school Maintained schools are community schools, voluntary aided and controlled schools and foundation schools.

PRU Pupil referral unit. PRUs provide education for excluded pupils and others who are unable to attend school.

PSP Pastoral support programme.

SEN Special educational needs.

School record All the documents the school holds relating to your child.

“My child has been excluded – what can I do?”

When a child is excluded from school it can be very upsetting and confusing both for you and your child. A fixed period exclusion may be a punishment for a one-off instance of bad behaviour or it may be a sign that other things are not right at school. This booklet will help you

- understand the exclusion process
- work with the school to prevent further exclusions
- challenge the exclusion if you want to.

Understanding exclusions

This section will help you understand what must happen when a child is excluded. You will notice in this booklet many references to ‘guidance’. This refers to the government guide ‘Exclusion from maintained schools, Academies and pupil referral units in England’. This applies to all state-funded schools. It can be downloaded from the Department for Education website. See Further help page 20.

The guide contains both what schools must do by law and also ‘statutory guidance’ which must be followed unless there is a very good reason not to.

What is fixed-period exclusion?

Fixed period exclusion is one of the punishments a school can give if a child does something that is against the school’s behaviour policy (the school rules).

This means that your child is not allowed on the school site for a defined period. Most fixed period exclusions are for short periods of five days or fewer. Pupils who misbehave at lunchtime may be excluded for lunchtime only. Each lunchtime exclusion counts as half a day.

Fixed period exclusion does not have to be for a continuous period. This might apply for instance if a pupil attends off-site provision for part of the week.

A pupil may not be given more than a total of 45 days fixed period exclusion in any one school year.

Who can exclude?

Only the headteacher has the power to exclude a child. If the headteacher is not on site then the decision can be made by the acting head. Other members of staff such as heads of year cannot exclude, though they may provide information to support the headteacher's decision.

Reasons for exclusion

All exclusions must be for disciplinary reasons only. All schools must have a behaviour policy setting out what the school rules are. Schools do vary in what they will exclude for: some give fixed period exclusions for seemingly minor offences, others make greater use of alternative sanctions.

It is unlawful to exclude or to lengthen an exclusion for a non-disciplinary reason. These might be:

- failure to meet special educational needs. If a school cannot meet a child's needs, it should look at putting extra support in place.
- academic attainment or ability. A child cannot be excluded because they are not likely to get good exam results.
- action of parents such as making a complaint or failing to attend a meeting.
- not allowing a child back into school after a fixed period exclusion unless they meet particular conditions. For example the headteacher cannot extend an exclusion until a pupil admits guilt or apologises.

However, guidance does state that disobeying a teacher's academic instructions could be a reason for exclusion. This is not defined in detail but might include things like not completing homework.

Behaviour outside school can be a reason for exclusion but this should be in line with the school's behaviour policy. Commonly this will include behaviour on school trips, behaviour when in uniform or on the way to and from school and behaviour which may bring the school into disrepute.

All decisions to exclude must be rational, reasonable, fair and proportionate.

Where practical, a headteacher should allow a pupil to present their case before deciding whether to exclude.

Standard of proof

The head's decision to exclude must be taken on the 'balance of probabilities'. That means that it is more likely than not that the pupil did what they are accused of. This is not the same as the 'beyond reasonable doubt' standard required in a criminal case.

Unofficial exclusions

All exclusions must follow the correct procedure and be recorded as exclusions. It is unlawful just to send a child home to 'cool off' even if parents or carers agree.

ACE advises – unofficial exclusions

Sometimes schools may ask parents to keep their child at home without excluding them. This is often portrayed as doing the parent and child a favour by not making it official. This can easily lead to a child missing considerable amounts of education or even dropping out of the system altogether. It also means that your rights to make representations to the governors or to attend a meeting will not be triggered.

Children should not be asked to stay at home because the school can't provide for their special educational needs or to get them out of the way during an inspection. If this happens, remind the school that this amounts to an unlawful unofficial exclusion. You may also wish to inform the exclusions officer in your local authority that this is happening.

Informing parents

When a child is excluded, parents must be notified in writing without delay.

The letter must state:

- the reason for the exclusion
- the length of the exclusion
- the right to make representations to the governing body
- if the governing body is required to meet (see table page 10), the right to attend the meeting and be represented and to bring a friend

You must also be told about your responsibility to keep your child at home during the first five days.

Factors affecting exclusion

Before deciding to exclude headteachers should take account of factors that may have affected the child's behaviour.

Vulnerable pupils

Headteachers should take account of any factors which may have contributed to the poor behaviour. These might be:

- bullying
- mental health issues
- bereavement
- unidentified SEN.

Alternatives to exclusion and early intervention

Guidance recommends early intervention to address the underlying causes of poor behaviour.

Early intervention and multi-agency assessments

If a child is displaying persistent disruptive behaviour, headteachers should consider a multi-agency assessment. This may pick up SEN but also wider family issues affecting the child. A multidisciplinary assessment may be carried out following the Common Assessment Framework. This is commonly known as a CAF assessment and it will be a chance for everyone involved with a child to share information and identify needs. For more information on the CAF and other support, see 'Going back to school' page 7.

Some groups are overrepresented in exclusion statistics. These include children with SEN, children eligible for free school meals, children from particular racial groups and looked after children. Headteachers should look at providing extra support to these groups to try to reduce the risk of exclusion.

Looked after children

Schools should work together with foster carers, children's homes and the local authority that looks after the child to try to avoid exclusion. This might include putting in additional support or looking at whether a different school would be more suitable. If you are a foster carer you have the same rights in education law as other parents if the child you look after is excluded.

Children with special educational needs

If a child with SEN is showing poor behaviour or is at risk of exclusion, the school should look first at what additional support is needed or whether an alternative placement would be more appropriate to the child's needs. If a child has a statement of SEN then the school should consider bringing forward the annual review or holding an emergency review.

Discrimination and the Equality Act

The Equality Act 2010 covers discrimination based on a range of 'protected characteristics'. For pupils in school these are disability, race, sex, religion or belief, pregnancy or maternity, sexual orientation or gender reassignment.

Exclusion from school is specifically covered by the Act. This does not mean that a school cannot exclude a pupil with a protected characteristic, but they must not do it just because, for instance, the child has a disability or is from a particular racial group.

Schools must also make sure that their policies such as the behaviour policy or uniform policy do not unfairly disadvantage pupils with protected characteristics.

Disabled pupils must also not be discriminated against because of behaviour connected to their disability unless there is a very good reason for it. For example, a child with autism who is very literal in what she says, should not be treated in the same way as another child who is deliberately rude to a teacher.

Schools must also make 'reasonable adjustments' to the way they do things in order to avoid disabled pupils being put at a disadvantage.

More information is available in the ACE booklet **Disability Discrimination** and in guidance from the EHRC. See Further help page 21.

Your child has been excluded – what now?

If your child has been excluded you are probably feeling upset and may be angry about what has happened. This may be just as much the case for a one-off one-day exclusion as for a child who has had repeated exclusions.

This section will tell you about what will happen while your child is excluded and how you can work with the school on your child's return to ensure any difficulties are addressed.

Check the letter

You should have had a letter telling you about the exclusion. See Informing parents page 3.

If you haven't had a letter by the end of the first day of exclusion, you should contact the school to check that your child has been formally excluded. You could remind the school that informal exclusions are not allowed. This may be an opportunity to negotiate an early return to school or an alternative sanction.

Will your child miss an exam?

If your child is excluded and will miss a public exam such as GCSE or a national curriculum test, contact school straightaway to find out what the arrangements are.

In this case the governors must meet if possible before the date of the exam to consider whether to reinstate the child. See page 11 for advice on taking your case to the governors.

It may also be possible for a child to be allowed onto the school premises just to take an exam. In this case you might need to escort your child to and from school.

First five days

Even though your child is not allowed on school premises, they still should be receiving education. Schools should take reasonable steps to set and mark work for the first five days of any exclusion. If no work has been sent home, contact the school and ask for some. Many schools have work available to pupils on the school's website. Any work set should be accessible and achievable to pupils outside school.

During these five days you are responsible for your child's whereabouts. You must make sure they are not in a public place without reasonable justification during

school hours. This duty is similar to that on school attendance and you could be fined if you breach it. The fine is £60 and goes up to £120 if you do not pay within 28 days. Failure to pay within 42 days could lead to prosecution.

Day six and beyond

If your child has been excluded for more than 5 days, the school has a duty to provide suitable full-time alternative education no later than day 6. That is most likely to take place at a pupil referral unit or other alternative provision.

For children with statements of special educational needs, the alternative provision must be able to meet the child's needs as set out in the statement. The placement must be identified in consultation with parents.

For looked after children it is recommended that alternative educational provision start from the first day of an exclusion.

Going back to school

Schools no longer have to hold reintegration meetings for pupils; however guidance does state that schools should have a strategy for reintegrating excluded pupils.

If you haven't been offered a meeting, it may be sensible to ask for one, particularly if your child has SEN or the exclusion is part of a wider pattern of poor behaviour.

SEN

Sometimes poor behaviour can be an indication of special educational needs. For instance, if your child has difficulty learning and cannot follow what is going on in the classroom, this may lead to inattention or disruption. Emotional and behavioural difficulties can also be a special educational need in their own right if they are preventing a child from accessing the curriculum.

If you feel that the exclusion was a result of unmet SEN you may wish to ask for:

- more or different support
- assessment by an educational psychologist
- an early or interim review if your child has a statement of SEN
- 'reasonable adjustments' if your child is disabled.

Make sure that the school's Special Needs Co-ordinator (SENCO) is involved in any meetings you have.

You can find more information in the ACE booklets *Getting extra help*, *Asking for a statutory assessment* and *Disability discrimination*.

Multidisciplinary assessment

Some children's behaviour in school may be affected by things going on outside school. Guidance recommends that children with persistent disruptive behaviour be given a multidisciplinary assessment. This might pick up special needs, mental health issues or family problems. Such an assessment can be done under the Common Assessment Framework (CAF). The CAF is entirely voluntary and you do not have to agree if you do not want to. As a parent you can request a CAF yourself. Ask any professional who is working with your child or contact your local authority children's services department.

Pastoral support

Many schools will put into place a Pastoral Support Programme for children and young people at risk of exclusion. This should set manageable short-term goals for improving the child's behaviour with support to help achieve them. You should be involved in this along with everyone working with your child in school. It's also important that your child's views are taken into account.

You may wish to ask for the following interventions either as part of a PSP or separately:

- mentoring – a trusted person such as a learning mentor to meet regularly with your child
- counselling – many schools have a school counsellor on site or links to outside organisations
- behaviour support – this might be something like an anger management course or advice from a specialist behaviour support teacher.

Flexible learning at key stage 4

If your child is age 14–16 and not enjoying formal academic subjects, some schools offer a different curriculum, which could help to involve your child and improve behaviour. This could include:

- dropping some subjects
- studying vocational subjects
- extended work experience or work-related learning
- going to a further education college for part of the week
- practical or outdoor activities with an alternative education provider.

It's important to be aware that any package involving flexible learning should still be full-time and should not lead to lengthy periods at home without education.

Challenging an exclusion

In some cases parents may wish to challenge an exclusion. This could be because you consider that:

- your child didn't do what they are accused of
- there were factors affecting your child that weren't taken into account.
- it was an unfair or disproportionate punishment.

This section will explain your rights to have the exclusion reviewed and how to put your case together. It will also give you an overview of how the governors' meeting will be run.

What rights do you have?

Parents often talk about appealing against the exclusion or getting it wiped off their child's record. Unfortunately things are not that simple and what you can do depends on the length of the exclusion or exclusions your child has had.

It's important to remember that the relevant number of days is the total number of days' exclusion in any one term.

Responsibility for reviewing exclusions lies with the Governors of the school. This may be delegated to a subcommittee which may be called the behaviour or discipline committee. The subcommittee must have at least 3 members.

Up to 5 days exclusion in a term

You have a right to make representations (put forward your views) to the governors. The governors must consider your representations, but there is no set time limit for this. They do not have to arrange a meeting with you, though many governing bodies may choose to do so if you request it. They must however still consider your written representations.

The governors do not have the power to reinstate your child and it is likely that the child will be back in school anyway. As the exclusion will have happened, it cannot be deleted from the school record. However if the governors agree with you that it was not justified, they may put a note on the school record.

Between 5½ and 15 days in a term

The governors must meet to consider the exclusion if the parent requests it. The meeting must take place within 50 school days. The governors can reinstate a pupil either immediately or on a specified date.

More than 15 days in a term

The governors will automatically meet to consider the exclusion. This must be within 15 school days. The governors can reinstate a pupil either immediately or on a specified date.

Meeting the governors – summary table

No of days exclusion in term	5 or fewer	5½–15	More than 15	Pupil will miss exam
Right to make written representations	Yes	Yes	Yes	Yes
Right to meet with governors	No. Meeting entirely at governors' discretion	Yes. If parents request	Yes. Governors must meet	Yes. Governors must meet
Timescale for meeting	None	50 school days	15 school days	15 school days
Reinstatement possible	No	Yes	Yes	Yes

Preparing your case

This section will help you put forward your views to the governors. It is sensible to do this in writing even if you will be meeting them in person. Keep copies of all letters and emails.

It is fairly rare for governors to overturn a headteacher's decision. You will need to convince them that the decision to exclude your child was not reasonable, fair or proportionate. Make sure you have read section 1 of this guide so you understand the rules around exclusions.

Useful documents

There are a number of documents that may be useful to you if you are challenging your child's exclusion:

- Government guidance on exclusions (see Further help page 20)
- the school behaviour policy
- the school SEN policy (if your child has SEN which may be relevant to the exclusion)
- your child's school record – you need to request this in writing and the school may make a charge for copying
- incident report and witness statements – the school should have compiled a report of the incident and may have taken witness statements from the pupils involved.

If you are planning to challenge the exclusion, request these in writing from the school straight away.

Procedures

Check that the school has followed the proper procedures in accordance with the guidance. Was it the headteacher who excluded the child? Did the headteacher ask for your child's version of events? If not, can they show that it was not practical to do so?

Were you notified in writing without delay? Did the letter give reasons for the exclusion?

Lawful?

What reasons are given for the exclusion? Are these genuine disciplinary reasons? See page 2 for a list of invalid reasons.

Was the offence against the school's behaviour policy?

Evidence

If you think that your child did not do what they are accused of or were not involved to the extent the school says, then you will need to consider the evidence very carefully.

Remember that the standard of proof for an exclusion is that it is more probable than not that your child did it.

Talk to your child about what happened. It is sensible to do this as soon as possible. Try to get them to focus on the facts of the incident. You may wish to ask some direct questions such as

- show me exactly where you were
- who else was in the room?
- did any other staff see what happened?
- did anything lead up to it?

Your child's school record, the incident report and any witness statements will be useful here. Do they reflect your child's view of events? Are there differences between the statements? Highlight any inaccuracies. Are there important people who were not asked for a statement? If so you could ask the school to get their views.

Has your child been in trouble before? Is it likely that they would behave in this way?

Sometimes children with an otherwise good record do get caught up in misbehaviour and do something silly. Teenagers in particular do not always think through the consequences of their actions.

Was the exclusion fair?

Look at the school's behaviour policy. Do they generally exclude for this offence? Are they applying their behaviour policy consistently? If other children were involved in the incident, how were they treated? Were they given the same punishment?

Factors affecting your child

Was your child affected by anything going on at home or at school? This could be a family bereavement or divorce or bullying at school. Was this something you told the school about?

If your child has been bullied, was the school's anti-bullying policy followed?

Support for your child

If your child has been having ongoing problems with behaviour, has the school put in support to try and address this? Have they considered a CAF or other multidisciplinary assessment?

SEN

Schools must not exclude children simply because they have SEN. If your child does not have identified SEN, has this ever been considered? It may be something that you have already raised with the school.

How do your child's special educational needs affect their behaviour?

Has the school followed its SEN policy?

Was your child receiving the support they should have been? For example, if the statement says your child must have one to one support at playtimes and this wasn't forthcoming, was the incident a result of the lack of support? Has the school looked at putting in additional support? Has an alternative placement been discussed?

Discrimination

Was the exclusion affected by something like race, gender, disability, sexual orientation?

If your child has a disability, was the behaviour they are being punished for a direct consequence of their disability?

Were there reasonable adjustments the school could have made to avoid the incident? Give examples of what they could have done differently.

More information in the guidance from the Equality and Human Rights Commission. See Further help page 21.

Was the exclusion proportionate?

You may think the punishment is too severe for what your child did. Have a look at the school's behaviour policy. Is there a scale of punishments related to the seriousness of the offence? What alternatives might have been available?

Your case summary

Once you have gathered all this information it is sensible to prepare a summary of your case. You can send this to the governors in advance of the meeting. If you don't do this, make sure you take enough copies to hand round to everyone at the meeting. The model summary below will help you organise your points. Not all the points may apply to you so just use the ones that do.

Summary

1. Reasons for exclusion

For example some of the following statements might be relevant to your case:

"I feel that the school has failed to act in line with some of the government guidance on exclusions without good reason. I understand that a child can only be excluded for a disciplinary reason. I do not consider that this was a disciplinary offence as it is not covered by the school's behaviour policy." [you can attach relevant bits from the behaviour policy]

2. Evidence

"I disagree with my child's exclusion, because s/he:

- did not do what s/he is accused of...
- did not do all of the things s/he is accused of..."

[give details of all the evidence you have accumulated showing discrepancies and inaccuracies in the case against your child]

3. Not proportionate

"I do not feel that this exclusion was a proportionate punishment. It was too severe because..."
[give reasons e.g. behaviour policy suggests lesser sanction, other pupils not punished as severely, child has never been in trouble before]

4. Early intervention

"I disagree with my child's exclusion, because the school has not taken into account the pressure my child is under [e.g. family matters you have told them about before] and has not offered any support [e.g. through a multidisciplinary assessment – say what kind of support you think would help]..."

continued on page 15

Summary continued

5. Other factors

"I disagree with my child's exclusion because s/he:

- has special educational needs but is not getting all the help that s/he needs..." [say why]
- was affected by discrimination..." [say how]
- was affected by bullying..." [say why]

6. Alternative solutions

If the exclusion is ongoing or there is a threat of permanent exclusion and you have an alternative punishment to suggest, you could say:

"I would like to suggest that s/he participates in restorative justice/mediation [say what you have in mind] as an alternative to exclusion."

7. Procedures

For example:

"I feel the school has failed to follow the correct procedures in line with some of the government guidance on exclusions. I have marked this on pages..." [attach the relevant pages if you can and say how this affected your child's exclusion]

8. Conclusion

This could include:

- evidence from the school record of good things about your child
- any damage you think will occur as a result of being excluded, such as worries you have about reintegration or missing part of their education.

The governors' meeting

Guidance sets out how the meeting should be run and what the governors should take into account.

Important note

The guidance on governors' meetings only covers situations where you have a right in law to a meeting. If your child has had a short exclusion (5 days or fewer in a term) and the governors decide to meet with you, that meeting is not covered by the guidance but can take whatever form the governors think appropriate.

Who will be there?

- the panel of Governors. There must be at least three governors on the panel. They should not be biased, so do raise any possible conflicts of interest. That could be for example if one of the panel were related to the alleged victim.
- a clerk to take notes and advise on procedure. It is normal practice to have a clerk but is not a legal requirement.

The following people must be invited to the meeting:

- the headteacher who will explain the school's case for excluding the child
- parents. You must be allowed to bring a friend or representative to support you at the meeting if you wish
- a representative of the local authority must be invited and may make representations. They may not always attend, particularly for shorter exclusions.

If the school is an Academy, you may ask for a local authority representative to be present as an observer. They will not be invited if you do not ask and they can only make representations if the governing body agrees..

Other people who may attend:

- witnesses. Consider whether there are any witnesses who could help your case. You could ask for a character witness to be there to present your child in a positive light
- your child – should be encouraged and supported to attend if they wish. See further under A fair hearing on page 17.

When the governors send you the papers they should include a list of everyone who will be present at the meeting.

Time and date

The meeting must happen within the timescales above. The governors must try to arrange the meeting at a time that is convenient to everyone.

Papers

The governors should ask for written material to be submitted in advance. That would include witness statements and information from the school about a child's SEN.

They should try to circulate the papers at least five days before the meeting so you have a chance to read them.

If any new papers are brought up at the hearing, ask for a short break in order to read them.

A fair hearing

Guidance is very clear about your right to a fair hearing and what the governors should do to ensure this.

The governors should not discuss the exclusion with any of the parties outside the meeting. That means that they shouldn't have a private meeting with the headteacher about it without you there.

Parents may be accompanied by a friend or representative. Think about what will help you and who can go with you. This could be a personal friend or a family member. It can be helpful to have another person to take notes to leave you to concentrate on presenting your case. There may also be community organisations that can support you. If your child has SEN, contact your local parent partnership service.

If you have a disability, the governors must take steps to make sure you are not put at a disadvantage because of this. You may want to ask for an accessible venue or materials in alternative formats or even a bit of extra time to present your case.

The guidance also states that all parties should be supported to participate and have their views heard. Make sure you ask if you need any other support such as an interpreter.

Your child's views are really important and they should be encouraged to go to the meeting if possible. They could also be supported by being allowed to bring a friend or given information in a way that they can understand.

Think about the best way for your child to be involved. Particularly for younger children, it may be upsetting or confusing for them to attend the whole meeting. In this case it may be better for them to come to part of the meeting to give their views or an apology and then leave.

What will happen at the hearing?

The order of the hearing is not set out in guidance. A typical order of proceedings might be:

- the chair introduces everyone and explains what will happen
- the headteacher gives the school's case for excluding the child
- questions to the headteacher
- the parent puts forward their case
- questions to the parent
- summing up by the headteacher and the parent.

The parents and the headteacher will then be asked to leave, as the governors must make the decision on their own. A clerk may stay with them to help by referring to notes of the meeting.

The governors' decision

When making their decision, the governors must:

- consider the interests and circumstances of the excluded pupil
- have regard to the interests of other pupils and people working at the school.

They will look at the facts on balance of probabilities and consider whether the head's decision was lawful, reasonable and procedurally fair.

The possible outcomes vary according to the length of the exclusion or exclusions.

Exclusions of 5 days or fewer in a term

- no power to reinstate
- must consider parents' written representations
- should consider putting note of their findings on the pupil's school record

Exclusions of more than 5 days in a term

- uphold
- reinstate immediately or on a specified date
- if the pupil is already back in school, consider whether the headteacher's decision to exclude was justified based on the evidence
- should note outcome on pupil's school record along with relevant papers.

Minutes should be taken of the meeting as a record of the evidence that was taken into account.

After the meeting

The governors should log the outcome on the child's school record along with copies of the relevant papers.

The governors must let you know the outcome and the reasons for their decision in writing without delay.

If your child has a disability which affected the exclusion and you feel that the governors did not take this into account, you may make a disability discrimination claim to SEND. See ACE's booklet on *Disability Discrimination* for more details.

Further help

From ACE

Information and free advice booklets can be downloaded from www.ace-ed.org.uk including:

- Permanent Exclusion
- Getting Extra Help
- Disability Discrimination

From the Department for Education

- Exclusion from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion
- Effective practice for local authorities and schools in managing and eliminating incidents of unofficial exclusion

Free to download from:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

- School behaviour advice and guidance – good practice advice and statutory guidance

Free to download from:

www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies

- DfE and ACPO Drug Advice for Schools
- Special Educational Needs Code of Practice

Free to download from:

www.education.gov.uk/publications

From Parent Partnership

Parent Partnership is an impartial service funded by the LA to support parents of children with SEN. You can find details of your local service via the National Parent Partnership Network.

www.parentpartnership.org.uk

Tel 020 7843 6058

From your local authority

You can find details of your local authority via the DirectGov website:

www.direct.gov.uk

You may wish to contact your LA children's services department or the exclusions officer.

From SEND – First Tier Tribunal (SEN and Disability)

- Disability Discrimination in schools – how to make a claim

www.justice.gov.uk/tribunals/send/appeals

Tel 01325 392760

From the Equality and Human Rights Commission

- What equality law means for you as an education provider – schools

www.equalityhumanrights.com/

Helpline: 0845 604 6610

Useful websites and advice lines

Coram Children's Legal Centre

www.childrenslegalcentre.com

Family, child and education law advice line 08088 020 008

Contact a Family

For families with disabled children

www.cafamily.org.uk

Contact a Family runs the national SEN advice line: 0808 808 3555

Advice on all aspects of education for children with SEN.

ACE is a charity and depends on grants and donations to operate our advice services. If you have found our advice helpful and would like to make a donation please visit www.ace-ed.org.uk
Thank you.

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