

AGENDA

Meeting: Children's Select Committee
Place: The Kennet Room - County Hall, Trowbridge BA14 8JN
Date: Tuesday 6 February 2018
Time: 2.30 pm

Please direct any enquiries on this Agenda to Roger Bishton, of Democratic Services, County Hall, Bythesea Road, Trowbridge, direct line 01225 713035 or email roger.bishton@wiltshire.gov.uk

Press enquiries to Communications on direct lines (01225) 713114/713115.

This Agenda and all the documents referred to within it are available on the Council's website at www.wiltshire.gov.uk

Pre-meeting information briefing

There will be a briefing session starting at 1.30pm, immediately before the meeting. Its focus will be on **Recent Policy Changes and Reforms to the National Skills Landscape**

Membership:

Cllr Mary Champion
Cllr Anna Cuthbert
Cllr Andrew Davis
Cllr Christopher Devine
Cllr Mary Douglas
Cllr Sue Evans
Cllr David Halik

Cllr Deborah Halik
Cllr Jon Hubbard
Cllr Chris Hurst
Cllr Jacqui Lay
Cllr Hayley Spencer
Cllr Roy While

Substitutes:

Cllr Pat Aves
Cllr Clare Cape
Cllr Trevor Carbin
Cllr Ernie Clark
Cllr Stewart Dobson

Cllr Nick Fogg MBE
Cllr Peter Fuller
Cllr Russell Hawker
Cllr Jim Lynch
Cllr James Sheppard

Non-Elected Voting Members:

Dr Mike Thompson

Clifton Diocesan RC Representative

Non-Elected Non-Voting Members:

Miss Tracy Cornelius	Primary Head Teacher Representative
Miss Sarah Busby	Secondary Head Teacher Representative
Mr John Hawkins	School Teacher Representative
James Wilkins	Children & Young People's Representative
Mr Paul Daniel	Further Education Representative

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Details of the Council's Guidance on the Recording and Webcasting of Meetings is available on the Council's website along with this agenda and available on request.

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PART I

Items to be considered while the meeting is open to the public

1 **Apologies**

2 **Minutes of the Previous Meeting** *(Pages 7 - 12)*

To approve and sign the minutes of the previous meeting held on 19th December 2017.

3 **Declarations of Interest**

To receive any declarations of disclosable interests or dispensations granted by the Standards Committee.

4 **Chairman's Announcements**

5 **Public Participation**

The Council welcomes contributions from members of the public.

Statements

If you would like to make a statement at this meeting on any item on this agenda, please register to do so at least 10 minutes prior to the meeting. Up to 3 speakers are permitted to speak for up to 3 minutes each on any agenda item. Please contact the officer named on the front of the agenda for any further clarification.

Questions

To receive any questions from members of the public or members of the Council received in accordance with the constitution.

Those wishing to ask questions are required to give notice of any such questions in writing to the officer named on the front of this agenda no later than 5pm on Tuesday 30th January in order to be guaranteed of a written response. In order to receive a verbal response questions must be submitted no later than 5pm on Thursday 1st February. Please contact the officer named on the front of this agenda for further advice. Questions may be asked without notice if the Chairman decides that the matter is urgent.

Details of any questions received will be circulated to Committee members prior to the meeting and made available at the meeting and on the Council's website.

6 **Pupil Performance in Public Tests and Examinations** *(Pages 13 - 38)*

The committee will receive a report on pupil performance in public tests and examinations. The report provides an overview of pupil performance at the end of each key stage using the latest available data. It compares attainment in Wiltshire with national, south west and statistical neighbour performance and where possible performance trends are identified.

Members are asked to consider and comment on any observations regarding the report and the data.

7 **Home Schooled Children** *(Pages 39 - 82)*

The Children's Select Committee has received this report in response to a query regarding Wiltshire's home-schooled children. The report included in this agenda provides information regarding the arrangements for monitoring Elective Home Educated children.

Members are asked to comment on the report and the role of Wiltshire Council in monitoring Elective Home Education and to consider requesting an annual update.

8 **Population Growth**

The committee will receive a report detailing population growth in Wiltshire.

Report to follow as supplement.

9 **Nursery Places – 30hours Free Entitlement for Working Parents**

The committee will receive an update report as agreed in January 2017, reporting on the impact of the increased childcare entitlement from September 2017.

Report to follow as supplement.

10 **Final Report of the Children in Care Leavers Rapid Scrutiny Exercise**

The committee will receive the final report of the rapid scrutiny exercise performed on 23rd January.

Report to follow as supplement.

11 **DfE Changes - Update from Department for Education -**

A report by Terence Herbert, Corporate Director, is attached presenting an update on developments relating to children's services arising from the Department for Education.

12 **Task Group Updates** *(Pages 83 - 86)*

A report by the Senior Scrutiny Officers providing an update on Task Group Activity since the last meeting is attached.

13 **Forward Work Programme** *(Pages 87 - 90)*

The Committee is asked to note the attached document showing the relevant items from the overview and scrutiny forward work programme plus relevant items on the current Cabinet work programme.

14 **Date of Next Meeting**

To note that the next scheduled meeting is due to be held on Tuesday 17th April at County Hall, Trowbridge, starting at 10.30am.

15 **Urgent Items**

Any other items of business which the Chairman agrees to consider as a matter of urgency.

PART II

Items during whose consideration it is recommended that the public should be excluded because of the likelihood that exempt information would be disclosed

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CHILDREN'S SELECT COMMITTEE

DRAFT MINUTES OF THE CHILDREN'S SELECT COMMITTEE MEETING HELD ON 19 DECEMBER 2017 AT THE KENNET ROOM - COUNTY HALL, TROWBRIDGE BA14 8JN.

Present:

Cllr Mary Champion, Cllr Andrew Davis, Cllr Christopher Devine, Cllr Sue Evans, Cllr Jon Hubbard, Cllr Jacqui Lay, Cllr Hayley Spencer, Cllr Roy While, Dr M Thompson, Miss Sarah Busby, Mr J Hawkins, Mr P Daniel, Cllr Stewart Dobson (Substitute) and Cllr James Sheppard (Substitute)

74 Apologies

Apologies were received from:

Cllr Mary Douglas
Cllr Anna Cuthbert
Cllr Chris Hurst
Cllr Deborah Halik
Cllr David Halik
Ms Tracy Cornelius

Cllr Cuthbert was substituted by Cllr James Sheppard
Cllr David Halik was substituted by Cllr Stewart Dobson

75 Minutes of the Previous Meeting

Resolved

To approve and sign the minutes of the Children's Select Committee meeting held on 31st October 2017.

76 Declarations of Interest

None.

77 **Chairman's Announcements**

a) **Cabinet items**

It was noted that on **30th January** Cabinet would consider the following item:

- School Admissions Policy 2019/2020

b) **Welcome to Alan Stubbersfield**

The Chairman welcomed Alan Stubbersfield as the interim Director for Education and Skills.

78 **Public Participation**

None.

79 **Corporate Parenting Panel Six-Month Update**

Cllr Mayes introduced the six-monthly update to the committee on progress made against each of the panel's strategic priorities.

The panel had noted that there was more work required on the monitoring of KPI's. At present a dataset was provided for the panel, with an accompanying commentary from Martin Davis. It was hoped that the specific priorities agreed by the panel and assigned to each meeting would provide a clearer focus and allow for a "deeper dive" into the data.

The panel have nominated a councillor to act as lead member for each of the seven priorities. This lead councillor will meet regularly with relevant officers, scrutinise data and plans, and where appropriate meet with young people.

It was explained that at meetings of the Corporate Parenting Panel, members will focus on one individual strategic priority per meeting. At the meetings, the panel's lead member for the priority will be introduced and asked to provide an update and information.

Resolved:

To note the sixth-month update from the Corporate Parenting Panel.

To note the progress made by the Corporate Parenting Panel.

To add Cllr Chris Devine to the Children in Care Leavers Rapid Scrutiny Exercise membership.

80 **Child and Adolescent Mental Health Services (CAMHS) Task Group Interim Report**

Chairman of the task group, Cllr Phil Alford, introduced the Child and Adolescent Mental Health Services (CAMHS) task group's interim report.

The task group had received a presentation on the 'Progress in raising standards of mental health for children and young people in Wiltshire'. This presentation detailed the current landscape of CAMHS and what the re-commissioned CAMHS model hopes to achieve.

The task group felt that they needed to consider the entire CAMHS model and how it was delivered. In order to do this, they felt that the remit of their work should have a focus on governance.

It was noted that prevention was key in the consideration of CAMHS, and that accessing CAMHS services should be considered as a last resort. The task group would be looking holistically at early intervention to understand its context and where it will sit within the strategy.

Clarification was given that the reference to "part two" in the report was in regard to the second load of work for the task group, rather than information to be considered in private.

Task Group task group:

- a) Consider the governance arrangements for the recommissioned CAHMS service;**
- b) Explore and understand the new CAHMS model in comparison to the existing model and consider the evidence base for any changes. Then where appropriate, make recommendations to support its implementation and effectiveness;**
- c) Look at existing data and ensure that the new model's performance will be robustly monitored and benchmarked against this by the council, partners and by the proposed future scrutiny exercise;**
- d) Consider access and referral points within the new CAHMS model and, as appropriate, make recommendations to maximise take-up by children and young people in need of support;**
- e) Investigate how the new CAMHS contract sits within the wider context of mental healthcare services.**

- f) **To perform a review of the performance of the recommissioned model with a focus on:**
- **a reduction in hospital admissions for children and young people with mental health needs;**
 - **a reduction in self-harm;**
 - **a reduction in the prevalence of eating disorders among children and young people;**
 - **an improved uptake in young people accessing the service;**
 - **Any other indicators agreed by the task group through their work.**

81 Children's Services Case Management System

Cllr Laura Mayes introduced the report providing information on progress with the procurement and implementation of the new Children's Services Case Management System (CMS).

The CMS Programme of work commenced implementation in July 2017 following a 15month procurement exercise for an integrated solution that would replace up to five legacy databases. Following procurement the contact was awarded to Liquidlogic to deliver a hosted solution in line with Children Services integrated working and provide a holistic view of the child and family.

A phased approach across four phases was agreed. Phase 1 implementation has commenced with delivery planned for November 2018. Phase 1(a) of the implementation was currently scheduled to go live in spring 2019. The committee questioned whether the software to be used for CMS would be sufficiently futureproof. It was explained that as the CMS would be hosted by Liquidlogic it would also be maintained by them.

Resolved

To note the update provided on the Children's Services Case Management System.

To receive an update on progress of the Children's Services Case Management System in 12 months.

82 DfE Changes - Update from Department for Education

Alan Stubbersfield presented a report which provided an update on developments relating to children's services arising from the Department for Education from October 2017 to December 2017 as follows:

- Free early years entitlement for 2 year olds under Universal Credit
- Eligibility for free school meals and the early years pupil premium under Universal Credit – consultation
- Guidance on criminal record checks

- Consultation on the regulatory framework for National Assessments
- Elective Home Education
- Academies Update
- Relationships and Sex Education for the 21st Century
- Technical education and apprenticeships: raising awareness
- New NCS guidance for local authorities
- Revised statutory guidance for transport to education and training for people aged 16 to 18
- Guidance on statutory visits to children with special educational needs and disabilities or health conditions in long-term residential settings
- Restraint and restrictive intervention: draft guidance
- SEND – single route of redress national trial
- Launch of the consultation on revisions to the 'Working Together to Safeguard Children' guidance and draft regulations
- Child and family social work assessment and accreditation system
- Safeguarding Strategy for Unaccompanied asylum seeking and refugee children
- Care of unaccompanied migrant children and child victims of modern slavery
- Reforms to National Referral Mechanism announced
- Internet safety strategy - a consultation
- Fostering judgement
- Review of children and young people's mental health services: Phase one report
- Post-custody young offender restrictions: guidance
- ILACS frameworks published

Resolved

To note the update provided.

83 Task Group Updates

Resolved

To note the update report.

84 Forward Work Programme

Resolved

To note the forward work programme.

85 Date of Next Meeting

Noted as Tuesday 6th February 2018 at County Hall, Trowbridge, starting at 10.30am.

86 **Urgent Items**

None.

(Duration of meeting: 10:30am – 12:20pm)

The Officer who has produced these minutes is Adam Brown, Senior Scrutiny Officer,
direct line 01225 718038, e-mail adam.brown@wiltshire.gov.uk

Press enquiries to Communications, direct line (01225) 713114/713115

PUPIL PERFORMANCE IN PUBLIC TESTS AND EXAMINATIONS 2017

Purpose of Report

The report provides an overview of pupil performance at the end of each key stage using the latest available data. It compares attainment in Wiltshire with national, south west and statistical neighbour performance and where possible performance trends are identified. Information regarding the performance of vulnerable learners at KS4 has not yet been published at time of writing; and the provisional figures that are included that are subject to validation and therefore may change. Where available the report provides a comparison of the Wiltshire figures against other Local Authorities (LA) using the LA quartile (25%) position – ‘A’ being the top quarter and ‘D’ being the lowest quarter of LAs in England. Where possible statistical neighbour comparisons are also shown. These are LAs in England that are most similar to Wiltshire. The report identifies key areas for action and gives an overview of strategic school improvement activity carried out by the School Effectiveness Team, including future priorities to improve educational outcomes.

Overall performance in Wiltshire

Ofsted Outcomes for schools in Wiltshire

At the end of the academic year 2016/17 the majority of pupils were educated in high quality provision with **88% of pupils in good or outstanding schools.**

Overall Key Stage Performance

There have been improvements and continuity of high outcomes for pupils on a number of indicators

- Rapid and sustained **improvement in phonics** has now placed Wiltshire in line with comparators.
- Results at the end of **Key Stage 4 remain high** as are those for **A Level results at KS5.**

There are specific areas where improvements are required and these have become strategic priorities

- **Outcomes in primary schools at KS1 and 2** have not kept pace with improvements elsewhere and the Wiltshire figure is now below the national. **Maths at KS1 and KS2** continues to be a priority.

Vulnerable Groups

- The outcomes for vulnerable groups and especially for **Disadvantaged pupils** (pupils eligible for the additional funding through the pupil premium) continues **to be a high priority** as outcomes in Wiltshire still need to improve to match national figures and those of other pupils in the county at all Key stages.

Background

- During the 2016/7 academic year just over 67 000 children and young people attended the 239 state funded schools in Wiltshire (201 primary, 31 secondary and 6 special schools). Of these, 80 were academies and directly accountable to the Regional Schools Commissioner. Although there continues to be a small number of schools converting or being sponsored to Academy status, the majority of schools (149 (62%) schools at Dec 2017) remain as LA maintained schools and therefore the LA continues to be directly responsible for oversight of standards in these schools.
- Despite differences in relationship and powers of intervention with Academies, the LA continues to have the statutory duty to promote educational excellence, tackle underperformance, ensure fair access and offer early help services in order to improve attainment. This is especially for vulnerable learners which includes children with Special Educational Needs and Disabilities (SEND) or those in receipt of Free School Meals (FSM). These duties apply to pupils in all types of schools.
- Wiltshire is amongst the LAs with the lowest percentage of pupils eligible for Free School Meals (FSM) and is ranked 133/152 of all LAs in the Index of Multiple Deprivation. Details can be seen on Table 1 below

Table 1

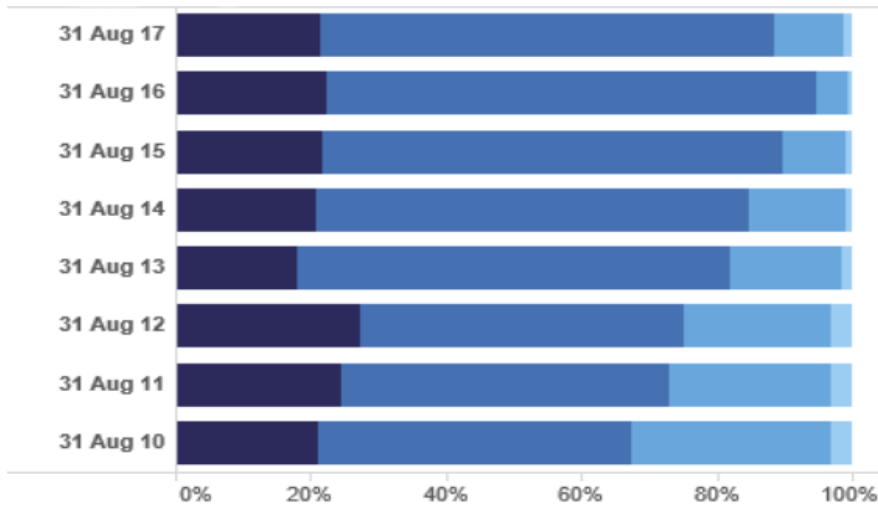
Social Context:					Index of Multiple Deprivation 2015	
	Primary FSM Eligibility 2017 (inc. Nursery)	Secondary FSM Eligibility 2017	Primary First language other than English 2017	Secondary First language other than English 2017	Average Score	Rank of Average Score
Percentage	7.70	6.40	5.90	4.70	13.47	133*
Rank	12	11	29	30		
England %	14.10	12.90	20.60	16.20	* - 1 being most deprived	

(Source – Local Authority Interactive Tool, DfE, 20/12/17 Ranking shows the position of the Local Authority against the 151 others 1 being the lowest and 152 being the highest)

The majority of schools continue to demonstrate high levels of effectiveness with 88% of pupils in Wiltshire in Good and Outstanding provision (Ofsted Data View, December 2017). The percentage of pupils in each Ofsted category of school can be seen in Table 2 and shows the percentage of pupils in good and outstanding places over time and in comparison with England, the South West and other similar Local Authorities.

Table 2: Information from Ofsted data view and Annual Report comparing Ofsted inspection outcomes at end August 2017. (Published December 2017)

Wiltshire in South West



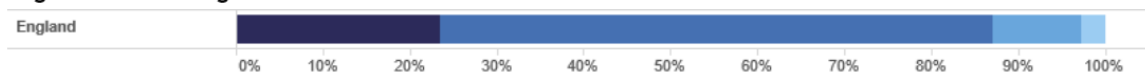
There has been a decline in pupil places in good and outstanding schools since August 2016.

Percentage of places/learners ▾

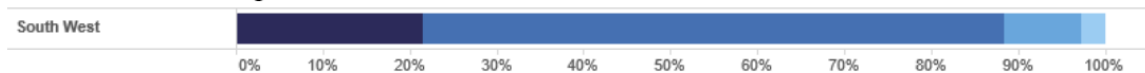
Overall effectiveness

- Outstanding
- Good
- Requires improvement
- Inadequate

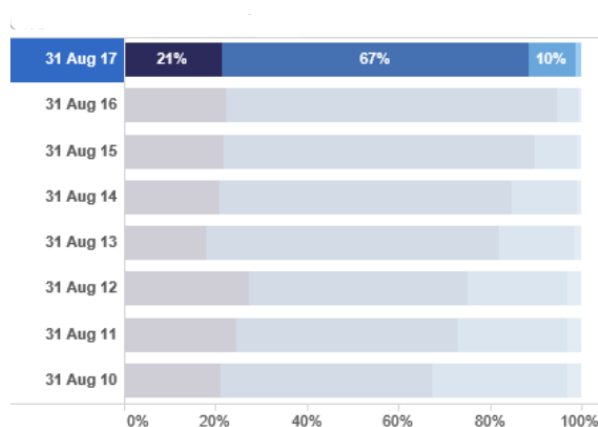
England as at 31 Aug 17



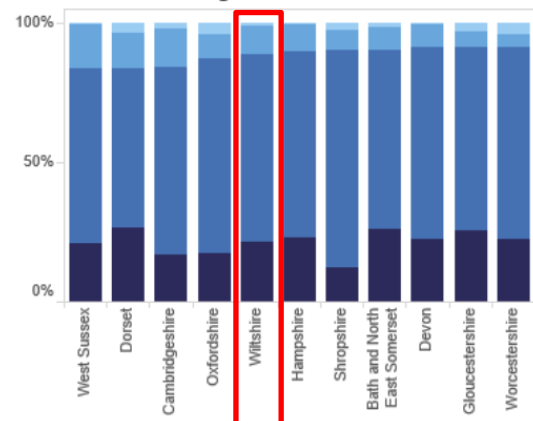
South West as at 31 Aug 17



Wiltshire in South West

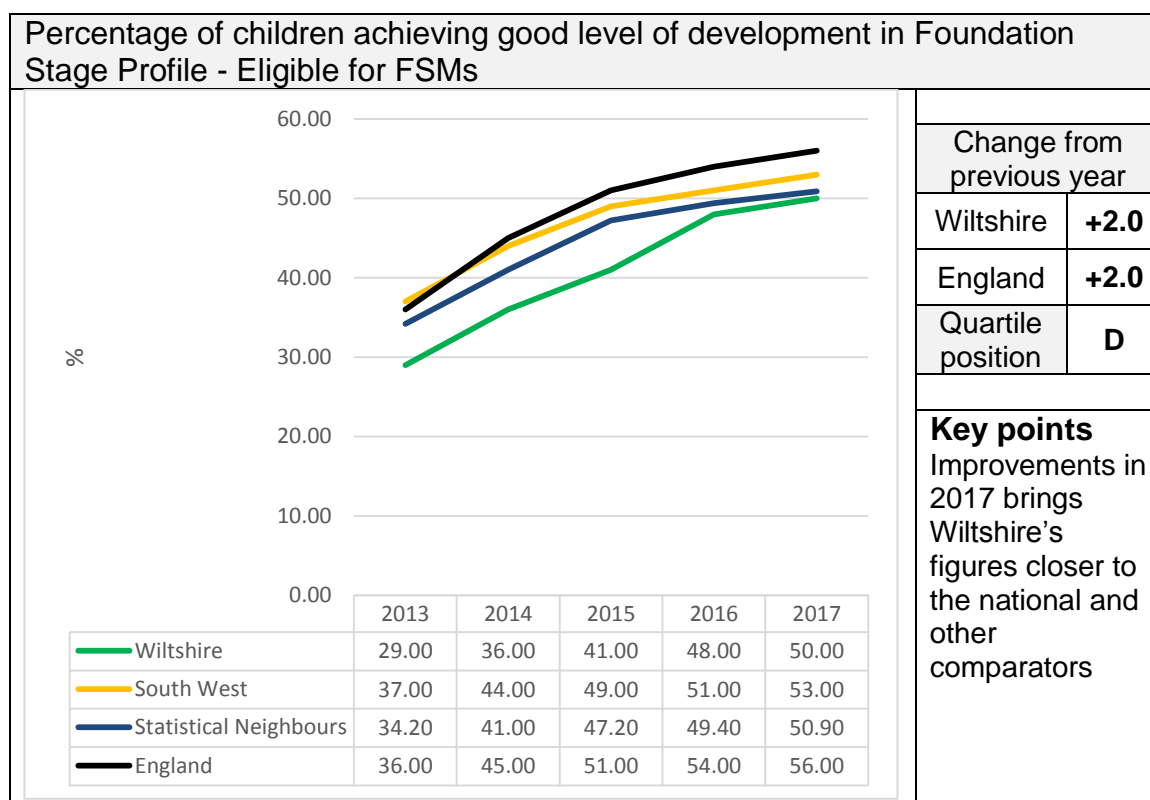
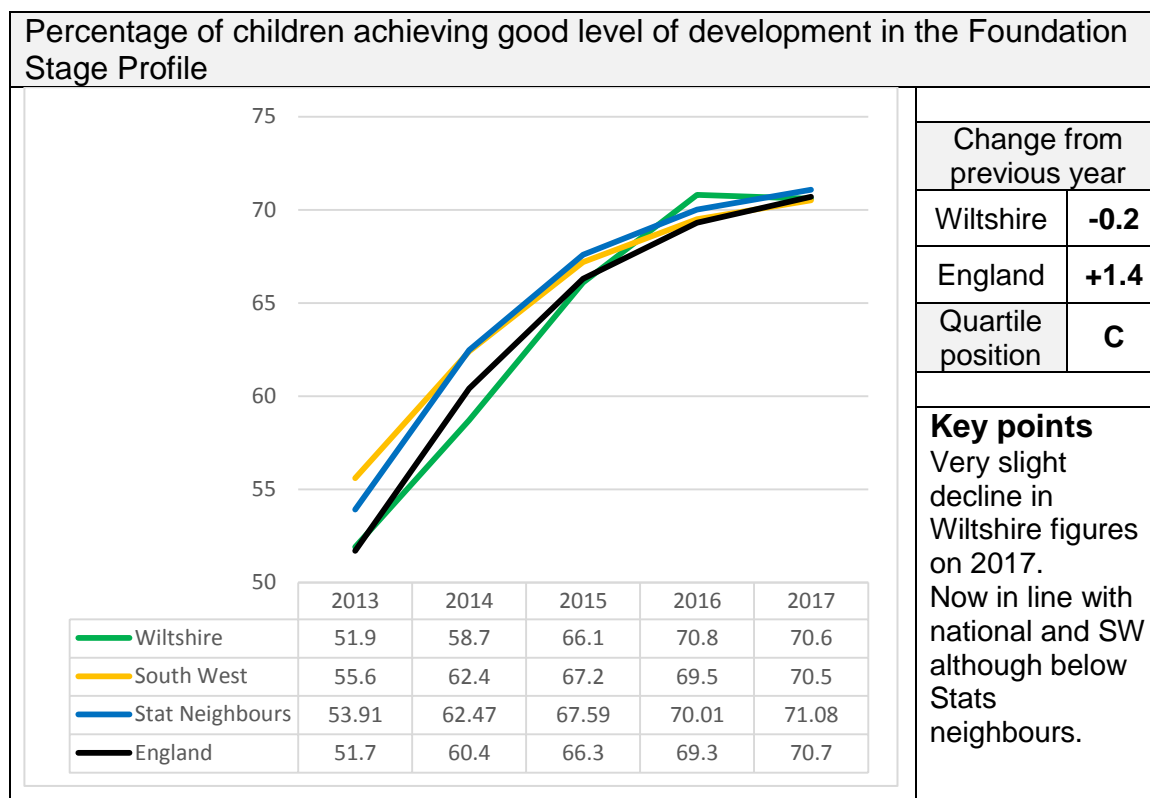


Local authority areas similar to Wiltshire as at 31 Aug 17

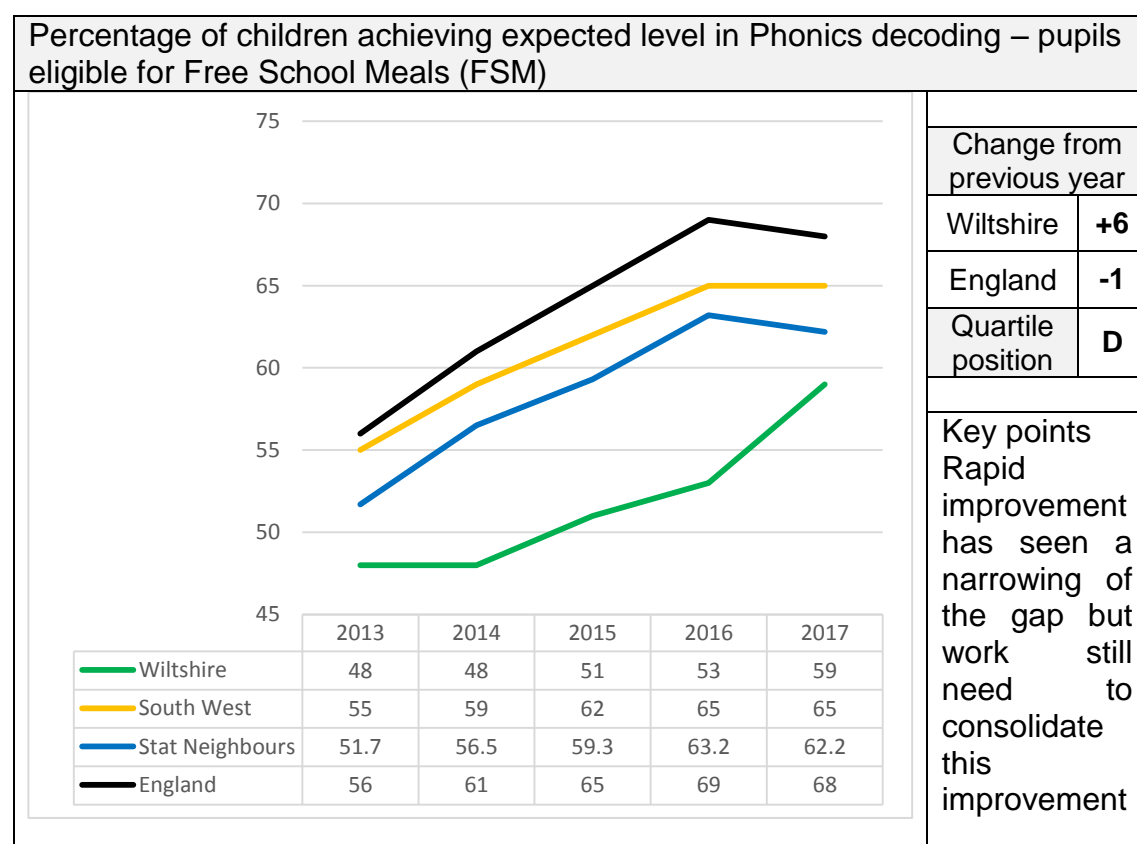
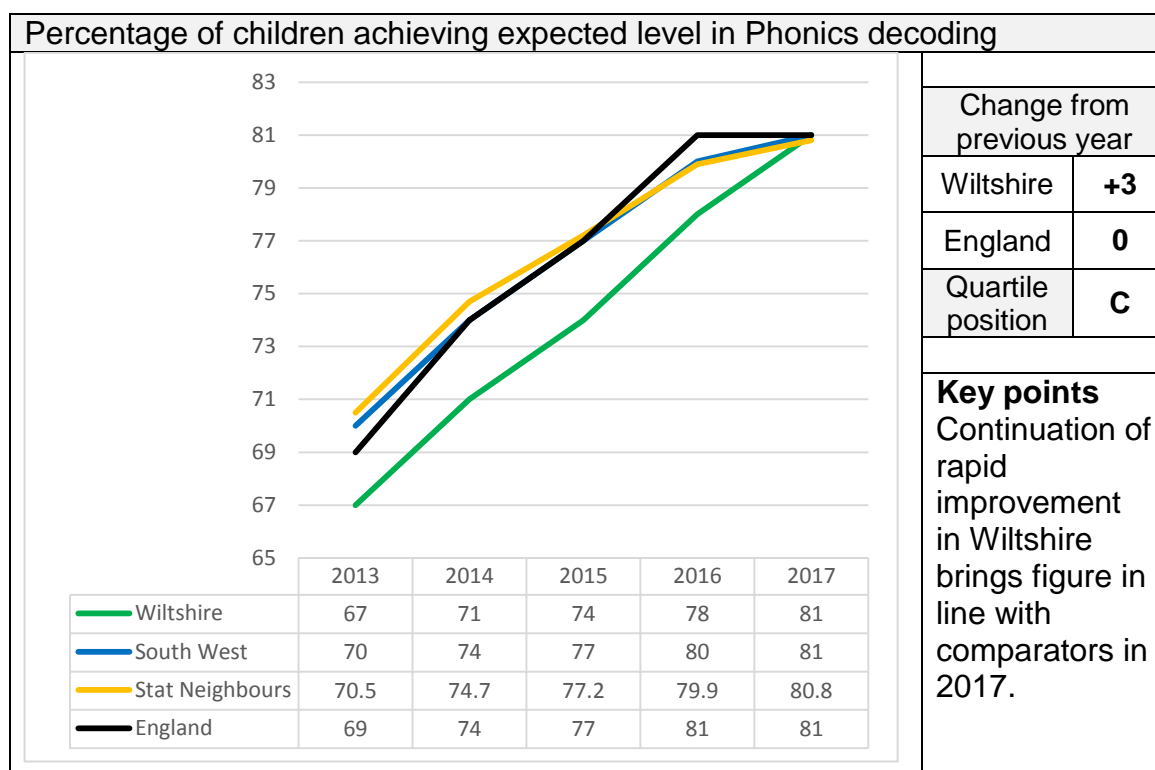


Performance Overview at each Phase and Key Stage

Foundation Stage (teacher assessment at age 5)

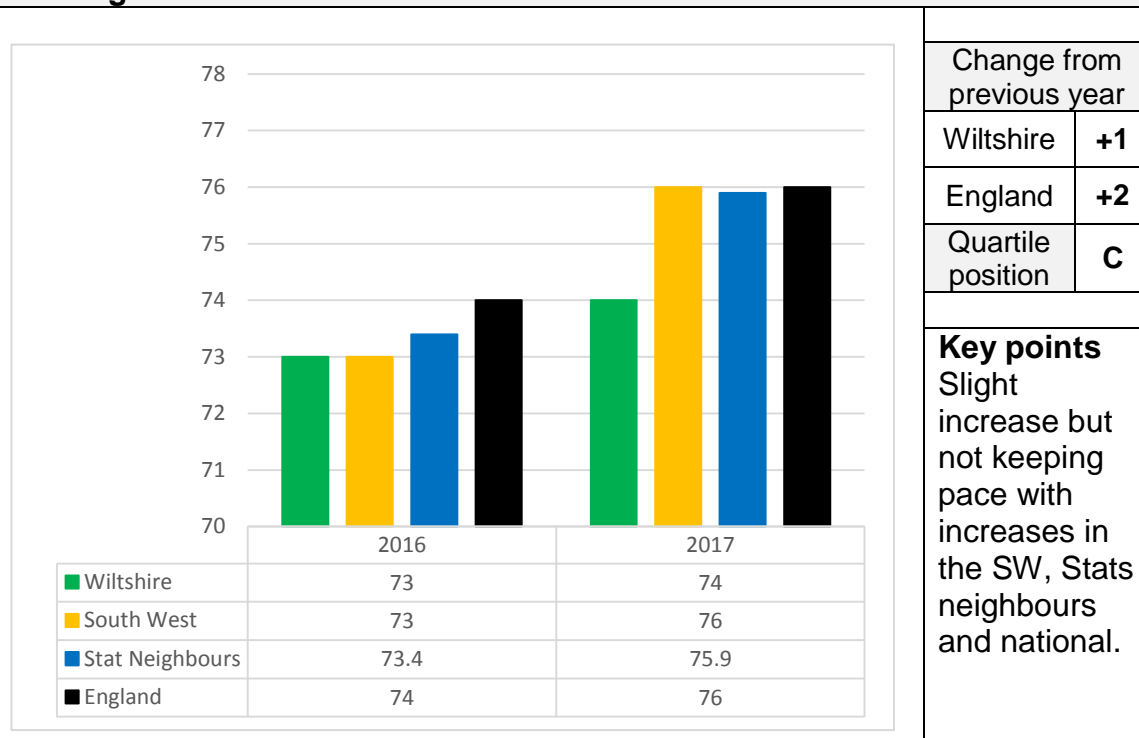


Phonics Screening Check (age 6)

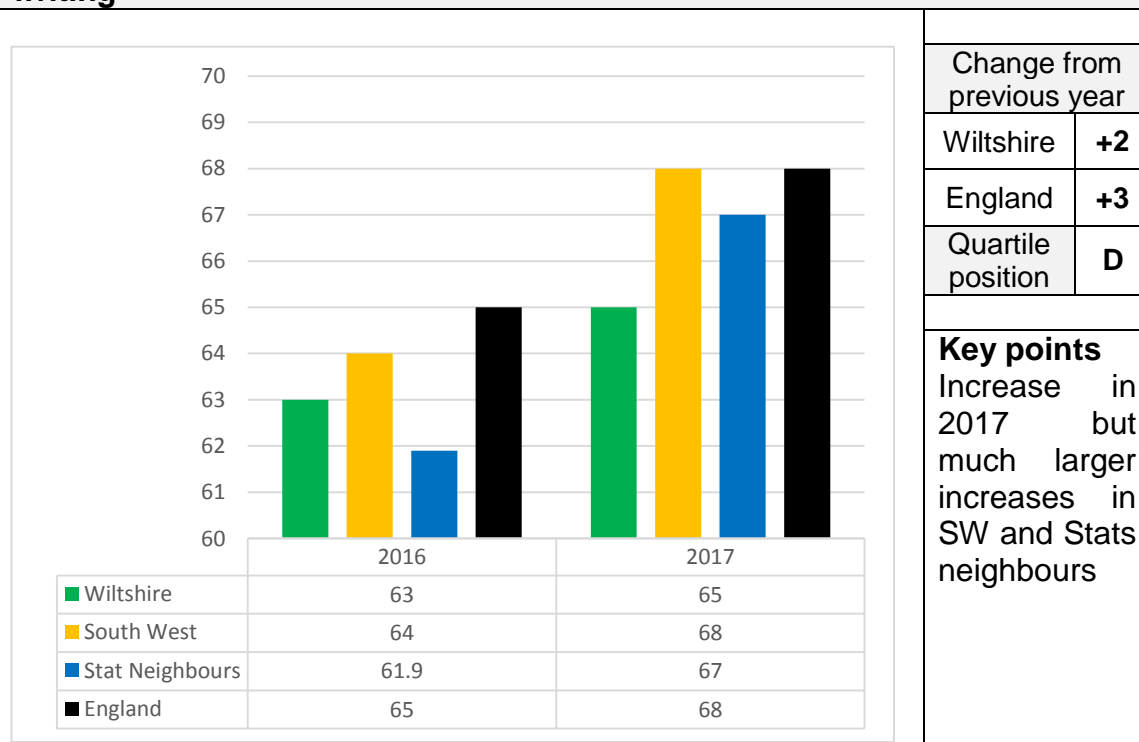


KS1 performance (teacher assessments informed by test at age 7)

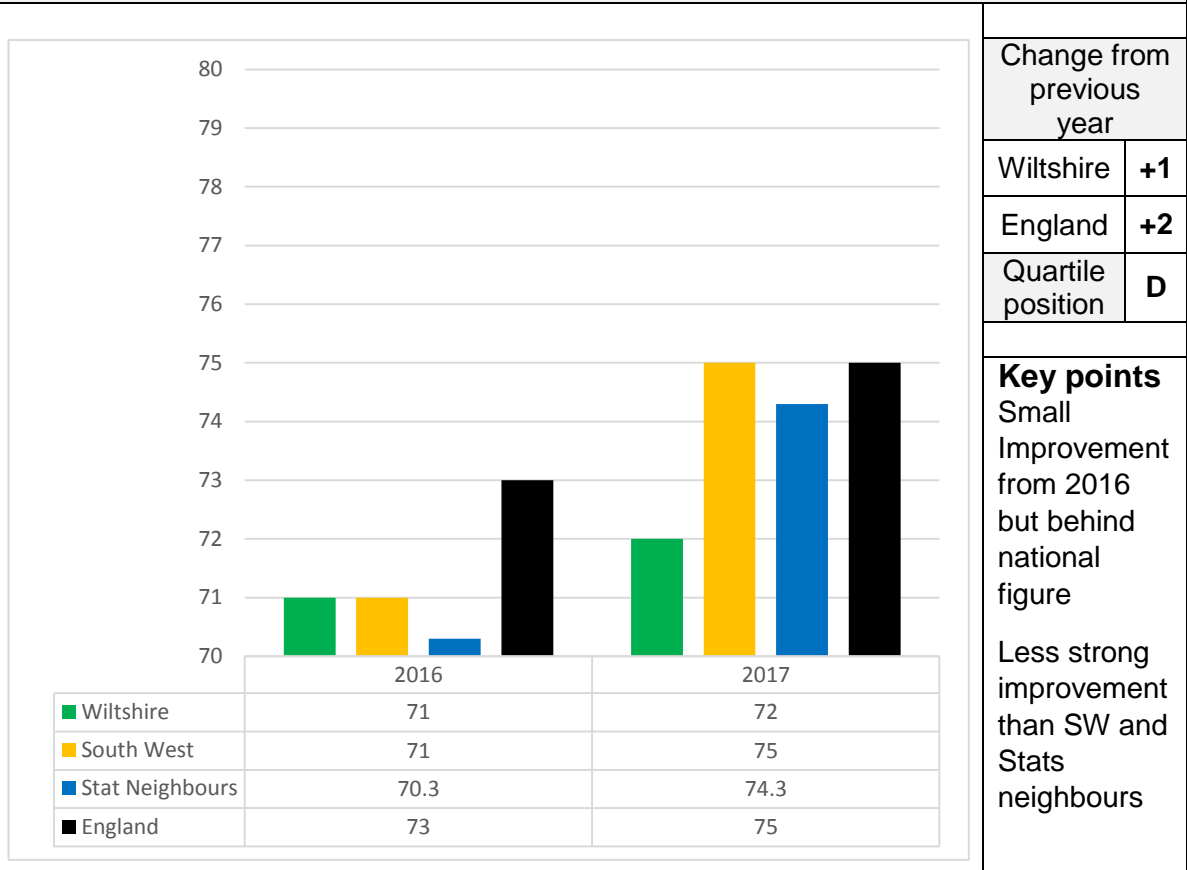
Percentage of children achieving expected standard and above in end of KS1 reading



Percentage of children achieving expected standard and above in end of KS1 writing



Percentage of children achieving expected standard and above in end of KS1 maths

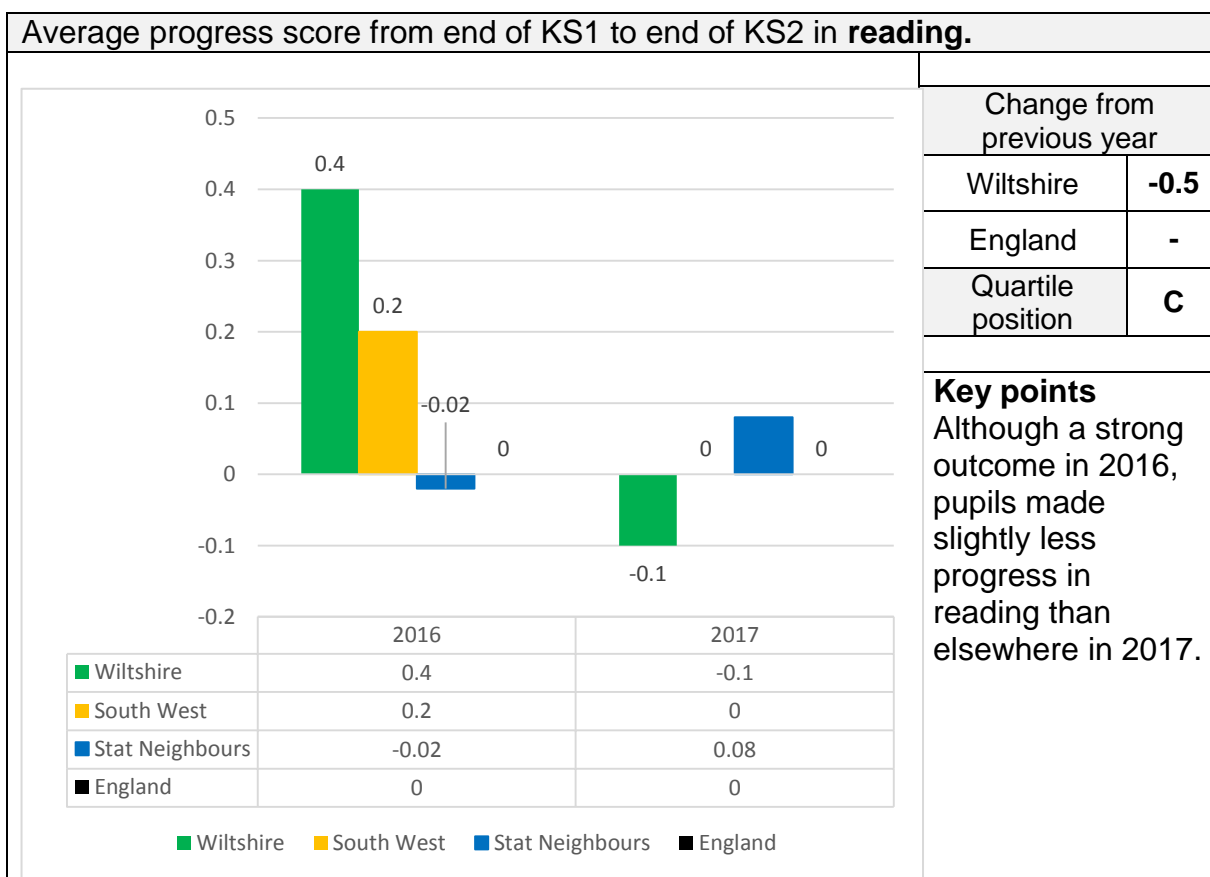
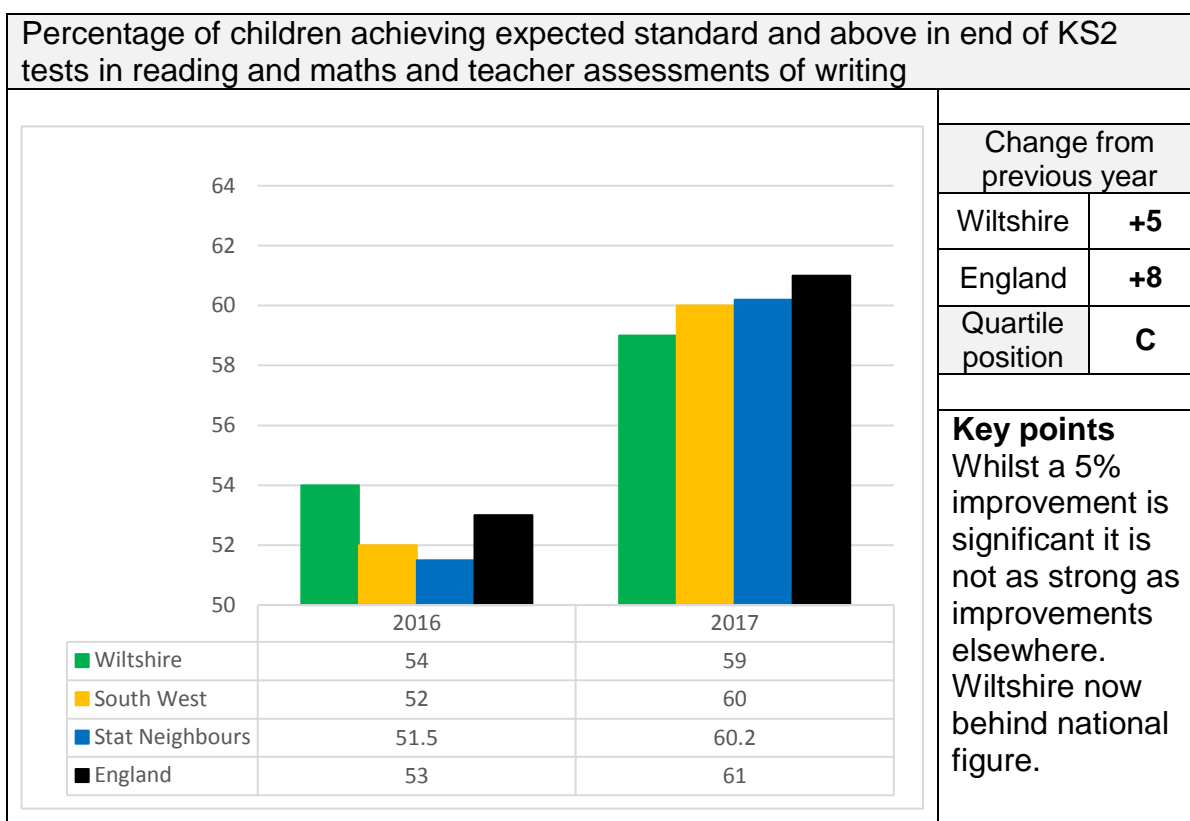


Foundation Stage, Phonics and KS1 Summary

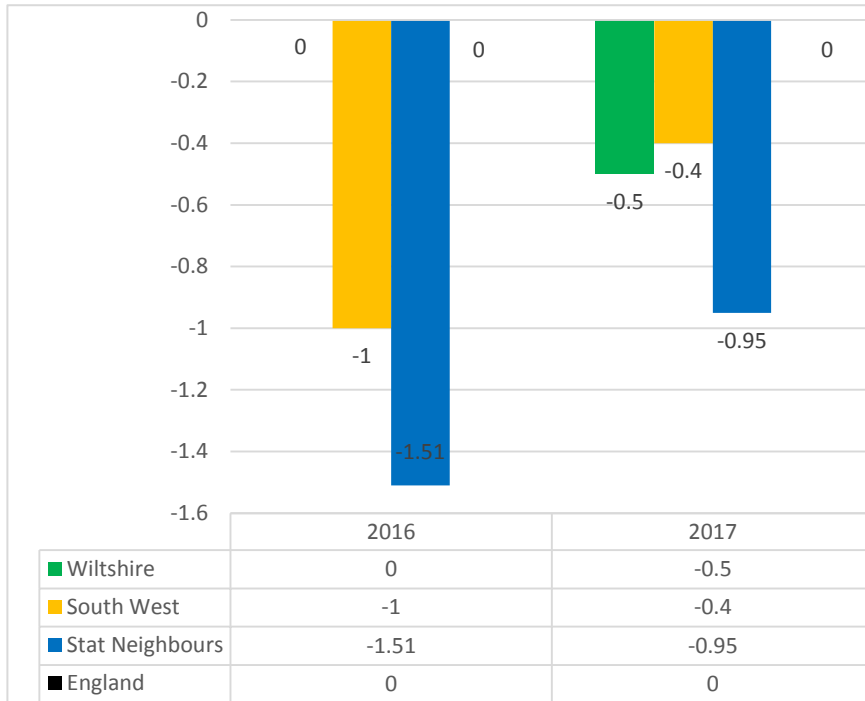
For the Foundation Stage and for Phonics assessment there have been rapid improvements over the last few years although there has been a slight dip in FSP in 2017. Phonics outcomes, which have been a concern over the last few years, are improving rapidly and the gap has narrowed between Wiltshire and national, SW and stats neighbours. Despite a very large increase in the Good Level of Development for pupils eligible for FSM, there continues to be a smaller proportion of pupils attaining this benchmark than FSM pupils elsewhere.

At KS1, although small increases in Wiltshire are evident, much larger increases in the south west, with statistical neighbours and across England leave large gaps between results in the county and elsewhere.

KS2 performance (National test in reading and maths and teacher assessment of writing at age 11)



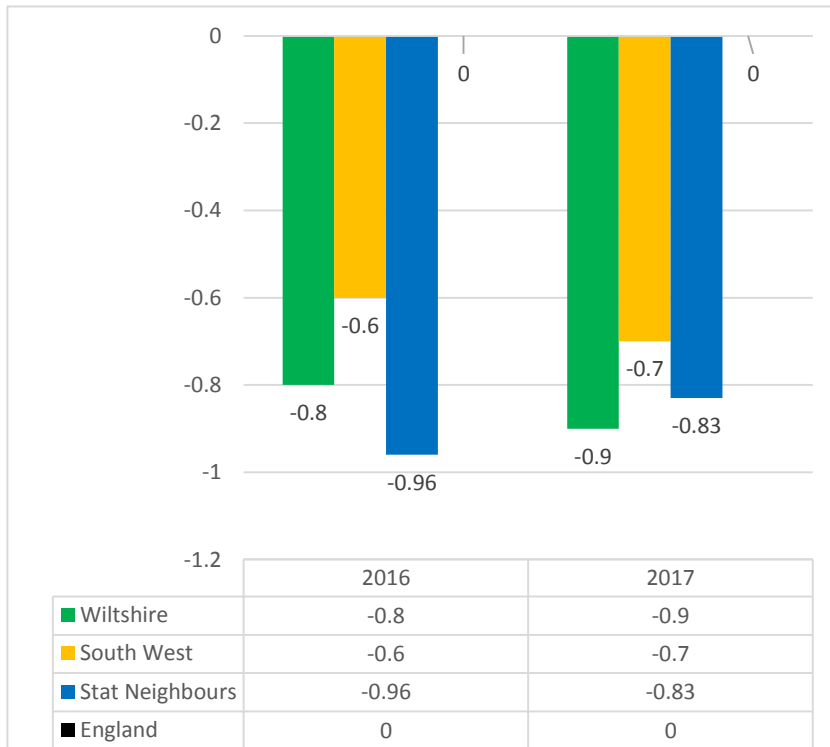
Average of progress score from end of KS1 to end of KS2 in writing.



Change from previous year	
Wiltshire	-0.5
England	-
Quartile position	D

Key points
 Pupils on average made the same progress as national in 2016 and better than SW and SN. They made slightly less progress on average in 2017 although stats neighbours fared worse again.

Average of progress score from end of KS1 to end of KS2 in maths.



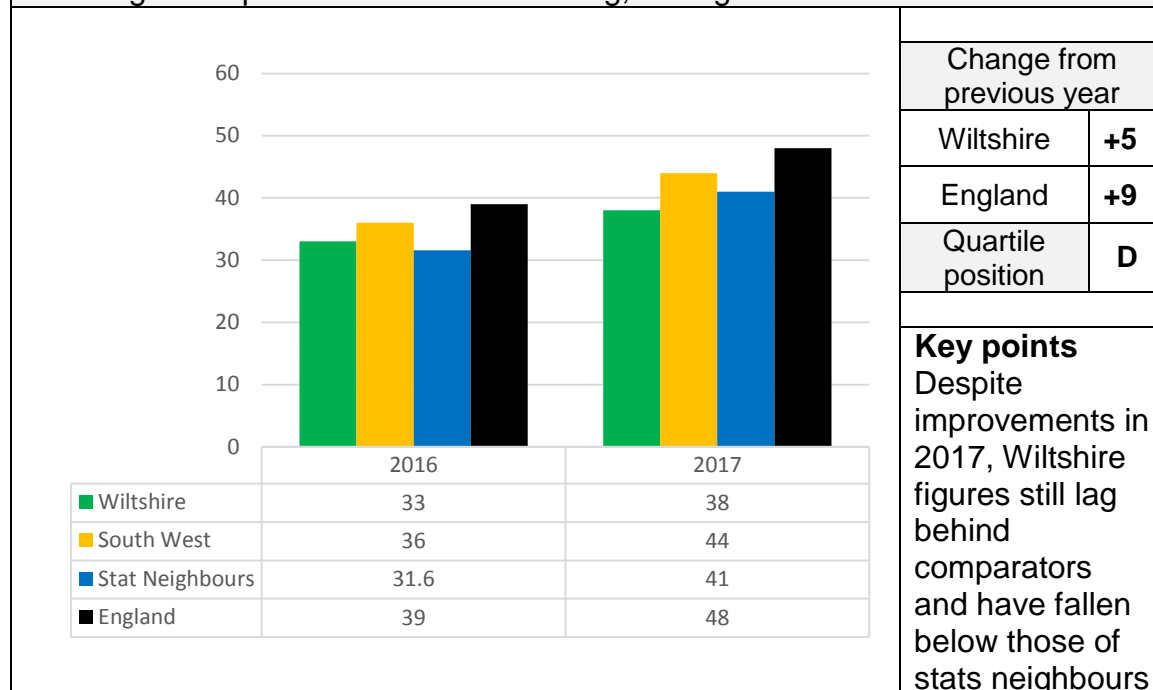
Change from previous year	
Wiltshire	+0.1
England	-
Quartile position	D

Key points
 A low figure in 2016 the progress pupils made in 2017 remained low and whilst stats neighbours improved Wilts figures did not.

KS2 Vulnerable Group performance

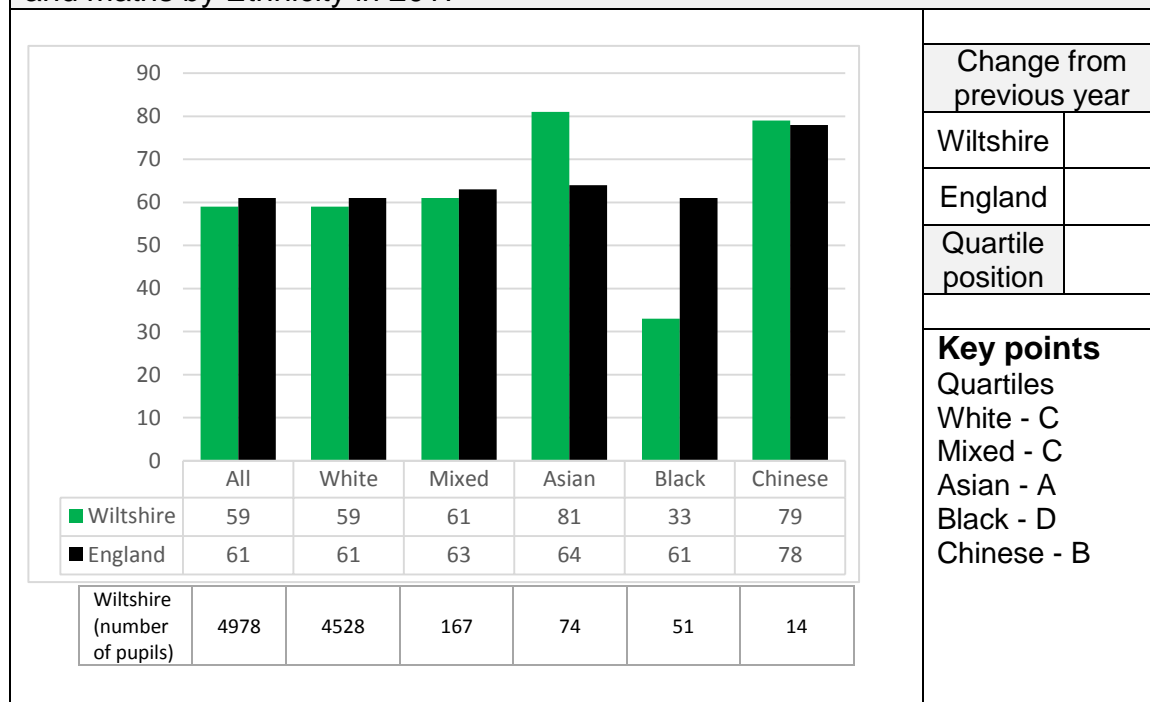
Disadvantage (Pupils eligible for the Pupil Premium – FSM at any time over the last 6 years, Looked after Children and adopted from care)

KS2: Percentage of pupils eligible for the pupil premium (Disadvantaged) attaining the expected standard in reading, writing and maths



Ethnicity

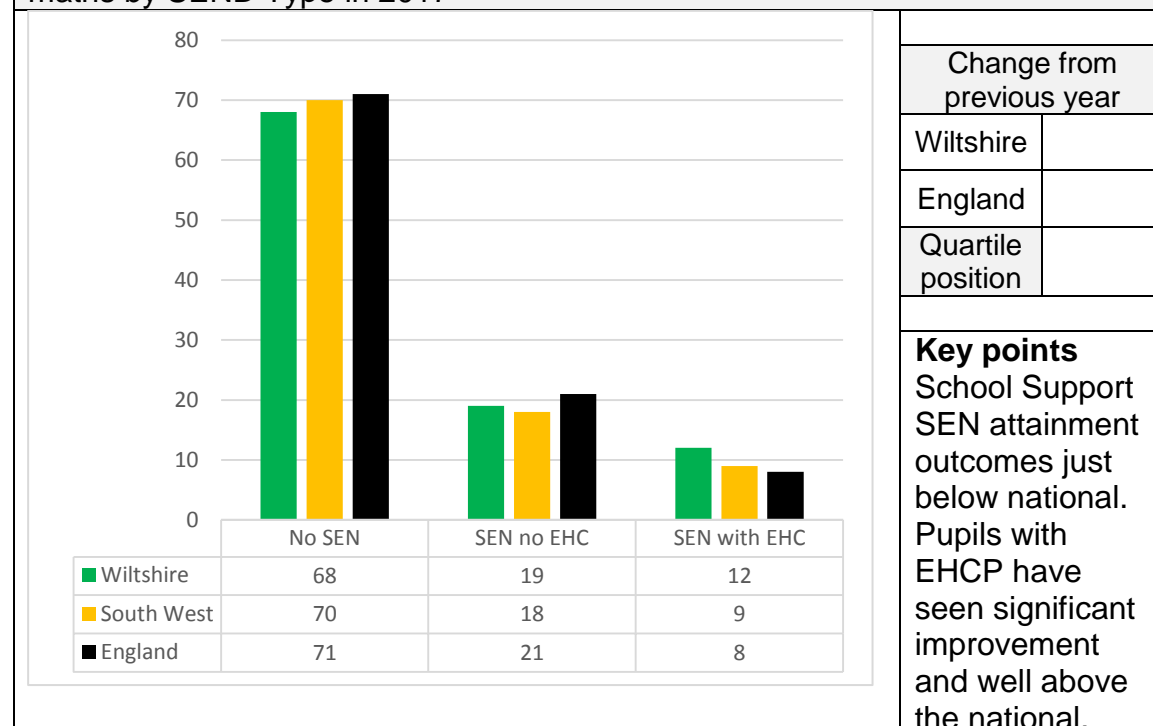
KS2: Percentage of pupils attaining the expected standard in reading, writing and maths by Ethnicity in 2017



Special Educational Needs and Disabilities (SEND)

KS2	% reaching expected standard		Quartile Position
	Wiltshire	National	
No identified SEND	68	71	D
SEND without a statement/EHCP	19	18	C
SEND with a statement/EHCP	12	8	A

Percentage of pupils attaining the expected standard in reading, writing and maths by SEND Type in 2017



Children from Service Families

Wiltshire children at the end of KS2	% reaching Expected Standard in Reading, Writing and maths	Average Progress Score Reading	Average Progress Score Writing	Average Progress Score maths
Service Child	57	0	-0.4	-0.8
Not Service Child	59	-0.1	-0.5	-0.9

KS2 Summary

Whilst there have been improvements in attainment these have not been as high as improvements elsewhere particularly with statistical neighbours and in the south west. This reduction in comparable benchmarks of achievement can be linked to the lower progress in reading and writing and particularly low maths progress compared with figures nationally. Figures for pupils vulnerable to underachievement continue to lag behind both their peers and the same group elsewhere. The achievements of disadvantage learners and black pupils are of particular concern.

The performance of pupils with an EHCP were in the top quartile and children from service families achieved slightly higher progress figures than their peers in Wiltshire.

Performance end of KS4 Performance (external examination at age 16) Provisional figures only

The principal means of assessing student attainment at the end of Key stage 4 is by the General Certificate Secondary Education (GCSE) examination. The performance measure includes a range of other qualifications for which an equivalence point score has been assigned. The information here is based on provisional results and will be subject to change once final results are published at the end of January 2017.

Note regarding the new GCSE grading system for English and maths from the DfE.

“New GCSEs in English and mathematics were taught from September 2015 with the first examinations taking place in Summer 2017. New GCSEs in other subjects were phased in for first teaching from September 2016, continuing into 2017 and a very small number from 2018. To ensure all students benefit from the reformed qualifications, only the new GCSEs will be included in the secondary performance tables as they are introduced (for 2017, this includes only reformed GCSEs in English and mathematics). As part of these reforms, a new grading system is introduced from 2017 to replace the A to G system with a new 9 to 1 scale for new reformed GCSEs” (DfE, SFR 57/2017).*

The previous Grade C equivalent falls between a grade 4 and 5 (grade 1 being low and grade 9 high). The information here will specify whether a grade 4 or 5 has been used.

The new accountability measures are taking account of a wider range of results than before and focus on both attainment and progress across a number of subjects.

From 2016 the DfE implemented a new accountability system replacing the old 5 or more good (A*-C) GCSE measures with Progress 8.

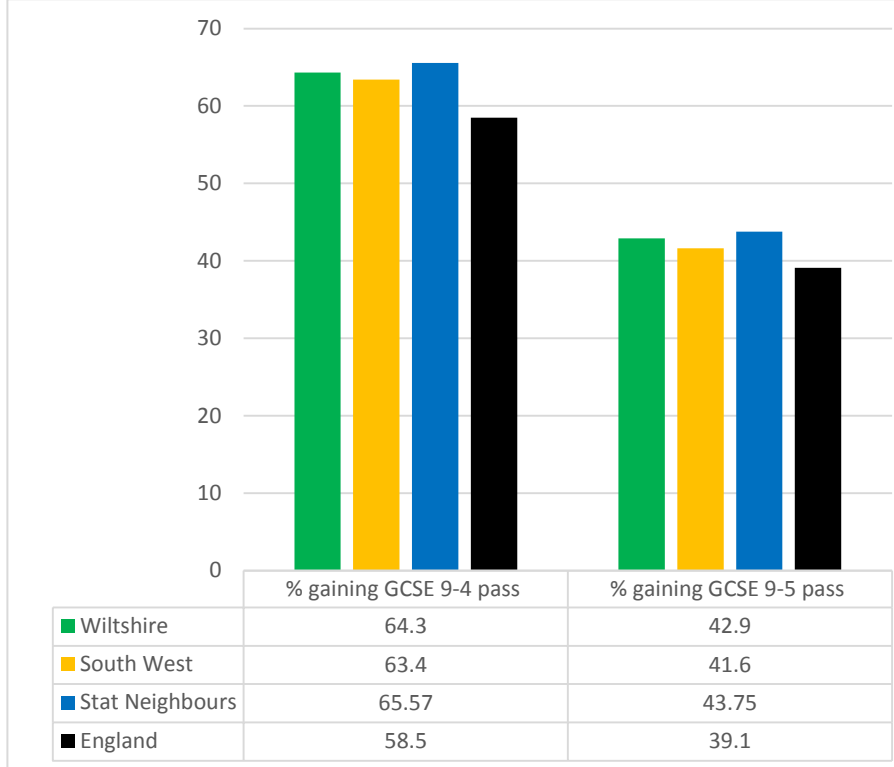
Progress 8 is now the main indicator of schools performance. This measure aims to show the progress of each pupil from end of KS2 to the end of KS4 and compares the score for each pupil with similar pupils with the same starting point. The same combination of results is used as in Attainment 8. Progress 8 is a relative score and the national figure is 0. An average score is calculated and a score of +1 means that on average pupils are achieving one grade better than pupils with the same starting point from KS2.

Attainment 8 measures the attainment of pupils in 8 qualifications. These include English and maths (both are double weighted to reflect the importance of these subjects), 3 other English Baccalaureate (EBacc) qualifications and another 3 qualifications from a list approved by the DfE.

Attainment in English and maths looks at the percentage of pupils who achieve both of these.

Achievement in the English Baccalaureate (EBacc) measuring the proportion of pupils awarded 4+ or 5+ in English and maths and an A*-C in core academic subjects including science, a language, and history or geography.

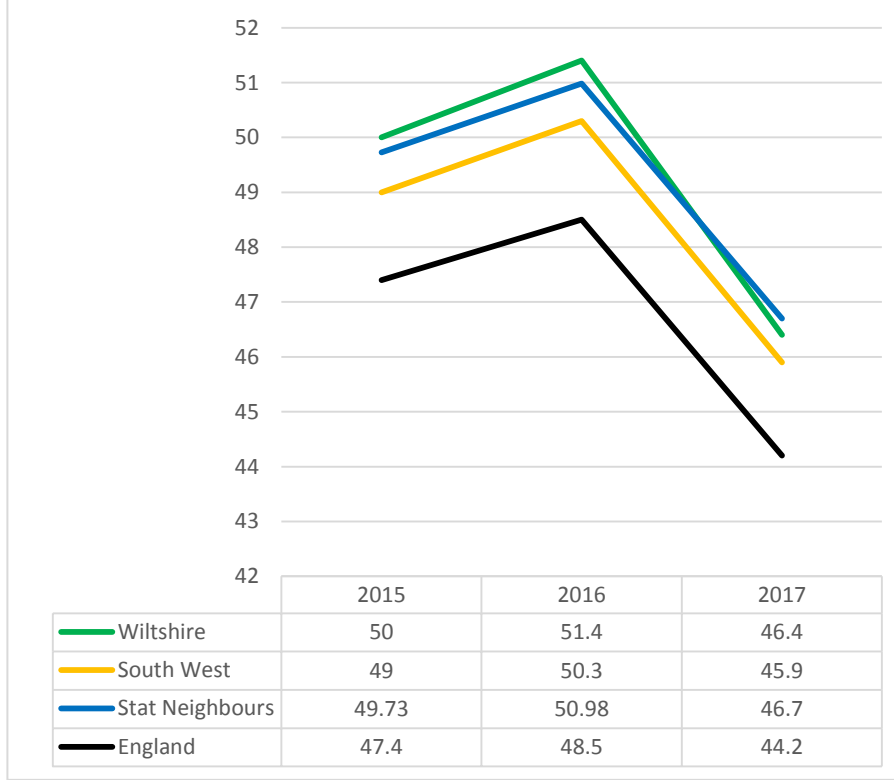
Percentage of pupils gaining a 9-4 or 9-5 pass in English and maths in 2017



Quartile position	
9-4	B
9-5	B

Key points
Both of these indicators remain higher than the national figure although slightly below statistical neighbours

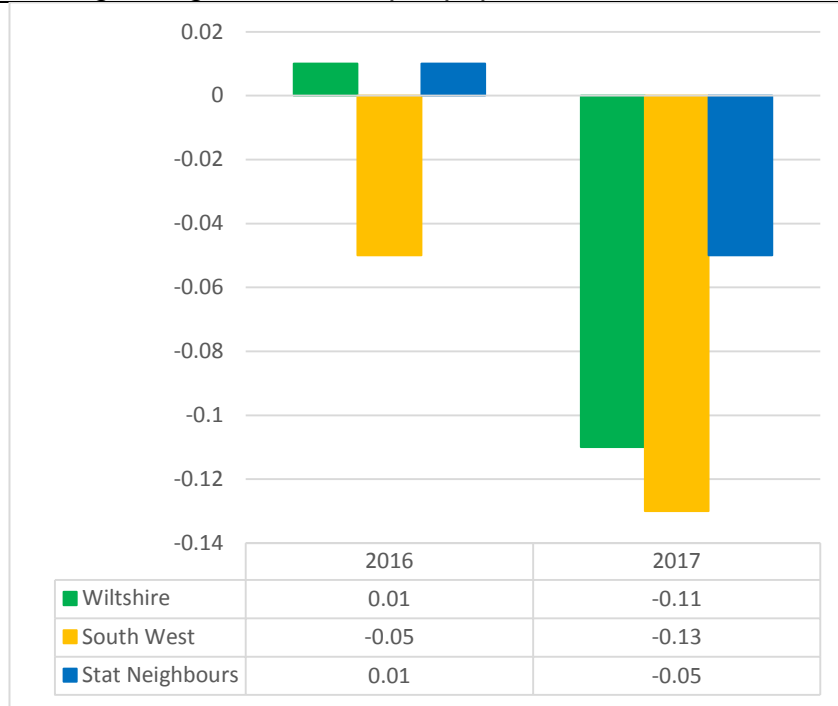
Average Attainment 8 score per pupil



Change from previous year	
Wiltshire	-5
England	-4.3
Quartile position	B

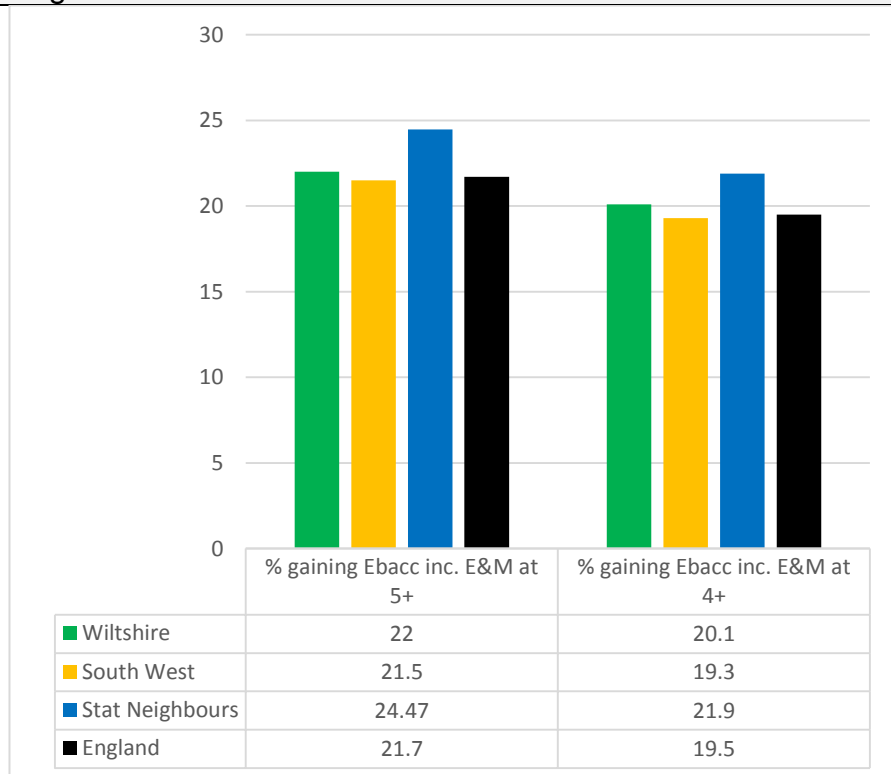
Key points
Reflecting the national picture, the decline in attainment still keeps Wiltshire higher than the national figure

Average Progress 8 score per pupil



Change from previous year	
Wiltshire	-0.12
Quartile position	C
<p>Key points A reduction on the progress pupils made across the Progress 8 subjects compared with SW and Stats neighbours is reflected in the figures for 2017.</p>	

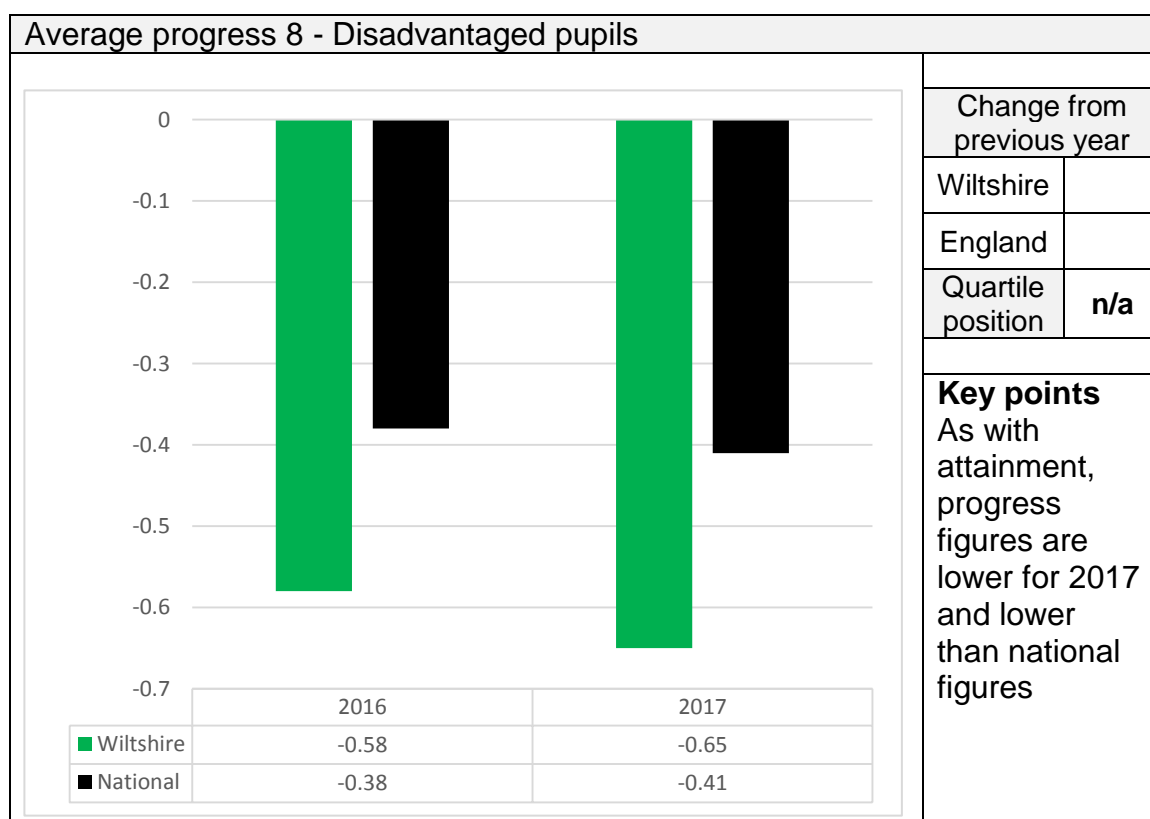
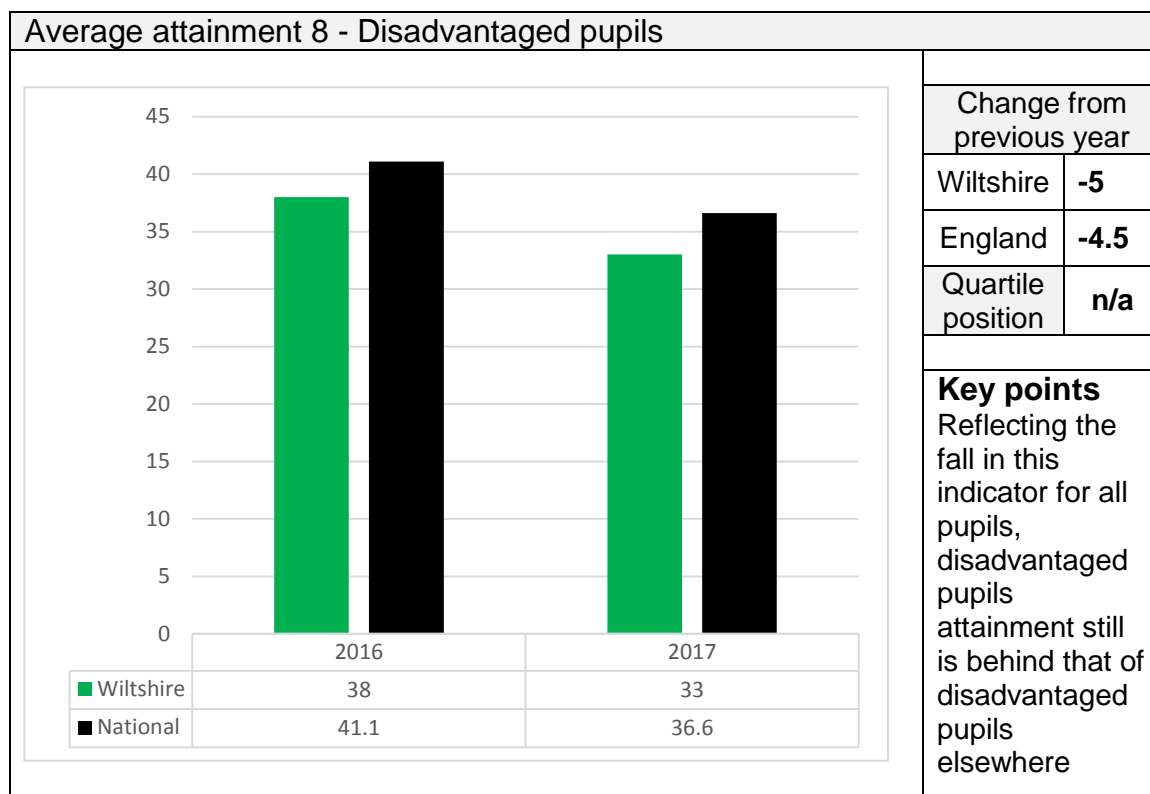
Percentage of pupils achieving the English Baccalaureate incl 4+ or 5+ pass in English and maths in 2017

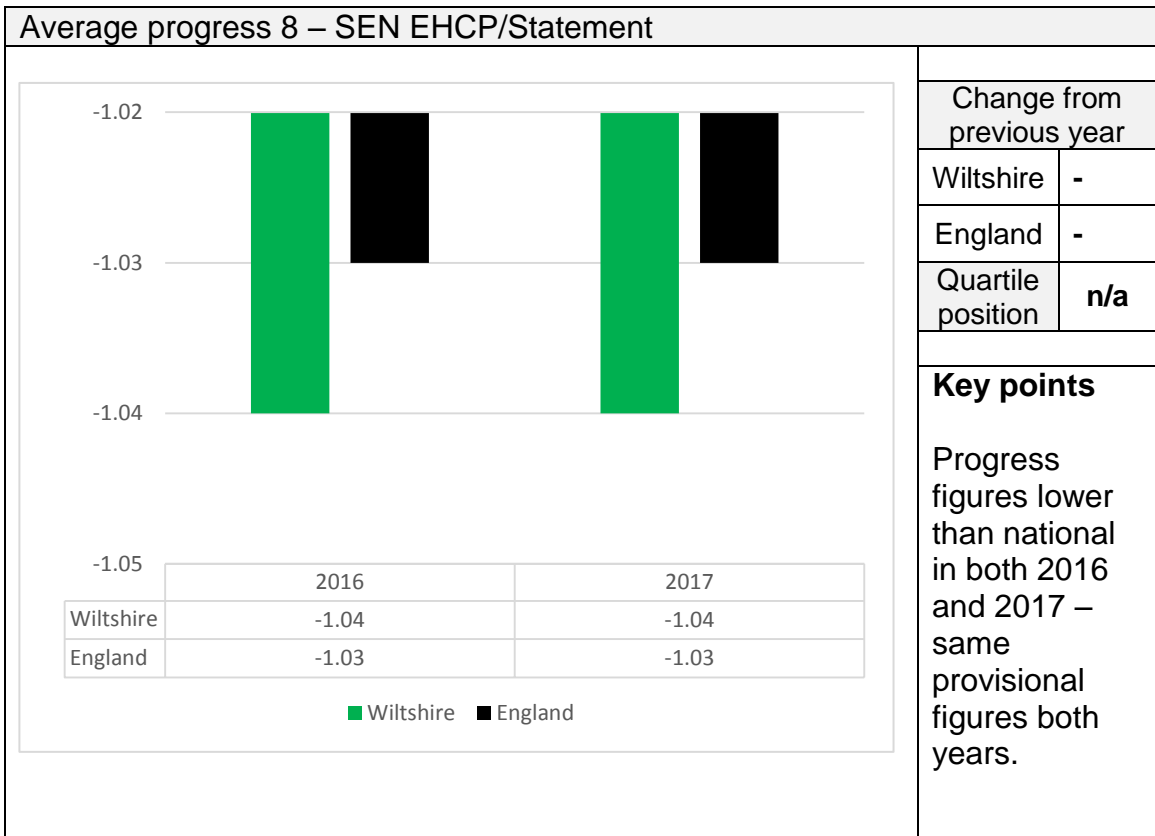
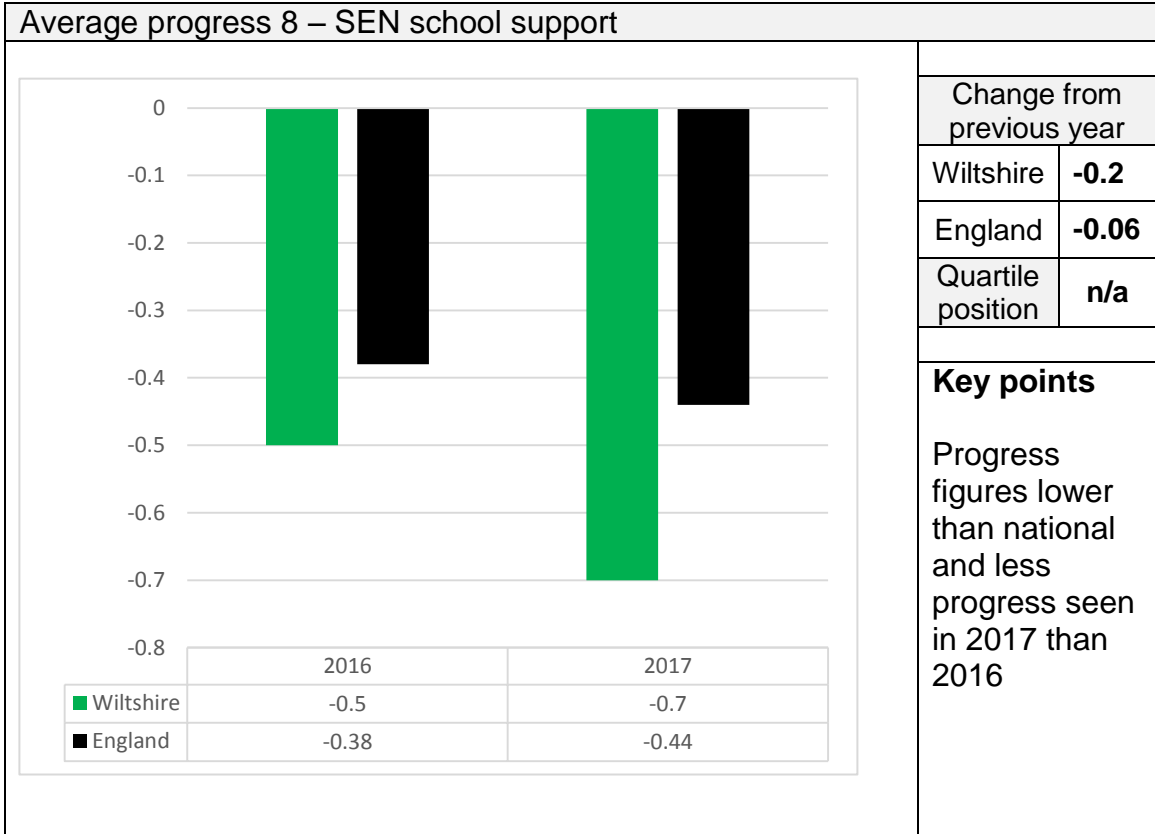


Quartile position	
4+	C
5+	C
<p>Key points Wiltshire's figures marginally above the national and SW figures although below Stats neighbours.</p>	

KS4 Vulnerable Group performance (provisional data)

Disadvantaged Pupils

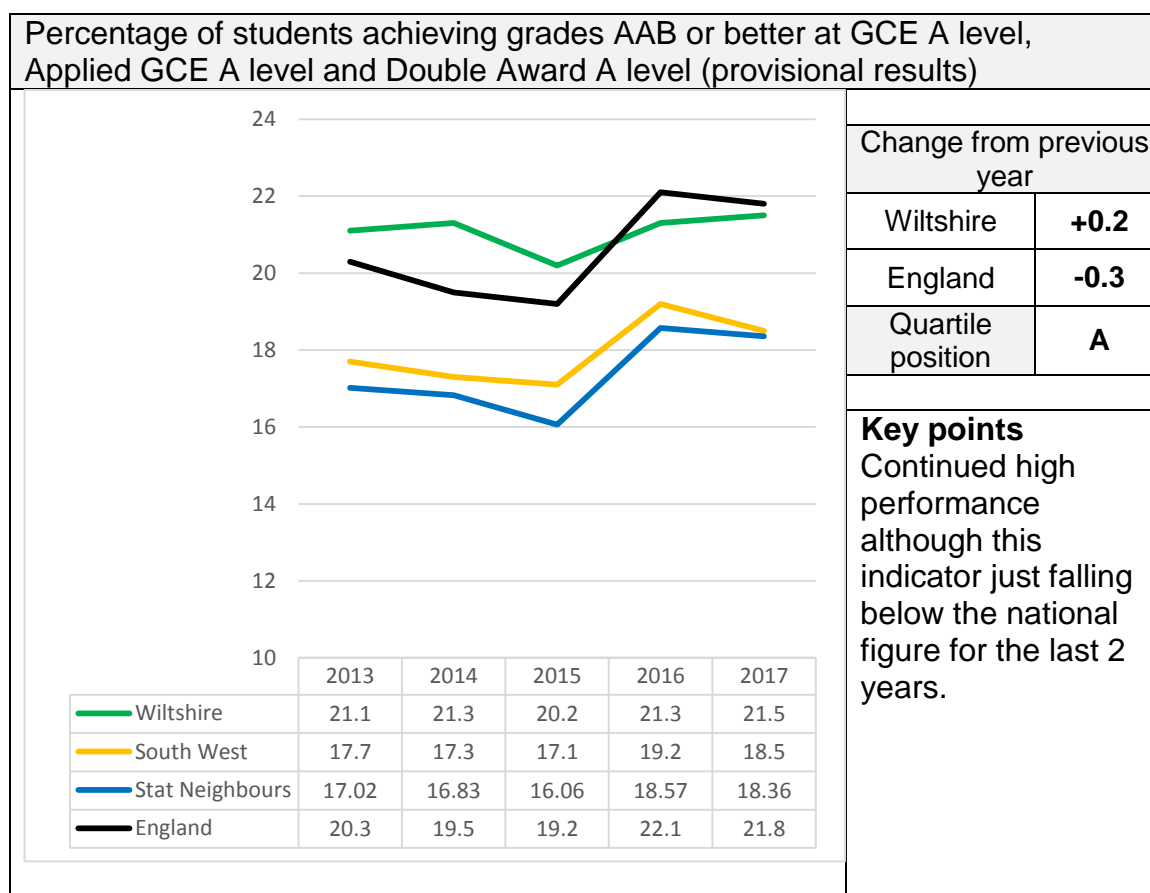




Service families

KS4 Pupils with a parent in the services	Number of pupils	Attainment 8	Progress 8 score
service pupils	371	44.1	-0.26
all other pupils	4373	46.6	-0.10

KS5 Performance (External examination at age 18)



KS4 and KS5 summary

Whilst attainment figures remain high at KS4 and at KS5, progress and the performance of vulnerable groups remains of concern. The English Baccalaureate figures, whilst comparable to national and south west figures, are not as high as statistical neighbours. Pupils from service families do not do as well as their peers and is of concern. However the performance of pupils with SEND and who are disadvantaged is also of concern and continues to be a high priority.

Types of school – analysis of outcomes at KS2 and KS4

a) LA Maintained and academy

i) Primary Schools (NB exp+ = reaching the expected standard and above)

KS2	Number of LA schools (LA pupils)	% exp+ RWM (national)	% exp+ Read (national)	% exp+ Write (national)	% exp+ Maths (national)
LA maintained	137 (3437)	60 (62)	74 (73)	76 (77)	74 (76)
Academies	55 (1524)	56 (61*)	70 (71*)	74 (77*)	68 (75*)
• Sponsored	14 (314)	48 (52)	62 (62)	68 (71)	60 (67)
• Converter	41 (1210)	59 (65)	72 (75)	75 (80)	70 (78)

ii) Secondary schools.

KS4	Num schools (pupils)	Ave Attainment 8 score (national figure)	Progress 8 (national figure)
LA maintained	4 (453)	42.6 (46)	-0.19 (-0.05)
Academies	26 (4226)	47.5 (48)	-0.08 (0.03)
• Sponsored	3 (348)	40.0 (42)	-0.23 (-0.13)
• Converter	22 (3780)	48.6 (50)	-0.03 (0.10)
• UTC	1 (98)	32.7 (37)	-1.38 (-0.87)

Academies are state funded independent schools directly funded by the DfE. Sponsored academies are supported by another academy or Multi Academy Trust (MAT) and typically will have been identified as underperforming. Converter academies have converted to academy status as they had a good or outstanding Ofsted inspection judgement at the time of conversion. It is therefore not surprising to see that converter academies have a higher performance levels than sponsored academies. At KS2 LA Maintained schools have a higher performance level than other types of schools although at KS4 converter academies out-perform others.

b) All through Primary and Junior Schools

KS2	Num schools	Num pupils	% exp+ RWM (national figure)
Primary	185	4507	60 (62)
Junior	7	454	53 (63)

KS2 Progress	Reading (national figure)	Write (national figure)	Maths (national figure)
Primary	0 (0.2)	-0.4 (0.2)	-0.9 (0.3)
Junior	-0.4 (-0.8)	-1.8 (-0.6)	-1.1 (-0.8)

All through primary schools have higher performance levels at KS2 than those of junior.

c) Size of year 6 cohort (numbers being assessed at the end of yr6)

Size Cohort	Num schools	% exp+ RWM (national figure)	Re progress (national figure)	Wr progress (national figure)	Ma progress (national figure)
1 – 15	57	58 (61)	0.8 (0.5)	-0.9 (-0.3)	-1.0 (-0.7)
16 – 30	82	61 (62)	0.3 (0.3)	-0.2 (0.1)	-0.6 (0.2)
31 – 60	46	59 (61)	-0.5 (0.1)	-0.5 (0.2)	-0.8 (0.2)
61 – 90	7	54 (62)	-0.8 (-0.2)	-1.4 (0.0)	-2.1 (0.0)
91+	0	n/a (63)	n/a (-0.7)	n/a (-0.6)	n/a (-0.6)

The highest performing cohort size is 16- 30 reflecting the typical class size of about 30.

d) Religious Character

i) Primary Schools

Religious character	Num schools	Num eligible pupils	%exp+ RWM (national figure)
None	60	1859	56 (61)
RC	10	291	56 (67)
CofE	120	2760	62 (64)

Religious character	Re progress (national figure)	Wr progress (national figure)	Ma progress (national figure)
None	-0.7 (-0.1)	-0.4 (0.1)	-1.0 (0.0)
RC	0.1 (0.8)	-0.1 (0.3)	-0.6 (0.8)
CofE	0.3 (0.3)	-0.6 (-0.2)	-0.9 (-0.2)

ii) Secondary Schools

Religious character	Num schools	KS4 pupils	Average Attainment 8 score (national figure)	Progress 8 (national figure)
None	23	3854	46 (47)	-0.12 (-0.01)
CofE	4	393	49 (48)	-0.30 (0.04)
RC	2	221	51 (49)	0.38 (0.10)

A mixed picture not showing differences in performance in schools of differing religious character. However secondary Catholic schools show a higher performance level than others.

Main Considerations for the Council

Current activity

- The School Effectiveness service continues to monitor and risk assess schools and academies. An Annual Performance Assessment (APA) is carried out using the most recent end of key stage 2 and 4 data for all schools and academies. In addition, for all LA maintained schools, an ongoing risk assessment of current activity to bring about improvements is also carried out by the Challenge and Support Partner (CASP) three times a year.
- Where concerns have been identified additional support is provided or brokered and more intensive monitoring of improvements is carried out through the School Effectiveness Reviews (SERs) .
- The Education Transformation Board is working with schools, academies, Teaching School Alliances, Multi Academy Trusts and other partners to secure arrangement for school monitoring and improvements to support a secure self-improving school-led system. Work is being carried out to build capacity and continue to ensure that local expertise is used to support improvements across the system.
- Sharing of key messages regarding the continued and improved implementation of the primary national curriculum and assessment processes is ongoing. Headteacher forums, subject leaders networks and CASPs have been used to pass on vital information to support schools to continue to develop an effective programme to meet the increased demands of the national curriculum and assessments in KS1 and 2.

Priorities for raising achievement in 2018 and beyond

1. Raising overall standards and ensuring that school standards do not decline further.
 - Monitor school outcomes through the LASER process and the new annual performance assessments to identify and intervene early with underperforming schools.
 - Schools identified through the annual performance assessment as underperforming or of concern will have a mid-year letter requesting outcomes for 2018 to ensure resources are allocated efficiently and broker in additional support where needed.
 - Liaise with the Regional Schools Commissioner to challenge schools with identified underperformance and/or gaps and broker access to effective school to school support.
 - Increase the number of outstanding schools with a focus on developing leadership and high quality teaching to improve outcomes particularly in KS1 and KS2 through liaising with teaching Schools Outstanding Teaching programmes.
 - Implement processes designed by the Education Transformation Board to support self-improving, self-sustained schools in Wiltshire.

2. Raise the achievement for all but especially of Disadvantaged Learners
 - In partnership with Pickwick Teaching School to support a joint bid for Round 2 of the Strategic School Improvement Fund on targeting schools to raise outcomes for disadvantaged learners.
 - As South West priority work collaboratively with the Regional School Commissioner on a pilot project
 - Develop greater consistency and clarity of the role of the disadvantaged learner lead in schools and settings by using job roles and the Disadvantaged Learners Charter
 - Greater communication and enabling of school staff through network and other meetings to support vulnerable learners
 - Develop greater understanding of the disadvantaged learner agenda for governors through governor training
 - Enabling and embedding work to support schools engaging parents to support their children in school.

3. Raise achievements in primary maths
 - In partnership with the Regional Schools Commissioners Office, GLOW maths hub and the Teaching Schools Alliances to partner a Strategic School Improvement Fund Round 3 bid focussed on improving mathematics outcomes through developing leadership and having a particular focus for disadvantaged learners.
 - A bid has been lodged with the Swindon and Wiltshire learning Enterprise Partnership to support the mastery of language structures to develop reasoning and fluency to enable pupils to improve their confidence and passion for mathematics particularly for pupils vulnerable to underachievement.
 - Utilise the Year of Engineering to promote opportunities with education providers and local employers to raise mathematics opportunities and projects utilising their expertise in STEM to raise standards in KS2.
 - Developing subject knowledge, pedagogy and leadership through subject leader meetings and networks.
 - Raising standards in oral language to support discursive work in maths.
 - Provide in collaboration with the teaching Schools and Maths hubs professional development for teachers to support improved understanding of the new, more demanding curriculum, particularly in relation to assessment and mastery.

Safeguarding Considerations

Although this report does not include reference to issues regarding child protection, the broadest definition of safeguarding does take into account that safeguarding processes should optimise the life chances of individuals. Academic outcomes have a significant impact on life chances for children and young people and for those groups vulnerable to underachievement, this is an essential consideration.

Public Health Implications

Educational attainment is one of the key outcomes for children and young people included in the Public Health Outcomes Framework.

Environmental and Climate Change Considerations

There is no specific environmental or climate change considerations in relation to this report.

Equalities Impact of the Proposal

All groups of learners have the right to have the opportunity to make good progress in learning and achieve high standards. The data suggests that there are a number of groups for which achievement is not as high as for other groups. This equalities issue remains a high priority.

Risk Assessment

There are a number of national changes and developments which bring risk for the local authority in relation to educational standards and pupil performance:

The ability for the Local Authority School Effectiveness service to intervene and support educational outcomes is limited by a number of factors that may pose a risk for continual improvements for children and young people in state funded education

- As the number of Academies grows, the LA has less direct influence on educational outcomes, despite retaining the responsibility for promoting educational excellence and for performance of vulnerable groups of children and young people such as pupils with SEN and those in receipt of free school meals. The LA has no powers of intervention in academies and oversight lies with the Regional Schools Commissioner (RSC). Relationships between the LA and academies remains good, it is primarily for the academy to determine their level of engagement with the LA. It is for the RSC to intervene if and when necessary and the LA liaises closely with the RSC office to provide local information and knowledge of all schools.

- With diminishing financial resources including the removal of Educational Services Grant funding for school improvement from April 2018, the ability for School Effectiveness to lever change in a variety of ways also diminishes. This, coupled with limited capacity, represents a need for a significant change in the systems for monitoring performance and for school improvement provision. The Education Transformation Board is working to promote the changes that will need to be carried out for fundamental system change in order to create a strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire.

Financial Implications

There are a number of government financial policies that will directly impact on the delivery of school improvement activities. The Education Services Grant (ESG) will cease in April 2018 and reduced funding through the School Improvement, Monitoring and Brokerage Grant provided by central government from April 2018. It is planned that school funding will go directly to schools and not be administered by the LA from 2020.

Ongoing funding reductions for school improvement activity have been managed to minimise direct impact on delivery of key strategies to raise attainment and close performance gaps. With increasing numbers of academies, funding for school improvement activities will be further reduced. With a reduction in staff capacity to develop and sustain school improvement activity for LA maintained schools, it is possible that this focus cannot be sustained with the result of increased risk to standards.

Legal Implications

There are no legal implications in relation to this paper.

Conclusions

Wiltshire continues to have a high percentage of places in good and outstanding schools. Educational outcomes at Key Stage 4 and 5 remain high although with new measures in place it is too early to see if the drop in some indicators is cause for concern. Performance at KS2 is not as high and maths is of particular concern. The attainment of disadvantaged learners (pupils eligible for the pupil premium) at each Key Stage continues to be a high priority for improvement as does the educational outcome of other vulnerable pupils in all key stages. The School Effectiveness Team continues to work with all schools, including with academies where possible, to support and promote improvements.

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Agenda Item 7

Agenda Item:.....

TITLE:	REPORT ON ELECTIVE HOME EDUCATION (EHE) 2015 – 2017
FOR CONSIDERATION BY:	CHILDREN'S SELECT COMMITTEE 06/02/18
REPORT DATED:	29/01/18
DIRECTOR:	LUCY TOWNSEND Families and Children's Service
REPORT AUTHOR:	MAL MUNDAY, Head of Service, Support and Safeguarding Service
ANNEXES ATTACHED:	Annex 1: Elective Home Education DfE Guidance for Local Authorities Annex 2: Wiltshire Council EHE Guide for Parents (2018)

1. Purpose of Report

- 1.1 To provide assurance and the opportunity to challenge to Select Committee on arrangements for monitoring Elective Home Educated children.

2. Background

2.1 This report outlines:

- Safeguarding Implications
- What Elective Home Education is (including attached guidance in Annex 1 & 2)
- What the Department for Education guidance requires
- Key Local Authority processes
- Education Welfare Service issues
- Our Wiltshire context
- Our priorities 2017-18

3. Safeguarding Implications

- 3.1 Wiltshire Council has specific responsibilities under Section 11 of the 2004 Children Act, and Section 175(1) of the Education Act 2002 (plus related Statutory Guidance) to “make arrangements to safeguard and promote the welfare of children” that are educated at home. This responsibility is exercised on behalf of the Council by the Support and Safeguarding Service. Such powers however, do not bestow on Local Authorities the “ability to see and question children subject to elective home education in order to establish whether they are receiving a suitable education”. Powers are restricted to acting in the best interests of the child where there is a concern that the child is suffering from ‘significant harm’ which is the test for all such interventions whether the child is electively home educated or otherwise.
- 3.2 The Safeguarding and Support Service is a blended team of professionals who work together to support, safeguard and protect children in need of higher level ‘Early Help’ and social work interventions such as Child in Need and Child Protection. The service

includes; Family Key workers, Social Workers, Early Years Inclusion Officers, Education Welfare Officers and Early Intervention Advisors (formerly called CAF Coordinators), amongst others.

4. **What is Elective Home Education?**

- 4.1 Elective Home Education offers families and carers the opportunity to provide education for the children and young people in their care independent from the Local Authority or established school provision. The law in England states that the responsibility for a child's education rests with their parents/carers and that whilst education is compulsory, attending school is not.
- 4.2 Elective Home Education in Wiltshire is governed by statute and Department of Education guidance (see Annex 1) which has been used to form Wiltshire local guidance (see Annex 2) – a copy of which is made available to all parents and carers known to be electing to educate their children at home.
- 4.3 A parent/carer can elect to home educate their child at any stage of a child's educational career. Should this option be taken at the earliest stage (pre-school), then the child will never be registered on any school roll. If the option is taken at a later stage, schools are required to notify the Local Authority (via completion of a form) and remove the child's name from the school roll. This means that such children are not included in the schools' census and the authority receives no funding for their education. The Local Authority holds a register of all children who are home educated – which is overseen by the Education Welfare Service (which sits in the Support and Safeguarding Service of the Families and Children's Directorate).

5. **What does DfE Guidance require?**

- 5.1 Annex 1 indicates that:
- i. Parents/carers have a right to elect to educate their children at home.
 - ii. Parents/carers must ensure that the education programme that they deliver provides an "efficient and suitable" education that 'primarily equips a child for life within the community of which he/she is a member'. Consistency with the National Curriculum is not required. However, the programme on offer must not restrict the child's education and educational and employment options in later years (post 16).
 - iii. An 'efficient and suitable' education is not defined in the Education Act 1996 (leaving the programme open to parental interpretation).
 - iv. Local Authorities have no statutory duty, power or funding to monitor the quality of the home education.
 - v. Local Authorities are expected to monitor those who receive home education for 'safeguarding purposes', intervening where children are at risk of serious harm and ensuring that parents receive 'written information that is clear, accurate, and sets out the local position, roles and responsibilities of both the Local Authority and parents/carers'.

- vi. The statutory safeguarding responsibility does not extend to empowering Local Authorities to enter homes to see children for the purpose of monitoring the quality of provision. Where there are grounds for concern, Education Welfare Officers will refer the child into the Multi-Agency Safeguarding Hub (MASH) where assessments will be made in line with the Children’s Act legislation. It is only in very rare cases where a child is considered to be at risk of ‘significant harm’ where a child can be removed (by Police supported by Social Workers) from a home.
- vii. It is only in cases where it appears that a parent is not providing a suitable education that the Local Authority has the option to respond with a School Attendance Order. A parent is not compelled to meet with the Local Authority or receive a monitoring visit. If there are concerns, Local Authorities can however ask parents for information to evidence that they are providing a suitable education (which parents do not have to legally provide although it is good practice for them to do so).
- viii. The Local Authority in all its involvement with parents/carers, is expected to acknowledge that “learning takes place in a wide variety of environments and not only in the home”, and that the “views of children involved should be taken into account” (where practicable).

6. **Local Authority Processes**

- 6.1 Upon being notified of a parent/carer’s decision to home educate their child, Education Welfare Officers will initially write to the parent providing clear information (Annex 2) setting out the legal position, roles and responsibilities for parents/carers, and that of the Local Authority.
- 6.2 Once the above has been provide,; Education Welfare Officers will contact the parent to offer a home visit (which the parent does not have to agree to); or failing that, request evidence of education plans from the parent. Depending upon the Education Welfare Officer’s assessment (most parents cooperate), a monitoring visit of a frequency of between 6 and 12 months will be set.

7. **Education Welfare Service**

- 7.1 The establishment of the Education Welfare Service is 9.91 full time equivalent staff – including 1 full time equivalent Penalty Notice Licensing Officer. The resource dedicated to monitoring Elective Home Education is in effect 2 full time equivalent Education Welfare Officer (EWO) roles – which is considered sufficient resource to oversee the area of work, as this work is generally supported by the whole EWO Team.
- 7.2 All communications initially to semi specialist EHE EWOs will be channeled through the mainstream link EWOs for the school which the child has been attending or if the child has never been registered at a Wiltshire school, the Education Welfare Officer who covers the area where the child resides.
- 7.3 What if the Local Authority is not satisfied that a suitable education is being provided? (see Annex 2 section 2.7)

- i. If the LA is not satisfied that a suitable education is taking place then further contact in writing, visits or consultation will be offered with the aim of helping parents/carers to overcome any difficulties within a *mutually* agreed time scale.
- ii. If the LA still considers that a child is receiving a less than satisfactory education, the LA has a duty under S437 of The Education Act 1996 to serve notice on the parent/carer requiring them to satisfy the LA that their child is receiving suitable education “otherwise than at school”. If a parent/carers reply is unsatisfactory; or they fail to reply, the LA may consider issuing a School Attendance Order, although these proceedings are rarely used. The process for this is summarised as follows:
 - The LA serves parents/carers with a notice giving them at least two weeks to satisfy the LA that the child is being educated properly.
 - If parents/carers fail to satisfy the above request, the LA has to consider whether it is expedient for the child to go to school. If they believe it is, they will serve a second notice telling parents/carers which school they intend to name, giving them a chance to express a preference for an alternative.
 - If this does not bring about the required change, the Authority then serves a School Attendance Order requiring parents/carers to register their child as a pupil named at the school on the Order.
 - However, parents/carers can ask for the Order to be revoked because they are educating “otherwise”. This is a matter for the court at this stage.
 - The LA can prosecute the parent/carers if they do not cause their child to become a registered pupil at the named school in the Order and thereby fail to secure regular attendance at that school, but this action will fail if the court is shown that they (parents/carers) are educating otherwise in a manner to convince a reasonable person on the balance of probability that this is the case.

8. The Wiltshire Context

The information below is based on academic years.

8.1 2015-2016 – Total Numbers

i.

Total number of young people known to be electively home educated.	385
Number of safeguarding concerns raised	4 (1%)
Number of notices given to parents for unsatisfactory provision	10 (2.6%)
Number of School Attendance Orders served.	0

ii. **2016-2017 – Total Numbers**

Total number of young people known to be electively home educated.	437
Number of safeguarding concerns raised <i>Referred to the MASH for oversight and/or assessment</i>	16 (3.6%)
Number of notices given to parents for unsatisfactory provision	16 (3.6%)
Number of School Attendance Orders served (commenced but withdrawn after parental improvement to provision)	1 (0.2%)

iii. **2017 – present (from 01/09/17) – Total Numbers**

Total number of young people known to be electively home educated.	419
Number of safeguarding concerns raised.	2 (0.5%)
Number of notices given to parents for unsatisfactory provision.	4 (1%)
Number of School Attendance Orders served.	0

Note:

Children remain on roll (not school roll) for the period that they are EHE so will roll over on the register from one academic year to the next.

8.2 Gender (2017-18 academic year to date)

Male 213 (51%)
 Female 206 (49%)

Of these, 2 young people identify as Transgender, and 1 young person identifies as Gender Neutral.

8.3 Ethnicity (2017 – 2018 academic year to date).

We have difficulty in always capturing this information. This is a development issue.

Gypsy/Roma/Traveller	46
Mixed Race	02
Asian British	01
White Other	01
Thai	01
Not known	368

Anecdotally, we know that the majority of our home educated children are White British.

8.4 Academic Age by Year Group (2017 – 2018 academic year to date)

R	5	(1.2%)
Y1	10	(2.4%)
Y2	22	(5.2%)
Y3	31	(7.4%)
Y4	26	(6.2%)
Y5	27	(6.4%)
Y6	22	(5.2%)
Y7	47	(11.2%)
Y8	47	(11.2%)
Y9	60	(14.4%)
Y10	59	(14.1%)
Y11	63	(15.1%)

8.5 EHE List segmented by those who are SEND (*see below) 2017 – 2018 academic year to date.

Total EHE YP on the list	419
No of YP with SEN Statements (due to be converted to EHCP)	5
No of EHCP	29
SEN Support (My Support Plan)	2
Statutory SEND Assessment required or in process	3
Total SEND cases	39
Total SEND as % of the whole	9.3%

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Note: * *Special Educational Need and Disability – in receipt of a Statement of Special Educational Need (SEN Student) or Education Health Care Plan (EHCP)*

9 **Where a child has Special Educational Needs and Disabilities.**

9.1 The law upholds the right for parents/carers to home educate children who have a Special Educational Need and/or Disability. Education Health and Care Plans – EHCPs – (formerly known as SEN Statements) can be prepared on the basis that home provision is being provided ; although the consent of the Local Authority *must* be sought before a child is removed from a ‘Special’ SEND school (if they are attending one at the point of EHE).

10 **Service Priorities 2017 – 18**

10.1 The vast majority of parents and carers do a good job in home educating their children and the Local Authority must work within the confines of the law and DfE guidance. This can only be done by establishing good relationships with parents known to be home educating their children – and encouraging/supporting schools in their duty to speedily and accurately advise the Local Authority where a parent/carer has elected to home educate; this is not always the case. In all of the above, the Local Authority must respect the parent/carers’ right to home educate even if their provision is seen to be alternative or unorthodox – as parents will choose to home educate for a variety of reasons. Parents/carers do not need any specific qualifications to home educate their children.

10.2 Our new configuration of delivery within the Support and Safeguarding Service provides the ideal opportunity and synergy to ensure an integrated focus is placed upon children who are EHE; with the potential for Family Key Workers and other staff to work in a collective way.

10.3 Our business priorities going forward during the 2017-2018 academic year within the Support and Safeguarding Service are as follows:-

- i. To improve data management through the implementation of the new case management system – removing four legacy databases.
- ii. To ensure the ethnicity of those who are EHE is routinely captured.
- iii. To review the overall work and role of the Education Welfare Service set within the new Support and Safeguarding Service.
- iv. To set up a new performance framework (in addition to the above data) to capture:
 - a. % of initial home visits offered and accepted within 12 weeks of a parent/carer electing to home educate.
 - b. % of monitoring reports completed in 12 months.

- c. Total EHE month on month comparison and trend data.
- d. To record the reason for EHE (where known and provided) in all cases.
- e. To revise and reissue the EHE Policy and Guidance for parents (see Annex 2).
- f. To ensure key information for parents is placed on the Council website promptly.
- g. To record instances where schools fail in their duty to promptly notify the Local Authority where a parent/carer is electing home education.
- h. To ensure children are safeguarded and protected from harm in the very small number of cases where a Social Worker needs to become involved (Audit /Quality Assurance function).
- i. To robustly monitor, support and challenge parents/carers to appropriately educate their child within the confines of the law and guidance provided by the Department for Education.

11. Business Analysis Matrix

Public Health Considerations	Monitoring children and parents/carers' application of Home Education Regulations generally contributes to the health and welfare of young people and their families. Information will be shared with Health Providers (unless parents/carers choose to opt out of this) in order that EHE children do not miss out on statutory health services (e.g. immunisation programmes) that are routinely available to children registered in schools.
Procurement and implications	As part of Children's Transformation (Phase 2); Support and Safeguarding Service is currently undertaking an in-house review of the Education Welfare Service 'offer' which will include feedback from parents, young people, staff, and schools.
Equalities impact	Parents/carers have a right to home educate their children regardless of race, gender, ethnicity and sexual orientation etc. We have noted the need to improve ethnicity recording of those children who are currently being home educated.
Financial considerations	Education Welfare Service delivery is set within the agreed Local Authority financial allocation.

Legal Implications	Select Committee are asked to note statutory guidance and requirements for Local Authorities in monitoring children who are electively home educated. These are set out in detail in Annex 1 and 2.
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11. **Conclusion**

Select Committee is asked to note this report and the role of Wiltshire Council in monitoring Elective Home Education; requesting an annual update.

Lucy Townsend
Director
Family and Children's Services
30/01/18

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ANNEX 1
(EHE Select Committee Report 06/02/17)

Elective Home Education

Guidelines for Local Authorities

department for
children, schools and families

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Ministerial Foreword

Education is a fundamental right for every child and we recognise that parents have the right to choose to educate their child at home rather than at school. These guidelines have been prepared to help local authorities manage their relationships with home educating parents.

Parents are responsible for ensuring that their children receive a suitable education. Where parents have chosen to home educate, we want the home educated child to have a positive experience. We believe this is best achieved where parents and local authorities recognise each other's rights and responsibilities, and work together. These guidelines aim to clarify the balance between the right of the parent to educate their child at home and the responsibilities of the local authority.



Jim Knight
Minister of State for Schools and Learners



Andrew Adonis
Parliamentary Under Secretary of State for Schools

Part 1

Introduction

- 1.1 Elective home education is the term used by the Department for Children, Schools and Families (DCSF) to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to home tuition provided by a local authority or education provided by a local authority other than at a school. These guidelines are intended for use in relation to elective home education only. ***Throughout these guidelines, 'parents' should be taken to include all those with parental responsibility, including guardians and carers.***
- 1.2 Children whose parents elect to educate them at home are not registered at mainstream schools, special schools, independent schools, academies, Pupil Referral Units (PRUs), colleges, children's homes with education facilities or education facilities provided by independent fostering agencies. Some parents may choose to engage private tutors or other adults to assist them in providing a suitable education, but there is no requirement for them to do so. Learning may take place in a variety of locations, not just in the family home.
- 1.3 The purpose of these guidelines is to support local authorities in carrying out their **statutory** responsibilities and to encourage good practice by clearly setting out the legislative position, and the roles and responsibilities of local authorities and parents in relation to children who are educated at home.

Reasons for elective home education

- 1.4 Parents may choose home education for a variety of reasons. The local authority's primary interest should lie in the suitability of parents' education provision and not their reason for doing so. The following reasons for home educating are common, but by no means exhaustive:
- distance or access to a local school
 - religious or cultural beliefs
 - philosophical or ideological views
 - dissatisfaction with the system
 - bullying
 - as a short term intervention for a particular reason a
 - child's unwillingness or inability to go to school
 - special educational needs
 - parents' desire for a closer relationship with their children.

Part 2

The law relating to elective home education

2.1 The responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not.

2.2 Article 2 of Protocol 1 of the European Convention on Human Rights states that:

"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions."

Parents have a right to educate their children at home. Section 7 of the Education Act 1996 provides that:

"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable -

(a) to his age, ability and aptitude, and

(b) to any special educational needs he may have,

either by regular attendance at school or otherwise."

2.3 The responsibility for a child's education rests with his or her parents. An "efficient" and "suitable" education is not defined in the Education Act 1996 but "efficient" has been broadly described in case law¹ as an education that "achieves that which it sets out to achieve", and a "suitable" education is one that "primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so".

Parental rights and responsibilities

2.4 Parents may decide to exercise their right to home educate their child from a very early age and so the child may not have been previously enrolled at school. They may also elect to home educate at any other stage up to the end of compulsory school age. Parents are not required to register or seek approval from the local authority to educate their children at home. Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations. However, local authorities are encouraged to provide support where resources permit - see section 5.

¹ Mr Justice Woolf in the case of R v Secretary of State for Education and Science, ex parte Talmud Torah Machzikei Hadass School Trust (12 April 1985)

Parents must also ensure that their children receive suitable full-time education for as long as they are being educated at home.

Local authorities' responsibilities

- 2.5 The DCSF recommends that each local authority provides written information about elective home education that is clear, accurate and sets out the legal position, roles and responsibilities of both the local authority and parents. This information should be made available on local authority websites and in local community languages and alternative formats on request. Local authorities should recognise that there are many approaches to educational provision, not just a "school at home" model. What is suitable for one child may not be for another, but all children should be involved in a learning process.
- 2.6 Local authorities have a statutory duty under section 436A of the Education Act 1996, inserted by the Education and Inspections Act 2006, to make arrangements to enable them to establish the identities, so far as it is possible to do so, of children in their area who are not receiving a suitable education. The duty applies in relation to children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school (for example, at home, privately, or in alternative provision). The guidance issued makes it clear that the duty does not apply to children who are being educated at home.²
- 2.7 Local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis.

However, under Section 437(1) of the Education Act 1996, local authorities shall intervene **if it appears** that parents are not providing a suitable education. This section states that:

"If it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education."

Section 437(2) of the Act provides that the period shall not be less than 15 days beginning with the day on which the notice is served.

- 2.8 Prior to serving a notice under section 437(1), local authorities are encouraged to address the situation informally. The most obvious course of action if the local authority has information that makes it appear that parents are not providing a suitable education, would be to ask parents for further information about the education they are providing. Such a request is not the same as a notice under section 437(1), and is not necessarily a precursor for formal procedures. Parents are under no duty to respond to such enquiries, but it would be sensible for them to do so.³

² Statutory Guidance for Local Authorities in England to Identify Children not Receiving Education available at <http://www.everychildmatters.gov.uk/ete/childrenmissingeducation/>.

³ Phillips v Brown (1980)

2.9 Section 437(3) refers to the serving of school attendance orders:

if-

(a) a parent on whom a notice has been served under subsection (1) fails to satisfy the local education authority, within the period specified in the notice, that the child is receiving suitable education, and

(b) in the opinion of the authority it is expedient that the child should attend school,

the authority shall serve on the parent an order (referred to in this Act as a "school attendance order"), in such form as may be prescribed, requiring him to cause the child to become a registered pupil at a school named in the order."

2.10 A school attendance order should be served after all reasonable steps have been taken to try to resolve the situation. At any stage following the issue of the Order, parents may present evidence to the local authority that they are now providing an appropriate education and apply to have the Order revoked. If the local authority refuses to revoke the Order, parents can choose to refer the matter to the Secretary of State. If the local authority prosecutes the parents for not complying with the Order, then it will be for a court to decide whether or not the education being provided is suitable and efficient. The court can revoke the Order if it is satisfied that the parent is fulfilling his or her duty. It can also revoke the Order where it imposes an education supervision order. Detailed information about school attendance orders is contained in *Ensuring Regular School Attendance* paragraphs 6 to 16.⁴

2.11 Where the authority imposes a time limit⁵, every effort should be made to make sure that both the parents and the named senior officer with responsibility for elective home education in the local authority are available throughout this period. In particular the Department recommends that the time limit does not expire during or near to school holidays when there may be no appropriate point of contact for parents within the local authority.

2.12 Local authorities also have a duty under section 175(1) of the Education Act 2002 to safeguard and promote the welfare of children. This section states:

"A local education authority shall make arrangements for ensuring that the functions conferred upon them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children."

Section 175(1) does not extend local authorities' functions. It does not, for example, give local authorities powers to enter the homes of, or otherwise see, children for the purposes of monitoring the provision of elective home education.

⁴ Available at www.dcsf.gov.uk/schoolattendance/prosecutions/index.cfm From January 2008 the guidance will be entitled *Ensuring Children's Right to Education; Guidance on the Legal Measures available to Secure Regular School Attendance*

⁵ A notice given under s.437(1) must be a period of not less than 15 days. An Order continues in force as long as the child is of compulsory school age unless amended by the LA or revoked (s.437(4)).

- 2.13** The Children Act 2004 ("the 2004 Act") provides the legislative framework for developing children's services as detailed in *Every Child Matters: Change for Children*. The background and aims of Every Child Matters can be found on its dedicated website⁶. Section 10 of the 2004 Act sets out a statutory framework for cooperation arrangements to be made by local authorities with a view to improving the well-being of children in their area.
- 2.14** Section 11 of the 2004 Act sets out the arrangements to safeguard and promote the welfare of children. However, this section does not place any additional duties or responsibilities on local authorities over and above section 175(1) of the Education Act 2002. *Statutory Guidance on Making Arrangements to Safeguard and Promote the Welfare of Children under section 11 of the Children Act 2004* has been updated and published in April 2007⁷.
- 2.15** As outlined above, local authorities have general duties to make arrangements to safeguard and promote the welfare of children (section 175 Education Act 2002 in relation to their functions as a local authority and for other functions in sections 10 and 11 of the Children Act 2004). These powers allow local authorities to insist on seeing children in order to enquire about their welfare where there are grounds for concern (sections 17 and 47 of the Children Act 1989). However, such powers do not bestow on local authorities the ability to see and question children subject to elective home education in order to establish whether they are receiving a suitable education.
- 2.16** Section 53 of the 2004 Act sets out the duty on local authorities to, where reasonably practicable, take into account the child's wishes and feelings with regard to the provision of services. Section 53 does not extend local authorities' functions. It does not, for example, place an obligation on local authorities to ascertain the child's wishes about elective home education as it is not a service provided by the local authority.
- 2.17** Section 12 of the 2004 Act and the regulations, made under this section (which came into force on 1 August 2007), provide the legal framework for the operation and maintenance of ContactPoint, due for deployment, initially to the "Early Adopter" local authorities in the North-West of England in September/October 2008, and to all other local authorities and national partners between January and May 2009. ContactPoint will contain only basic demographic and contact information, including the place where the child is educated, on all children in England, which will enable local authorities to identify and contact one another easily and quickly, so they can, where appropriate, provide a coordinated response to a child's needs. Further information about ContactPoint is available on the Every Child Matters website⁸.

⁶ Available at www.everychildmatters.gov.uk/

⁷ <http://www.everychildmatters.gov.uk/resources-and-practice/IG00042/>

⁸ Available at www.everychildmatters.gov.uk/contactpoint/

Part 3

Clear policies and procedures

- 3.1 The DCSF recommends that each local authority should have a written policy statement on elective home education, and be willing and able to provide guidance for parents who request it. Local authorities should also provide clear details of their complaints procedure and deal with any complaints in a sensitive and timely manner. The DCSF also recommends that local authorities should regularly review their elective home education policies so that they reflect current law and are compatible with these guidelines. It is recommended that local authorities seek input from home educating families and home education organisations in developing their elective home education policies. Home education organisations' contact details may be found through an internet search Paragraphs 4.10 to 4.11 cover reviews of policies and procedures.
- 3.2 All parties involved in elective home education should be aware of their roles, rights and responsibilities. Local authorities' policies should be clear, transparent and easily accessible. Any procedures for dealing with home educating parents and children should be fair, clear, consistent, non-intrusive and timely, in order to provide a good foundation for the development of trusting relationships.
- 3.3 The DCSF recommends that each local authority should have a named senior officer with responsibility for elective home education policy and procedures. This officer should be familiar with home education law, policies and practices. Local authorities should organise training on the law and home education methods for all their officers who have contact with home educating families.

Contact with parents and children

- 3.4 Local authorities should acknowledge that learning takes place in a wide variety of environments and not only in the home. However, **if it appears** that a suitable education is not being provided, the local authority should seek to gather any relevant information that will assist them in reaching a properly informed judgement. This should include seeking from the parents any further information that they wish to provide which explains how they are providing a suitable education. Parents should be given the opportunity to address any specific concerns that the authority has. The child should also be given the opportunity, but not required, to attend any meeting that may be arranged or invited to express his or her views in some other way. Parents are under no duty to respond to such requests for information or a meeting, but it would be sensible for them to do so.
- 3.5 If it appears to a local authority that a child is not receiving a suitable education it may wish to contact the parents to discuss their ongoing home education provision. Contact should normally be made in writing to the parents to request further information. A written report should be made after such contact and copied to the parents stating whether the authority has any concerns about the education provision and specifying what these are, to give the

⁹ Phillips v Brown (1980)

child's parents an opportunity to address them. Where concerns about the suitability of the education being provided for the child have been identified, more frequent contact may be required while those concerns are being addressed. Where concerns merit frequent contact, the authority should discuss them with the child's parents, with a view to helping them provide a suitable education that meets the best interests of the child.

- 3.6** Some parents may welcome the opportunity to discuss the provision that they are making for the child's education during a home visit but parents are not legally required to give the local authority access to their home. They may choose to meet a local authority representative at a mutually convenient and neutral location instead, with or without the child being present, or choose not to meet at all. Where a parent elects not to allow access to their home or their child, this does not of itself constitute a ground for concern about the education provision being made. Where local authorities are not able to visit homes, they should, in the vast majority of cases, be able to discuss and evaluate the parents' educational provision by alternative means. If they choose not to meet, parents may be asked to provide evidence that they are providing a suitable education. If a local authority asks parents for information they are under no duty to comply although it would be sensible for them to do so.¹⁰ Parents might prefer, for example, to write a report, provide samples of work, have their educational provision endorsed by a third party (such as an independent home tutor) or provide evidence in some other appropriate form.

Withdrawal from school to elective home educate

- 3.7** First contact between local authorities and home educators often occurs when parents decide to home educate and approach the school (at which the child is registered) and/or the authority to seek guidance about withdrawing their child from school. It is important that this initial contact is constructive and positive, and local authorities should provide written information (see paragraph 2.5) and direct parents to a range of useful contacts such as those described in paragraph 5.1.
- 3.8** The school must¹¹ delete the child's name from their admissions register upon receipt of written notification from the parents that the pupil is receiving education otherwise than at school. However, schools should not wait for parents to give written notification that they are withdrawing their child from school before advising their local authority. Schools must¹² make a return (giving the child's name, address and the ground upon which their name is to be deleted from the register) to the local authority as soon as the ground for deletion is met, and no later than deleting the pupil's name from the register. They should also copy parents into the notice to the local authority. Further information is available in *Keeping Pupil Registers*,¹³ the Department's guidance on applying the regulations.
- 3.9** If a child is registered at a school as a result of a school attendance order the parents must¹⁴ get the order revoked by the local authority on the ground that arrangements have been made for the child to receive suitable education otherwise than at school, before the child can be deleted from the school's register and educated at home.

¹⁰ Phillips v Brown (1980)

¹¹ Regulation 8(1)(a) of the Education (Pupil Registration) (England) Regulations 2006

¹² Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006

¹³ <http://www.dfes.gov.uk/schoolattendance/legislation/index.cfm>

¹⁴ Regulation 8(1)(a) of the Education (Pupil Registration) (England) Regulations 2006 and section 442 of the Education Act

- 3.10** Local authorities may encourage parents to inform them directly of the withdrawal of a child from school, but have no legal right to insist that parents do so. The only exception to this is where the child is attending a special school under arrangements made by the local authority, in which case additional permission is required from the authority before the child's name can be removed from the register¹⁵.
- 3.11** Local authorities should bear in mind that, in the early stages, parents' plans may not be detailed and they may not yet be in a position to demonstrate all the characteristics of an "efficient and suitable" educational provision. In such cases, a reasonable timescale should be agreed for the parents to develop their provision.
- 3.12** Schools must not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the statutory guidance. If the pupil has a poor attendance record, the school and local authority must address the issues behind the absenteeism and use the other remedies available to them.

Providing a full-time education

- 3.13** Parents are required to provide an efficient, full-time education suitable to the age, ability and aptitude of the child. There is currently no legal definition of "full-time". Children normally attend school for between 22 and 25 hours a week for 38 weeks of the year, but this measurement of "contact time" is not relevant to elective home education where there is often almost continuous one-to-one contact and education may take place outside normal "school hours". The type of educational activity can be varied and flexible. Home educating parents are not required to:

- teach the National Curriculum
- provide a broad and balanced education
- have a timetable
- have premises equipped to any particular standard
- set hours during which education will take place
- have any specific qualifications
- make detailed plans in advance
- observe school hours, days or terms
- give formal lessons
- mark work done by their child
- formally assess progress or set development objectives
- reproduce school type peer group socialisation
- match school-based, age-specific standards.

However, local authorities should offer advice and support to parents on these matters if requested.

¹⁵ Regulation 8(2) of the Education (Pupil Registration) (England) Regulations 2006

3.14 It is important to recognise that there are many, equally valid, approaches to educational provision. Local authorities should, therefore, consider a wide range of information from home educating parents, in a range of formats. The information may be in the form of specific examples of learning e.g. pictures/paintings/models, diaries of educational activity, projects, assessments, samples of work, books, educational visits etc.

3.15 In their consideration of parents' provision of education at home, local authorities may reasonably expect the provision to include the following characteristics:

consistent involvement of parents or other significant carers - it is expected that parents or significant carers would play a substantial role, although not necessarily constantly or actively involved in providing education

recognition of the child's needs, attitudes and aspirations

opportunities for the child to be stimulated by their learning experiences

access to resources/materials required to provide home education for the child - such as paper and pens, books and libraries, arts and crafts materials, physical activity, ICT and the opportunity for appropriate interaction with other children and other adults.

3.16 If a local authority considers that a suitable education is not being provided, then a full written report of the findings should be made and copied to the parents promptly, specifying the grounds for concern and any reasons for concluding that provision is unsuitable. If the authority is not satisfied that a suitable education is being provided, and the parents, having been given a reasonable opportunity to address the identified concerns and report back to the authority have not done so, the authority should consider sending a formal notice to the parents under section 437 (see paragraph 2.7) before moving on, if needed, to the issuing of a school attendance order (section 437(1)). See paragraphs 2.9 - 2.11.

Children with Special Educational Needs (SEN)

3.17 Parents' right to educate their child at home applies equally where a child has SEN. This right is irrespective of whether the child has a statement of special educational needs or not. Where a child has a statement of SEN and is home educated, it remains the local authority's duty to ensure that the child's needs are met.

3.18 Local authorities must have regard to the *Special Educational Needs Code of Practice*¹⁶. Although this document primarily covers special educational needs in the school and early years' settings, it does give information about SEN in relation to home education (paragraphs 8.91 - 8.96 of the Code). The Code of Practice emphasises the importance of local authorities and other providers working in partnership with parents. The Code of Practice is statutory guidance and schools, local authorities and others to whom it applies must have regard to it. This means that, apart from the references to the law, these bodies do not have to follow the Code to the letter but they must be able to justify any departure from its guidance. The foreword states that the Code is designed to help these bodies to "make effective decisions but it does not - and could not - tell them what to do in each individual case".

¹⁶ SEN Code of Practice is available at: <http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

- 3.19** If the parents' attempt to educate the child at home results in provision that falls short of meeting the child's needs, then the parents are not making "suitable arrangements", and the authority could not conclude that they were absolved of their responsibility to arrange the provision in the statement. Parents need only provide an efficient, full-time education suitable to the age, ability and aptitude and to any special educational needs the child may have as defined in Section 7 of the Education Act 1996. It is the authority's duty to arrange the provision specified in the statement, unless the child's parent has made suitable provision, for as long as a statement is maintained. In some cases a combination of provision by parents and LA may best meet the child's needs. Local authorities should consider, for example, providing access to additional resources or treatments where appropriate.¹⁷
- 3.20** Even if the local authority is satisfied that parents are making suitable arrangements, it remains under a duty to maintain the statement and review it annually, following procedures set out in chapter 9 of the SEN Code of Practice. In some circumstances the child's special educational needs identified in the statement will have been related to the school setting and the child's needs may readily be met at home by the parents without LA supervision. It may be appropriate, once it is established that a child's special needs are being met without any additional support from the LA, to consider ceasing to maintain the statement. This may be done at the annual review or at any other time. Where the statement is reviewed it should be made clear to parents that they are welcome to attend, but they are not obliged to do so.
- 3.21** Where the authority is satisfied that the child's parents have made suitable arrangements it does not have to name a school in part 4 of the child's statement. There should be discussion between the authority and the parents and rather than the name of the school, part 4 of the statement should mention the type of school the LA considers appropriate and that "parents have made their own arrangements under section 7 of the Education Act 1996".
- 3.22** The statement should also specify any provision that the local authority has agreed to make under section 319 of the Education Act 1996 to help parents to provide suitable education for their child at home. If the child who is to be withdrawn from the school is a pupil at a special school, the school must inform the local authority before the child's name can be deleted from the school roll and the authority will need to consider whether the elective home education is suitable before amending part 4 of the child's statement.
- 3.23** A parent who is educating their child at home may ask the local authority to carry out a statutory assessment or reassessment of their child's special educational needs and the local authority must consider the request within the same statutory timescales and in the same way as for all other requests. Local authorities should provide information to home educators detailing the process of assessment and both local authorities' and home educators' responsibilities with regard to provision should the child be given a statement. The views of the designated medical officer for SEN should be sought by the local authority where a child with a statement is educated at home because of difficulties related to health needs or a disability.

¹⁷ Section 319 of the Education Act 1996

Part 4

Developing relationships

- 4.1** As noted in the Introduction to these guidelines, the central aim of this document is to assist local authorities in carrying out their statutory responsibilities with respect to elective home educated children. The DCSF hopes that this will enable local authorities to build effective relationships with home educators that function to safeguard the educational interests of children and young people: relationships that are rooted in mutual understanding, trust and respect. The guidelines outline a number of recommendations that are geared towards the promotion of such relationships.
- 4.2** Whilst there is no legal obligation on local authorities or home educators to develop such relationships, doing so will often provide parents with access to any support that is available and allow authorities to better understand parents' educational provision and preferences. A positive relationship will also provide a sound basis if the authority is required to investigate assertions from any source that an efficient and suitable education is not being provided.

Acknowledging diversity

- 4.3** Parents' education provision will reflect a diversity of approaches and interests. Some parents may wish to provide education in a formal and structured manner, following a traditional curriculum and using a fixed timetable that keeps to school hours and terms. Other parents may decide to make more informal provision that is responsive to the developing interests of their child. One approach is not necessarily any more efficient or effective than another. Although some parents may welcome general advice and suggestions about resources, methods and materials, local authorities should not specify a curriculum or approach which parents must follow.
- 4.4** Children learn in different ways and at different times and speeds. It should be appreciated that parents and their children might require a period of adjustment before finding their preferred mode of learning and that families may change their approach over time. Parents are not required to have any qualifications or training to provide their children with a suitable education. It should be noted that parents of all educational, social, racial, religious and ethnic backgrounds successfully educate children outside the school setting and these factors should not in themselves raise a concern about the suitability of the education being provided.

Providing information for parents

- 4.5** The provision of clear information has an important role to play in the promotion of positive relationships. Local authorities should provide written information and website links for prospective and existing electively home educating parents that are clear and accurate and which set out the legal position, and roles and responsibilities, in an unambiguous way. We also recommend that contact details for home education support organisations should be provided. Home education organisations' contact details may be found through an internet search. All written information should be made available to parents in local community

languages and alternative formats on request. From April 2008 local authorities will have a legal duty¹⁸ to broaden the information they make available to parents to support their children.

- 4.6** As noted in paragraph 3.3 we recommend that local authorities should, if the parents wish, provide them with a named contact within the authority who is familiar with elective home education policy and practice and has an understanding of a range of educational philosophies. If the authority invites parents to meet the named contact (see paragraph 3.6), any such meeting should take place at a mutually acceptable location and the child concerned should also be given the opportunity, but not be required, to attend that meeting, or otherwise to express his or her views. Either during such a meeting, or otherwise, the parents and the authority should consider and agree what future contact there will be between them, recognising that in many instances such contact might be beneficial but is not legally required.

Safeguarding

- 4.7** The welfare and protection of all children, both those who attend school and those who are educated at home, are of paramount concern and the responsibility of the whole community. *Working Together to Safeguard Children 2006*¹⁹ states that all agencies and individuals should aim proactively to safeguard and promote the welfare of children. As with school educated children, child protection issues may arise in relation to home educated children. If any child protection concerns come to light in the course of engagement with children and families, or otherwise, these concerns should immediately be referred to the appropriate authorities using established protocols.²⁰
- 4.8** Parents may choose to employ other people to educate their child, though they themselves will continue to be responsible for the education provided. They will also be responsible for ensuring that those whom they engage are suitable to have access to children. Parents will therefore wish to satisfy themselves by taking up appropriate references and local authorities should encourage them to do this. A small number of local authorities choose to assist home-educating parents in this task by undertaking Criminal Records Bureau (CRB) checks free of charge on independent home tutors and the DCSF endorses this helpful practice. Tutors employed by a local authority or an agency may also undertake work for home educating parents, in which case CRB checks ought to have been made already.
- 4.9** Paragraph 2.12 to 2.15 details local authorities' duties to make arrangements to safeguard and promote the welfare of children.

¹⁸ Section 12 of the Childcare Act 2006

¹⁹ *Working Together to Safeguard Children, 2006* is available at: <http://www.everychildmatters.gov.uk/resources-and-practice/IG00060/>

²⁰ *Working Together to Safeguard Children 2006*

Reviewing policies and procedures

- 4.10** Local authorities should review all of their procedures and practices in relation to elective home education on a regular basis to see if improvements can be made to further develop relationships and meet the needs of children and parents. Home education organisations and home educating parents should be involved in this process of review. Effective reviews, together with the sensitive handling of any complaints, will help to secure effective partnership.
- 4.11** Local authorities should bear in mind that Ofsted report on the way local authorities cater for elective home educating families within their areas. Local authorities should keep home educators and home education support organisations informed of the policies and procedures of Ofsted reviews and any input they will have.

Part 5

Support and resources

- 5.1** When parents choose to electively home educate their children they assume financial responsibility for their children's education.
- 5.2** Local authorities do not receive funding to support home educating families, and the level and type of support will therefore vary between one local authority and another. However, we recommend that all local authorities should adopt a consistent, reasonable and flexible approach in this respect, particularly where there are minimal resource implications. As a minimum, local authorities should provide written information (which is also available through the internet) on elective home education that is clear and accurate and which sets out the legal position (see paragraphs 4.5 - 4.6). Some local authorities may be able to offer additional support to home educating parents, but this will vary depending on their resources. Examples of additional support include:
- provision of a reading or lending library with resources for use with the home educated children
 - free, or discounted, admission into community programmes (including local authority owned community and sports facilities)
 - access to resource centres (including local school resources where feasible)
 - National Curriculum materials and curricula offered by other educational institutions
 - information about educational visits and work experience
 - providing assistance with identifying exam centres willing to accept external candidates.

The National Curriculum

- 5.3** Although home educated children are not required to follow the National Curriculum a number do. National Curriculum tests and assessment arrangements are developed and administered by the Qualifications and Curriculum Authority (QCA) on behalf of the Secretary of State. Information to support these arrangements is provided both electronically and in hard copy through the QCA's website at www.qca.org.uk or by telephoning their publications office on 08700 606015.
- 5.4** In addition, the DCSF's website at www.dcsf.gov.uk will allow access to the National Curriculum and associated schemes of work, aimed at setting standards across all schools. Some documents are also distributed via Departmental publications which can be accessed through links on the Stationery Office site at www.tso.co.uk/ or by telephoning 0845 602 2260.

Connexions Service

5.5 The Connexions Service is an England only service. Its purpose is to provide support to all 13 to 19 year olds and to young people who have not yet reached 25 years if they have a learning difficulty, in order to encourage, enable or assist their effective participation in education or training. The Connexions Service also assists young people to obtain suitable employment and related training and education. Its services and responsibilities cover children and young people who are being educated at home. From April 2008 each local authority will be funded and have responsibility for the provision of Connexions services in its area. The local Connexions Service is responsible for maintaining an overview of the learning and work status of all young people that are covered by its remit and seeks to ensure that none fall between the responsibilities and remit of different agencies and thus become marginalized or lost to the system. Sections 117, 119 and 120 of the Learning and Skills Act 2000 make provision about the supply of information to Connexions providers, subject to normal data protection principles.

Flexi-schooling

5.6 This paragraph has been removed (March 2013). See main web page on Elective Home Education guidelines.

Local authorities' role in supporting work experience

5.7 Work experience is not a statutory requirement. However, the Government's objective is for all Key Stage 4 pupils to undertake work experience in the last two years of compulsory schooling. Over 95% of Key Stage 4 pupils go on placements each year. The law relating to the employment of children generally places statutory restrictions and prohibitions on employers in this respect. Where the employment is in accordance with arrangements made by a local authority or a governing body, with a view to providing pupils with work experience as part of their education in their last two years of compulsory schooling, these restrictions will generally not apply.²²

5.8 Children educated at home have no entitlement to participate in work experience under arrangements made by a local authority but we encourage local authorities to assist the parents of home educated children who wish to pursue work experience through such arrangements. Where home educated children do participate in such schemes, consideration should be given to the extent to which such children are covered by, for example, the health and safety, child protection and insurance provision made on behalf of school children, often by intermediary bodies, which are necessary to safeguard the child.

²² see section 560 of the Education Act 1996, as amended by section 112 of the School Standards and Framework Act 1998

Education Maintenance Allowance

- 5.9** Education Maintenance Allowance is an income tested weekly allowance available to learners over the age of 16 as an incentive to stay on in education at school or college after GCSEs. It is not available to learners whose parents elect to home educate them after the age of 16.

Truancy sweeps

- 5.10** When planning and running truancy sweeps, LAs should refer to the DCSF's *School Attendance and Exclusions Sweeps Effective Practice*²³. This includes a section on children who are educated outside the school system. Those taking part in the sweeps, including police officers, police community support officers, local authority staff and anyone else taking part in the sweep should be fully familiar with this guidance, act in accordance with it and be aware that there is a range of valid reasons why compulsory school-age children may be out of school.

Gypsy, Roma and Traveller Children

- 5.11** Local authorities should have an understanding of and be sensitive to, the distinct ethos and needs of Gypsy, Roma and Traveller communities. It is important that these families who are electively home educating are treated in the same way as any other families. Home education should not necessarily be regarded as less appropriate than in other communities. When a Gypsy, Roma and Traveller family with children of school age move into an area, they are strongly encouraged to contact the local Traveller Education Support Service for advice and help to access local educational settings. Most LAs provide such a service. Further guidance can be obtained from the DCSF's Guide to Good Practice on the education of Gypsy, Roma and Traveller children - *Aiming High: Raising the Achievement of Gypsy Traveller Pupils* which can be obtained from DCSF Publications (reference DfES/0443/2003). Another (external) source of information is www.gypsy-traveller.org/education/.

Gifted and talented children

- 5.12** Although the Department does not have hard data, anecdotal evidence suggests that many home educated children would be identified as gifted and talented were they to attend a school. Some home educated children are likely to be exceptionally able; others will have additional educational needs.
- 5.13** Local authority support for home educated children should take into account whether they might be gifted and talented. Through the lead officers for gifted and talented education, these children may be able to access local and regional learning opportunities alongside pupils from local schools. Authorities are encouraged to draw parents' attention to Young Gifted and Talented (YG&T), the Learner Academy for gifted and talented children and young people aged 4-19. YG&T is available to home-educated learners as well as to those in schools. They can access free and priced opportunities advertised in its Learner Catalogue, use its discussion forums and benefit from other resources and support as they become available. Electively home educated children and their parents can register with YG&T at www.dcsf.gov.uk/ygt.

23 Available at www.dcsf.gov.uk/schoolattendance/truancysweeps

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www.dcsf.gov.uk

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Annex 2 (EHE Select Committee Report 06/02/18)

ELECTIVE HOME EDUCATION

A Guide for Parents and Carers

January 2018

Education at Home

Local Authority Guidance

EDUCATION IS COMPULSORY – SCHOOL ATTENDANCE IS NOT

The freedom to educate children at home forms an intrinsic and essential element of educational provision in our society, a right that has been protected by a succession of Education Acts.

This booklet is provided as a guide to help you, as a parent or carer, understand your rights and responsibilities with regard to educating your child at home, those of the Local Authority (LA) as well as offering a variety of sources of information that you might find useful.

PART ONE – PARENTAL DUTIES

What is the duty of a parent/carer with regard to the education of their child?

1.1 **Section 7 of the Education Act 1996 states that:**

“The parent [/carer] of every child of compulsory school age shall cause him to receive efficient full-time education suitable:

- a to his age, ability, and aptitude, and
- b to any special educational needs he may have, either by regular attendance at school or otherwise”

Section 9 of the Education Act 1996 states that:

“In exercising or performing all their respective powers and duties under the Education Acts, the Secretary of State, the local education authorities and the funding authorities shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents [/carers], so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.”

The United Nations Universal Declaration of Human Rights, article 26(3) states that:

“Parents/carers have a prior right to choose the kind of education that shall be given to their children”.

The European Convention for the Protection of Human Rights for Fundamental Freedoms, article 2 of Protocol No 1 states that:

- a Everyone has the right to education.
- b Education shall be directed to the full development of the human personality.
- c No person shall be denied the right to education ... the state shall respect the right of parents [/carers] to ensure such education and teaching is in conformity with their own religious and philosophical convictions.

1.2 **When is education compulsory?**

The law requires a child to be educated from the beginning of the school term following their fifth birthday to the last Friday in June in the school year in which the child reaches age 16.

1.3 **Does anyone else have parental responsibilities other than a parent?**

Under section 576 of The Education Act 1996 a parent is also defined in relation to a child or young person as also including any individual:

- a who is not a parent of his but who has parental responsibility for him, or
- b who has care of him

People other than a child's natural parent can acquire parental responsibility through:

- a being granted a residence order
- b being appointed a guardian
- c adopting a child

Under the Children Act 1989 an absent parent still retains responsibility for the educational provision made for a child.

1.4 **School or education at home – whose decision?**

As parents/carers are responsible for ensuring that their children are properly educated, it is their decision whether to use schools or provide education at home.

1.5 **As a parent/carer, do I have to inform or seek permission from the Local Authority if I wish to educate my child at home?**

Parents/carers must inform the school if they intend to withdraw their child from school in order to educate her or him at home and the school then has the duty to inform the LA. Apart from those circumstances, the decision to inform the LA or not is entirely for the parents/carers to make. It is, though, helpful to the LA as it tries to carry out its duties, if parents/carers informs it that they are planning home education.

1.6 **What if my child is already registered at a school and I wish to educate at home?**

The Education (Pupil Registration) Regulations 2006 act stipulates the grounds on which the name of a pupil of compulsory school age shall be deleted from the admission register, including, but not exclusively, "... that he has ceased to attend the school and the proprietor has received written notification from the parent [/carer] that the pupil is receiving education otherwise than at school;" (8.1.d.)

The proprietor also has a duty under the Education (Pupil Registration) (England) Amendment Regulations 2016 to

"... make a return to the local authority for that pupil as soon as the ground for deletion under regulation 8 is met in relation to that pupil, and in any event no later than the time at which the pupil's name is deleted from the register."

A return will generally include:

- (a) the full name of the pupil;
- (b) the full name and address of any parent with whom the pupil normally resides;
- (c) at least one telephone number at which any parent with whom the pupil

normally resides can be contacted in an emergency;
(d) the particulars specified pursuant to regulation 5(1)(ca) [of the
aforementioned act], if applicable;
(e) the particulars specified pursuant to regulation 5(1)(g) [of the
aforementioned act], if applicable; and
(f) the ground under regulation 8 upon which their name is to be deleted from
the admission register.” (Section 5.7.a-f.)

1.7 **Do I have to have qualifications or need to make special provision?**

Parents/carers are not required to:

- teach the National Curriculum
- provide a broad and balanced education
- have a timetable
- have premises equipped to any particular standard
- set hours during which education will take place
- have any specific qualifications
- make detailed plans in advance
- observe school hours, days or terms
- give formal lessons
- mark work done by their child
- formally assess progress or set development objectives
- reproduce school type peer group socialisation or match school-based, age-specific standards.

However, it is helpful to the LA as it carries out its responsibilities if parents/carers do have a plan, even if very broad and flexible. Many children find it valuable to date their work so that they can see their own progress. While the education being offered does not have to follow any specified curriculum, it must be broad enough to ensure that it leads to the “full development of the (child’s) personality”, as the European Convention puts it.

1.8 **What if my child has Special Educational Needs? (SEN)**

The law upholds the right to home educate children with SEN and parents/carers do not need any particular qualification or special needs training to do so. If at any time you are concerned about your child’s progress you can phone or write to the LA who will be able to advise you further. (See address under Part 4.1.)

Even if a child is benefiting from a formal Education Health Care Plan [EHCP] - formerly a Statement of Special Educational Needs which in Wiltshire is known as a ‘My Plan’ which is a legal way of specifying how best to help a child reach full potential through education; it is possible for the EHCP to confirm that home education is the chosen approach.

Please note that if your child is registered to attend a special school the consent of the LA must be sought before removing your child. This is not intended to undermine or limit your parental rights.

PART TWO – LOCAL AUTHORITY DUTIES

2.1

What is the duty of the LA in relation to the home education of children?

S437 of the Education Act 1996 states that:

If it appears to a Local Authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a Notice in writing on the parent/carer requiring him to satisfy them within the period specified in the Notice that the child is receiving such education.

The essence then, of the LA's duty is to seek to be satisfied that the education being offered to a child at home is suitable to that child's age, ability and aptitude and takes account of any special educational needs he/she may have. The LA needs the help of parents/carers in making that judgement and in the overwhelming majority of cases the LA is satisfied.

2.2

Will the LA make any contact with a parent/carer in relation to education of children at home?

If the LA becomes aware that a parent/carer is home educating or is intending to do so, it may make an informal request for information from parents/carers to establish that a suitable education is being or will be provided.

2.3

Am I obliged to comply with this request?

The law is clear that if a parent/carer does not provide information for the LA to base its judgement, it is open to the LA to conclude *prima facie* that the education is not satisfactory. (Phillips v Brown, unreported, Divisional Court, 20 June 1980.)

2.4

How will the LA satisfy itself that a child is receiving suitable education at home?

There are various ways in which parents/carers can provide evidence that a child is receiving an efficient and suitable education such as:

- Write a report.
- Provide samples of work.
- Invite a representative of the LA to their home with or without the child being present.
- Meet a representative of the LA elsewhere, with or without the child.
- Have the educational provision endorsed by a recognised third party.
- Provide evidence in any other appropriate form.

2.5

Who in the LA is likely to make an initial contact with parents/carers who have the intention of, or who are already, undertaking home education?

In Wiltshire LA it is usually an Education Welfare Officer (EWO). Occasionally the EWO may also be supported by a teacher through the Specialist Special Needs Service.

2.6

If the LA is satisfied that suitable education is being provided will there need to be further contact?

Following the initial contact, it is usual for the LA (through the link Education Welfare Officer) and the parent/carer to mutually agree follow up contacts. The frequency of these contacts most commonly occurs between six months and a year, but can be varied according to individual needs. Most parents/carers value this support from the LA as an opportunity for a two way exchange of information, sharing of innovative practice in home education or a time to discuss difficulties that might have arisen.

2.7

What if the LA is not satisfied that a suitable education is being provided?

If the LA is not satisfied that a suitable education is taking place then further informal contact in writing, visits or consultation will be offered with the aim of helping you to overcome any difficulties within a *mutually* agreed time scale.

If the LA still considers that a child is receiving a less than satisfactory education the LA has a duty under s437 of The Education Act 1996 to serve notice on the parent/carer requiring them to satisfy the LA that their child is receiving suitable education "otherwise than at school". If a parent's/carer's reply is unsatisfactory, or they fail to reply, the LA may consider issuing a School Attendance Order. The process is summarised as follows:

- The LA serves parents/carers with a notice giving at least two weeks to satisfy the authority that the child is being educated properly.
- If parents/carers fail to satisfy the authority the LA has to consider whether it is expedient for the child to go to school. If they believe it is, they will serve a second notice telling parents/carers which school they intend to name, giving a chance to choose an alternative.
- The authority then serves a School Attendance Order requiring parents/carers to register their child as a pupil named at the school on the order.
- Parents/carers can ask for the order to be revoked because they are educating "otherwise". The LA can prosecute the parent/carers for not complying with the order, with "if they do not cause their child to become a registered pupil at the named school in the Order and thereby fail to secure regular attendance at that school.

2.8 **Will the LA pass on information about my child to any other service?**

The LA will not pass on information to any other service without the written consent of the parent/carer unless there are any child protection concerns. These concerns will be referred to the appropriate authority.

PART THREE – VARIED APPROACHES TO HOME EDUCATION

3.1 What does the law mean by “an efficient and suitable education”?

Some clearer definition of the terminology “an efficient and suitable education” is provided through Case Law, (Harrison and Harrison v Stevenson, 1982) when “suitable education” was defined as one which enabled children ‘to achieve their full potential’ and was such as ‘to prepare children for life in modern civilised society’. The courts have further ruled that education is suitable if it equips a child for life within the community to which he/she belongs as long as it does not reduce the child’s chance to adopt some other form of life in later years, should he/she wish to do so. ‘Education’ was defined as “the development of mental powers and character and the acquisition of knowledge through the imparting of skill and learning by systematic instruction”. The term ‘efficient’ was defined as achieving “that which it sets out to achieve”.

3.2 What is meant by “full-time”

Currently there is no legal definition of “full-time”. Children normally attend school 22 – 25 hours a week for 38 weeks of the year. However, when measuring contact time this is not relevant to elective home education as there is often almost continuous one-to-one contact and education may take place outside normal “school hours”.

3.3 Do I have to follow a formal curriculum for home education?

No, and you do not have to follow the National Curriculum as this only applies to the education of children who are registered pupils of state supported schools.

3.4 As a parent/carer, can I choose what I feel to be the most suitable educational approach for my child?

Whilst the right of parents/carers to determine the nature of their child’s education is enshrined in law, they must ensure that such education is suitable to their child’s age, ability, aptitude and any special educational needs that he/she may have. Most parents/carers, in choosing the style of education that they feel best meets the needs and interests of their individual child, do meet the requirements of the law.

In those rare instances where this is not the case then the LA will act to ensure that the child’s needs, which are held to be paramount under the Children Act 1989, are met.

3.5 What are some of the ways in which a child can be educated at home?

The following list describes only some of the ways in which parents/carers have gone about educating children at home and is by no means exhaustive:

- Private tuition through open or distance learning via college.
- Education through a child’s own ‘discovery’ focussing on interests as they

- arise naturally, with and without formal tutoring.
- Formal teaching based on some, or all, of the National Curriculum syllabus, using a timetabled approach and perhaps even following school terms.
- Vary their educational approach according to what seems to suit their child at any particular time and stage of development.
- Flexi-schooling, i.e. children spending part of their time in school and being granted leave of absence by the school to receive part of their education out of school. For arrangements of this kind, parents/carers must have the consent of the schools. Schools do not have to give this consent; they have discretion whether to agree to leave of absence being given and parents/carers have no absolute rights in this respect.
- Focus on topic or project work as appropriate.

3.6 **How do I educate my child at home? How can I prevent him/her becoming isolated?**

Good social and communication skills are important for all children's development. As such, children need to work and play with others and parents/carers who home educate try and encourage contacts through a wide range of activities including sporting or social events. Linking into local networks of other parents/carers who are also home educating can be a useful source of social contact as well as encouraging children to develop friends through play or youth activities.

GCSE and A level syllabi can be obtained directly from examination boards and set books and other materials can be purchased from most good booksellers. (See Part 4 for contacts.)

Please note that where parents/carers have chosen home education, the LA is unable:

- To direct teaching or tutoring
- To provide books or other teaching materials
- To provide funding for taking GCSEs or other examinations
- To provide funding for correspondence or college courses

3.7 **Does my child have to take GCSEs?**

There is no educational requirement for children who are home educated to take any qualifications, however it would be wise to seek information, advice and guidance as to qualifications required for entry into further and higher education and/or for accessing specific career paths.

3.8 **Can my child work?**

Regulations regarding child employment are the same for children who are educated at home as for those who attend school. Every child of statutory school age **MUST** have a work permit if they are working. For further information regarding work permits and performance licences please contact the Education Welfare Service.

PART FOUR – SOURCES OF INFORMATION AND SUPPORT

4.1 WILTSHIRE LA CONTACT

For enquiries about Elective Home Education please contact Wiltshire Council on 0300 4560108.

If a young person has a named Education Welfare Officer (EWO), or there is an EWO linked to their school, enquiries should be via the named EWO.

Special Educational Needs

SEND
County Hall
Bythesea Road
TROWBRIDGE
BA14 8JN

Tel: 0300 456 0100

USEFUL ORGANISATIONS

Advisory Centre for Education (ACE) Ltd
1C Aberdeen Studios
22-24 Highbury Grove
LONDON
N5 2DQ
www.ace-ed.org.uk

Choice in Education
PO Box 20284
LONDON
NW1 3WY
www.educationchoice.org.uk

Christian Education Europe
Maranatha House
Unit 5
Northford Close
SHRIVENHAM
SN6 8HL
www.christian-education.org.uk

Department for Children Schools and Families
Social Inclusion Division
Sanctuary Buildings
Great Smith Street
LONDON
SW1 3BT

www.dcsf.gov.uk

Education Otherwise
PO Box 325
Kings Lynn
PE34 3XW
www.education-otherwise.org.uk

www.edyourself.org

Home Education Advisory Service
PO Box 98
Welwyn Garden City
HERTS
AL8 6AN
www.heas.org.uk

Oxford Home Schooling
Oxford Open Learning trust Ltd
4 Kings Meadow
Oxford
OX2 0DP
www.oxfordhomeschooling.co.uk

ACCESS TO RESOURCES & EDUCATIONAL MATERIALS

BBC Information Line
www.bbc.co.uk/education

Co-ordination Group Publications Catalogue
Tel: 08707 501 262
www.cgpbooks.co.uk

Cambridge Information Ltd
Combs Tannery
STOWMARKET
IP14 2EN
www.caminfo.co.uk

Casebourne Home Tuition
4 Rushbrook Way
Rivermead
SHREWSBURY
SY2 5TQ

Education Now
www.educationnow.co.uk

Freedom in Education
www.freedom-in-education.co.uk

Gabbitas Educational Consultants Ltd
Carington House
126/130 Regent Street
LONDON
W1B 5EE
www.gabbitas.co.uk

www.theguardian.com/gnmeducationcentre/resources-for-teachers

HOME EDUCATION RESOURCES

Home Education Centre
www.homeeducationcentre.org.uk

Home Education UK
www.home-education.org.uk

Horticultural Correspondence College
Fiveways House
Westell Road
Hawthorn
Corsham
www.hccollege.co.uk

Learndirect
www.learndirect.co.uk

National Extension College
The Michael Young Centre
Purbeck Road
CAMBRIDGE
CB2 2HN
www.nec.ac.uk

Open and Distance Learning Quality Council
16 Park Crescent
London
Q1B 1AH
www.odlqc.org.uk

Qualifications & Curriculum Authority
83 Piccadilly
LONDON
W1J 8QA
www.qca.org.uk

Rapid Results College
Tuition House
27/37 Georges Road
LONDON
SW19 4DS

www.rapidresultscollege.co.uk

The Student Support Centre
Freepost MB2038
Beckenham
Kent
BR3 1BR
www.simply-education.co.uk

EDUCATIONAL WEBSITES

www.countryreports.org

260 countries profiled with historical, geographical and political information and maps.

www.educationguardian.co.uk/primaryresources

Range of fun and practical project based activities

www.gcse.com

GCSE revision guides

EDUCATIONAL SOFTWARE AVAILABLE WITH REVIEWS

www.planet-science.com

Science website

www.primaryresources.co.uk

Ideas on every National Curriculum subject

www.schoolzone.co.uk

Educational site

www.spartacus-educational.com

History website

www.teachingideas.co.uk

Primary phase activities, plus book reviews.

www.bbc.co.uk/bitesize/

Key Stage resources and activities.

www.sparklebox.co.uk

Primary teaching resources

www.khanacademy.org

Web based learning platform

www.interhigh.co.uk

Web based school that provides live classes and GCSE programs

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Wiltshire Council

Children's Select Committee

06 February 2018

Task Group Update

Purpose

To provide an update on recent task group activity and propose any decisions requiring Committee approval.

1. SEND School Provision Task Group

Membership:

Cllr Jon Hubbard (Chair)
Cllr James Sheppard
Mr John Hawkins
Ms Jen Jones

Supporting Officer: Adam Brown

Terms of reference:

1. To consider the future provision of SEND education for Wiltshire's children and young people in the context of the challenges outlined in the "Wood Report"/WASSPP report (May 2017).
2. To receive evidence from:
 - a. Wiltshire Council officers;
 - b. Wiltshire schools;
 - c. Parents/guardians of children with SEND.

Recent activity:

The task group met with officers on 4th January where they received a briefing and background information on SEND Schools and the progress of work so far. Following this they met on 12th January with Stuart Hall, director of the WPC, to discuss the work performed by them with parent carers.

Five out of the six SEND schools in Wiltshire have now been visited by the task group: Exeter House; Larkrise; St Nicholas; Downlands; and Rowdeford. At these visits the task group was given a tour of the school and sat down with the Head Teacher for a discussion. The task group plans to visit the remaining school (Springfields) in due course.

On the 2nd February, the task group will attend a WPCC public event for parent carers. This will be an opportunity for the members to engage with parent carers in order to hear their views first hand.

2. Child and Adolescent Mental Health (CAMHS) Task Group

Membership:

Cllr Phil Alford (Chairman)
Cllr Clare Cape
Cllr Gordon King
Cllr Hayley Spencer
Cllr Fred Westmoreland

Supporting Officer: Natalie Heritage

Terms of Reference:

To be resolved at 5 February 2018 Overview & Scrutiny Management Committee, the CAMHS Task Group to sit across both Children's Select and Health Select Committees.

That the CAMHS Task Group:

- a) Consider the governance arrangements for the recommissioned CAHMS service;
- b) Explore and understand the new CAHMS model in comparison to the existing model and consider the evidence base for any changes. Then where appropriate, make recommendations to support its implementation and effectiveness;
- c) Look at existing data and ensure that the new model's performance will be robustly monitored and benchmarked against this by the council, partners and by the proposed future scrutiny exercise;
- d) Consider access and referral points within the new CAHMS model and, as appropriate, make recommendations to maximise take-up by children and young people in need of support;
- e) Explore where CAMHS sits within the overall landscape of children and young people's mental health and, within this, consider whether prevention services are effective

Recent Activity

The task group met on 17 January 2018 to agree their Forward Work Programme. Susan Tanner, Head of Commissioning, was in attendance to help provide guidance and suggestions for how the task group could pursue their Terms of Reference.

After the FWP had been agreed by all, Cllr Cape raised the point that she may have a conflict of interest; due to some work that she is currently undertaking with Oxford Health, as a part of her employment.

After liaising with Democratic Services and the task group's Chairman outside of the meeting, it was agreed that Cllr Cape could continue to participate on the task group. However, during the instances where Oxford Health would be providing evidence, or attending as a witness, Cllr Cape would need to participate in the meeting in the capacity of an 'observer' only and the record would need to state her declaration of interest.

Proposal:

That Children's Select Committee endorse that:

Cllr Clare Cape remains on the CAMHS task group and that, during the meetings where Oxford Health are in attendance as either a witness or to provide evidence, Cllr Cape act as an 'observer' and not participate in discussion towards any recommendations of the CAMHS task group

3. Children in Care Leavers Rapid Scrutiny Exercise

Membership:

Cllr Chris Devine (lead)
Cllr George Jeans
Cllr Melody Thompson
Cllr Mary Champion

Supporting Officer: Adam Brown

Recent Activity:

Final report is included elsewhere in this agenda.

Proposals

1. To note the update on task group activity provided.

Report author: Adam Brown, Senior Scrutiny Officer; Natalie Heritage, Senior Scrutiny Officer

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Children's Select Committee Forward Work Programme

Last updated 1 FEBRUARY 2018

Children's Select Committee – Current / Active Task Groups			
Task Group	Details of Task Group	Start Date	Final Report Expected
Child and Adolescent Mental Health Services (CAMHS)	Link	October 2017	TBC
SEND Passenger Transport	TBC	TBC	TBC
SEND School Provision	Link	October 2017	TBC
Strategy and Support Programme for Disadvantaged Learners	TBC	Early 2018	TBC
Traded Services for Schools	TBC	December 2017	TBC

Children's Select Committee - Rapid Scrutiny		
Topic	Details	Date
Child Care Leavers	TBC	January 2018

Children's Select Committee – Forward Work Programme			Last updated 1 FEBRUARY 2018		
Meeting Date	Item	Details / Purpose of Report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
17 Apr 2018	Wiltshire Council Apprenticeship Strategy	To receive a report on the performance in the first year of the apprenticeship levy, with details of the future plans for maximising the levy against our own workforce strategies, including how this can support care leavers and other disadvantaged groups of young people.		Cabinet Member for Children, Education and Skills	Ariane Crampton
17 Apr 2018	Care Leavers Strategy	To receive an update on the success of the Care Leavers Strategy, included housing and apprenticeships.		Cabinet Member for Children, Education and Skills	
17 Apr 2018	Children's Service Integration Project - Phase One Assessment	To receive an assessment of phase one of the project.	Lucy Townsend (Director - Family and Children's Services)	Cabinet Member for Children, Education and Skills	Lucy Townsend
17 Apr 2018	Obesity and Child Poverty Update	To receive an annual update on the progress with Child Poverty and Child Obesity.	Director - Public Health and Public Protection	Cabinet Member for Adult Social Care, Public Health and Public Protection	Sarah Heathcote
17 Apr 2018	Corporate Parenting Panel Annual Report	To receive the annual report.		Cabinet Member for Children, Education and Skills	

Children's Select Committee – Forward Work Programme			Last updated 1 FEBRUARY 2018		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
4 Sep 2018	Wiltshire Council Apprenticeship Growth Target	To receive details on Wiltshire Council's submission to central government on how we are fulfilling our apprenticeship target.	Barry Pirie	Cabinet Member for Children, Education and Skills	Ariane Crampton, Joanne Pitt

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