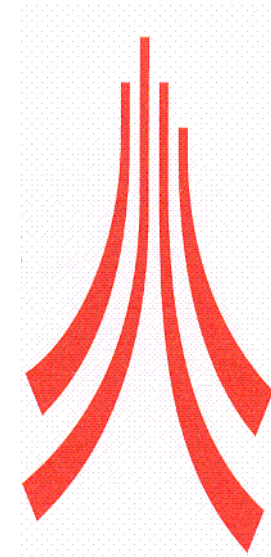
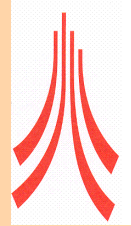
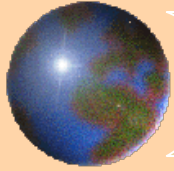


*Identifying young people at risk
of learning exclusion: evidence
from the educational system in
England*

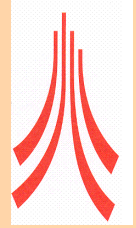
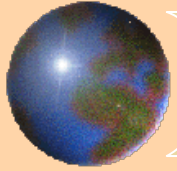
Don Passey
Senior Research Fellow
Department of Educational Research
Lancaster University





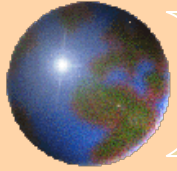
Introduction

- ✦ For an individual, exclusion can take many forms
- ✦ This presentation (and the paper) focuses on one form of social exclusion – learning exclusion
- ✦ It considers factors that lead to learning exclusion in different contexts - in classrooms, from schools, from training, and from employment
- ✦ While some details and certain statistics are known and recognized in the English context, and while certain methods are used to identify potential 'at risk' situations for young people, other questions and aspects remain unanswered
- ✦ This work argues the need to consider unanswered questions and aspects if those who work with young people are to have useful levels of understanding, to be placed in positions to support successfully young people who might be, or who are, excluded from learning

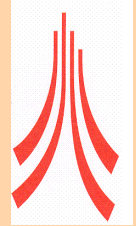


Categories of learning exclusion

- ⊕ Physical disabilities or deficiencies
- ⊕ Physical presence
- ⊕ Cognitive attributes
- ⊕ Social features
- ⊕ Emotional features
- ⊕ Behavioral features
- ⊕ Geographic presence
- ⊕ Attitudinal features
- ⊕ Opportunity factors



Factors and impacts (1)

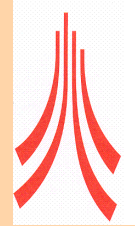
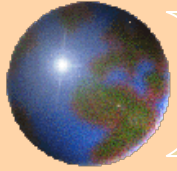


⊕ Physical

- ⊕ Motor access
- ⊕ Physical impairments
- ⊕ Visual impairment
- ⊕ Hearing impairment
- ⊕ Absenteeism
- ⊕ Exclusions from schools

⊕ Cognitive

- ⊕ Cognitive attributes
- ⊕ Dyslexia
- ⊕ Dyscalculia
- ⊕ Asperger's syndrome
- ⊕ Autism
- ⊕ Down's syndrome



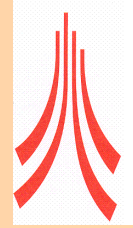
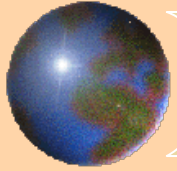
Factors and impacts (2)

⊕ Social

- ⊠ Social deprivation
- ⊠ Marginalization
- ⊠ Criminal activity
- ⊠ Drug and alcohol abuse
- ⊠ Low social or communicative engagement

⊕ Emotional

- ⊠ Shyness
- ⊠ Withdrawal
- ⊠ Emotional distraction
- ⊠ Elective mute
- ⊠ Mental illness



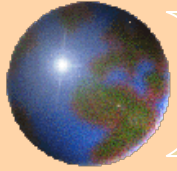
Factors and impacts (3)

⊕ Behavioral

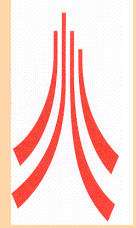
- ⊠ Disruption
- ⊠ Aggression
- ⊠ Tourette's syndrome
- ⊠ Physical assault
- ⊠ Abuse or bullying
- ⊠ Sexual misconduct

⊕ Geographic

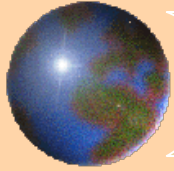
- ⊠ Isolation
- ⊠ Rural location
- ⊠ Limited travel choice



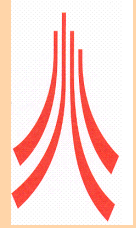
Factors and impacts (4)



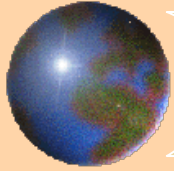
- ⊕ Attitudinal
 - ⊞ Disaffection
 - ⊞ Disenfranchisement
 - ⊞ Disengagement
 - ⊞ Low literacy engagement
- ⊕ Opportunity
 - ⊞ Lack of physical access
 - ⊞ Limited width of awareness
 - ⊞ Timeliness



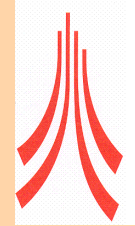
Numbers of learners in England



- ❖ In January 2009, the government department in England indicated that there were:
 - ❖ 4,068,360 young people in primary schools (from under 2 years of age to 10 years of age)
 - ❖ 3,256,120 in secondary schools (from 11 to 19 years of age)
 - ❖ 85,390 in maintained special schools (across the entire age range)
 - ❖ 4,540 young people in non-maintained special schools (across the entire age range)
 - ❖ This totals 7,414,410 young people
- ❖ Absolute numbers of young people who are educated at home are not currently known:
 - ❖ It is known that 20,000 young people are home learners
 - ❖ Other estimates put this figure as high as 80,000 (Badman, 2008)
 - ❖ A mid-figure estimate would be 50,000 young people

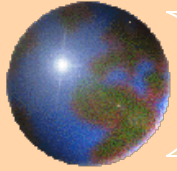


Factors and numbers (1)

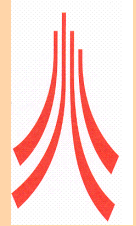


⊕ Physical

- Motor access included in other figures
- Physical impairments 25,840 in all schools
- Visual impairment 8,340 in all schools
- Hearing impairment 14,770 in all schools
- Absenteeism no national data
- Exclusions from schools 8,680 permanent (425,000 fixed)
- In prison 2,477 under 18 years
- Hospitalized 516,606 5-14 years of age
- In motherhood included in NEET figures
- Involved in family care included in NEET figures
- Homeless estimated 44,000 under 16 years for homeless dependents, and 60,300 under 18 years in care

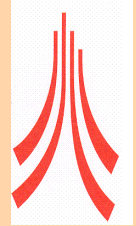
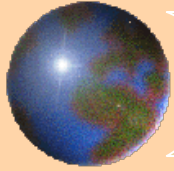


Factors and numbers (2)



✚ Cognitive

- | | |
|------------------------|---|
| ✚ Cognitive attributes | included in figures for those with specific, moderate, severe, multiple or profound, communication difficulties |
| | others suggested by low attainment levels |
| ✚ Dyslexia | no specific data |
| ✚ Dyscalculia | no specific data |
| ✚ Asperger's syndrome | included in those in autistic spectrum |
| ✚ Autism | 51,160 in all schools |
| ✚ Down's syndrome | no specific data |



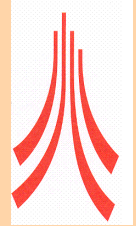
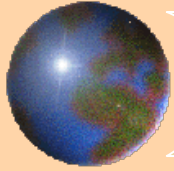
Factors and numbers (3)

⊕ Social

- ❑ Social deprivation 1,103,310 learners eligible for free school meals, but the indicator is unreliable
- ❑ Marginalization no specific data
- ❑ Language barriers 862,860 learners in all schools with EAL, while 104,350 learners in all schools have speech, language and communication needs
- ❑ Ethnic and cultural barriers 1,478,760 learners in all schools with cultural backgrounds other than White British, but the indicator is unreliable
- ❑ Criminal activity 9,650 permanent and fixed period exclusions in all schools for theft
- ❑ Drug and alcohol abuse 8,580 permanent and fixed period exclusions in all schools for related incidents
- ❑ Low communicative engagement no specific data, but averaging 20% of young people in a class gives a speculative figure of 1,488,754

⊕ Emotional

- ❑ Shyness included in the figure above
- ❑ Withdrawal included in the figure above
- ❑ Emotional distraction included in the figure above
- ❑ Elective mute included in the figure above
- ❑ Mental illness included in the figure hospitalized



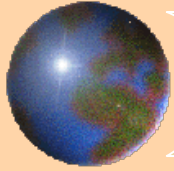
Factors and numbers (4)

⊕ Behavioral

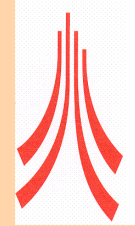
- ⊗ Disruption 99,460 permanent and fixed period exclusions in all schools for disruption, while there are 154,440 learners in all schools with behavioral, emotional and social difficulties
- ⊗ Aggression 11,980 permanent and fixed period exclusions in all schools for damage, while there are 154,440 learners in all schools as above
- ⊗ Tourette's syndrome no specific data
- ⊗ Physical assault 100,100 permanent and fixed period exclusions in all schools for assault
- ⊗ Abuse or bullying 118,540 permanent and fixed period exclusions in all schools for abuse or bullying
- ⊗ Sexual misconduct 3,640 permanent and fixed period exclusions in all schools for sexual misconduct

⊕ Geographic

- ⊗ Isolation no specific data
- ⊗ Rural location no specific data, but postcode location could provide some possible indicators
- ⊗ Limited travel choice no specific data



Factors and numbers (5)

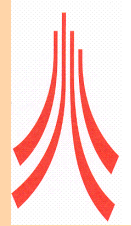
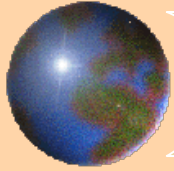


✦ Attitudinal

- ✦ Disaffection no specific data
- ✦ Disenfranchisement no specific data
- ✦ Disengagement no specific data
- ✦ Low literacy engagement 343,903 learners gained level 2 qualifications in English and mathematics, while 576,132 gained a level 1 qualification out of a total of 634,507 learners aged 16 years. 58,375 did not gain qualifications

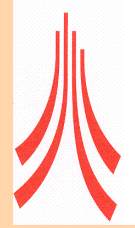
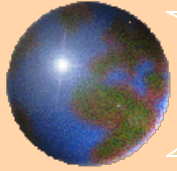
✦ Opportunity

- ✦ Lack of physical access included within the 208,000 young people 16 to 18 years of age who are NEET
- ✦ Limited width of awareness included within the 208,000 young people 16 to 18 years of age who are NEET
- ✦ Timeliness included within the 208,000 young people 16 to 18 years of age who are NEET



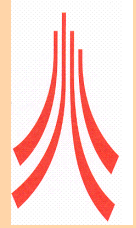
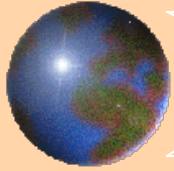
Key questions to consider

- ✦ Does it mean that at risk situations in each area of learning are fully recognized, and take account of the needs of at risk situations in subsequent periods of learning?
- ✦ What is known about levels of at risk situations that exist currently in each of these areas?
- ✦ Does it mean that if identification of at risk situations regarding learning is being made using those factors that lead to school exclusion, that other situations may be masked or not recognized?
- ✦ Do those young people who are at risk of learning exclusion through school exclusion go on to become those who are at risk of learning exclusion through periods of training or employment?
- ✦ For those factors that offer major impact at the times of employment, are these being adequately accommodated during earlier periods of learning in classrooms, schools and in training?



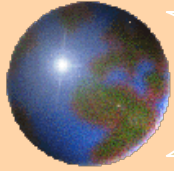
Findings (1)

- ✦ Taking all the above numbers into account, the total number 'at risk' would come to some 8.3% of the entire school population
- ✦ But only certain categories have been accommodated within this total
- ✦ The main categories not accounted for are:
absentees; those with low levels of qualifications that are not related to the factors considered; those who are socially deprived, or marginalized; those who are shy, withdrawn, mentally ill or elective mute; those who choose to travel within limited areas; those who are dissatisfied or with low literacy levels; and those with low levels of awareness of opportunities or knowing about opportunities in time to respond

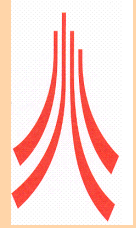


Findings (2)

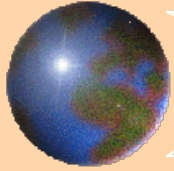
- ⊕ Numbers in these categories could be significant. For example, some teachers report that perhaps 20% of the young people in their classes are reluctant writers and communicators
- ⊕ Much of the data held currently on young people at risk of learning exclusion is locally held, rather than being aggregated, and even when aggregated this is not always done in ways that allow levels of support to be considered for specific age groups
- ⊕ The numbers of young people potentially at risk of learning exclusion is startlingly high
- ⊕ Many young people at risk are positively supported, and the number who move to being in risk is much lower (and often transitory rather than permanent)



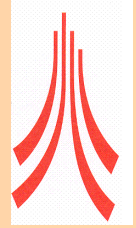
Moving forward



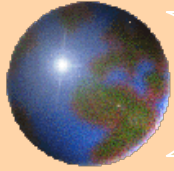
- ✦ Is there a match between numbers or proportions of young people who are excluded from learning and numbers of young people who are NEET?
- ✦ This is difficult to tell, since the data retained on young people does not easily allow a monitoring of factors over time
- ✦ There are some similarities in terms of proportions overall (a level of 27% unemployment compares to 8.3% of the school population likely to be at risk and up to another 20% that teachers identify as being potentially excluded in classrooms from learning)
- ✦ There are also recognizable similarities in terms of gender differences. In special schools, for example, there are roughly twice the numbers of boys to girls, and certainly there are more boys who are excluded from school than there are girls excluded



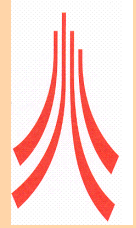
Preventative measures



- ⊕ Some schools and local authorities (LAs) are attempting to address a longer-term follow-on issue by putting preventative measures in place
- ⊕ One LA, East Sussex, is identifying young people at risk using a method called RONI
- ⊕ When the list of factors they use is compared to the original list considered at the outset of this presentation, then only a few factors that could lead to at risk situations with regard to learning exclusion have not been accounted for within the RONI method



Conclusions



- ✦ Are we sure that those who are at risk and excluded from learning at certain times are those who become longer-term excluded in terms of being NEET?
- ✦ Some teachers say those who go on to become NEET are those with behavioral issues
- ✦ But some careers advisors say it is the 'quiet ones' who may be excluded
- ✦ These groups do not necessarily match
- ✦ What we need is to monitor and gather more research evidence
- ✦ We can do it relatively easily, by asking careers advisors to check with schools against the factors identified here, to see if there is a match
- ✦ We also need to know who might have been excluded at certain times, but who at a later time might not be NEET
- ✦ Until we have a robust set of data, comprising at least a sample of 500 from 6 different localities, it will be unclear that we know whether we are looking at a pattern or a mismatch