

AGENDA SUPPLEMENT (1)

Meeting: Children's Select Committee

Place: Council Chamber - County Hall, Bythesea Road, Trowbridge, BA14 8JN

Date: Tuesday 20 September 2022

Time: 10.30 am

The Agenda for the above meeting was published on 9 September 2022. Additional documents are now available and are attached to this Agenda Supplement.

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

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DATE OF PUBLICATION: 12 September 2022

Children's Select Committee

MINUTES OF THE CHILDREN'S SELECT COMMITTEE MEETING HELD ON 6 JULY 2022 AT KENNET ROOM - COUNTY HALL, BYTHESEA ROAD, TROWBRIDGE, BA14 8JN.

Present:

Cllr Jon Hubbard (Chairman), Cllr Jacqui Lay (Vice-Chairman), Cllr Helen Belcher, Cllr Mary Champion, Cllr Carole King, Cllr Kathryn MacDermid, Cllr Kelvin Nash, Cllr Antonio Piazza, Cllr Mike Sankey, Cllr James Sheppard, Cllr Mark Verbinnen, Dr Mike Thompson and John Hawkins

Also Present:

Cllr Tony Jackson, Cllr Laura Mayes, Cllr Dominic Muns and Cllr Suzanne Wickham

50 **Apologies**

Apologies for absence were received from the following committee members:

- Cllr Jo Trigg (who attended the hybrid meeting virtually)
- Cllr Caroline Corbin

Apologies were also received from:

- Cllr Peter Hutton

51 **Minutes of the Previous Meeting**

Resolved

To approve the minutes of the previous meeting, held on 8 June 2022, as a true and correct record.

52 **Declarations of Interest**

There were no declarations of interest.

53 **Chairman's Announcements**

The chairman reminded the committee that BaNES, Swindon and Wiltshire Clinical Commissioning Group was replaced by the new Integrated Care System on 1 July.

He also noted that he had raised objections with officers about holding the meeting in the Kennet Room and hoped to find an alternative venue for future meetings.

The Portfolio Holder for SEND and Inclusion was pleased to report that the Specialist Advisory Teaching Service had been working with 18 schools across Wiltshire to achieve the British Dyslexia Quality Mark. She reported that one school had already achieved the quality mark and that more were expected to follow. Only 15 schools in the country outside Wiltshire had achieved the quality mark, so the Portfolio Holder was delighted that Wiltshire was taking a leading role.

54 **Public Participation**

There was no public participation.

55 **Regular updates**

No questions on the regular updates had been received from members in advance of the meeting.

55a Update from Wiltshire Youth Voice Representative

Members were reassured by the recent report on the Young Person's Fostering Consultation Panel and the feedback from potential fosterers. The detail in the report about the Assessed and Supported Year in Employment (ASYE) interviews was also praised.

55b School Ofsted Judgements

The chairman thanked officers for the detail about the relative performance of maintained schools and academies included in the report.

In order to allow the committee to assess the impact of the school effectiveness, the chairman asked whether the council recorded the schools that it engaged with on their journey towards a good Ofsted judgement. In response, the Interim Head of School Effectiveness explained that they assisted all maintained schools and would be able to provide details of the services that were traded with academies.

55c DfE Changes - Update from Department for Education

The chairman welcomed the update on mental health support and encouraged members to make schools aware of the support available in their divisions.

55d Working together to improve school attendance - update

The chairman reminded the committee that the Department for Education (DfE) had published non-statutory guidance in May 2022 to help schools, trusts, governing bodies, and local authorities maintain high levels of school attendance.

The Virtual School Extended Duties Project Lead explained that the new guidance would take effect from September and would become statutory

around a year later. There would be a focus on multiple agencies working together to ensure that support was in place. As such, Wiltshire Council's School Attendance Support Team would shift their approach towards a greater level of partnership working, with less emphasis on individual case work. The team would provide free advice to both maintained and non-maintained schools, including targeted support meetings each term. However, it was possible that there would continue to be an element of traded service with schools in addition to the statutory service. Officers stated that they would provide further information once the proposals had been fully developed.

In response to a question about how many staff would be in the School Attendance Support Team, the officer explained that they were in the process of building the team. There were currently around 11 full time equivalent Education Welfare Officers (EWOs), but it was possible that the team could draw on a range of professionals such as Early Support Advisors. Schools were able to refer children that they had concerns about to the Education Welfare Service and there was a committee looking at children missing out on education. The council had also recently obtained access to live attendance data for all children in Wiltshire allowing them to put support in place for those with an attendance below 90 percent.

55e New ways of working - Directors update

The Director of Families and Children's Services was pleased to announce that the Family Drug and Alcohol Court (FDAC) had started running the previous week. The director gave background information about its implementation, explaining that drugs and alcohol featured in around two thirds of care proceedings. Under the new system parents would meet with the judge on a fortnightly basis outside of the hearings, in a non-adversarial setting, to establish the best way to support the family. A specialist multi-disciplinary FDAC team in Wiltshire Council would also provide expert advice. The director noted that FDAC was a national initiative and had produced improved outcomes, allowing a higher proportion of children to remain with their families.

In response to a question about the rise in elected home education since the start of the pandemic, the Interim Head of School Effectiveness noted that the council had been working closely with families and schools to encourage a route back into school.

The chairman asked if thanks could be sent to all of Wiltshire's schools for their work in preparing children for their exams.

56 School Health and Wellbeing survey

A Public Health Strategist explained that children between the ages of 8 and 18 had taken part in a survey, which had been undertaken to inform planning, commissioning, and service improvement. The findings were generally positive suggesting that most children had good health and wellbeing. However, there was variation, with children identifying with vulnerable groups tending to have less favourable outcomes. She noted that the survey went out in March 2020

but had to be cut short due to the pandemic and was then repeated in May-July 2021. The report before the committee was based mainly on the 2021 survey, but comparisons had been made with the 2020 report, and an earlier one in 2017, where there was significant variation. She then went on to outline the methodology and key findings, including:

- 65 schools had taken part in the 2021 survey including 4 independent schools. There had been a total of 7,499 responses with 55.8 percent of those coming from primary age children.
- 53 percent of those who took part identified with at least one of the vulnerable groups identified in the report.
- In order to establish how representative the survey had been, schools were ranked by the percentage of children eligible for free school meals. The primary schools with both the highest and lowest proportion of eligible children were represented. However, none of the nine secondary schools with the highest proportion of eligible children took part in the survey.
- All participating schools were given feedback about their results, as well as a comparison with the Wiltshire average, so that they could complete a self-evaluation.
- Six thematic reports would be published to look at specific areas e.g., healthy lifestyle.
- Secondary age pupils thought it was less easy to access mental health support than primary school children.
- A particular area of concern was a five percent increase, between the 2017 and 2021 surveys, in the percentage of Year 8 pupils saying that they had ever self-harmed.
- The findings of the 2021 survey would be presented to the Youth Council.
- The findings would also be discussed at strategic groups with different agencies, so they could establish the tangible actions that needed to take place.

The Public Health Strategist emphasised that social norms had a greater impact on young people than adults. She explained that the pre-frontal cortex, a part of the brain with an important role in planning and decision making, did not fully mature until a person was in their mid-20s. For this reason, young people had an increased demand for reward, making them more susceptible to influences from their peers. She was optimistic that the results of the survey could help to challenge young people's perceptions about their own behaviour and be fed back to them in a constructive way.

During the discussion the following points were made:

- Members thanked the Public Health Strategist for the update.
- The Public Health Strategist explained that trauma training had shown that bullying behaviour was an indication of need by the perpetrator and that it was important to explore what was driving them to act in the way that they were. Further information about understanding this behaviour could be passed to schools.
- In response to a query about how more schools could be encouraged to participate in the next survey, it was explained that it was planned to carry out

surveys every two to three years and that further work would be done with education colleagues.

- Members were encouraged to promote the survey to schools in their divisions.
- It was noted that there was probably a slight underrepresentation of pupils in receipt of free school meals from secondary schools. As data was taken from the school census it only captured those pupils receiving free school meals and not all of them that were eligible.
- Young people were keen to spend time with their peers so this might be reflected in the volunteering activities that they participated in.
- Decisions about questions in the surveys were taken in consultation with different departments across Wiltshire Council.
- The Public Health Strategist highlighted that the evidence base about the impact of gambling on young people was growing and it would be beneficial to obtain further comparative data.

Resolved

1) For the committee to receive the five thematic reports and infographics when they are produced.

2) To receive an update within the next 12 months to inform the committee on actions taken, or plans made, by the council based on the outcome of the survey.

3) For Children's Select Committee Members to lobby the schools in their division if they had not taken part in the survey to encourage them to take part in future surveys.

57 Disadvantaged Learners task group - Executive response

Cllr Trigg, the lead member of the task group, welcomed that seven of the eight recommendations had been accepted and the eighth accepted with amendments. The Cabinet Member for Children's Services, Education and Skills thanked the task group for their work and said that the actions would be followed up.

Resolved

For the council's plan to increase the number of pupil premium partner schools to ensure further reach for the Disadvantaged Learners team, and the principles it is helping to promote, to be added to the forward work programme.

58 Overview and Scrutiny Activities Updates

The chairman reported that the vice-chairman and he had met with a senior scrutiny officer to review the progress made towards the forward work programme (FWP).

Cllr Tony Jackson raised the issue of the of the FUEL Programme, a holiday activity programme for young people in receipt of benefit related free school meals, and how it was targeted.

The Cabinet Member for Children's Services Education and Skills noted that a full report would be circulated and that 2,130 visits had been received over the Easter break with 3,720 meals provided. There were 10 centres offering the service in Wiltshire and work was ongoing to make the programme more easily accessible to children across the whole county. The Head of Traded Services confirmed that students were nominated by schools and that parents and guardians were able to access a portal to sign up. A full report would be produced by the council's leisure team containing the qualitative feedback from participants as well as a breakdown of those who signed up (attached).

59 **Forward Work Programme**

The chairman invited members to make suggestions about items that they felt should be included on the FWP and noted that meetings would be held with the executive later in the year to discuss the programme. He then provided an update to the committee including the following points:

- The Fostering Excellence Task Group had requested an extension to their original timeframe, with a view to presenting its final report to the committee at the meeting after their next meeting.
- The Standing Task Group was also due to meet in September to identify key performance indicators for Getting to Outstanding. There was currently a vacancy, so members were invited to contact the senior scrutiny officer if they would like to join the group.
- It was planned to advertise the Children and Young People's Mental Health Task Group and the Youth Provision – Gap Analysis Task Group shortly.
- The Access to Post-16 Education Task Group had already received interest.
- Plans were being drawn up for a rapid scrutiny exercise into Wiltshire Council's intention to establish a multi academy trust.

Resolved

To note the forward work programme.

60 **Date of Next Meeting**

The date of the next meeting was reported as Tuesday 13 September 2022. [Note – this has now been amended to Tuesday 20 September at 10:30am]

61 **Urgent Items**

There were no urgent items.

(Duration of meeting: 10.40 am - 12.10 pm)

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Wiltshire Council

Children's Select Committee

20 September 2022

Business Plan and Service Plan Update

Purpose of Report

1. To update the committee on the business planning process for the council, the link to the activity of families & children and education and skills services and the progress against that activity.

Relevance to the Council's Business Plan

2. This report explains the use of the current Business Plan as a structure on which to plan the activity of children, families and education services.

Background

3. Following the election of a new Council and a new Cabinet in May 2021 work on an updated business plan for the Council started.
4. With input from the Council's Extended Leadership Team the Cabinet agreed a set of priorities and missions around which the new Business Plan would be constructed.
5. In December 2021 all services went through a process of identifying the main activities they would undertake, the impact they hope to make thought that activity and how both activity and impact connected with the proposed Business Plan missions. A deal of other information relating to that activity was also collected at this time. It included: how the activity would be measured, what the risks where and how the activity was dependent on other parts of the Council or its partners. All this information was then used to create the detail of the Council's draft Business Plan.
6. On 15 February 2022 the Full Council approved the new 10-year Business Plan including:

Four Priorities:

- Empowered People
- Resilient Society
- Thriving Economy
- Sustainable Environment

10 Missions – To make Wiltshire a place where...

- We get the best start in life
- We stay active
- We are safe
- We live well together
- We are involved and decisions are evidence based

- We have the right housing
- We have the right skills to prosper
- We have vibrant, well-connected communities
- We take responsibility for the environment
- We are on the path to carbon neutral

7. Over the summer Service Plans have been reviewed by the leadership team in each directorate to ensure that they remain relevant and to understand progress against the defined activities.

Main Considerations

8. Each of the activities below is drawn from either the Education and Skills Service Plan or the Families and Children Service Plan. Each activity has a primary link to one of the Business Plan Missions. Each activity may also have a number secondary links to any of the other nine missions.
9. The distribution of primary links in the two plans is as follows:
The vast majority of activities, 82%, have a primary link to either the *Best Start in Life* or *The Right Skills*. There is a much wider distribution showing that the work of the two directorates covers the full spectrum of the Council’s Business Plan. There is particularly strong representation for both *We are Safe* and *Vibrant, Well-connected Communities*.

Planned Activity and Updates

10. Below are outlined each of the planned activities and an update on progress.

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| Planned Activity | Ensure that children and young people are at the heart of service development. We will ensure their voice is clear in all our work and that they influence and understand fully why decisions are made |
| Intended Impact | What we provide meets the needs of children and their families and we to deliver a service that is sensitive to the views of our children and young people using a relationship-based approach to our work. |
| Director | Jen Salter Main BP Link Involved in decisions |
| Updates | <p>The Child and Youth Voice Team is made up by care experienced staff.</p> <p>We have expanded the breadth and depth of participation of children and young people via new Youth Council, Youth Consultants, facilitated groups, Dragon’s Den, full activity-based engagement programme and involvement in staff and foster care recruitment and retention; and our STAR Awards.</p> <p>Wiltshire Council is the top UK user of the Mind of My Own App which is a tool we use to gain the views of our children and young people.</p> <p>Where appropriate, all activity within our Quality Assurance Framework gathers the views of our children and young people,</p> |

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| | <p>in order to inform practice and service delivery. This activity is presented monthly to the Senior Management Team Audit Group, with quarterly reporting to the Performance and Outcomes Group, reporting into the Performance and Outcomes Board. Any developments required as a result of this feedback is taken forward at a strategic and operational level.</p> <p>The original team was focused primarily on children and young people open to social care, we are now scoping the potential for this to be broadened within SEND, Education and Skills, Commissioning and Transitions. Discussions are underway in relation to resourcing of these areas.</p> |
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| Planned Activity | Ensure that father's voices are fully heard and inform our planning. We will support fathers to build on their strengths and manage risks where these are present. |
| Intended Impact | Improve parenting capacity of vulnerable fathers and in turn reduce risk and improve outcomes for babies and very young children. |
| Director | Jen Salter Main BP Link Involved in decisions |
| Updates | The 'Dad's Matter Too' multi agency project launched in January 2022. This project targets families in the West and South of the County, including our army garrisons of Tidworth, Bulford and Larkhill. The project focuses on the intensive engagement of, and intervention with fathers whose children are within statutory social care plans. This is a 12 month project which is being externally evaluated by a national research organisation. The learning from the pilot will inform our long-term approach. This work sits within the governance and oversight of the Safeguarding and Vulnerable People's Partnership (SVPP). |

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| Planned Activity | Provide an Early Help offer that is uniformly strong. Families will get the right help at the right time from the most appropriate professionals. |
| Intended Impact | Families will get the right help at the right time from the most appropriate professionals reducing the need for statutory services. |
| Director | Jen Salter Main BP Link Best start in life |
| Updates | <p>Our Families and Children's Transformation (FACT) Programme, which is a multi-agency programme of work; leads the development of 'Family Help' in Wiltshire. This encompasses work to deliver Family Hubs, as well as a strong early help and universal prevention offer within local community areas. The Family Help pilot (Westbury and Warminster areas) is progressing from September 2022 onwards.</p> <p>An increase in the registration of Early Support Assessments (ESA) across partner agencies will see more children evidentially being supported at a target early help threshold (pre statutory).</p> <p>Current resourcing of the Family Help pilot is in place through the Local Authority and it is anticipated via the Integrated Care Board.</p> |

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| | <p>Funding is yet to be secured from the Office of the Police and Crime Commissioner (OPCC) with discussions underway. The risk is that any long-term funding required to embed learning from the pilot may not be available; this is a risk being managed by the SVPP.</p> <p>Our partnership Family Help Strategy is being developed and clearly sets out how we will achieve our vision. This is due for internal consideration in November 2022.</p> |
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| Planned Activity | Work collaboratively with partners to ensure children have good access to CAMHS and mental health services. |
| Intended Impact | Children enjoy good mental health and thrive educationally and socially. |
| Director | Jen Salter Main BP Link Best start in life |
| Updates | <p>The CAMHS In Reach team supporting children open to children's social care has been reviewed and a new model is in place. This is subject to challenges in terms of key performance indicator reporting to enable clear visibility of outcomes; this is being progressed with the ICB.</p> <p>A review of our commissioned services is being undertaken with the ICB to consider alternatives due to staffing vacancy challenges within our CAMHS service.</p> |

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| Planned Activity | Ensure children and young people who cannot live at home are matched to the right carers be that with extended family, in foster care or with adopters. |
| Intended Impact | Children who are unable to remain living with their family benefit from in high quality placements close to home. |
| Director | Jen Salter Main BP Link Safe |
| Updates | <p>We are expanding the commissioning of supported accommodation for 16-25 year olds.</p> <p>Continued investment in our Fostering Excellence Programme with key targets in place.</p> <p>Progression of our tender to commission a provider to deliver children's homes for us. This will provide 12 local residential children's home places for our children in care. The current commissioning timeline allows for this to be in place towards the end of 2023.</p> <p>The South West Sufficiency Programme is in place, with a strategy developed both locally and regionally. We know from this interface with other Local Authorities that we are in a strong position, despite the challenges that remain with placement sufficiency. We are showing an improvement in the percentage of children placed within county, and whilst this improvement is minimal, it is positive given the climate.</p> |

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| Planned Activity | Through introduction of a Whole Life Pathway ensure that the transition between children and adult services is seamless and that young people receive the right level of support. |
| Intended Impact | Young people to live well and achieve within their community. |
| Director | Jen Salter Main BP Link Safe |
| Updates | <p>The FACT Transitional Safeguarding workstream continues to develop and test mechanisms intended to manage risk and improve outcomes in some of our most complex young people and adults. Alongside cohort analysis and seeking the views of young people, the specific elements that are being tested are:</p> <p>Implementing a multi-agency Creative Solutions Board Deploying mentors specifically to work with this cohort of young people Providing a structured multi-agency workforce development programme Establishing a core group of multi-disciplinary practitioners to act as 'champions' for the Transitional safeguarding agenda</p> <p>Decisions are also being confirmed in relation to how our internal children's and adults teams could be redesigned to support this area.</p> |

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| Planned Activity | Strengthen the training and development offer to our workforce ensuring they have the skills, knowledge and confidence to work highly effectively with families and children. |
| Intended Impact | Children and families benefit from working with a constant, knowledgeable and highly skilled lead professional |
| Director | Jen Salter Main BP Link The right skills |
| Updates | <p>Our workforce strategy is in place. Activity taking place to ensure recruitment and retention is a primary focus.</p> <p>The launch of our Practice Framework is scheduled to take place in December 2022.</p> <p>We have our Roadmap to Excellence in place, previously shared at Children's Select Committee; with a rapid scrutiny exercise already in train to ensure this work is carried forward.</p> <p>The key areas of focus to achieve our ambitions being as follows:</p> <ul style="list-style-type: none"> • Enhancing and embedding the voice of children, young people and families to inform practice development • Empowering our workforce through effective leadership and oversight • Partnership development of early help (Family Help) • Improving sufficiency and choice of suitable placements and post 16 support • Good access to mental health/SEND support and services for children and young people |

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| Planned Activity | Encourage our educational settings to strive for excellence in provision and achievement and use the best education establishments to help improve others |
| Intended Impact | Pupils, including those who are vulnerable, can access high quality education provision and are well prepared for their next stage in life. |

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| Director | Helean Hughes | Main BP Link | Best start in life |
| Updates | <p>Improved tracking of 16 and 17 year old participation resulted in an increase in those who are NEET. The Post 16 Skills and Participation team are providing individual support to the young people to enable them to engage in a positive destination. Measure: Participation tables 16-17 NEET June 21 – 1.9% June 22 – 2.1% 16-17 EET June 21 – 91.4% June 22 92.8%</p> <p>The Careers Hub is launching a project to work with parents of Electively Home Educated children which will ensure they receive the same quality of Careers information, advice and guidance as their peers.</p> <p>End of Reception performance data is above national. SEND gaps in the Reception, Year 1 phonics and Key Stage 1 results are less than National SEND gaps. Risks: Phonics results overall are below national. Disadvantaged gaps remain across Reception, Year 1, Key Stage 1 and Key Stage 2 and are greater than the disadvantaged gap nationally.</p> <p>At this stage, the KS4 data is incomplete and provisional so this information must be viewed with caution.</p> <p>GCSE Attainment 8 and results with basics pass with Grade 4 in English and Maths and Grade 8 in English and Maths has improved from the last set of reported data from 2019. The percentage of pupils achieving A* to A and A*- B has increased by 10% from the last published data set from 2019 Risks: There are risks with some individual school performance for GCSE and A Level that is showing results below National and the schools own performance of 2019</p> <p>Various training courses for reading, writing and maths have taken place this year blending virtual with face to face. The offers have been further developed this year with a focus on quality first teaching for all teachers in the primary phase in the core subjects. Support has also been targeted at identified schools to develop subject leadership and expertise in core subject areas. Schools have also received bespoke training and support as well as monitoring visits.</p> <p>Training and support around the Foundation subjects has also been delivered as this is a key focus of the Ofsted Inspection process. This will be further developed in 2022-2023</p> <p>The development of the Wiltshire Learning Alliance has seen greater systemwide collaboration. We have built on this structure to develop much greater school to school support. Schools with strong leadership and good capacity have provided a range of support to other schools. 11 schools have been identified as ‘pupil premium Partner Schools’ these schools deliver CPD and direct support to identified schools. Strong leaders have also been</p> | | |

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| | <p>supporting schools through an 'executive headteacher model' this has been used to add capacity and support headteachers for fixed periods of time.</p> <p>Three consultant head teachers were seconded last year; these heads have provided effective support for new headteachers, provided targeted intensive support for identified schools as well as developing a programme of Professional Development. They have also provided rapid support in schools when required. There is clear evidence of schools that have retained a secure Good Ofsted judgement or improved rapidly between inspections.</p> |
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| Planned Activity | To provide high quality Early Years services from birth to 5 years | | |
| Intended Impact | <p>That all children under the age of 5 years in Wiltshire will have access to the services that they require, high quality early education, specialist services, health and wellbeing.</p> <p>That all children aged 0-5 years are able to thrive in their early years'</p> | | |
| Director | Helean Hughes | Main BP Link | Best start in life |
| Updates | <p>Support from the Local Government Association (LGA) on the creation and writing of the Early Years Strategy has been awarded and initial meetings have been held; further partner and internal meetings have been arranged for terms 1 and 2.</p> <p>Additional funding was allocated by Cabinet (July 2021) to enable four new full time Early Years Inclusion Advisors (EYIAs) to be employed. This has resulted in an expansion of the EYIA role to provide an enhanced level of support for transition into school. Schools are able to access support for the first two terms when a child enters reception as well as access the EYIA training packages. This investment has also helped the team meet the increasing levels of demand: 455 referrals in 20/21 to 891 referrals in 21/22. This is a 96% increase in demand within one academic year.</p> <p>Further support has been provided for the sector through the 'Dingley's Promise Early Years Inclusion project'. This is a 5 year project where all practitioners who work with Early Years children can access 10 online courses over the 5 years. The project has commenced. This programme will develop growing confidence in the sector to support children with SEND in a mainstream setting. Through participation in the programme, the hours that our early years children are able to access their provision will increase and practitioners will be better equipped to meet their children's needs within a mainstream provision.</p> <p>A further Five to Thrive (FTT) programme, including emotions coaching and further top up training for all of our 50 champions will be rolling out from the start of October 2022; all Early Years settings (PVI's) are being offered upto four spaces each and all</p> | | |

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| | <p>childminders. Weekend and evening sessions are being offered to encourage uptake.</p> <p>99% of Early Years settings (Pre-schools and Nurseries) are either Good or Outstanding with 97% of childminders also being at this level. Work continues with those that fall into a category of requires improvement or inadequate to turn them back to at least good within either 12 or 6 months respectively.</p> |
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| Planned Activity | Run a successful Healthy Schools programme |
| Intended Impact | Schools implement an effective whole school approach to health and wellbeing. |
| Director | Helean Hughes Main BP Link Best start in life |
| Updates | <p>The number of schools engaged in the programme has increased during the last year to 124.</p> <p>From September a new Young Carer Friendly Award will be presented as an additional option for accreditation.</p> <p>During the last few months Wiltshire schools have been provided with data from our 2021 school wellbeing survey of 7499 children and young people, to inform their actions on pupil wellbeing.</p> <p>The current focus of this service area is promoting a whole school approach to mental health.</p> <p>To date 61 schools have attended Wiltshire DfE assured training for Senior Mental Health Leads, that has enabled these schools to claim a national grant. 50 more schools have booked to start this training during September 2022.</p> <p>Schools are provided with an ongoing offer of Youth Mental Health First Aid training to raise awareness among all staff.</p> |

| Planned Activity | Support Schools and education settings to develop their specific knowledge base and practice in meeting the needs of social care experienced children within an education setting. | | | | | | |
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| Intended Impact | Social care experienced children in Wiltshire will achieve their educational potential, creating opportunities for aspirational next steps in EET | | | | | | |
| Director | Helean Hughes Main BP Link Best start in life | | | | | | |
| Updates | <p>Attendance and exclusion tracking is in place - starting to see some impact.</p> <p>No Permanent Exclusions for children known to social care over the last year.</p> <p>Fixed Term Exclusions (FTE) - Total No.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Sep '20 - Mar '21</th> <th style="text-align: center;">Sep '21 - Mar '22</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td style="text-align: center;">1254</td> <td style="text-align: center;">1712</td> </tr> </tbody> </table> | | Sep '20 - Mar '21 | Sep '21 - Mar '22 | All pupils | 1254 | 1712 |
| | Sep '20 - Mar '21 | Sep '21 - Mar '22 | | | | | |
| All pupils | 1254 | 1712 | | | | | |

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| CLA | 40 | 58 |
| CP | 22 | 27 |
| CIN | 93 | 109 |

Fixed Term Exclusions (FTE) - No. Children with at least one

| | <i>Sep '20 - Mar '21</i> | <i>Sep '21 - Mar '22</i> |
|------------|--------------------------|--------------------------|
| All pupils | 770 | 990 |
| CLA | 23 | 22 |
| CP | 11 | 12 |
| CIN | 43 | 59 |

Census data shows a small increase in the number of children open to social care with FTEs during period Sep 21 – Mar 22 when compared to Sep 20 – Mar 21. However, Sep 20 – Mar 21 included a period of lockdown between January and March, resulting in lower FTE numbers, so caution should be exercised when using this data for comparison. There have been no permanent exclusions of children with a social worker in the last 12 months and no permanent exclusions of CLA in the last 3 years.

Extended the work of virtual schools. The council has been delivering a non-statutory duty to promote the education of all children with a social worker, since September 2021. Delivery of this priority is located within the extended duties of the virtual school and the implementation plan has been presented to CSC in Spring 2022. Section 31 grant funding has been confirmed by DfE to enable service delivery for Year 2, with developments in improving attendance of children with a social worker and progression of shared understanding of educational neglect within safeguarding practice.

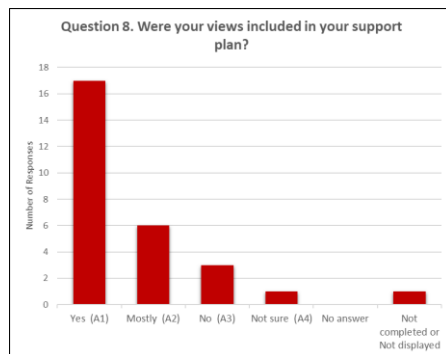
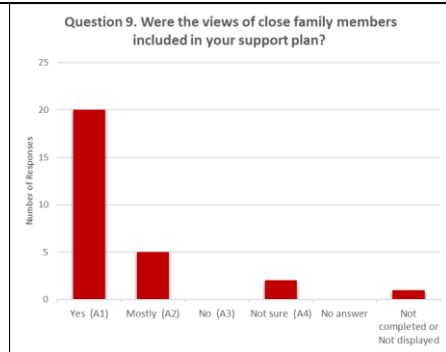
Secured Section 31 Grant for another year.

Risk: The late confirmation of funding. Funding for financial year 2022-23 was confirmed by DfE on 30th June 2022, with no commitment known from April 2023 onwards.

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| Planned Activity | Support schools in realising the full potential of their children, including those from disadvantaged groups who are at risk of educational underachievement. |
| Intended Impact | Children in Wiltshire will achieve their educational potential, creating opportunities for aspirational next steps in EET |
| Director | Helean Hughes Main BP Link Best start in life |
| Updates | Additional support to be provided by the Post 16 Skills and Participation team for young people who are identified as at risk of NEET. |

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| | <p>The strategy to address the gap in Wiltshire has been developed over the last year; Children’s Select Committee scrutinised this approach and the recommendations have been adopted.</p> <p>Schools have been engaged in a Wiltshire wide conversation about Disadvantaged Learners and successful school improvement strategies, extending our ‘reach’ and promoting a belief that vulnerable pupils can attain well and be successful in all aspects of school life. The approach has been driven by evidence-based best practice, recognising that it is quality of teaching which will make the single biggest difference to improving pupil outcomes – <i>EEF ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</i></p> <p>A tiered approach has been developed – Teaching, Targeted Academic Support, Wider Strategies (e.g. attendance & behaviour.)</p> <p>School improvement has been planned ‘through the lens of disadvantage’, securing high quality leadership and measuring the success of strategies by impact on vulnerable pupil outcomes. Understand that school improvement is a process rather than an event and ensuring that implementation of strategies leads to sustained impact. The work has placed a strong emphasis on school-to-school support and collaboration (Pupil Premium Partners Schools & Family of Schools, networks, Lead Practitioners) with a shared responsibility for outcomes A wide ranging, effective CPD offer (Governors, Headteachers and Senior Leaders, teachers, support staff) has been facilitated.</p> <p>LA challenge and support have been provided through the work of School Improvement Advisors (SIAs), DL & Inclusion Lead</p> |
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| Planned Activity | Deliver the priorities in the SEND and Inclusion strategy by 2023 to support learners with SEND and their families in Wiltshire. |
| Intended Impact | <p>Learners with SEND and their families are well supported in Wiltshire, through the delivery of our SEND and Inclusion strategy.</p> <p>All children and young people with SEND and their families will have a voice that is heard.</p> |
| Director | Helean Hughes Main BP Link The right skills |
| Updates | Results of POET in Wiltshire Survey for SEND & Inclusion Team – 2022: |



435 responses were received to the POET survey reflecting responses from young people, parent carers and practitioners . Responses indicated that young people and their families felt included in the creation of education, health and care plans. Feedback also indicated some areas which will need to be considered in our future work such as the level of understanding and engagement in wider strategic developments such as the SEND&I Strategy. It is our intention to run the POET survey again and to target groups who were under represented in the responses received and to consider how else to gather the views of young people with SEND.

Development of Discussion and Decision Groups (DaDs) :
 We have revised how we make our decisions in relation to new requests for education, health and care needs assessments to ensure that this process is transparent and clear for families in Wiltshire. We now undertake this through a discussion and decision group which is held weekly. Schools and settings in Wiltshire have been invited to be part of this group and there is regular attendance at the group from Wiltshire Parent Carer Council (WPCC) to ensure that the views, thoughts and wishes of families have prominence in both the discussions and decisions made. WPCC provide useful feedback in relation to this following their attendance which allows continued reflection and development of the DaD1 process. Other discussion and decision groups take place and information about these and how decisions are made have been summarised into a leaflet for families which is available on the Local Offer and via WPCC.

Development of SEND Paperwork:
 SEND have been developing and refining various elements of their paperwork over the last 12 months including paperwork for

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| | <p>when an education, health and care needs assessment is requested, for when approaches which support a 'graduated approach' to supporting SEND are recorded by schools and settings and the Wiltshire template for an Education Health and Care Plan (EHCP). All of these developments have involved parent carers of young people with SEND facilitated and supported by WPCC. Work is currently underway with young people who attend specialist provision in Wiltshire to ascertain their views and opinions about some of our paperwork to ensure that we are considering how we record and reflect their views effectively and in a way which is meaningful for them.</p> |
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| Planned Activity | Replace maintained schools' time-expired temporary buildings with new accommodation. |
| Intended Impact | Provision of new fit for purpose accommodation would enable schools to deliver the national curriculum in safe and stimulating environments, thereby raising educational standards. These old blocks have high running costs and with poor insulation and vent |
| Director | Helean Hughes Main BP Link The right skills |
| Updates | <p>Holbrook: replacing six classrooms, build commenced on site summer 2022 for completion by summer 2023.</p> <p>Designing replacement classroom at Studley Green, build to commence on site in 2023.</p> |

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| Planned Activity | Implement a school places strategy creating a good match between supply and demand for places. |
| Intended Impact | The strategy is intended to help key stakeholders understand what school places are needed in Wiltshire, now, and in the future, and how they will be provided. |
| Director | Helean Hughes Main BP Link The right skills |
| Updates | <p>H Able to offer school places at short notice including to Ukrainian refugees.</p> <p>School Places Strategy now drafted, extended consultation with schools and stake holders will take place in Autumn 2022.</p> <p>Those getting one of top three choices is high and above previous level. This year's Secondary Schools application results: 95% of parents were offered a place at their first preference school for their child - a jump of nearly three per cent on 2021. 98.6% of parents were offered a place at one of their three preferred schools. This years Primary Schools applications: 99% of Wiltshire families were offered one of their three primary school preferences for this September with 95% offered their first preference.</p> |

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| Planned Activity | Acting as a broker between schools, colleges and businesses to increase opportunities for young people. |
| Intended Impact | Young people are making informed decisions about their futures and data shows an increase in technical and vocational destinations |
| Director | Helean Hughes Main BP Link The right skills |
| Updates | <p>Funding for the service agreed and the offer can remain in place.</p> <p>Gatsby Benchmark: Top 5 in England for Careers Hub.</p> <p>September Guarantee - % of 16-17 year olds with an offer 2020 – 94.3% increasing in 2021 to 94.8%.</p> <p>Skills Bill has extended the duty to provide high quality careers guidance to young people from year 7, ensuring all pupils have access to information on technical and vocational destinations.</p> |

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| Planned Activity | Work with Further Education providers to address the skills gaps that exist in supporting some of our industries. |
| Intended Impact | Wiltshire's workforce has the right skills |
| Director | Helean Hughes Main BP Link The right skills |
| Updates | <p>Continuing close working relationship with Wiltshire College.</p> <p>Green Skills Task and Finish group established to address the skills gaps that exist in green skills locally.</p> <p>Working closely with Gloucester University to ensure digital bootcamp is accessible for Wiltshire residents at the Business Cyber Centre.</p> <p>A Green Skills action plan is being developed with the LEP, this will contain area targets. The next update will report against these.</p> |

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| Planned Activity | Work with key stakeholders to promote T-Levels and other vocational progression routes to improve outcomes for disadvantaged groups |
| Intended Impact | Improved destination outcomes for disadvantaged young people |
| Director | Helean Hughes Main BP Link The right skills |
| Updates | <p>Continuing promotion including info sessions for parents.</p> <p>Apprenticeship campaign launching later this month.</p> <p>Supporting Kingdown School through the Careers Hub. They had Enterprise Coordinator support to develop their programme and received a funded employer encounter. They are also planning to launch T-Level in Catering and Hospitality, next year 2023/2024 and are currently delivering a Health and Social Care BTEC.</p> <p>Performance data is not yet available, the government will publish this.</p> |

| Planned Activity | Maximise the use of external funding to support disadvantaged residents to improve their confidence, knowledge and skills and champion the creation of opportunities for young people, through partnership working with key stakeholders. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|---|--------------|------------------|-----|--------------|--------------|-------|-----|-----|-------|-----|-----|---------------------------------------|-----------------|--------------|-----------------------------------|--|--|------------------|------|------|-------------------------|-----|-----|----------------------------|-----|------|----------------|-----|-----|-----------------------|-----|----|--------------------------|-----|-----|-----------------|-----|-----|------------------------|-----|-----|---------------------------|-----|-----|-------------------|---|----|
| Intended Impact | Reduced levels of worklessness | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Director | Helean Hughes | Main BP Link | The right skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Updates | <p>Care leavers employment strategy group - including council employees.</p> <p>Care leavers in EET (Ofsted Calc)</p> <table border="1"> <thead> <tr> <th>Age</th> <th>End Q4 20/21</th> <th>End Q1 22/23</th> </tr> </thead> <tbody> <tr> <td>17-18</td> <td>61%</td> <td>63%</td> </tr> <tr> <td>19-21</td> <td>54%</td> <td>68%</td> </tr> </tbody> </table> <p>January 2022 Ofsted – care leavers focused visit highlighted the significant number of care leavers now attending further or higher education. Ofsted recognition of a strong focus on education, employment and training in care leavers’ pathway plans.</p> <p>Fuel Programme pilot for parents - summer 2022. Although low uptake initially, feedback was very positive and has delivered long term benefits.</p> <p>Support for Ukrainian families to access ESOL courses to enable them to find work.</p> <ul style="list-style-type: none"> • 162 learners accessed FaCL ESOL to date • 587 now in work <p>Refreshed offer for Family Community Learning developed in collaboration with other Council services with an annual schedule in place.</p> <p>Successful investment plan for Multiply, rolling out September 2022 to provide Maths courses for adults aged 19+.</p> <p>Family Community Learning KPIs – snapshot below shows performance Aug 21 – July 22 with improved referrals and enrolments.</p> <table border="1"> <thead> <tr> <th>Key Performance Indicators: 2021/2022</th> <th>Target (Number)</th> <th>Ytd (Number)</th> </tr> </thead> <tbody> <tr> <td>Responsiveness to Learners</td> <td></td> <td></td> </tr> <tr> <td>Total enrolments</td> <td>1100</td> <td>1361</td> </tr> <tr> <td>Total family enrolments</td> <td>550</td> <td>140</td> </tr> <tr> <td>Total community enrolments</td> <td>550</td> <td>1233</td> </tr> <tr> <td>Total learners</td> <td>500</td> <td>331</td> </tr> <tr> <td>Total family learners</td> <td>250</td> <td>76</td> </tr> <tr> <td>Total community learners</td> <td>250</td> <td>255</td> </tr> <tr> <td>Total referrals</td> <td>700</td> <td>486</td> </tr> <tr> <td>Total family referrals</td> <td>350</td> <td>121</td> </tr> <tr> <td>Total community referrals</td> <td>350</td> <td>365</td> </tr> <tr> <td>Total withdrawals</td> <td>-</td> <td>14</td> </tr> </tbody> </table> | | | Age | End Q4 20/21 | End Q1 22/23 | 17-18 | 61% | 63% | 19-21 | 54% | 68% | Key Performance Indicators: 2021/2022 | Target (Number) | Ytd (Number) | Responsiveness to Learners | | | Total enrolments | 1100 | 1361 | Total family enrolments | 550 | 140 | Total community enrolments | 550 | 1233 | Total learners | 500 | 331 | Total family learners | 250 | 76 | Total community learners | 250 | 255 | Total referrals | 700 | 486 | Total family referrals | 350 | 121 | Total community referrals | 350 | 365 | Total withdrawals | - | 14 |
| Age | End Q4 20/21 | End Q1 22/23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17-18 | 61% | 63% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19-21 | 54% | 68% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Performance Indicators: 2021/2022 | Target (Number) | Ytd (Number) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Responsiveness to Learners | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total enrolments | 1100 | 1361 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total family enrolments | 550 | 140 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total community enrolments | 550 | 1233 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total learners | 500 | 331 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total family learners | 250 | 76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total community learners | 250 | 255 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total referrals | 700 | 486 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total family referrals | 350 | 121 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total community referrals | 350 | 365 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total withdrawals | - | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Planned Activity | Reduce the incidence of NEET and enable every young person to find their best next step |
| Intended Impact | Improved destination outcomes for disadvantaged young people |

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| Director | Helean Hughes | Main BP Link | The right skills |
| Updates | <p>Monthly Performance and Outcome Group for NEET</p> <p>Improved tracking with all teams using one system, this has led to an increase in NEET as we reduce the unknowns.</p> <p>New risk of NEET offer rolling out to schools this Autumn</p> <p>Wiltshire now in the second quintile (was in the fifth). 16-17 NEET June 21 – 1.9% June 22 – 2.1% 16-17 EET June 21 – 91.4% June 22 92.8%</p> | | |

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| Planned Activity | Provide professional traded services to improve school attendance, achievement, teaching quality and operationally support safe, secure, and financially sound school environments across the County. | | |
| Intended Impact | Wiltshire offers quality education opportunities for everyone in well managed and supported education sites. | | |
| Director | Helean Hughes | Main BP Link | The right skills |
| Updates | <p>Good engagement with schools around delivery and development of services.</p> <p>100 plus schools attending the School Business Manager events- 6 times a year.</p> <p>Active users of Right Choice have increased by 15%</p> <p>Social media now reaches Facebook, Twitter and LinkedIn</p> <p>Training feedback on quality and content is regarded as very good to excellent by delegates</p> <p>Feedback from users of Right Choice continues to improve year-on-year</p> <p>Indicators returning back to pre-pandemic levels</p> <p>Traded services income for 21/22 is £4,301,669, up from 20/21 of £4,135,854. The designated period for 19/20 was £4,377,831 pre-pandemic.</p> | | |

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| Planned Activity | Safeguarding: Support schools and settings to reduce risks to vulnerable pupils by developing early help practices and multiagency support and therefore enabling these pupils to realise their potential and safely access EET. | | |
| Intended Impact | Reduced levels of referrals into Children's Social Care. Higher conversion rate of MASH referrals to ESA. Risk reduced for children and families with a reduction of families at CiN and CP. | | |
| Director | Helean Hughes | Main BP Link | The right skills |

| Updates | <p>Association Education Committee pilot improving outcomes for vulnerable learners.</p> <p>Alternative Provision inclusion plan for primaries being co-produced.</p> <p>Link to Family Help pilot</p> <p>Contacts have increased from schools over the last 4 years however this is against a backdrop of rising contacts from all sources. Generally, the percentage of contacts from schools converting to either a social care referral, support assessment or Early Support Assessment (ESA) remains relatively consistent (52%-59%) however there has been a considerable change in which service these contacts end up receiving with a much greater proportion now receiving ESA than pre pandemic and far less receiving a social care referral.</p> <p>Contacts received from School/Education Settings</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Contacts</th> <th colspan="3">Contact conversion rates</th> </tr> <tr> <th>Referral %</th> <th>Support %</th> <th>ESA %</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>3297</td> <td>26%</td> <td>18%</td> <td>9%</td> </tr> <tr> <td>20/21</td> <td>2428</td> <td>19%</td> <td>20%</td> <td>14%</td> </tr> <tr> <td>21/22</td> <td>3877</td> <td>21%</td> <td>18%</td> <td>20%</td> </tr> <tr> <td>Q1 22/23</td> <td>1239</td> <td>13%</td> <td>20%</td> <td>19%</td> </tr> </tbody> </table> | | Contacts | Contact conversion rates | | | Referral % | Support % | ESA % | 19/20 | 3297 | 26% | 18% | 9% | 20/21 | 2428 | 19% | 20% | 14% | 21/22 | 3877 | 21% | 18% | 20% | Q1 22/23 | 1239 | 13% | 20% | 19% |
|----------|--|------------|-----------|--------------------------|--|--|------------|-----------|-------|-------|------|-----|-----|----|-------|------|-----|-----|-----|-------|------|-----|-----|-----|----------|------|-----|-----|-----|
| | Contacts | | | Contact conversion rates | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Referral % | Support % | ESA % | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19/20 | 3297 | 26% | 18% | 9% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20/21 | 2428 | 19% | 20% | 14% | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21/22 | 3877 | 21% | 18% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Q1 22/23 | 1239 | 13% | 20% | 19% | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Planned Activity | <p>Ensure all service areas within the People directorate have equal access to robust, accurate, timely and useful performance data, management reports and ad hoc analyses (e.g. demand modelling) – and they are supported to have high support/high challenge conversations - to inform their service development and effective delivery.</p> <p>Ensure management and leadership have appropriate aggregated performance reports to support oversight and scrutiny including on partnership activity (regional and with CCG)</p> | | | |
| Intended Impact | <p>Informs service development and effective delivery which enables improving outcomes for vulnerable people</p> | | | |
| Director | <table border="1"> <tr> <td>Tamsin Stone (HOS)</td> <td style="background-color: #cccccc;">Main BP Link</td> <td>Decisions are evidence-based</td> </tr> </table> | Tamsin Stone (HOS) | Main BP Link | Decisions are evidence-based |
| Tamsin Stone (HOS) | Main BP Link | Decisions are evidence-based | | |
| Updates | <p>Clearly defined structure of performance management forums for regular and robust scrutiny and challenge.</p> <p>Capitalised on integrated Liquid Logic IT platform to deliver a hugely expanded suite of management reporting tools - providing greater visibility to managers in real time across Social Care, Early Help, SEND, Education, Youth Offending and Young People Services, Commissioning, etc.</p> | | | |

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| | As at Sept-20 = 72 performance reports available to managers As at Sept-22 = 263 performance reports available to staff (85% are run daily, 15% are run monthly). |
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| Planned Activity | Drive inspection readiness across People Services and prepare for new national performance and outcomes frameworks | | |
| Intended Impact | Capacity and capability at all levels of services to robustly deliver improved scrutiny and performance management via quality assurance processes | | |
| Director | Tamsin Stone (HOS) | Main BP Link | Healthy organisation |
| Updates | <p>Very positive Ofsted Focused Visit of Care Leavers Jan-22</p> <p>Currently preparing Children's Social Care Self-Assessment and for Social Care and Education Annual Conversation.</p> <p>Recruiting to new interim roles to provide additional capacity to support the introduction of new approach to SEND inspections in early 2023.</p> <p>Inspection readiness planning and activities well underway.</p> | | |

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| Planned Activity | Develop, deliver and/or improve an outcomes-based approach to quality assurance and practice learning in People Services – with an effective audit tracking framework to evidence impact | | |
| Intended Impact | Improved knowledge and oversight of the quality of our service provision and quick identification of opportunities for further practice and service development | | |
| Director | Tamsin Stone (HOS) | Main BP Link | Healthy organisation |
| Updates | <p>Expanded audit and QA activity in both Families and Children's and SEND services.</p> <p>New IT-based Social Care audit activity tool built and launched Summer 22 with staff - increasing visibility, planning and scrutiny of audit activity and outcomes achieved.</p> | | |

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| Planned Activity | Identify services within the People directorate with no (or limited) workflow management tools; scope requirements, secure funding/investment and source and implement solutions. | | |
| Intended Impact | Ensures systems are in place to support fast, efficient and productive workflow across all teams – releasing capacity for more value added activities and enabling greater management oversight | | |
| Director | Tamsin Stone (HOS) | Main BP Link | Healthy organisation |
| Updates | Initial discussion with Directors and the new leadership within Corporate ICT has taken place. Joint approach to scoping and identifying agreed and will link with Transformation agendas. | | |

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| | 14 workflow solutions have been delivered by Children's Liquid Logic Systems Team in the last 3 months with no additional resource or investment required. |
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Safeguarding Implications

11. A number of the planned activities have a direct impact on the Council's ability to provide safeguarding services.

Public Health Implications

12. Public Health implications only arise if changes to the planned activity are made.

Procurement Implications

13. Procurement implications only arise if changes to the planned activity are made.

Equalities Impact of the Proposal

14. All planned activity is given due care and attention to issues of equality and impact. An Equality Impact Assessment was completed for the Business Plan as a whole.

Environmental and Climate Change Considerations

15. A number of the planned activities have an impact on the Council's ability to impact environmental and climate change.

Workforce Implications

16. Workforce implications only arise if changes to the planned activity are made.

Risks that may arise if the proposed decision is taken and actions that will be taken to manage these risks

17. If there is a decision to change the planned activity of either directorate the risk implication would be taken into consideration when altering the plan and the risk service-based risk registers updated during the normal quarterly update cycle.

Financial Implications

18. Any change to planned activity would have to be discussed with the Finance Team to ensure it could be met within the current budgetary envelope or planned budget development.

Legal Implications

19. The legal implications of any change to planned activity, particularly any change to the delivery of statutory services, would have to be carefully considered and a decision made only when informed by the correct legal opinion.

Proposals

20. The Committee is asked to note the update and make use of the information contained to help focus future deep scrutiny activity.

Helean Hughes, Director of Education and Skills
Jen Salter, Interim Director of Families and Children

August 2022

Background Papers

[Wiltshire Council's Business Plan 2022-2032](#)

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Wiltshire Council

Children's Select Committee

20 September 2022

Children Missing Education (CME) / Children Missing Out Of Education (CMOE) – Policy and Data

Executive Summary

All children, regardless of their circumstances, are entitled to a full-time education, suitable to their age, ability, aptitude, and any special educational needs they may have.

Children and young people who are not being educated quickly become at risk of failing academically and socially. If their whereabouts are unknown, they may be particularly at risk of physical, emotional and psychological harm.

Section 436A of the Education Act 1996 requires the Local Authority to establish the identities of children within the area who are not registered at a school and are not receiving suitable education otherwise than at a school.

Wiltshire Council is committed to ensuring that children and young people are in receipt of a suitable form of education and facilitated back into education where this is not evident.

1. Purpose of Report

- 1.1 To share the current CME (Children Missing Education) policy, describe monitoring arrangements for CME/CMOE (Children Missing Out Of Education) and provide data.

2. Definitions

- 2.1 **Children Missing out of Education (CMOE)** refers to:

Any child of compulsory school age who is NOT registered at any approved education activity, alternative provision or elective home education (EHE) AND has been out of educational provision for at least 4 weeks.

Children on EHE (elective home education), alternative or part time arrangements which are not stable or are of concern.

Children Missing Education (CME) refers to:

Those children and young people who are missing i.e. their family or their individual whereabouts are unknown.

3. **The CMOE Group**

- 3.1 The strategic group meets six times a year (termly) to review the CMOE data set and act on priorities to reduce the risk of children missing access to education. Since January 2022, this group has been chaired by the Head of Targeted Education. The group is attended by representatives from both the Education and Skills and the Families and Children directorates.
- 3.2 CMOE sub-groups meet once each week, on rotation, during the school term to identify children where there are concerns about risks of missing education, to agree next steps and to review impact.
- 3.3 Sub-group priorities are:
- Reduced Educational Provision
 - Exclusions
 - CME and Elective Home Education
 - Children with a Social Worker
 - Education Other Than At School (EOTAS)

4. **Purpose of CMOE**

- 4.1 The purpose of CMOE is to ensure a coordinated approach is taken in corporate oversight of children who are identified as not being in statutory education, or where education provision is unsuitable, or not meeting the needs of the child. This will include children whose parents/carers are not discharging their parental responsibility to ensure their child receives education.
- 4.2 Children of interest will be those who:
- Are permanently excluded from school
 - Have a high rate of suspension from school (fixed term exclusion) and/or children at risk of permanent exclusion
 - Have no school place or are waiting for a school place to be identified
 - Are identified and reported by schools as Children Missing Education (CME)
 - Are deemed medically unfit for school
 - Are accessing a reduced educational provision offer (REP)
 - Are being Electively Home Educated (EHE) and provision is deemed unsatisfactory

- 4.3 Group oversight is not intended to replace individual agency procedures nor replace other actions that workers may take to ensure children are in receipt of appropriate education and are safeguarded.

The group focuses on identified stuck cases, finds solutions and ensures a cohesive joined up approach is undertaken by all of the services, with appropriate senior management oversight.

Robust challenge may be made to workers, agencies and professionals where it is clear that there has been no progress in resolving a case. Cases may be escalated where there are concerns that a resolution cannot be reached.

- 4.4 The CME policy (Annex 2) will be reviewed in October 2022 to reflect new national reporting requirements for CME/EHE pupils.

5. **CMOE Data**

5.1

| EoY Indicator | 2020-21 | 2021-22 | Current |
|-------------------------------------|---------|---------|---------|
| Total Number of EHE Learners | 731 | 811 | 766 |
| Open CME | 118 | 102 | 81 |
| REP (reduced educational provision) | 194 | 294 | 286 |
| Medical Needs Open Cases | 14 | 10 | 21 |

- 5.2 EHE analysis is presented to the committee at item 9 on this agenda.
- 5.3 Children missing education procedures are followed where a child or young person has not taken up an allocated school place as expected and/or has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown.

Schools are required to start to complete the Children Missing Education Checklist if a pupil has had a maximum of 5 days of non-school attendance and where the school has been unable to contact the parent/carers.

Any concern of a Child Missing Education should be reported to the Local Authority through the Education Welfare Service.

Electronic registration forms for CME and EHE are being developed by the Council's data systems team to increase notification accessibility for parents and professionals, beyond existing well-established 'pupil moves' email notification systems used by schools.

During the 2022/23 academic year, DfE will be collecting aggregate termly data regarding children who receive elective home education (EHE) and children missing education (CME) from local authorities, on a voluntary basis.

- 5.4 There is no statutory requirement for schools to inform the Local Authority when a pupil is accessing reduced educational provision (REP). However, the Education Welfare Service has implemented a REP notification, monitoring and review process and Wiltshire schools understand the importance of following this process.

Nearly all Wiltshire schools are now connected to Group Call, a system that provides live attendance data to the Local Authority. Since March 2022 this has been an additional tool to support identification of children with reduced provision and where a CMOE response is required.

- 5.5 The Medical Needs Education and Re-integration Service (MNERS) is a statutory function of the Local Authority and discharges the LA's duty under Section 19 of the Education Act 1996 to "provide suitable education for children of compulsory school age who, by reason of **illness**, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them"

MNERS also provides the 'Hospital School' function for the LA, for in-patient children and young people at Salisbury District Hospital. The service supports children to continue to achieve and progress with their education, during periods when they are too unwell to attend their school; reintegrates children back into their school; and works holistically with children and young people, their families, schools, health colleagues and other professionals.

The service has experienced an increase in referrals and open cases. Since the start of the Covid-19 pandemic, there has been an increase in the number of Section 19 enquiries made to the Local Authority in respect of children with anxiety and emotionally based school avoidance (EBSA). Work is underway to establish a secure data set for analysis of increased demand within this category of need.

- 5.6 Permanent exclusion rates in Wiltshire are very low, with only two during Academic Year 2021/22. The Behaviour Support Service works closely with schools to seek solutions and build capacity to meet the needs of children with behaviour that challenges.

Wiltshire's secondary schools' commitment to preventing the need for permanent exclusion through the terms of the Service Level Agreement (SLA) has meant that no secondary aged pupil has been permanently excluded for two years.

| Total number of permanent exclusions | Total |
|--------------------------------------|-------|
| 2017/18 | 15 |

| | |
|----------------------------------|----|
| 2018/19 | 19 |
| 2019/20 (School closures) | 23 |
| 2020/21 (School closures) | 2 |
| 2021/22 | 2 |

For 2020/21, Wiltshire was ranked 10 of 156 Local Authorities by the DfE and is in Quartile Banding A with regard to low rates of permanent exclusion.

6. Conclusion

- 6.1 CMOE priorities are central to the Schools Bill (announced May 2022) currently before Parliament. As part of the bill, new legislation is being introduced to bring into force new statutory guidance on attendance. There will also be a requirement for creation of local authority administered registers for children not in school, reducing the risk of children becoming vulnerable to poor standards of education or risks to their safety and wellbeing.

In Wiltshire we are already responding to these changes on a non-statutory basis and are in a strong readiness position for when these become legislative requirements.

Appendices:

Appendix 1: Children Missing Education: Statutory Guidance for Local Authorities

Appendix 2: Wiltshire Council CME-CMOE Policy

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Report author: Kathryn Davis, Head of Service, Targeted Education

Date of report: 07/09/2022

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Department
for Education

Children missing education

Statutory guidance for local authorities

September 2016

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Summary

About this guidance

This statutory guidance sets out key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME). Local authorities should be able to demonstrate that they have considered this statutory guidance and where it is not followed, the local authority should have reasonable grounds for not doing so. This advice is not exhaustive and local authorities will need to take into account the circumstances of individual cases.

This guidance replaces the January 2015 version.

Review date

This guidance will next be reviewed by September 2019.

What legislation does this guidance refer to?

- Section 436A of the Education Act 1996 (added by section 4 of the Education and Inspections Act 2006)
- Education Act 1996 (section 7, 8, 14 and 19)
- Education and Inspections Act 2006 (section 4 and 38)
- Education (Pupil Registration) (England) Regulations 2006
- Education (Pupil Registration) (Amendment) (England) Regulations 2016

Who is this guidance for?

This guidance is for:

- Local authorities

This guidance can be used as a non-statutory advice by:

- School leaders, school staff and governing bodies in all maintained schools and academies, independent schools
- Health professionals, Youth Offending Teams, and the police.

This guidance also contains information about schools' other statutory duties.

What are the main changes from 1 September 2016?

- **All schools** (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations¹ (Annex A). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.
- When removing a pupil's name, the notification to the local authority must 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 of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).
- Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Annex A).
- **All schools** must also notify the local authority **within five days** of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.
- When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

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

Introduction - overview

1. All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
2. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
3. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Local authorities' responsibilities

4. Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. This duty only relates to children of compulsory school age².
5. The local authority should consult the parents of the child when establishing whether the child is receiving suitable education. Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. Prompt action and early intervention are crucial to discharging this duty effectively and in ensuring that children are safe and receiving suitable education.
6. Local authorities should have **robust policies and procedures** in place to enable them to meet their duty in relation to these children, including ensuring that there

² A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March, then they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August, then they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31 December. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

are effective tracking and enquiry systems in place, and appointing a named person to whom schools and other agencies can make referrals about children who are missing education.

7. Some children who are missing from education can be identified and supported back into education quickly; other children who have experienced more complex problems face tougher obstacles to getting back into suitable education. When developing policies and procedures for children not receiving a suitable education, local authorities should consider the reasons why children go missing from education and the circumstances that can lead to this happening.
8. Arrangements made under section 436A also play an important role in fulfilling the local authority's wider safeguarding duties. This duty should therefore be viewed alongside these wider duties and local initiatives that aim to promote the safeguarding of children.
9. Local authorities should have in place arrangements for joint working and information sharing with other local authorities and agencies. Individual local authorities can determine the specific detailed arrangements that work best in their area that not only meet this statutory duty but also enable them to contribute to a range of work aimed at improving outcomes for children. The [*Working together to safeguard children*](#) statutory guidance provides advice on inter-agency working to safeguard and promote the welfare of children.
10. Local authorities should **undertake regular reviews and evaluate their policies and procedures** to ensure that these continue to be fit for purpose in identifying children missing education in their area. We have set out a checklist at Annex B that local authorities may wish to use to satisfy themselves that they have effective systems in place.
11. Where there is concern for a child's welfare, this should be referred to local authority children's social care. If there is reason to suspect a crime has been committed, the police should also be involved. Where there is a concern that a child's safety or well-being is at risk, it is essential to take action without delay.
12. Local authorities have other duties and powers to support their work on CME. These include:

- a. Arranging suitable full-time education for permanently excluded pupils from the sixth school day of exclusion³;
- b. Safeguarding children's welfare, and their duty⁴ to cooperate with other agencies in improving children's well-being, including protection from harm and neglect;
- c. Serving notice on parents requiring them to satisfy the local authority that the child is receiving suitable education, when it comes to the local authority's attention that a child might not be receiving such education⁵;
- d. Issuing School Attendance Orders (SAOs) to parents who fail to satisfy the local authority that their child is receiving suitable education, if the local authority deems it is appropriate that the child should attend school⁶;
- e. Prosecuting parents who do not comply with an SAO⁷;
- f. Prosecuting or issuing penalty notices to parents who fail to ensure their school-registered child attends school regularly⁸; and
- g. Applying to court for an Education Supervision Order⁹ for a child¹⁰ to support them to go to school.

Parents' responsibilities

13. Parents have a duty¹¹ to ensure that their children of compulsory school age are receiving suitable full-time education. Some parents may elect to educate their children at home¹² and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order.

14. Where a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the local authority. However, where parents orally indicate that they intend to withdraw

³ The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

⁴ Section 10 of the Children Act 2004

⁵ Section 437(1) of the Education Act 1996

⁶ Section 437(3) of the Education Act 1996

⁷ Section 443 of the Education Act 1996

⁸ Prosecution under section 444 of the Education Act 1996 and penalty notices under section 444A (as amended by section 23 of the Anti-social Behaviour Act 2003)

⁹ Section 447 of the Education Act 1996

¹⁰ Section 47 of the Children Act 1989

¹¹ Section 7 of the Education Act 1996

¹² See ['Elective home education: guidelines for local authorities'](#).

their child to be home educated, the school should consider notifying the local authority at the earliest opportunity.

15. Children with Education, Health and Care (EHC) plans or statements of special educational needs (SEN) can be home educated¹³. Where the EHC plan or statement sets out SEN provision that the child should receive at home, the local authority is under a duty to arrange that provision. Where the EHC plan or statement names a school or type of school as the place where the child should receive his or her education but the parent chooses to home educate their child, the local authority must assure itself that the provision being made by the parent is suitable. In such cases, the local authority must review the plan or statement annually to assure itself that the provision set out in it continues to be appropriate and that the child's SEN continue to be met.

Schools' responsibilities

16. Schools must enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

17. Schools must monitor pupils' attendance through their daily register. Schools should agree with their local authority the intervals at which they will inform local authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission¹⁴. Schools should monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.

18. Where a pupil has not returned to school for ten days after an authorised absence¹⁵ or is absent from school without authorisation for twenty consecutive school days¹⁶, the pupil can be removed from the admission register when the

¹³ See the [SEN Code of Practice 2001](#) in relation to statements of SEN and the [SEND Code of Practice 2015](#) in relation to EHC plans for detail of the expectations of local authorities in these circumstances.

¹⁴ or because of illness, unavoidable cause, religious holiday, or the local authority's failure to make the required transport arrangements.

¹⁵ Under regulation 8(1), paragraph (f)(iii) of the Education (Pupil Registration) (England) Regulations 2006

¹⁶ Under regulation 8(1), paragraph (h)(iii) of the Education (Pupil Registration) (England) Regulations 2006

school and the local authority have failed, after jointly¹⁷ making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

19. Schools must also arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion. This information can be found in the [Exclusion from maintained schools, academies and pupil referral units in England](#) statutory guidance.

20. Maintained schools have a safeguarding duty¹⁸ in respect of their pupils, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty¹⁹ for their pupils. Further information about schools' safeguarding responsibilities can be found in the [Keeping children safe in education](#) statutory guidance.

Recording information in the school's admission register

21. It is important that the school's admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur, through using existing communication channels such as regular emails and newsletters. This will assist both the school and local authority when making enquiries to locate children missing education.

22. Where a parent notifies a school that a pupil will live at another address, all schools are required²⁰ to record in the admission register²¹:

- a. the full name of the parent with whom the pupil will live;
- b. the new address; and
- c. the date from when it is expected the pupil will live at this address.

23. Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record²² in the admission register²³:

¹⁷ Under regulation 4 of the Education (Pupil Registration) (England) (Amendment) Regulations 2016

¹⁸ Under section 175 of the Education Act 2002

¹⁹ Part 3 of the Schedule to the Education (Independent School Standards) Regulations 2014

²⁰ Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended

²¹ Where schools can reasonably obtain this information.

- a. the name of the new school; and
- b. the date when the pupil first attended or is due to start attending that school.

Sharing information with the local authority

24. Schools must notify the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point **under any of the fifteen grounds set out in the regulations**²⁴, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points – where the pupil has completed the school's final year – unless the local authority requests for such information to be provided.

25. Where a school notifies a local authority that a pupil's name is to be removed from the admission register, the school must provide²⁵ the local authority with:

- a. the full name of the pupil;
- b. the full name and address of any parent with whom the pupil lives;
- c. at least one telephone number of the parent with whom the pupil lives;
- d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- e. the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- f. the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).

26. All schools are required²⁶ to notify the local authority **within five days** when a pupil's name is added to the admission register at a non-standard transition point. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the

²² Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended

²³ Where schools can reasonably obtain this information.

²⁴ Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006

²⁵ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended

²⁶ Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended

start of the first year of education normally provided by that school – unless the local authority requests for such information to be provided.

Providing information on standard transitions

27. As set out in paragraph 24, schools are under an automatic duty to provide information to the local authority for non-standard transitions. This relates to pupils removed from the admission register before completing the final year of education normally provided by the school, or pupils added to the admission register after the start of the first year of education normally provided by that school.
28. Schools are also **only** under a duty to provide information to the local authority for standard transitions **if** a local authority requests that schools make such returns. This relates to pupils removed from the school's admission register after the pupil has completed the final year of education normally provided by the school, or pupils added to the admission register at the start of the first year of education normally provided by the school. For the majority of pupils, a standard transition occurs when a pupil moves between a primary and secondary school, but this can also include other types of schools including where pupils move between infant and junior schools and in local areas with three-tier education systems with first, middle and high schools.
29. In a small number of cases, pupils removed from the admission register in one school would be a standard transition but their transfer to another school would be a non-standard transition and vice-versa. For example, a pupil leaving a primary school at the end of Year 2 is a non-standard transition, but their transfer to a junior school at the beginning of Year 3 is a standard transition. In such cases, only the school where the non-standard transition occurs is under an automatic duty to notify the local authority. The local authority would need to make a request for the information from the other school, if they required information on the standard transition.
30. There is no expectation for local authorities to request information from schools on pupils for standard transitions. Local authorities should consider carefully the benefits of having this information in meeting their duties in relation to children missing education and safeguarding, and assess the likely burden on schools and the local authority before deciding to do so.

31. If local authorities decide to request information on pupils for standard transitions, it should be made clear to schools that they are therefore under a duty to make such notifications. Local authorities should also establish a clear and efficient procedure for this, and communicate the procedure to schools in their area.

Making reasonable enquiries

32. The term 'reasonable enquiries' grants schools and local authorities a degree of flexibility in decision-making, particularly as the steps that need to be taken in a given case will vary. The term 'reasonable' also makes clear that there is a limit to what the school and local authority is expected to do.

33. In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the local authority will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate).

34. A pupil's name can only be removed from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after **jointly**²⁷ making reasonable enquiries. Local authorities and schools should agree roles and responsibilities locally in relation to making joint enquiries.

35. As set out in [Working Together to Safeguard Children](#) statutory guidance, the Local Safeguarding Children Board should agree with the local authority and its partners a threshold document, which includes the criteria for when a case should be referred to local authority children's social care for assessment and for statutory services. In addition, local authorities, with their partners, should develop and publish local protocols for assessment, which set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

²⁷ Under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended

36. If there is evidence to suggest the child has moved to a different local authority area, contact should be made with the named person in the new authority using secure communication methods. The local authority should maintain a record of the child's details until they are located or attain school leaving age.
37. When the whereabouts of a child is unclear or unknown, it is reasonable to expect that the local authority and the school will complete and record one or more of the following actions:
- a. make contact with the parent, relatives and neighbours using known contact details;
 - b. check local databases within the local authority;
 - c. check Key to Success or school2school (s2s) systems;
 - d. follow local information sharing arrangements and where possible make enquiries via other local databases and agencies e.g. those of housing providers, school admissions, health services, police, refuge, Youth Justice Services, children's social care, and HMRC;
 - e. check with UK Visas and Immigration (UKVI) and/or the Border Force;
 - f. check with agencies known to be involved with family;
 - g. check with local authority and school from which child moved originally, if known;
 - h. check with any local authority and school to which a child may have moved;
 - i. check with the local authority where the child lives, if different from where the school is;
 - j. in the case of children of Service Personnel, check with the Ministry of Defence (MoD) Children's Education Advisory Service ([CEAS](#)); and
 - k. home visit(s) made by appropriate team, following local guidance concerning risk assessment and if appropriate make enquiries with neighbour(s) and relatives.
38. This list is not exhaustive or prescriptive, and so local authorities and schools should treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts of the case. It should be recognised

that the type of reasonable enquiries required to try to locate a child will differ from case to case and additional enquiries to those suggested in this section may be necessary.

39. Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

Using Common Transfer Files to transfer pupil information

40. The Department provides a secure internet system – [school2school](#) – to allow schools to transfer pupil information to another school when the child moves²⁸. If the school the child is leaving agrees, the local authority may do this on the school's behalf.

41. The [Common Transfer File \(CTF\) guidance](#) makes clear that all schools maintained by a local authority in England are required when a pupil ceases to be registered at their school, and becomes a registered pupil at another school in England or Wales, to send a CTF to the new school.

42. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school. Independent schools can be given access to school2school by the Department. Many independent schools also have Management Information Systems that are compatible with those used in the maintained sector and so would be able to download CTFs. Where a pupil transfers to a new school in Scotland or Northern Ireland the previous school in England is still required to send a CTF.

43. The school2school system also contains a searchable area, where schools can upload CTFs of pupils who have left but their destination, next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil

²⁸ In line with The Education (Pupil Information) (England) Regulations 2012.

arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

44. There may be exceptional circumstances when standard rules for sending and receiving a CTF for a pupil might not apply. Each case would need to be judged on its merits in consultation with relevant parties. Circumstances when it is not considered appropriate to pass on details via a CTF might include a family escaping a violent partner; if the family is in a witness protection programme; or where there are concerns that the child is at risk of forced marriage. Guidance on how to share information in these circumstances is included in the CTF guidance.

Sharing information with others

45. Families moving between local authority areas can sometimes lead to a child who is unknown to any local authority and consequently missing education. Where a child has moved or where the destination of a child is unknown, local authorities should identify relevant local authorities – either regionally or nationally – and check with them in order to ascertain where the child has moved.
46. Once the location of the child is established, the named person in the local authority where the child lives should satisfy themselves that that the child is receiving suitable education.
47. Secure systems should be used to share and transfer personal information. Local authorities should not make blanket enquiries, as contacting all local authorities with a list of children is poor practice. This is also not a secure method of sharing personal information. Best practice is for local authorities to carry out thorough local checks in their own authority area before contacting specific local authorities that they believe to be linked to the child.
48. Local authorities may wish to have a dedicated CME email address to where enquiries can be sent from other local authorities and agencies. Any sharing of information by email or other means must comply with the law relating to data protection and should be done in line with local arrangements for recording and sharing information. Further advice is available in the [Information sharing advice for safeguarding practitioner's](#) guidance.
49. Local authorities should regularly **raise awareness of their policies and**

procedures and notification routes with all schools in their area, and with local partners and agencies working with children and families, such as GPs, other health professionals, clinical commission groups, police and other emergency services, housing agencies, children's homes, statutory and voluntary youth services, voluntary and community organisations, and Youth Offending Teams.

50. These partners and agencies may become aware of the arrival or existence of a child living in the area, who is not receiving suitable education, before the local authority does (for example children of migrant worker families). They may also hold crucial safeguarding information about a child, and local authorities should identify all likely routes of information and consider involving them when making enquiries about children missing education.

51. It may also be helpful for local authorities to have local contacts with the Department for Work and Pensions, the Border Force, and HMRC to assist them in tracing children missing education. There may be others depending on local circumstances.

Children at particular risk of missing education

52. There are many circumstances where a child may become missing from education so it is vital that local authorities make judgements on a case by case basis. Although not exhaustive, the list below presents some of the circumstances that local authorities should consider when establishing their CME policies and procedures:

- a. **Pupils at risk of harm/neglect** – Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected schools should follow local child protection procedures. However, if a child as in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate). Local authority officers responsible for CME should check that a referral has been made and, if not, they should alert children's social care. The Department's statutory guidance [Keeping children safe in education](#) provides further advice for schools and colleges on safeguarding children.

- b. **Children of Gypsy, Roma and Traveller (GRT) families** – Research²⁹ has shown that many children from these families can become disengaged from education, particularly during the secondary school phase. It is therefore important that schools inform the local authority when a GRT pupil leaves the school without identifying a new destination school, particularly in the transition from primary to secondary so that they can attempt to facilitate continuity of the child’s education. Although many are settled, some GRT families move regularly and their children can be at increased risk of missing education. Local authority Traveller Education Support Services (TESS), where these exist, or the named CME officer within the local authority, can advise schools on the best strategies for ensuring the minimum disruption to GRT pupils’ education, for example dual registration with other schools or the provision of electronic or distance learning packages where these are available.
- c. **Children of Service Personnel** – Families of members of the Armed Forces are likely to move frequently – both in the UK and overseas and often at short notice. Schools and local authorities should contact the MoD Children’s Education Advisory Service ([CEAS](#)) on 01980 618244 for advice on making arrangements to ensure continuity of education for those children when the family moves.
- d. **Missing children and runaways**³⁰ – Children who go missing or run away from home or care may be in serious danger and are vulnerable to crime, sexual exploitation or abduction as well as missing education. Further sources of information about missing children are listed at the back of this document.
- e. **Children and young people supervised by the Youth Justice System** – Children who have offended or are at risk of doing so are also at risk of disengaging from education. Local authority Youth Offending Teams (YOTs) are responsible for supervising those young people (aged 8 to 18). YOTs should work with the local authority CME officer to ensure that

²⁹ Wilkins, A et al (2010) [Improving the outcomes for Gypsy, Roma and Traveler pupils: final report](#) DFE-RR043 pp54-60

³⁰ See [‘Children who run away or go missing from home or care’](#) statutory guidance.

children are receiving, or return to, appropriate full-time education. Where a young person was registered at a school prior to custody, the school may be able to keep the place open for their return.³¹

- f. **Children who cease to attend a school** – there are many reasons why a child stops attending a school. It could be because the parent chooses to home educate their child. However, where the reason for a child who has stopped attending a school is not known, the local authority should investigate the case and satisfy itself that the child is receiving suitable education.
- g. **Children of new migrant families** – children of new migrant families may not have yet settled into a fixed address or may have arrived into a local authority area without the authority becoming aware, therefore increasing the risk of the child missing education.

³¹ Regulation 8(1)(i) and 12(6) to (8) of the Education (Pupil Registration) (England) Regulations 2006

Further sources of information

Associated resources (external links)

- [Child abduction](#)
- [International child abduction](#)
- [Forced marriages \(FCO\)](#)
- [HM Revenue and Customs \(HMRC\)](#)
- [Home Office](#)
- [National Crime Agency \(NCA\)](#)
- [Missing People](#)
- [Missing Kids](#)
- [Border Force](#)
- [Missing Children and Adults strategy](#)
- [Ofsted report 2010: Children missing from education](#)
- [Ofsted report 2013: Missing children](#)

Additional departmental advice and guidance

- [Behaviour and attendance \(including exclusions, bullying and alternative provision\)](#)
- [Child sexual exploitation](#)
- [Child trafficking](#)
- [Elective Home Education guidelines](#)
- [Keeping children safe in education](#)
- [School Admissions Code](#)
- [School to school service: how to transfer information](#)
- [What to do if you're worried a child is being abused: Advice for practitioners](#)
- [Working together to safeguard children](#)
- [Young runaways](#)

Annex A: Grounds for deleting a pupil from the school admission register

| | Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended |
|---|--|
| 1 | 8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school. |
| 2 | 8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school. |
| 3 | 8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion. |
| 4 | 8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school. |
| 5 | 8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered. |
| 6 | 8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is. |
| 7 | 8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age. |
| 8 | 8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and — |

| | <p>Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended</p> |
|----|---|
| | <p>(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);</p> <p>(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and</p> <p>(iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.</p> |
| 9 | 8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period. |
| 10 | 8(1)(j) - that the pupil has died. |
| 11 | <p>8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and—</p> <p>(i) the relevant person has indicated that the pupil will cease to attend the school; or</p> <p>(ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.</p> |
| 12 | 8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school. |
| 13 | 8(1)(m) - that he has been permanently excluded from the school. |
| 14 | 8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school. |
| 15 | <p>8(1)(o) where—</p> <p>(i) the pupil is a boarder at a maintained school or an Academy;</p> <p>(ii) charges for board and lodging are payable by the parent of the pupil; and</p> <p>(iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.</p> |

Annex B: CME policies and procedures checklist

We have set out a checklist below that local authorities may want to use to review whether they have effective policies and procedures in place to identify children missing education.

| |
|---|
| Strategic Management and Leadership |
| Does the local authority have a written policy - covering objectives, procedures, roles and responsibilities - agreed with partners concerning children not receiving a suitable education? |
| Are there arrangements to identify and provide the full range of services for children not receiving a suitable education and are they embedded? Are they translated into effective operational arrangements? |
| Is there regular monitoring of the processes/numbers by senior management and lead members? |
| Networks and Points of Contact |
| Has the local authority identified the key stakeholders (both statutory and non-statutory) to provide information about children without suitable educational provision in the local authority area? |
| Has the local authority provided and publicised notification routes for all key stakeholders? |
| Does the local authority have a named contact point to receive details about children not receiving suitable education? |
| Are there clear responsibilities for this role or those to whom the duties are delegated? |
| Information Systems |
| Does the local authority maintain a database of children not currently in suitable education? |
| Does the local authority monitor the numbers of children/young people in the authority area who are not receiving suitable education, including those new to the area or the country? |
| Are there clear access rules and procedures to ensure fair and safe data processing? |
| Re-engaging children into suitable education |
| Does the local authority have clear processes for securing the support of other agencies where it is needed e.g. for welfare or health reasons? |
| Does the local authority have an agreed process for securing suitable educational provision for children once found? |
| Does the local authority monitor the pace at which children move into provision? |
| Does the local authority have the information systems in place to allow access to up to date information concerning availability of school places and availability of places with alternative providers? |

| Effective Child Tracking Systems |
|--|
| Does the local authority have systems in place to keep children engaged in the education that is suitable for them? |
| Does the local authority keep a record of children who have left educational providers (school, custody and alternative provision) without a known destination? |
| Does the local authority keep a record of children whose parents or carers, fathers as well as mothers; it considers are not providing them with a suitable education and a note of action it has taken to address these concerns? |
| Does the local authority follow up children at regular intervals until they are registered with a new school? |
| Does the local authority have an agreed system with schools concerning children leaving schools that maximises the contribution schools can make to preventing children not receiving a suitable education? |
| Does the local authority have in place arrangements to share information with other local authorities concerning children who move between areas? |
| Does the local authority support and encourage schools to transfer files via s2s? |
| Does the local authority have an identified officer as database administrator for s2s? |
| Does the local authority upload to and download from the searchable area of the s2s website? |



Department
for Education

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Education and Skills
Children Missing Education Policy

June 2020

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Executive Summary

All professionals working with children can help by being vigilant to children's safety. All children, regardless of their circumstances are entitled to a full-time education, suitable to their age, ability, aptitude and any special educational needs they may have. Children and young people who are not being educated quickly become at risk of failing academically and socially. If their whereabouts are unknown, they may be particularly at risk of physical, emotional and psychological harm. The law states that every child should be in receipt of education, we are better placed to ensure a child's safety if we know where and how they are receiving education.

Section 436A of the Education Act 1996 requires the Local Authority to establish the identities of children within the area who are not registered at a school and are not receiving suitable education otherwise than at a school. Children of compulsory school age within this category are regarded as Children Missing Education (CME) and should be returned to full time education.

Wiltshire Council is committed to ensuring that children and young people are in receipt of a suitable form of education and facilitated back into education where this is not evident.

Children Missing out of Education (CMOE) refers to any child of compulsory school age who is NOT registered at any approved education activity, alternative provision¹ or elective home education AND has been out of educational provision for at least 4 weeks. This also includes where a child is not attending school despite having a school place, or being enrolled in some form of approved education activity or alternative provision.

Children Missing Education (CME) refers to those children and young people who are missing i.e. their family or their individual whereabouts are unknown.

¹ This includes children placed on "reduced educational provision" by schools (either part time or full time where those children are not attending)

1. Purpose/Duty of the Local Authority

1.1

Under the Education and Inspections Act 2006, Part 1, Section 4, Wiltshire Council like all authorities, has a statutory duty to identify children who are not receiving education. Under the School Standards and Framework Act 1998, as amended by the Education Act 2002, Wiltshire Council also has a statutory duty to provide promptly, a school place for every child requiring one. As part of this duty it is necessary to ensure that any child or young person of statutory school age is allocated a school place as soon as possible, and in any event, the local authority (LA) will process in- year transfer forms within 10 school days if all relevant information has been provided.

1.2

As a Local Authority, we have duty under Section 436A of the Education Act 1996 to establish (so far as it is possible to do so) the identities of children in our area who are of compulsory school age but who are not registered pupils at a school or in receipt of some other form of suitable education. We must therefore identify all children within our area and ensure that they are either registered pupils at a maintained, non – maintained or independent school, academy or receiving education other than at school.

The obligation under Section 436A of the Education Act 1996 to make arrangements to identify children and young people who are not receiving a suitable education includes a duty to intervene. Local Authorities also have a duty to safeguard and promote the welfare of children and young people through their educational obligations.

The policy informs Local Authority Officers, schools and other agencies about the policy and procedures to be followed in order to prevent and also identify children who are/or might be missing from education. It should be read in conjunction with DFE statutory guidance and Employment and Skills advice on school attendance and Reduced Educational Provision, The Wiltshire

Safeguarding Vulnerable People Partnership (WSVPP) Safeguarding Procedures, the Wiltshire Children and Young People's Trust and the WSVPP Multi-agency Safeguarding Thresholds Document and the 'Children Missing from Home and Care Protocol'.

This policy outlines the procedures necessary to establish, wherever possible, the identities of children in Wiltshire that are not receiving a suitable education, and/or are identified as missing.

Current evidence suggests that consistent and regular attendance in education is a protective factor for all children and young people and that it is a key responsibility of the Local Authority and its schools. One way for the Local Authority and its schools to safeguard the welfare of children is to ensure that they are all on a school roll or registered as Electively Home Educated and that children are not removed from roll inappropriately (off-rolling) and become 'missing'.

Reference should also be made to the following national guidance:

[Statutory Guidance for Schools and Colleges: Keeping Children Safe in Education September 2019](#)

[The Education \(Pupil Registration\) \(England\) Regulations 2006](#)

[The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#)

[Children Missing Education Statutory Guidance for Local Authorities 2016](#)

Local Authority Guidance:

The Local Authority's FAIR ACCESS Protocol

[\(http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/schooladmissions/schooladmissionsformsanddocuments.htm\)](http://www.wiltshire.gov.uk/schoolseducationandlearning/schoolsandcolleges/schooladmissions/schooladmissionsformsanddocuments.htm)

2. Scope

2.1

This policy details good practice and procedures for everyone in Wiltshire Children's and Young Peoples Workforce, regardless of their discipline or agency. Key partner agencies include Community Health, Schools, Police, Child and Adolescent Mental Health, Voluntary and Community Organisations.

Implementation and Review:

3. Context

3.1

'Missing' children are amongst the most vulnerable in the country. Children either fail to start in appropriate provision or simply become lost from school rolls or fail to re-register at a new school when they move area. It is vital that practitioners in all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible.

3.2

Children who remain disengaged from education are potentially exposed to higher degrees of risk, which could include engagement in anti-social or criminal behaviour, social disengagement, sexually risky behaviour, substance misuse (including alcohol), county lines, modern slavery and/or sexual exploitation.

3.3

This policy and procedures should ensure that the Local Authority;

- Meets statutory duties relating to the provision of education and safeguarding the welfare of children missing in education.
- Ensures robust multi-agency systems are in place in Wiltshire to identify and track children missing from education or at risk of doing so
- Ensures that monitoring and reporting of systems are in place in order to identify a lead agency and a key worker for all children missing from education.

3.4

Children drop out of the education system and are at risk of ‘going missing’ because they;

- Fail to start appropriate provision and so never enter the system (e.g pre-school to reception/Year 1 or new to area and no application is made to school **(CMOE)**
- cease to attend **(CMOE)**
- are excluded **(CMOE)**
- may be subject to illegal and unofficial exclusion, off-rolling or withdrawal
- are removed from roll with no named destination **(CMOE)**
- Fail to complete transition between school placement providers (particularly for school Year 6/7 transfer or being unable to find a suitable school place after moving into Wiltshire) **(CMOE)**
- go missing (individually or with their family); or disappear from the area of Wiltshire and cannot be traced **(CME)**.

3.5

For the purpose of this document a Child Missing Education is defined as:

“Any child of compulsory school age who is not registered at any formally approved education activity” (e.g school, alternative provision, elective home education)

3.6

Some children who experience certain life events are more at risk of going missing from education. This is not an exhaustive list but may include:

- Young people who have committed or are committing offences
- Children living in a women's refuge
- Young runaways
- Children of homeless families, living in temporary accommodation, house of multiple occupancy or bed and breakfast
- Children with long term medical, mental health and emotional problems
- Unaccompanied asylum seekers
- Children of refugees and asylum seeking families
- Children in new immigrant families, who are not yet established in the UK and may not have a fixed abode
- Children in care
- Children from travelling backgrounds or traveller families
- Young Carers (Children who provide care for other children/adults)
- Children from transient families (families who move often from one geographical area to another)
- Parents/guardians with mental health issues
- Teenage parents
- Children who are permanently excluded from school (especially those excluded illegally)
- Children who engage in substance misuse including alcohol
- Young people in forced marriage or under threat of forced marriage
- Those at risk or suffering from Child Sexual Exploitation
- Those at risk of criminal exploitation including County Lines and modern slavery

Existing safeguarding procedures and mechanisms for reporting and recording child protection concerns must be observed at all times.

4. Roles and Responsibilities

It is the responsibility of all children's services practitioners working with a child missing education to thoroughly consider the completion of an holistic assessment such as Early Help CAF or My Support Plan – to clearly identify the issues and needs of the child and inform what broader outcomes need to be achieved to ensure the best possibility of the child returning to education. The completion and registration of such an assessment will build a picture of the most frequent issues/needs for this cohort and allow for more informed service provision.

4.1

Completion of an assessment such as Early Help CAF or My Support Plan will help to clearly identify the needs of the child, and to inform the delivery of broader outcomes to be achieved to ensure the best possibility of the child returning to education. The completion and registration of CAF and My Support Plan helps to build a picture of need and informs service provisions for this group.

The Wiltshire Council Education Welfare Service has the responsibility on behalf of the Local Authority to ensure:

- Follow up of all referrals of children and young people reporting as missing from education.
- Liaison with all partner agencies to track children and young people who may be missing education.
- Collation of information on all reported cases of CME in Wiltshire maintained schools, academies and alternative provision providers.

4.2

Upon receipt of notification the EWS (Education Welfare Service) will attempt contact with the family by undertaking a visit to the home, continuing telephone calls and writing to the parent/carer. This will be in conjunction with carrying out checks on internal council systems and with other agencies such as Social Care, Police, Housing and other partner agencies. Where a child is not located an entry will be made on the S2S database.

4.3

Wiltshire Council School Effectiveness Service has an overview of Education Other Than At School' provision and its staff attend In Year Fair Access Panels in Wiltshire. Other parts of the council (e.g SEND/Support and Safeguarding/Virtual School staff) offer child centred support to young people identified by schools as being at risk of permanent exclusion and respond in allocating a range of alternative educational provisions within the county through established referral routes, panel arrangements and agreed protocols. There are strong links with colleagues supporting pupils from identified vulnerable groups (e.g Special Educational Needs, Children in Care, Support and Safeguarding Social Work Teams.) This team also ensure that the correct procedure is followed and that information in relation to pupils excluded is communicated effectively.

4.4 Admissions Team

The admissions team have overall responsibility, and accountability for ensuring all children and young people in Wiltshire receive an appropriate offer of placement.

The Admissions Team processes all applications for all school places. This includes applications for Voluntary Aided, Foundation Schools and Academies.

Where a Voluntary Aided, Foundation Schools or an Academy receives an admissions application via the school, the school are responsible for sending this to the Admissions Team within five school days of receipt as well as confirming if an offer of a school place can be made.

In all cases the Admission Team will communicate the outcome of the application to the parent and where applicable provide them with information on how to appeal.

4.5 Looked after Children – Virtual Schools

The Virtual School monitors carefully the attendance of Wiltshire's Looked after Children to ensure that any absence from school is reduced and accounted for.

Welfare Call is commissioned to track attendance daily and report all absence of each individual Looked after Child.

4.6 Children Missing Education Procedures

Children missing education procedures should be followed where a child or young person has not taken up an allocated school place as expected and/or has 10 days or more continuous absence from school without an explanation and/or has left school suddenly and the destination is unknown.

Schools should start to complete the Children Missing Education Checklist if a pupil has had a maximum of 5 days of non-school attendance and where the school has been unable to contact the parent/carers.

Any concern of a Child Missing Education should be reported to the Local Authority through the Education Welfare Service. Notifications should be sent to pupilmove@wiltshire.gov.uk .

Informing the Local Authority of Deletions from the School Register.

All schools must notify the local authority when a pupil's name is to be deleted from the admission register under any of the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply where the pupil's name is removed after they have completed the school's final year, unless the local authority requests for such information to be provided.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with the following information:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of any parent with whom the pupil lives;
- the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's other or future school and the pupil's start date or expected start date there, if applicable; and

- the ground prescribed in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools should inform the Education Welfare Service **and** the Child's SEND Lead Worker where a child has an Education and Health Care Plan (EHCP) when;

- They become aware that a deletion may be made
- A pupil is withdrawn by the parent/carer from the school without warning
- They receive a verbal notification of a parent's intent to home educate

CMOE/CME Monitoring Group

A monitoring group led by the School Effectiveness Service has set up an internal multi-disciplinary (Virtual School, SEND, Support & Safeguarding etc.) group which keeps a list of all children and young people who are either CME or CMOE (see Executive Summary for definitions). The group will track or monitor all such young people; taking the necessary action to intervene or direct intervention to ensure the presenting issues are addressed.

The above is supported by the Education Welfare Service who retain oversight for all children who are registered as Elective Home Educated and those who are formally classed as 'Children Missing Education' (absent 10 days or more / whereabouts unknown).

Note: We only know about who we know about; who we have been informed about or the situations we have detected. It is an expectation that all schools advise the local authority formally of any child whose parents/carers are electing to Home Educate. Where schools have moved children and young people onto alternative timetables and provision- whether part time or full time they should use the Reduced Educational Provision guidance and notification processes.

SCHOOL MISSING PUPIL REFERRAL – CME1

| | | | |
|-----------------|--|---------|--|
| Name of School: | | Tel No: | |
|-----------------|--|---------|--|

Please note that this form should only be used where child is thought to be CME and you have evidence that the child is not residing at their known address. This form should not be used for non-attendance issues at school.

Date pupil last attended:

Date of most recent letter sent to parent/carer regarding the pupil’s absence:

1. Pupil Details

Date pupil placed on school’s admission register:

| | | |
|---|--|---|
| First Name(s): | | Date of Birth: |
| | | Year Group: |
| Surname(s) including any other names the pupil may be known by: | | Gender: M / F |
| | | UPN: |
| Ethnicity and languages: | | Migrant, refugee or asylum seeker Y / N |
| | | Gypsy Roma/Traveller Y / N |
| Service family Y / N | Provide details of regiment parent(s) attached to: | |
| SEN Support Y / N | Child Protection Plan: Y / N | LAC: Y / N |
| Statement of SEN / EHCP | Child in Need Plan: Y / N | Have you notified the relevant worker and virtual school? |
| Not on SEND code | Support Assessment Y / N | Y / N |
| (Please delete those not relevant) | Have you notified the relevant social worker or key person? Y / N | |

| | | |
|--|--|---|
| Who does the child live with? | | Any other person with parental responsibility who does not live at the same address as the child: |
| Details of any other known adults who live at the same address as the child: | | Details of siblings, ages and school where known: |

2. Parent/Carer's Details

| | | | |
|----------------------|-------------------------------|-----------------------|-----------------------------------|
| Relationship: | Title: | First Name(s): | Surname: |
| Language: | Parental Responsibility Y / N | | Is an interpreter required? Y / N |
| Address: | | | Home phone: |
| Postcode: | | | Work phone: |
| | | | Mobile: |
| | | | Email: |

| | | | |
|----------------------|-------------------------------|-----------------------|-----------------------------------|
| Relationship: | Title: | First Name(s): | Surname: |
| Language: | Parental Responsibility Y / N | | Is an interpreter required? Y / N |
| Address: | | | Home phone: |
| Postcode: | | | Work phone: |
| | | | Mobile phone: |
| | | | Email: |

3. Please give details of enquiries made (please ensure all these enquiries are made before referring as CME)

Telephone calls

| Contact name | Date | Outcome |
|--------------|------|---------|
| | | |
| | | |
| | | |

Home visits

| Date | Outcome | Spoke to neighbours? |
|------|---------|----------------------|
| | | |

Have you spoken to family and/or friends?

| Name | relationship | Date | Outcome |
|------|--------------|------|---------|
| | | | |
| | | | |

4. Please provide all additional emergency contact names, numbers and emails held.

| |
|--|
| |
|--|

5. Do you have any reason to be concerned that child or extended family members may be at risk of any of the following? Please tick and indicate if Child (C), Family (F) or Both (B)

| | Yes | No | Historic | C / F / B |
|---|-----|----|----------|-----------|
| Sexual, physical, emotional abuse and/or neglect? | | | | |
| Any history of domestic abuse? | | | | |
| Any LA Children's or Adult's social care services involved? E.g. Section 47 enquiry due to start? | | | | |
| Any persons present or visiting the family who poses an on-going risk to children, or suspected of previously harming a child? | | | | |
| At risk of Child Sexual Exploitation (CSE) known or suspected? | | | | |
| At risk of radicalisation? | | | | |
| Any reasons to believe the child or extended family members are at risk from FGM, forced marriage, modern day slavery, human trafficking? | | | | |
| Any involvement in criminal activities? | | | | |
| Any involvement in anti-social behaviour? | | | | |
| Any drug/alcohol/substance misuse? | | | | |
| Any change in child's/family's financial circumstances? | | | | |
| Has the child not returned from agreed leave of absence? | | | | |
| Does child need any essential medical or health care? | | | | |
| Any bereavement or loss, family or friends? | | | | |
| Any previous CME episode? | | | | |

If you have ticked 'Yes' to any of the above, please provide further details, including for example, what actions have been taken or safeguarding concerns that have been referred to Children's Services, MASH, Police or concerns referred to other professionals.

| |
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| |
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PLEASE ATTACH THE LATEST ATTENDANCE REGISTRATION CERTIFICATE

| | |
|--|--|
| Signature and Designation of Referrer: | |
| Print Name: | |
| Date of Referral: | |

Please email securely to pupilmove@wiltshire.gov.uk

5. Elective Home Education (EHE)

5.1

If a parent wishes to Electively Home Educate (EHE) his/her child, the school must deregister the child at the point written notification is received from the parent expressing their intention to do so. Deletion from the admissions register should take place as soon as notifications are received.

Schools are then required to inform the Local Authority by completion of a Safeguarding Form (Appendix 2) attached to the parent's letter, the school's letter of acknowledgment and a registration certificate. Upon receipt of the required documents the Education Welfare Service will make contact with the parents/carers who are then required to provide evidence that the child is in receipt of a 'suitable education'. If the parent/carer fails to provide evidence the Education Welfare Service will pursue the matter and may commence School Attendance Order Proceedings. Education Welfare Officers have a duty to ensure that children are in receipt of a suitable education. In Wiltshire the Local Authority seeks to assure itself of the suitability of education provision for EHE children on an annual basis unless there are specific safeguarding or welfare concerns; in which case more immediate intervention via the Multi-Agency Safeguarding Hub (MASH) will be sought.

Please email to pupilmove@wiltshire.gov.uk

| APPENDIX 2 Safeguarding Form - Elective Home Education | | | | | |
|--|---|--|-------------------------------------|---|--|
| Pupil details as held on school record | | | | | |
| School | | | | | |
| Surname/Legal Surname | | | Forename | | |
| Middle name | | | Chosen name | | |
| Date of Birth | | | Gender | <input type="checkbox"/> F | <input type="checkbox"/> M |
| Year | | | | | |
| Address | | | | | |
| Post Code | | | Admission Date | | Leaving Date |
| Reason for Leaving | <input type="checkbox"/> Awaiting placement | | <input type="checkbox"/> Bullying | | <input type="checkbox"/> Moved out of county |
| | <input type="checkbox"/> Lifestyle | | <input type="checkbox"/> Not known | | <input type="checkbox"/> Other |
| Please give details: _____ | | | | | |
| Is there a safeguarding concern? (If Yes please complete box below) | <input type="checkbox"/> NO <input type="checkbox"/> YES | | Are parents aware of your concerns? | <input type="checkbox"/> NO <input type="checkbox"/> YES | |
| Details of any safeguarding or child protection concerns, including dates of any referrals to Children's Social Care | | | | | |
| | | | | | |

| Parents/Carers contact details as held on school record | | | | |
|---|-------------------|-------------------------------|----|--------------------------|
| Priority | Name/Relationship | Home Address/Phone/Mobile/Fax | | Work Address Phone/Email |
| 1 | | Tel | | Tel |
| | | Mobile | | Email |
| 2 | | Tel | | Tel |
| | | Mobile | | Email |
| Other Agencies involved | | | | |
| Please indicate with a tick if the following agencies are involved with the student | | | | |
| Education | | Education | | Social Care |
| Child and Adolescent Mental Health services | | SEN | | Health |
| | | | | Other |
| Details of involved Agencies (name and contact telephone numbers) | | | | |
| Does the student have a Statement? | | YES | NO | SEN Start Date |
| In LA Care? | YES NO | Care Authority | | |
| Has the child been subject to a CAF? | | YES | NO | CAF lead |
| If you are the lead professional who will assume this role when the child starts EHE? | | | | |
| Contact details of the new lead professional | | | | |
| Ethnicity | | Home Language | | Religion |

Data Protection Act 1998: The school is registered under the Data Protection Act for holding personal data. The school has a duty to protect this information and to keep it up to date. The school is required to share some of the data with the Local Authority and with the DfE

| | | | |
|--------------------------------|--|-------------|--|
| Headteacher's signature | | Date | |
|--------------------------------|--|-------------|--|

Please return this form with the [parental letter of instruction and school acknowledgement letter](#) and accompanying [registration certificate](#) to:
pupilmove@wiltshire.gov.uk

Wiltshire Council

Children's Select Committee

20 September 2022

Update on Elective Home Education (EHE) 2022-2023

1. Purpose of Report

1.1 To provide an update on EHE, current position and future development

2. The Wiltshire Context for EHE

The information below is based on academic years.

2.1 Numbers of EHE pupils of compulsory school age

| | |
|----------------|-----|
| 2018-2019 | 640 |
| 2019-2020 | 648 |
| 2020-2021 | 731 |
| 2021-2022 | 811 |
| 2022 (current) | 766 |

2.2 EHE

| | AY 2021 Sept | AY 2022 Sept |
|--|---------------|---------------|
| Total EHE young person known to Wiltshire | 743 | ↑ 766 |
| No of EHE with EHCP | 61 | ↔ 61 |
| No of EHE with Statutory EHC Needs Assessment in process | 7 | ↑ 16 |
| No with SEN Support needs identified | 158 | ↑ 164 |
| Total SEND cases | 226 | ↑ 241 |
| Total SEND as % of the whole | 30.41% | 31.46% |

| | AY 2021 Sept | AY 2022 Sept |
|--|---------------|---------------|
| Total EHE young person known to Wiltshire | 743 | ↑ 766 |
| No of EHE open to Social Care | 28 | ↓ 22 |
| No Child Protection | 3 | ↓ 0 |
| No Child in Need | 20 | ↓ 15 |
| No Support Assessment | 5 | ↑ 7 |
| Total Social Care as % of the whole | 3.76% | 2.87% |
| No of EHE eligible for Pupil Premium (Free School Meals) | 90 | ↑ 97 |
| Total Pupil Premium as % of the whole | 12.11% | 12.66% |
| Total EHE Primary cohort | 285 | 251 |
| | 38% | 32.8% |
| Total EHE Secondary cohort | 458 | 515 |
| | 62% | 67.2% |

2.3 2022-2023 academic year EHE

The number of EHE learners in Wiltshire, and nationally, has risen significantly since the start of the Covid 19 pandemic.

Over the last academic year, we saw the number of children being removed from roll slowing compared to the period where we were in the height of the Covid 19 pandemic.

Overall numbers of EHE are not disproportionately out of line with other local authorities both regionally and nationally. This is supported by regionally collected EHE data for Q1 of the last academic year which ranked Wiltshire joint 9th out of 14 local authorities for the number of EHE starts (1st has the lowest number of new starts per 10,000). Wiltshire had 117 new starts compared to the regional average of 125.

It is important to note that there is no officially published/collected data nationally, other than that collected through the ADCS (Association of Directors of Children's Services) annual survey.

From October 2022, the DfE is working to formalise the data collection for EHE, so we will be in a better position to benchmark our performance in this area going forwards.

3 Children ceasing to be EHE

- 3.1 352 pupils have ceased to be EHE during the previous academic year. Reasons for ceasing EHE status were due to a move out of Wiltshire local authority, returning to an education setting or ceasing to be of statutory school age.

4 EHE causing concern

- 4.1 14 pupils currently have a red RAG rating indicating that they are not receiving a suitable education. This is lower than the previous year and is a result of the Education Welfare Service being able to access families more readily post pandemic. Home visiting to assess education provision allows Education Welfare Officers to provide timely support to families to help them to make improvements where provision is a concern, or to take steps to secure education through a school placement.

4 of these pupils are currently in Yr 11 and EWOs are working with those families to secure education provision with providers through Building Bridges programmes and similar courses, to support positive destination transition post 16.

The remaining cases are in a warning process, or the LA is in consultation with governing boards to commence School Attendance Order proceedings.

There are 2 pupils who have School Attendance Orders in place. 1 of these pupils is now registered with a school but is not attending and enforcement action has commenced. The other pupil has not been registered at a school and the family has been prosecuted for a breach of the School Attendance Order. This family is still not making suitable education provision and are now open to social care.

5 EWS Actions

- 5.1 New EHE referrals are followed up in a timely fashion and appropriate action taken to secure suitable education provision where there is no evidence of this in place.

A resource has been developed alongside colleagues in health to support EHE families to access support and advice and information about voluntary services who may be able to help where there are health/mental health concerns. Regular discussion with colleagues in specialist health services takes place to ensure that children with additional needs are receiving their full entitlement.

An offer remains in place for schools and families to meet with EWO to discuss implications of EHE prior to child being removed from roll. There is limited uptake of this offer as parents are explicitly stating in their correspondence to schools that they decline any such meeting.

6 Service Development

6.1 Our business priorities going forward during the 2022-2023 academic year within the Education Welfare Service for EHE are as follows:-

- i To continue to robustly monitor, support and challenge parents/carers to educate their children within the context of the law and DfE guidance.
- ii To continue to make robust challenge to schools where there are high numbers of children being removed from roll for EHE and take action where there may be evidence of off-rolling.
- iii To continue to work in partnership with NHS providers to ensure that all EHE children have access to routine health programmes, such as immunisations, that would ordinarily be offered in schools.
- iv To develop an online registration system/portal to enable families to easily register their children as EHE once the White Paper actions are a statutory requirement.
- v To continue to contribute to DfE developments in monitoring and data reporting for EHE children and young people.

Helean Hughes, Education and Skills

Report author: Kathryn Davis, Head of Service, Targeted Education

Report dated: 05/09/2022

Wiltshire Council

Children's Select Committee

20 September 2022

Child and Youth Voice Update

Youth Council Activity

Salisbury Youth Pride

After consulting with young people from the LGBTQ+ community in Wiltshire, we were told that there were not enough opportunities for children and young people who identify as LGBTQ+ to socialise within their community.

As a result of this, The Wiltshire Youth Council wanted to hold an event for children and young people who identify as LGBTQ+, the goals for this event were.

- To gain the views and Voice of Children and Young people both in and out of the LGBTQ+ community.
- To offer support to children and young people coming out or transitioning.
- To support young people who have family members or friends in the LGBTQ+ community.
- To show support and celebrate Equality and diversity

The Youth Council worked with the organisers of Salisbury Pride and helped run the family zone at Salisbury Pride on July 2nd. The event was a success as many young people from the LGBTQ+ community attended, lots of those were either with their friends or with their families. The participants were given a means to express themselves in creative ways which included tagging a pride flag and making bracelets which colours corresponded with their LGBTQ+ identity.

Mental Health First Aid

A subgroup of the Wiltshire Youth Council has been working with the Healthy Schools Lead Nick Bolton to become trained as Mental Health First Aiders. The training is due to take place in October, after this has been completed the Youth Councillors will be able to use the skills they have learned to set up peer support networks and groups in their schools. The trained Youth Councillors will be able to offer advice to their peers and also find out what the main issues affecting children in their schools are, these can then be fed back to the wider Wiltshire Youth Council group.

Healthy Schools Awards Auditors

Some of the Wiltshire Youth Councillors have been selected to audit schools that are taking part in the Healthy School's Awards. They will hold focus groups with students

around health and wellbeing and ensure that pupil voice is heard through this process.

Shadow Youth Cabinet Members

The Shadow Youth Cabinet Members have now all met with their Cabinet Member counterparts and have started to form a work plan. The Shadow Youth Cabinet Members will now meet to see how they can work together to fulfil their commitments and ensure that young people have their views heard in all areas of the council.

Member of Youth Parliament (MYP)

The Child and Youth Voice Team has supported our MYPs to attend a weekend annual conference in Coventry, they met with MYPs from the whole of the United Kingdom and debated on policy motions to take forward to be put into their manifesto. They will now attend a debate in the Houses of Commons in November to agree the final 3 issues that the Youth Parliament will focus on over the next year.

Youth Voice Residential to PGL

The Child and Youth Voice Team is hosting a residential experience to PGL . We are taking 25 young people from all the groups that we work with, including the Children in Care Council, Wiltshire Youth Council and young people that are on Child in Need/ Child Protection Plans. The young people will get to enjoy activities such as climbing, giant swing, archery, and water sports. This opportunity will give all those young people we work with a chance to meet between their different groups and is a treat for the excellent contribution they have made. Feedback will also be gathered throughout the weekend to help us better understand what young people feel about the support they are getting from Wiltshire Council.

Children in Care Council

In July, 14 children in care attended a 5-day residential trip to Cornwall. This was run by the charity Go Beyond, who specialise in giving disadvantaged young people a holiday. The participants took part in surfing, football, golf and lots of other activities.

We have also facilitated a bubble football event. The conversation theme for this activity was staying safe. The participants fed back that they are confident with online safety as this is covered at school regularly. They also said some Social Workers are better than others at getting to know them and if they felt unsafe they would not speak to someone who only turns up for social care meetings (i.e. they would speak to someone with whom they had formed a close relationship). Key messages about how young people want to be worked with will be fed back to social work teams when we visit them in September and October.

Mind of My Own App

We have booked to attend social care team meetings in September and October. We are planning on providing an update on Mind of My Own, talking through each teams' usage statistics and giving advice about how they can use it with children and young people.

Staff members from the Child and Youth Voice Team will now be co-located with the Children in Care Teams 2 days per week, which will enable them to give support to practitioners around the use of the app and also share other initiatives that we run.

Wiltshire Council has won a Mind of My Own 'Hidden Gem' award and was highly commended in the 'Best User' category.

Report author:

Joe Sutton, Child and Youth Voice Team Manager

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Wiltshire Council

Children's Select Committee

20 September 2022

School Ofsted Judgements (data correct at 31/08/2022)

Background

1. This report is a regular update for the committee focused upon Ofsted inspections in Wiltshire schools. The report shows schools inspected since January 2022 and provides updates on inspection judgements based on the inspection framework introduced in September 2019 using the categories below:
 - Overall effectiveness
 - Quality of education
 - Behaviour and attitudes
 - Personal development
 - Effectiveness of leadership and management
 - Early years provision
 - Sixth form provision

Update

2. Data correct as of 31st August 2022. Since September 2021 there have been 45 inspections – 3 reports have not yet been published. Two schools deferred.

Section 8 and Section 5 inspections explanation

3. When OFSTED has judged a school to be good, they will then return to the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is conducted under section 8 of the Education Act 2005.
4. A section 5 inspection will take place 1-2 years after a section 8 inspection if OFSTED feel that the school might be outstanding or within 5 years of the previous section 5 inspection if they feel it might be requiring improvement. If they have serious concerns about safeguarding, behaviour, or the quality of education, they will deem the section 8 inspection as a section 5 inspection immediately.
5. Previous OFSTED grades are in brackets

| School name (Web address to access Ofsted report below) | Status | Date of inspection | OE (previous) | Quality of education | Behaviour & attitudes | Personal development | Leadership & management | Early years provision | Sixth form provision |
|---|------------|--------------------------|---------------|----------------------|-----------------------|----------------------|-------------------------|-----------------------|----------------------|
| Hilperton Primary Ofsted Hilperton Church of England Voluntary Controlled Primary School | Maintained | 05/04/22 SECTION 8 | G (G) | | | | | | |
| Aloeric Ofsted Aloeric Primary School | Academy | 26/044/2022 SECTION 8 | G (G) | G | G | G | G | G | G |
| Kingsbury Green Ofsted Kingsbury Green Academy | Academy | 27/04/2022 SECTION 5 | G (RI) | G | G | G | G | G | G |
| Coombe Bissett Ofsted Coombe Bissett Church of England Primary School | Maintained | 05/05/2022 SECTION 8 | G (G) | | | | | | |
| The Springfields Academy Ofsted The Springfield Academy | Academy | 08/03/2022 Section 5 | G | G | G | G | G | G | G |
| Great Wishford Ofsted Great Wishford CofE (VA) Primary School | Academy | 10/05/2022 SECTION 5 | RI (G) | RI | G | G | G | RI | |
| St Mary's Catholic Primary Ofsted St Mary's Catholic Primary School | Maintained | 11/05/2022 SECTION 5 | RI (I) | RI | G | G | RI | RI | |
| Larkhill Primary Ofsted Larkhill Primary School | Academy | 07/06/2022 SECTION 5 | G (G) | G | G | G | G | G | |
| Hindon CofE VA St Mary's and St John's (not published) | Maintained | 28/06/2022 SECTION 5 | | | | | | | |
| Staverton Primary (not published) | Maintained | 05/06/2022 SECTION 5 | | | | | | | |
| Pembroke Park (not published) | Academy | 06/07/2022 SECTION 5 | | | | | | | |

St Mary's Catholic has received extensive support through the School Effectiveness team. The school has improved and this is reflected in the change from inadequate to Requires Improvement. The report recognises leaders prioritising reading

'The 'Wiltshire Year of Reading' award recognises the staff's commitment to nurturing pupils' love of reading. Pupils are keen to talk about the books they read. They enjoy sharing books as reading buddies. Staff promote reading successfully across the school.'

Safeguarding is now effective, which is recognised in the report.

'Leaders help families to overcome any barriers preventing their children from attending school regularly. This work is effective. Pupils attend school regularly'

'staff foster kindness and thoughtfulness to others'

Schools graded as Good or Outstanding

Table 1: Ofsted Inspection Outcomes October 2019 to Current – National, Southwest Region and Wiltshire.

External data: NCER Primary and secondary schools.

| | England | SW | Wiltshire |
|---------------|---------|------|-----------|
| August 2022 | 87.7 | 84.3 | 81.9 |
| June 2022 | 87.3 | 83.6 | 82 |
| February 2022 | 87.1 | 83.4 | 81.6 |
| October 2021 | 86 | 82 | 81 |
| July 2021 | 86 | 82 | 81 |
| January 2020 | 86 | 83 | 80 |
| October 2019 | 96 | 93 | 80 |

NEW Table 1A: Comparison table: OFSTED grades-maintained schools and academies in Wiltshire. (June 2022)

| OFSTED Grade | Primary | | Secondary | | Special | |
|----------------------|-------------|-------------|------------|-------------|-------------|-------------|
| | Maintained | Academy | Maintained | Academy | Maintained | Academy |
| Inadequate | 2 (2%) | 5 (6%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) |
| Requires improvement | 16 (14%) | 26 (32%) | 1 (25%) | 2 (12%) | 0 (0%) | 0 (0%) |
| Good | 92 (78%) | 45 (55%) | 3 (75%) | 12 (70%) | 1 (100%) | 2 (100%) |
| Outstanding | 8 (7%) | 6 (7%) | 0 (0%) | 3 (18%) | 0 (0%) | 0 (0%) |
| % Good/Outstanding | 85% | 62% | 75% | 88% | 100% | 100% |
| Total No: Schools | 118 | 82 | 4 | 17 | 1 | 2 |

The table shows that the percentage of primary and secondary maintained schools graded as Good is higher than Academies. The percentage of maintained primary schools graded as Good or Outstanding is significantly higher than that of Academies (+22%). There are currently no maintained secondary schools graded as Outstanding, which is reflected in the percentages of Good or outstanding schools being lower than Academies, although the percentage of Good secondary schools is higher for maintained schools. Due to the lower numbers of maintained secondary schools these percentages need to be viewed with caution – for example there is currently one maintained secondary school graded as requires improvement – this is reflected as 25%. Silverwood Special School is not included in this data as it has not yet been inspected.

NEW Table 1B: Comparison table; OFSTED grades – maintained schools and academies (all)

| OFSTED Grade | Maintained schools | Academies |
|--------------|--------------------|-----------|
| Good | 96 (78%) | 59 (58%) |
| Outstanding | 8 (7%) | 8 (8%) |
| total | 104 (85%) | 67 (66%) |

The comparison of maintained schools with Good gradings currently sits at 78% compared to a national comparison of 71.5%. Wiltshire has significantly fewer Outstanding schools than nationally (both maintained and academies currently at 8%)

Table 2: Published Ofsted outcomes for Wiltshire schools, by OFSTED grade. Compare to the SW and National

External data: NCER Primary and secondary schools.

| | G or O | Outstanding | Good | Requires Improvement | Inadequate |
|------------|--------|-------------|-------|----------------------|------------|
| England | 87.7% | 16.2% | 71.5% | 9.2% | 3.1% |
| South West | 84.3% | 13.7% | 70.5% | 11.6% | 4.1% |
| Wiltshire | 81.9% | 9.6% | 72.2% | 15% | 3.1% |

Conclusion

- 6. The percentage of Wiltshire schools with Good or Outstanding grades is lower than both the Southwest and national data. However, behind these figures the breakdown comparison between maintained schools and academies shows that the percentage of Good or Outstanding maintained schools is 2.2% lower than national, and Good or Outstanding Academies is 21.7% lower than National. The Wiltshire School Improvement framework for maintained schools works to ensure all schools are at least good.

OFSTED outcomes do not show the journey the school may have made between inspections – in some cases retaining a good grade has involved school leaders and school effectiveness working together to ensure the school retains a good judgement.

Author:

Lesley Lowe – Head of School Effectiveness (interim)

Contact details: lesley.lowe@wiltshire.gov.uk

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Wiltshire Council

Children's Select Committee

20 September 2022

Working Together to Improve School Attendance

Executive summary

In May 2022 the DfE published new guidance "Working together to improve school attendance: Guidance for maintained schools, academies, independent schools and local authorities". The guidance is effective from September 2022 and likely to become statutory from September 2023.

The guidance is clear that improving attendance is everybody's business. It provides advice for local authorities, schools, governing bodies, trusts and parents to support and maintain high levels of school attendance.

Proposal

That the committee:

a) is aware of the latest requirements for schools, trusts, governing boards and local authorities in maintaining high levels of school attendance, as set out in guidance and the support the LA is providing.

Reason for proposal

The new guidance sets out important, new expectations on what schools and local authorities should do to maintain high levels of school attendance. This document details the attendance support that all schools, including Academy and Independent Schools, Special Schools and registered alternative provision settings can expect to receive from Wiltshire local authority during the academic year 2022-2023.

Author: Kathryn Davis – Head of Targeted Education

Contact details: kathryn.davis@wiltshire.gov.uk

School Attendance Support in Wiltshire

September 2022-July 2023



Overview

In May 2022 the DfE published new guidance “Working together to improve school attendance: Guidance for maintained schools, academies, independent schools and local authorities”. The guidance is effective from September 2022 and likely to become statutory from September 2023.

The guidance is clear that improving attendance is everybody’s business. It provides advice for local authorities, schools, governing bodies, trusts and parents to support and maintain high levels of school attendance.

This document details the attendance support that all schools, including Academy and Independent Schools, Special Schools and registered alternative provision settings can expect to receive from Wiltshire local authority during the academic year 2022-2023.

Context

The current arrangements for statutory attendance support in Wiltshire are largely coordinated through the Education Welfare Service (EWS) with support from colleagues in the Virtual School, Targeted Education Service, Support and Safeguarding, SEND, School Effectiveness and the Young People’s Service.

The EWS (Education Welfare Service) operates on a model of support that is free to maintained schools and traded to academies.

There are statutory functions that the EWS currently provides to all schools regardless of status which include legal interventions- penalty notices and prosecutions and Child Missing Education processes.

The DfE expectation is that local authorities will provide some functions free of charge to all school settings.

The DfE has stated that local authorities who operate a model of trading will need time to transition to meet those expectations and that the functions of the School Attendance Support Team should be available to all schools free of charge no later than September 2023.

In line with the guidance Wiltshire local authority will, during the academic year 2022-2023, continue to operate the established model of a traded option for academies. This will ensure that there is continuity for schools who currently commission attendance support through the EWS and will enable the local authority to have a comprehensive support offer and model of delivery in place for September 2023.

DfE Expectations of local authorities

- **Rigorously track local attendance data** to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- Have a **School Attendance Support Team** which provides the following core functions free of charge to all schools (regardless of type):
 - **Communication and advice:** regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area.
 - **Targeting Support Meetings:** hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils.
 - **Multi-disciplinary support for families:** provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance.
 - **Legal intervention:** take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with.
- Monitor and improve the **attendance of children with a social worker** through their Virtual School.

Current Practice in Wiltshire

Rigorously track local attendance data

We are grateful to all schools that have signed up to Group Call. This allows us to have access to contemporaneous attendance data which will enable us to be responsive to school and individual pupil need.

As we move through the academic year this data will be used to help us understand where there may be barriers to attendance –for example in particular cohorts of students or in particular areas of the county. This will enable us to target our resources and services effectively and where they are most needed to support improvements in attendance.

Wiltshire's attendance strategy will be published shortly and will lay out our vision and plans for all pupils in Wiltshire schools to achieve excellent attendance.

School Attendance Support Team

Education Welfare Officers will carry out the functions of the School Attendance Support Team with support from colleagues in other LA services as appropriate.

The new guidance requires that certain functions are provided free of charge to all schools regardless of status.

Service Delivery 2022-2023

- **All schools will be notified of their designated Education Welfare Officer (EWO) at the beginning of the academic year**
- **Maintained schools will also be advised of the hours of Education Welfare Service (EWS) time that they have been allocated for the academic year**
- **All schools will have a Targeting Support Meeting in the Autumn, Spring and Summer terms. Schools will be contacted by their EWO to arrange this. We will prioritise schools where we have identified higher rates of persistent and severe absence from our analysis of attendance data for the academic year 2021/2022**
- **The established traded model with academies will continue – academies can purchase EWO time to provide support with attendance meetings, implementing parenting contracts, facilitating discussion with families on attendance matters, case work, support and advice in developing attendance strategies and procedures etc**
- **All EWOs will offer a fortnightly attendance focus/surgery for their designated schools. This will be an online group drop-in session where schools can discuss concerns, seek advice, guidance and solutions and share good practice.**
- **EWOs will continue to support multi-agency approaches to resolving attendance difficulties for individual students where an appropriate referral has been made to the EWS. There is an expectation that schools will have attempted a range of strategies and interventions before a referral is made to the EWS, including the use of an Early Support Assessment (ESA).**
- **All schools will continue to receive free legal interventions including the penalty notice service and prosecution/court proceedings. This aspect of the work of EWS has never been chargeable to schools and has always been provided in addition to agreed or purchased hours.**
- **The LA will monitor the attendance of all children who have a social worker and attendance planning and discussion will be required for all social care assessments and plans/reviews (Child in Need, Child Protection and Support Plans). Schools can expect that attendance information will be requested by social care professionals to support this function of our work.**
- **Templates are available through the EWS pages in Right Choice for schools to use and adapt to include:**

- LA Attendance policy and model framework (updated)
 - Reduced Educational Provision Guidance and notification documents
 - Attendance letters for school use including leave of absence (holiday in term-time) paperwork
 - Formal warning paperwork
 - Model pack for legal intervention (request for prosecution)
 - Guidance on use of parenting contracts
- There is training focusing on attendance for Governors available through Right Choice.
 - Where schools need urgent attendance advice, and they are unable to contact their designated EWO, they can contact the EWS duty officer by emailing EWS@wiltshire.gov.uk There is a duty officer available every school day.

Wiltshire Council

Children's Select Committee

20 September 2022

Schools Forum update

Key discussion points/issues from meeting of Schools Forum – 9 June 2022.

- Updates from the Early Years Reference Group and the joint meeting of the School Funding Working Group and SEN Working Group
- Update from the work of the f40 Group
- Dedicated Schools Budget – Budget Monitoring 2021-22 as at 31 March 2022
- Dedicated Schools Budget – Budget Statement 2022-23
- Update from the High Needs Block Working Group
- DfE Consultation – 'Completing the reforms to the National Funding Formula'
- Annual Schools Consultation - Delegation of Central Expenditure 2023-24, Funding for Education Functions 2023-24, Transfer of Funding from Schools Block to High Needs Block 2023-24
- Household Support Fund 2022-23

The next meeting of Schools Forum will be held on 6 October 2022 and Children's Select will receive an update at their meeting on 25 October 2022.

Report author:

Lisa Pullin, Democratic Services Officer

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Wiltshire Council

Children's Select Committee

20 September 2022

Corporate Parenting Panel update

Key discussion points/issues from meeting of Corporate Parenting Panel – 28 June 2022.

- Child and Youth Voice Team Annual Report 2021-22 and regular update
- Corporate Parenting Data Scorecard 2022
- Updates on Councillors Corporate Parenting Strategic Priorities
- Update on the Council's Provision for Care Leavers and Actions Identified in the Ofsted Inspection
- Overview of a Child Safeguarding Practice Review: Long Term Sexual Abuse of Children in Care
- Update from the MOTIV8 (Substance Misuse) Service
- Annual Report of the Independent Reviewing Officers
- Wiltshire Independent Visitor Scheme Review of Service 2021-22

The meeting focus/strategic priority highlight was "To have links with my local community where I am trusted, respected and accepted. This means I can access the local community and I am not left out".

Rhys Schell (Service Manager – Partnerships & Engagement) gave an overview of the three main strands to the theme:

- i) There are accessible ways to feedback thoughts and comments on local services and provision of activities (communication)
- ii) Access to activities, services, shops and there are good community transport links (access)
- iii) Key local information regarding the community is easily accessible in a timely fashion e.g. activities facilities, services that are available (information).

The next meeting of the Panel will be on 27 September 2022 and Children's Select will receive an update at their meeting on 25 October 2022.

Report author:

Lisa Pullin, Democratic Services Officer

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Wiltshire Council

Children's Select Committee

20 September 2022

Task Group and Rapid Scrutiny Update

Purpose

To provide an update on any recent work from task groups and rapid scrutiny exercises linked to the Children's Select Committee (CSC), as well as information on any upcoming overview and scrutiny (OS) activities for the committee.

Updates from active Task Groups

1. Children's Select Committee – Standing Task Group

Supporting officer: Marie Gondlach

Membership

Cllr Helen Belcher
John Hawkins
Cllr Jon Hubbard (Chair)
Cllr Jacqui Lay
Cllr Caroline Thomas
Cllr Jo Trigg

Terms of Reference

At its 6 July 2021 meeting, the Children's Select Committee resolved to establish this Standing Task Group:

1. To undertake detailed reviews of the regular reports that come within the Children's Select Committee's remit and to bring updates to the Committee on its work;
2. To present any key issues, findings and recommendations to the Children's Select Committee, and / or other relevant committees, for discussion, endorsement or further scrutiny where appropriate;
3. To invite all members and substitutes of Children's Select Committee to its meetings, should they wish to attend and participate.

Recent activity

The Standing Task Group met on Monday 5 September to consider the Wiltshire Council Adoption Service: 2021-2022 Year End Report.

The main outcome from that meeting was an agreement to co-ordinate the different reports linked to adoption to be presented to Children's Select Committee to enable committee members to have a more holistic overview of adoption in Wiltshire. The Chair of the Adoption West Joint Scrutiny Panel, Cllr Jon Hubbard will liaise with officers involved with producing the above year end report to facilitate this.

When reviewing the report (to be considered by Cabinet on 27 September and to be received by the Children's Select Committee on 25 October – currently available [here](#)), the Standing Task Group made a number of suggestions to improve accessibility of the report and its meaning for the committee:

- Providing background information on the targets used (brief explanation of target setting);
- Considering different ways of presenting the data as numbers are low therefore outliers can significantly skewer the average data presented;
- Considering a different format for the report to avoid duplication between the executive summary and the body of the report as well as avoiding duplication with the Adoption West Annual Report (which can be an appendix to the report). It was suggested that there could be a cover report explaining the purpose of the three reports underpinning it: Wiltshire Council Adoption Service Year End Report, Adoption West annual report and the Adoption West Joint Scrutiny Panel annual report;
- Including the overall number of children in care in Wiltshire to give context to the numbers linked to adoption;
- Including data on placement and adoption breakdowns (pre and post adoption order) and on the number of families / children supported by Adoption West;
- Including a diagram showing the child's journey, which would clarify the split of responsibility between the local authority and Adoption West;
- Including Wiltshire Council's own recording / monitoring of performance and analysis of systemic issues (to further differentiate from the Adoption West report which presents a view of the region – not specifics about Wiltshire);
- Adding information / reasons for improvements – the information provided in the report was positive but the reasons for the good performance could be further detailed.

Although the Standing task group made a number of suggestions on the format of the report and some of its contents, it wished for the committee to note that the report did indicate that there were no issues or areas of concerns identified with regards to the adoption service.

The task group also identified a difference in allowances paid and was glad to hear that this was already being considered by the council.

2. Fostering Excellence Task Group

Supporting officer: Marie Gondlach

Membership

Cllr Liz Alstrom
Cllr Chuck Berry (Chair)
Cllr Ruth Hopkinson
Cllr Sam Pearce-Kearney
Cllr Mark Verbinnen

It should be noted that Cllr Jack Oatley was appointed to the task group but had to resign at the second meeting as he was no longer able to attend the scheduled meetings of the task group.

Terms of Reference

For the Fostering Excellence task group to:

1. review how the Fostering Excellence project has been / is / will be addressing the issues identified in the report presented to CSC on 10 March 2020:
 - a. Increase initial enquiries and therefore assessments and approvals of Wiltshire Council foster carers;
 - b. Improve the retention of Wiltshire approved foster carers;
 - c. Increase the percentage of Wiltshire children in foster care cared for by Wiltshire Council foster carers (at the time 46%);
 - d. Maintain high occupancy rates of Wiltshire approved foster carers (at the time 80%+).
2. identify how the effectiveness of the Fostering Excellence project will be measured and reported, and be satisfied that this is robust and delivering improvements whilst achieving the savings identified in the budget 2022-23;
3. identify how the benefits of being placed with Wiltshire Council foster carers (who are receiving enhanced training / support as part of Fostering Excellence) for children in care will be measured and reported, and be satisfied that this is robust;
4. identify best practice across the country for recruitment and retention of in-house foster carers.

Recent activity

The task group has not met since the last meeting of the committee.

Upcoming activities

The following rapid scrutiny exercises (RS) and task groups (TG) will have been advertised between publication of the agenda and the meeting of the committee (or shortly after):

- Road map to excellence RS
- The council's options in terms of setting its own MAT (multi academy trust) RS
- Children and young people's mental health TG (will start after September meeting – agenda items linked)

- Youth provision and youth service funding TG
- Provision for post-16 TG

Proposals

- 1. To note the update on task group and rapid scrutiny activities provided.**
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Report authors:

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Children's Select Committee - FWP - September 2022

Last Updated 9 SEPTEMBER 2022

| Children's Select Committee – Current / Active Task Groups | | |
|--|---|------------------------------|
| Task Group | Start Date | Final Report Expected |
| <p>Fostering Excellence To identify:</p> <ul style="list-style-type: none"> a. how the effectiveness of the Fostering Excellence project will be measured and reported; b. how the benefits to children in care being placed with in-house carers (receiving enhanced training / support as part of Fostering Excellence) will be measured and reported; c. best practice across the country for recruitment and retention of in-house foster carers, as well for anticipating demand (needs / demand modelling) | 18 January 2022 | November |
| <p>Business Plan Metrics Task Group As agreed at the Children's Select Committee on 19 January 2022 – to review the metrics to be included in the Business Plan for measures linked to the remit of the committee</p> | | |
| <p>Business Plan – service plans As agreed at the Children's Select Committee on 19 January 2022 – to review the service plans supporting the Business Plan linked to the remit of the committee</p> | After the Business Plan metrics tg | |
| <p>Children and Young People's Mental Health This will follow on from the work of the CAMHS task group but the terms of reference will be reviewed to ensure a more holistic approach.</p> | tbc | |
| <p>Families and Children's Transformation (FACT) To scrutinise the impact and effectiveness of the FACT programme, whilst ensuring that the voice of the child is embedded in the FACT programme.</p> <p>Areas to focus on (based on the debate and areas for continuing improvement that were highlighted in the</p> | After briefing to CSC | |

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| report) are detailed in the minutes of the CSC meeting on 19 January 2021. | | |
| May link to the Getting to Outstanding items to committee and briefing. | | |
| <p>Youth provision and youth service funding</p> <p>Area Board youth service funding</p> <p>To understand what the differences are (and why) in allocating youth funding and to determine whether the eligibility criteria and assessment / approval process are still relevant (where possible compare with other local authorities) and ensure clear “best practice” / guidelines.</p> <p>Youth Provision – gap analysis</p> <p>To consider the outcome of the Youth provision gap analysis undertaken (referred to in the Covid-19 update to Cabinet, 1 December 2020) and establish whether further scrutiny (e.g. task group) would be beneficial to ensure that demand / needs are met where possible and also that people are aware of the provision (effective promotion).</p> <p>NB link with Youth Voice team’s work</p> <p>To develop consistency across the 18 area boards in terms of allocating youth funding and eligibility criteria.</p> | tbc | |
| <p>Access to Post-16 education</p> <p>To establish a clear picture of post-16 education provision available to young people in Wiltshire and availability of / options for transport to access that provision.</p> <p>NB – may link to follow up work from the Youth Transport Task Group’s final report.</p> | (tie in with academic year) | |

| Children’s Select Committee - Rapid Scrutiny | | |
|---|---|-------------|
| Topic | Details | Date |
| SEND provision – data set | tbc | |
| High needs block funding | To review the current processes and explore whether there would be value added in establishing a task group to consider options to manage pressures on high needs block budget whilst | |

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| | providing the most appropriate support at the earliest opportunity. | |
| Health Outcomes and meeting health needs | To explore how the council can best scrutinise what partners (and providers) are doing to provide health outcomes for Wiltshire children, this would include establishing what the current scrutiny by the council is (including information on the current and planned work on this topic of the Safeguarding Vulnerable People Partnership). | Date tbc |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|--|--|---|---------------------------|----------------------------|------------------------------|
| Meeting Date | Item | Details / Purpose of Report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| For consideration by the Standing Task Group. | | | | | |
| | Corporate Parenting bi-annual report | March (brief update) October / November (annual report) | | | |
| | Adoption | Annual item. To receive information on adoption from the following sources: Local authority's performance report with regards to adoption (statutory requirement that regular assurance reports are provided regarding the Council's responsibility for the adoption of children); Adoption West joint scrutiny panel's annual report. | | | |
| | Safeguarding Vulnerable People Partnership | To receive annual report from the partnership presenting work in the past year and priorities / objectives for the year ahead. | | | |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|---|---|---|---|-----------------------------------|-------------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | Performance monitoring reports | To receive performance monitoring reports on the overall service, likely to be June (to consider the year-end data from the previous year) then January meetings. | | | |
| | Traded Services - annual report (November 2022) | To receive the second traded services annual report - this should be linked with the Standing Task Group meeting on 4 January 2022 | Helean Hughes (Director - Education and Skills) | Cllr Laura Mayes | Paul Redford |
| Information briefings | | | | | |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|--|--|--|---------------------------|----------------------------|------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | Information briefing - employment and apprenticeship | <p>To receive information on:</p> <ul style="list-style-type: none"> • NEET (not in education, employment or training) numbers in Wiltshire – including national figures for comparison (ons) • Take up / outcome of the NEET government scheme in Wiltshire and nationally • Current number of apprentices in Wiltshire and schemes in place, including Wiltshire Council • Services in place / support available in Wiltshire to help young people move towards work, education or training e.g. Wiltshire Council's Employment and Skills (Work Wiltshire), programmes such as Building Bridges, etc. | | | |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|--|--|---|---|----------------------------|------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | Information briefing - Alternative Educational Provision | To receive information on processes followed and options available in Wiltshire, including information on the Service Level Agreement for funding delegated to secondary schools to support learners at risk of exclusion. Anticipated to be a shorter briefing (30 minutes). | | | |
| | Information briefing - Demand modelling for children services | To develop some awareness of the work undertaken, common factors that drive demand, how to anticipate impact and volume – informing members of the complexities of managing and anticipating demand. Once this briefing has been delivered there may be further updates on specific demand analysis. | | | Tamsin Stone |
| | Information briefing - FACT (Families and Children Transformation Programme): the journey so far | There is also a proposed task group and agenda item Timeline – late September, October for the briefing and November for agenda item. | Martin Davis (Director - Families and Children) | | |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|--|---|--|--|----------------------------|------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | Information briefing - Family Learning Service | To raise awareness of the service and the support it offers to families. Anticipated to be a shorter 30 minutes briefing. | | | |
| | Information briefing - learning from Covid-19 | To inform members on the lessons learnt from Covid on how some of the mitigations or new ways of working implemented to manage the pandemic could be adapted for ongoing use to improve the efficiency/productivity of the service (This potentially could be an agenda item at some point as well). NB the briefing should be linked to a presentation from Wiltshire CIL to Health Select Committee and work undertaken by Wiltshire Parent Carer Council. | | | |
| | Information briefing - MASH and early support | September / October 2021 | | | |
| | Information briefing - School Funding | Yearly briefing ahead of consideration of the budget. | | | |
| | Information briefing - school improvement programme | Linked to agenda item - briefing in November | Helean Hughes (Director - Education and Skills) | | |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|---|--|--|---|-----------------------------------|-------------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | Information briefing - SEND provision: See the person not the disability | To understand SEND and provision by the council (including awareness of funding). This briefing would underpin future scrutiny work (proposed rapid scrutiny) on SEND provision and High Needs block funding. | | | |
| | Information briefing - Young Carers in Wiltshire | This briefing could inform the scope of a potential task group or rapid scrutiny – to consider how to best promote the service and ensure that Young Carers and their families are aware of and access the support on offer. | Helen Jones (Director - Joint Commissioning) | | |
| Standing items (at all meetings) | | | | | |
| | DfE Changes - Update from Department for Education | A report presenting an update on developments relating to children's services arising from the Department for Education. | Lucy Townsend (Corporate Director - People) | Cllr Laura Mayes | Nicola McCann |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|--|--|--|--|----------------------------|------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | School Ofsted Judgements | A report which includes information regarding the most recent Ofsted Inspection reports. It will provide an ongoing view of the effectiveness of schools as seen by Ofsted Inspection. | Lucy Townsend (Corporate Director - People) | Cllr Laura Mayes | Louise Lewis |
| | Update from Wiltshire Youth Voice Representative | An update including a summary of recent activities of the Wiltshire Youth Union (WYU), the Youth Safeguarding Board (YSB) and the Children in Care Council (CiCC). | Lucy Townsend (Corporate Director - People) | Cllr Laura Mayes | Gary Binstead |
| Agenda item – date to be set | | | | | |
| | Pupil Performance in Public Tests and Examinations | Provides an annual overview of pupil performance at the end of each key stage and compares Wiltshire's attainment with national, south west and statistical neighbours. | | | |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|---|------------------------------|---|---------------------------|-----------------------------------|-------------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | Child Poverty | To receive a report presenting figures / data for child poverty in Wiltshire (compared to national figures) and the services / provision in place to address this in Wiltshire, either delivered / supported by the council or third sector (that the council is aware of). | | | |
| | School Improvement Programme | As agreed at the 10 March 2020 meeting (schools Ofsted judgments) to receive a report on implementation / progress of the school improvement programme. (NB with pre-meeting briefing as well) | | | |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|--|----------------------------------|--|---------------------------|----------------------------|------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | Youth Transport (including SEND) | <p>Update following task group's work and executive response - National Bus Strategy and any decision or progress regarding a single "Wiltshire Youth Card"</p> <p>.</p> <p>To include input from the council's review of transport services for children and young people with SEND (commissioning team).</p> <p>NB – may link to the proposed Access to Post-16 education task group</p> | | | |
| | Outdoor education | Update following task group's work and executive response (CSC 10 March 2021) | | | |

| Children's Select Committee - FWP - March 2022 | | | Last updated 7 MARCH 2022 | | |
|--|---|---|--|----------------------------|------------------------------|
| Meeting Date | Item | Details / purpose of report | Associate Director | Responsible Cabinet Member | Report Author / Lead Officer |
| | FACT update | <p>Following consideration of update on 10 March 2020:</p> <p>Request an update for March 2021. The Chair and Vice-chair will identify specific areas for update from the report considered today and inform officers accordingly. The update should include more figures for improved outcome for young people and also figures on savings / costs avoided to demonstrate the impact of the FACT programme.</p> <p>For example number of Five to Thrive champions trained, outcome / learning from the Multi-Agency Use of CMS, outcome of performance reviews, etc.</p> | Lucy Townsend (Corporate Director - People) | Cllr Laura Mayes | |
| | Early Years and Childcare Standards Annual Report | To receive a report detailing local authority standards for early years and pre-school provision including sufficiency (which is a statutory duty), pupil outcomes and Ofsted grades. | | | |

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