



***VIRTUAL* Residents, Education and Environmental Services Policy Overview Committee**

Date: **WEDNESDAY, 27
JANUARY 2021**

Time: **7.00 PM**

Location: **THIS IS A VIRTUAL
MEETING**

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To Councillors on the Committee

Councillor Wayne Bridges (Chairman)
Councillor John Morgan (Vice-Chairman)
Councillor Allan Kauffman
Councillor Devi Radia
Councillor Stuart Mathers
Councillor Paula Rodrigues
Councillor Jan Sweeting (Opposition Lead)
Councillor Colleen Sullivan
Councillor Alan Chapman

Mr Tony Little

Published: Tuesday, 19 January 2021

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Agenda

Chairman's Announcements

1	Apologies for Absence	
2	Declaration of Interest in matters coming before this meeting	
3	To confirm that all items marked Part 1 will be considered in Public and that any items marked Part 2 will be considered in Private	
4	To agree the Minutes of the previous meeting	1 - 6
5	Review Scoping Report - Hilingdon Adult and Community Learning Service	7 - 30
6	Changes to the Elective Home Education Policy	31 - 62
7	2020/21 Budget Proposals For Services Within The Remit Of REESPOC	63 - 76
8	Quarterly School Places Planning Report	77 - 86
9	Cabinet Forward Plan	87 - 92
10	Work Programme	93 - 96

Agenda Item 4

Minutes

RESIDENTS, EDUCATION AND ENVIRONMENTAL SERVICES POLICY OVERVIEW COMMITTEE

3 November 2020



HILLINGDON
LONDON

Meeting held at VIRTUAL - Live on the Council's
YouTube channel: Hillingdon London

	<p>Committee Members Present: Councillors Wayne Bridges (Chairman), John Morgan (Vice-Chairman), Allan Kauffman, Devi Radia, Stuart Mathers, Paula Rodrigues, Jan Sweeting (Opposition Lead), Colleen Sullivan and Alan Chapman</p> <p>LBH Officers Present: Neil Fraser (Democratic Services Officer), Paul Richards (Head of Green Spaces, Sport and Culture), Dan Kennedy (Director, Housing, Environment, Education, Performance, Health & Wellbeing), Laura Palmer (School Placement and Admissions Team Manager), and Debbie Scarborough (Adult & Community Learning - Service Manager)</p>
23.	<p>APOLOGIES FOR ABSENCE <i>(Agenda Item 1)</i></p> <p>All Members were present.</p>
24.	<p>DECLARATION OF INTEREST IN MATTERS COMING BEFORE THIS MEETING <i>(Agenda Item 2)</i></p> <p>None.</p>
25.	<p>TO CONFIRM THAT ALL ITEMS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT ANY ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE <i>(Agenda Item 3)</i></p> <p>It was confirmed that all items would be considered in public.</p>
26.	<p>TO AGREE THE MINUTES OF THE PREVIOUS MEETING <i>(Agenda Item 4)</i></p> <p>Councillor Morgan confirmed that he had submitted a list of queries and suggestions regarding the Licensing Policy discussed at the previous meeting. The officer's responses had been circulated to all Committee Members accordingly.</p> <p>Regarding the request for detail of Member Enquiries by Ward, the Committee was advised that it could source this data from the Group Offices, who received such data as part of a monthly report. Some Members reiterated their desire that such data be brought to the Committee in a written document, to aid public transparency, and it was agreed that the clerk would look into the matter further.</p> <p>RESOLVED: That the minutes of the meeting held on 15 October 2020 be approved as a correct record.</p>

27. **INFORMATION ITEM ON THE ADULT AND COMMUNITY LEARNING SERVICE**
(Agenda Item 5)

Debbie Scarborough – Adult and Community Learning Service Manager, introduced the information report on the Adult and Community Learning Service, before receiving questions from the Committee, including:

In December 20019, Ofsted gave the service a ‘good’ rating. What was being done to improve to ‘outstanding’?

It was accepted that bridging the gap between ‘good’ and ‘outstanding’ was a significant challenge. Ofsted had identified three areas for the service to focus on:

1. Inconsistency in addressing grammar, spelling and punctuation. This was being addressed through additional training for staff.
2. Data capture for how people progressed between classed and achieved their goals. The service’s data systems were due for renewal in the next six months
3. Support and challenge from officers and Members. Officers were working hard to provide this additional support together with the new Cabinet Member for Education, Children and Youth Services.

What was the reason for the disparity between learners in the north of the Borough versus the south of the Borough?

Two thirds of learners were from the south of the Borough. This was likely due to the fact that the area had a proportionately higher number of lower skilled or unemployed residents, who were attempting to upskill with the aim of further job prospects or career development. Learners in the north tended to be an older group that chose to take up more courses focussing on personal or social development, particularly during retirement. In addition, this older group were often less comfortable using online meeting tools, and so numbers had fallen during the pandemic.

How did the service measure achievement or numbers versus statistical neighbours?

The service worked with peers across London to compile annual self-assessment reports which include details of achievement. Current pass rates within Hillingdon for the last year were approximately 90%, despite the impact of the pandemic. Numbers were harder to accurately compare, due to differences in population or funding. It was highlighted that Hillingdon had the third lowest funding in West London.

How was the service working to address potential reductions in fee funding?

Risks had been identified, such as EU learners being unable to complete settlement forms post-Brexit. To address this, forms had been simplified and support was available to help residents complete the paperwork successfully.

Older residents less comfortable with online tools had been disproportionately affected by the pandemic, through an inability to attend classes in person and a reluctance to join them online. The service was therefore instigating additional digital skills paths in order to reach these learners. It was expected that there would be a large reduction in funding through fee income, potentially due to the pandemic.

What provision was in place for those residents with disabilities or mental health issues, particularly during the pandemic?

The service had introduced an optional wellbeing self-assessment health self-assessment for learners, which was to be refined and moved to an online form. Completion of this online assessment had proven popular, likely due to the additional privacy afforded to learners. Once received, the team was well placed to provide support and target interventions, where necessary.

Tutors had received additional training on how to support those with learning difficulties to learn online, while overtures were being made to parents and carers on how to help their dependants to learn online through use of equipment or online meetings.

What additional funds were available through the Government, the Mayor of London, or the Council?

The GLA had recently granted an additional £100k for courses focussing on employment due to increased threat of redundancy due to the pandemic. However, the funding came with the caveat that qualifications were required, and so the service was trying to balance this requirement with the needs of residents.

£25k had recently been given for new equipment, with £77k approved for remainder of equipment, with the aim of increasing lending stock of chromebooks and laptops, among other resources. At times, procuring sufficient equipment from suppliers was difficult, due to overall marketplace demand.

Government funding levels were allocated to different boroughs based on historical figures, and had not been reivied in many years. The GLA could potentially be reviewing funding in the future. It was highlighted that the service had been overdelivering against funding targets for the past 3 years to meet demand and make a case for increased funding.

Members discussed whether the topic should be selected as the Committee's next review.

Some Members were opposed, and considered that as the service had been rated as 'good' by Ofsted, and had adapted to the pandemic well, it was therefore felt that a review into the service was premature or unneeded. On the matter of additional funding for the HACL, it was suggested that Cabinet could plug any gaps in funding during the pandemic. Instead, it was suggested that Youth Services should be the subject to the next review.

Other Members suggested that the topic should be selected, and highlighted some of the areas such a review could focus on, including how the service was focussing on re-training or preparing residents to re-enter employment following loss of employment due to Covid-19, the impact of increased demand, a review of current courses and potential for new courses, cultural diversity within learner groups and how the service was engaging with ethnic minorities, and how the service was helping the public to manage stress and mental health within its cohorts.

The matter was put to a vote, and it was agreed that the topic be selected as the Committee's next review, by a vote of 6 to 2. (Councillor Morgan did not vote on the item due to a loss of connection during discussion.)

RESOLVED:

1. That the report be noted; and
2. That the Hillingdon Adult and Community Learning service be selected as the Committee's next review topic.
1. s next review topic.

28. MINOR CHANGES TO THE SCHOOL ADMISSIONS CRITERIA (Agenda Item 6)

Laura Palmer – School Placement and Admissions Team Manager, introduced a report detailing proposed minor changes to the school admissions criteria.

The Committee was informed of the proposed changes, comprising:

- a.) the removal of nodal point criteria for Deanesfield Primary School;
- b.) a higher priority for children of staff working at a school versus children living nearby;
- c.) a change of the terms detailing medical or psychological conditions, from 'psychological' to 'social', to enable consistency with terms set out in the School Admission Code 2014; and
- d.) a reduction in the Planned Admissions Number (PAN) for Ruislip Gardens Primary School.

It was confirmed that, if approved, the proposed amendments would be implemented in September 2022. Of the three responses to the consultation received so far, all were in favour of the proposed changes, bar one who was opposed the change to staff children/distance criteria.

Members asked a number of questions, including:

Regarding the change of wording to 'social', what would this cover, and who decided whether such grounds were sufficient to grant a school place?

The term would cover a broad variety of medical and psychological issues, as well as family circumstances. Regarding rulings on submissions made under this criteria, this would be through an independent appeals panel.

Why was it being proposed to reduced Ruislip Gardens' PAN? Were the declining numbers due to the quality of the location, and were there plans to develop the school further?

Low entry numbers had been seen for several years, predominantly due to parental preference, with many parents citing traffic issues as the reason for choosing alternate schools. The school itself was performing well, with Ofsted giving a rating of 'good' at its most recent inspection, and the school remained popular with children living very close by. Regarding development, the school remained on the capital programme, with some work already completed, and with more to come. Feedback from parents regarding the school buildings had not been negative.

Ruislip Gardens had an expanded PAN in 2013, but since then, pupil numbers had not exceed its original PAN. Were too many places put in? With the reduced PAN, would there be too little capacity, should demand increase?

Forecasting was not an exact science. At the time, forecasting showed a demand for increased places at the school. Should there be an increase in demand following the reduced PAN, additional places could be implemented.

Why was Ruislip Gardens given a permanent increase in PAN, rather than a bulge class?

At the time, forecasting would have shown a demonstrable need for increased spaces, and would have sought to avoid bulge classes or temporary classrooms.

Members requested that the quarterly school places planning report, to be considered at the January meeting, include full details of all 14 education planning areas.

RESOLVED: That the report be noted.

29. CABINET FORWARD PLAN (Agenda Item 7)

Consideration was given to the Cabinet Forward Plan. It was highlighted that, since the publication of the meeting papers, the proposed site for the new Free School had been published to the Plan.

The Cabinet Forward Plan was noted.

30. WORK PROGRAMME (Agenda Item 8)

Consideration was given to the Work Programme.

It was confirmed that the quarterly school places report, to be considered at the January meeting, would now include a specific section relating to surplus school places. To accommodate this larger report, the ASBET report had been moved to the April meeting.

In addition, the request that the Early Years item be brought forward to January had been withdrawn, as the agenda for January was very full. The item would remain on the agenda for the February meeting. It was requested that the report include detail of how the service's restructure had been received, what the service would look like moving forward, and what was being proposed to sustain and develop progress.

Members requested that an information item on Youth Services, and in particular the service's response to Covid-19 and future strategy, be brought to the April meeting.

It was requested that the clerk confirm when the item on SEN Strategy would be brought to the Committee.

The Work Programme was noted.

The meeting, which commenced at 7.00 pm, closed at 8.20 pm.

These are the minutes of the above meeting. For more information on any of the resolutions please contact Neil Fraser on 01895 250636. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

SCOPING REPORT FOR REVIEW

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Neil Fraser, Democratic Services Officer
Papers with report	Draft Scoping Report for Review
Ward	All

HEADLINES

At the last meeting of the Committee it was agreed that the next major review of the Residents, Education and Environmental Services Policy Overview Committee would focus on the topic of Hillingdon's Adult and Community Learning Service. Officers have produced a draft scoping report for the Committee's consideration.

It is envisaged that there will be three witness sessions, with a suggested schedule set out in the attached scoping report and on the Committee's Multi-Year Work Programme.

RECOMMENDATION:

That the Committee comment on and consider the scoping report to initiate the review.

SUPPORTING INFORMATION

The draft scoping report for the review is attached.

Implications on related Council policies

A role of the Policy Overview Committees is to make recommendations on service changes and improvements to the Cabinet, who are responsible for the Council's policy and direction.

How this report benefits Hillingdon residents

None at this stage, pending any findings approved by Cabinet.

Financial Implications

It is important that the Committee considers cost effective proposals that benefit resident taxpayers in relation to this review, which would ultimately be determined by Cabinet as part of the Council's broader budget planning process.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.



Residents, Education and Environmental Services Policy Overview Committee Review Scoping Report

A review into Hillingdon's Adult and Community Learning Service

1. REVIEW OBJECTIVES

Aim and background to review

The Hillingdon Adult and Community Learning (HACL) service provides courses for adults in Hillingdon, externally funded by the Education and Skills Funding Service (ESFA) and the GLA following the delegation of funds to the London Mayor from August 2019. Historically, approximately 3000 learners have taken courses a year, resulting in approximately 5000 enrolments, the vast majority of whom are Hillingdon residents.

Avenues of funding for the Council's wide range of courses is due to change in March 2021, with the completion of the additional externally-funded Strategic Investment Pot project, while any reduction in fee income as result of declining learner numbers (for example, due to the Covid-19 pandemic), could impact on the financial viability of certain courses. A key focus of the review should therefore be the identification of additional sources of funding to ensure service continuity or expansion, as well as ensuring effective use of existing funds to ensure continuing value for money.

While courses aim to be as accessible as possible to residents, the current pandemic and periodic lockdowns have meant that some residents have been unable to attend classes in person. The move to virtual meetings through the use of remote meeting technology has also proved difficult for some learners, through a combination of lack of IT skills or lack of availability of the requisite IT equipment at home. A further focus of the review could be to assess how to provide services to those residents who are unable to attend classes in person, or who lack confidence in their ability to use virtual meetings tools.

In addition, the unique circumstances of the pandemic could provide the service with additional opportunities to assess its current service offering and ensure the courses provided are responsive to newly identified or emerging requirements in a post-Covid world, including increased working arrangements with other Council departments or external partners.

The review should also carefully consider the recommendations resulting from Ofsted's inspection in December 2019 and the actions being taken to address these concerns. In addition, the Committee should obtain feedback from learners and service providers, to ensure the service offering is agile and responsive to changing learner needs.

Terms of Reference

1. To understand Hillingdon's current adult education service offering, including feedback from learners and from recent Ofsted inspections;
2. To review existing best practice and identify further innovative ways of working, as identified through research and examination of other local government and volunteer service providers;
3. To examine how the service is currently funded, any risk of reduced funding, and how to ensure service continuity or expansion through the identification of additional funding opportunities;
4. To identify budget considerations and determine the service's value for money proposition;
5. To examine departmental, partnership, and multi-agency working to identify any gaps and opportunities to draw together the different strands of activities, ensuing the service is agile and responsive and is meeting the needs of its learners; and
6. To make practical, prudent recommendations to Cabinet, (and other bodies if applicable), from the Committee's findings to support residents engaging with the service.

2. INFORMATION AND ANALYSIS

Current intelligence, best practice and research

The 'LGA Handbook for Councillors', attached as a background paper, suggests that adult education services have outcomes in six main categories:

1. Employment, skills and qualifications
2. Health and wellbeing
3. Integrations and inclusion
4. Culture and creativity
5. Attitudes, aptitudes and characteristics
6. Life transitions.

The report goes on to list several clear positive impacts on learners as a result of adult education, including gaining and retaining employment, increased earnings and aspirations, improved mental health, healthier lifestyle choices, boosted social connections and cohesion, greater community involvement and democratic participation, and reduced crime and antisocial behaviour.

In line with these six categories, Hillingdon Adult and Community Learning has the following mission statement: that 'every learner receives an outstanding learning experience that supports them towards a clearly identified and ambitious goal and encourages their economic, social and emotional wellbeing'.

Each year, the service produces its own self-assessment report, attached as a background paper, with key points reproduced below. The report contains an overview of the service, including learner profiles, achievement results, recent Ofsted inspections, and the impact of the Covid-19 pandemic. The service gave itself a score of '2 – Good', in line with the grade given by Ofsted as a result of their most recent inspection in December 2019.

In 2019-20, the HACL learner profile was:

Residency	2017-18	2018-19	2019-20
Hillingdon resident	4610 (91.2%)	4798 (92.8%)	3566 (90.9%)
London resident	318 (6.3%)	256 (5.0%)	301 (7.7%)
Out of London resident	123 (2.4%)	116 (2.2%)	58 (1.5%)
Total	5051	5170	3925

Achievement Rates:

Achievement rates across the service in 2019-20 were good for most learners who adapted to online learning. There was no significant difference in achievements between learners living in the north and south of the Borough, however, lower retention rates had an impact on results in other areas leading to varied and nuanced rates within and between curriculum areas and provision types.

Service Headline Data	2017-18	2018-19	2019-20
Enrolments	5051	5170	3925
Retention	93%	92.6%	84.7%
Pass Rate (results of those who stay until the end of the course)	95.5%	96.6%	92.9%
Achievement Rate (results of those who left before the end of the course)	88.9%	89.5%	78.6%
Underpinning data			

Qualification courses and non-regulated ASB	2017-18	2018-19	2019-20
Enrolments	2423	2236	1992
Retention	93.4%	93.6%	79.2%
Pass Rate	95.0%	95.9%	92.0%
Achievement Rate	88.7%	89.8%	73.0%
Community Learning: Personal Development courses	2017-18	2018-19	2019-20
Enrolments	1816	1351	1012
Retention	94.6%	92.2%	93.0%
Pass Rate	93.6%	96.9%	95.9%
Achievement Rate	88.5%	89.9%	89.2%
Community Learning: Targeted Outreach	2017-18	2018-19	2019-20
Enrolments	722	1512	921
Retention	93.2%	92.1%	86.9%
Pass Rate	93.6%	96.9%	93.4%
Achievement Rate	88.5%	89.4%	81.2%

- Strengths of the service include effective leadership and management, team working, and financial and resource management, as well as the quality of the education provided. The team's ability to respond to emerging issues was seen in the swift efforts to address the impact of Covid-19 on the way in which the service was delivered, and which resulted in the positive numbers of learners achieving their qualifications in June 2020. Actions as a result of Covid included transferring to online delivery of classes through existing online platforms. However, some learners were reluctant to transfer to online learning, which had an adverse impact on their achievement rates. Other courses that relied on in-person learning, or which were held in community centres, were paused and then resumed once lockdowns had ended. As a result, the service identified an area for improvement in their self-assessment report that, 'Sustainable new models are needed for areas of provision and activities that didn't transition well during the pandemic, including ALDD courses, outreach, IT, volunteering and enrichment activities'.

Adults with learning difficulties and disabilities were unable to adapt to online learning sufficiently to continue their classes. Following the closure of the community centre venues, the courses were closed, which resulted in a 25% achievement rate for these classes. Courses resumed once the Government's lockdown rules were relaxed. The

Committee should carefully consider how the service can work to further support such learners moving forward.

The service regularly bids for additional projects to develop the course offer and provide support to residents. In 2019-20 these included the Strategic Investment Pot (education and careers advice and support for learners to overcoming barriers to learning), the Talk English project (for residents with low levels of English to begin speaking and listening in English) and work to develop and upskill childminders, in partnership with local authority colleagues.

Improvements made in 2020 included:

- A refreshed course offer for adults with learning difficulties, including pre-employment workshops and a pilot programme for high needs learners;
- Targeted course delivery for learners with emotional health and wellbeing issues;
- Newly created systems to support online learning, including online learning walks and shared folders;
- Support for learners moving to online learning;
- Creation of a new online initial assessment process to ensure learners join the most appropriate courses;
- New processes to progress learners to next qualification levels upon completion of their current courses; and
- New webpages to support online enrolment and the access of information and support.

Further background papers detail Ofsted's most recent inspection of the service, which took place in December 2019, and which resulted in a Good judgement. However, inspectors highlighted a number of areas requiring improvement, which have been set out below, alongside the work currently underway to address these:

- Targeted professional development is required to ensure that feedback from tutors consistently helps learners improve the standard of their writing including their spelling, punctuation and grammar.
- Existing measures to robustly and effectively capture the impact of the curriculum on learners' lives should be strengthened. Improved progression data will help managers to better understand the learner journey and plan for learner progression over longer periods of time.
- Senior leaders should put in place arrangements that provide the support and challenge managers need to improve further the quality of education provided.

During the relevant information gathering sessions, the Committee should request further detail of how these concerns are being addressed, with a view to endorsement or identification of further actions.

Hearing directly from learners will comprise a key part of the forthcoming information gathering sessions, as set out further in this document. However, feedback received throughout the last 12 months has shown that learners are reporting good progress in their own personal development, behaviours and attitudes to learning. Learners have advised of feeling increased confidence, skills, and self-sufficiency. Attendance has

remained high, with learners committing to their courses while managing their additional responsibilities.

An annual survey of learners carried out by HACL, as well as a separate survey conducted by Ofsted, is detailed within the self-assessment report. Results show that learners feel overwhelmingly positive regarding their service offering.

The majority of funding for the Council's Adult Education services is via the DfE's adult education budget, apportioned by the ESFA. However, funding has reduced markedly in recent years, with national funding reduced by 47% between 2009/10 and 2018/19. In March 2021, the externally-funded Strategic Investment Pot is due to be completed, and a reduction in learner numbers due to ongoing Covid-19 could further reduce fee income. The Committee will therefore need to carefully investigate the impact of this reduced funding on the service provision, identify any potential new avenues for funding, and explore innovative or effective ways to ensure that existing funds are used most effectively, with a view to ensuring value for money.

The background papers 'LGA Handbook for Councillors' and 'Adult Community Education – Supporting Place and People: Characteristics of Success', include greater detail of the role of Councillors within adult education, the importance of scrutiny of such services, and a number of case studies from local government adult education services. Links to these documents are provided below.

Further lines of enquiry, research, and ideas for best practice will be identified as the review progresses.

Responsibilities

The portfolio Cabinet Member responsible is Councillor Susan O'Brien, Cabinet Member for Families, Education and Wellbeing.

Further information

Throughout the review, Members will be made of aware of publications and studies which will help inform Members during the review. A selection of background papers are attached to this document.

3. EVIDENCE & ENQUIRY

Lines of Enquiry and Witness testimony

Lines of enquiry and potential witnesses could include:

- A review of LBH's current service offering
- Current funding mechanisms and risk factors for reduced funding
- Alternate funding opportunities
- Receipt of feedback and response to requests from learners
- Best practice and innovation from partners agencies or other local government officers
- Impact of Covid-19 on the service offering, and opportunities for changes to the service moving forward

Emerging conclusions or themes for development

These will emerge and become apparent as the review progresses.

4. REVIEW PLANNING & ASSESSMENT

Proposed timeframe & milestones for the review up to Cabinet and beyond in terms of monitoring:

Meeting Date	Action	Purpose / Outcome
27 January 2021	Agree Scoping Report	Information and analysis
23 February 2021	Witness Session 1	Feedback from service users: learners, volunteers, staff and community partners / Learner Council
17 March 2021	Witness Session 2	Planned service offer in 2021-22 including the available funding and how it is used in comparison with other West London providers
20 April 2021	Witness Session 3	Future challenges and opportunities
XX June 2021	Findings	To discuss key findings and identify potential recommendations
XX July 2021	Approval of draft final report	Proposals – agree recommendations and final draft report

Resource requirements

None.

Equalities impact

TBC.

Background Papers

HACL Self-Assessment Report 2019-20 (attached)

Ofsted Report 2019: Short inspection of Hillingdon London Borough Council (attached)

[Learning For Life: The Role Of Adult Community Education In Developing Thriving Local Communities - A Handbook For Councillors](#)

[Adult Community Education – Supporting Place and People: Characteristics of Success](#)

[A plan for an adult skills and lifelong learning revolution - Education Committee - House of Commons \(parliament.uk\)](#)

[MPs call for adult skills revolution to foster new culture of lifelong learning - Committees - UK Parliament](#)



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Hillingdon Adult and Community Learning

SELF ASSESSMENT REPORT
2019-20

Date submitted: December 2020

1. Overview of the service

Hillingdon Adult and Community Learning (HACL) service works towards the following mission: that 'every learner receives an outstanding learning experience that supports them towards a clearly identified and ambitious goal and encourages their economic, social and emotional wellbeing'. Although the service attracts adults from all walks of life into a wide range of provision, it particularly targets low-skilled, low-paid residents, those facing disadvantages and those living in deprived areas of the borough.

The learner profile in 2019-20 was:

Residency	2017-18	2018-19	2019-20
Hillingdon resident	4610 (91.2%)	4798 (92.8%)	3566 (90.9%)
London resident	318 (6.3%)	256 (5.0%)	301 (7.7%)
Out of London resident	123 (2.4%)	116 (2.2%)	58 (1.5%)
Total	5051	5170	3925

The service had a successful Ofsted inspection in December 2019 resulting in a Good judgement (Grade 2). Inspectors were impressed with the provision overall, stating that,

'Learners look forward to attending their classes. Whatever type of course to attend they learn much that helps them in their daily lives, their wellbeing or in their search for a job or further training. Many greatly develop their self confidence and esteem. Learners say that the centres are great places to learn and they would recommend them to their friends. Learners feel safe and are safe wherever they study. They benefit from learning in an environment where there is mutual respect whatever background they come from.' (Ofsted Inspection Report, 2020).

HACL officers work very effectively as a team. They are committed to the service's aims and to supporting residents to achieve their goals. Staff work hard to put learners first and their significant effort to adapt to online learning so swiftly and effectively during the Covid-19 lockdown was the critical factor in so many learners achieving their qualifications in July. All 62 staff members surveyed by Ofsted said they were proud to work for the service and thought it was well led and managed.

Inspectors also highlighted areas where the service could improve: inconsistent correction of learners spelling, punctuation and grammar; improved capture of progression data; and increased support and challenge by senior managers to further improve the quality of education provided. These are reflected later in this report and work is underway to address them.

The service regularly bids for additional projects to develop the course offer and provide support to residents. In 19-20 these included the Strategic Investment Pot (education and careers advice and support for learners to overcoming barriers to learning), the Talk English project (for residents with low levels of English to begin speaking and listening in English) and work to develop and upskill childminders, in partnership with local authority colleagues.

In March 2020, the Covid-19 pandemic and the subsequent lockdown interrupted the provision. Learners on 85% of qualification-based courses benefited from their swift and efficient transfer to online delivery, utilising the groundwork that was already in place by using existing online platforms to enhance their learning.

Other classes also transferred online, including many language and arts classes but not all of these could continue and some learners were reluctant to transfer to online learning which was clearly seen in the poor achievement rate in IT. Learners on floristry qualifications could not access flowers so their courses were paused and resumed in September 2020. Classes scheduled to run in community venues in summer term had to be cancelled but some new online outreach courses were introduced such as e-safety for parents and a digital skills course for carers.

Adults with learning difficulties and disabilities (LDD) were unable to adapt to online learning sufficiently to continue their classes. When the centres were closed in March, these courses were also closed, leading to a 25% achievement rate for LDD courses. Tutors for these courses kept in contact with learners and completed training and preparation work for safe re-opening and introduction of blended delivery in September 2020.

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Achievement Rate	88.7%	89.8%	73.0%
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Enrolments	1816	1351	1012
Retention	94.6%	92.2%	93.0%
Pass Rate	93.6%	96.9%	95.9%
Achievement Rate	88.5%	89.9%	89.2%

Community Learning: Targeted Outreach	2017-18	2018-19	2019-20
Enrolments	722	1512	921
Retention	93.2%	92.1%	86.9%
Pass Rate	93.6%	96.9%	93.4%
Achievement Rate	88.5%	89.4%	81.2%

Achievement rates across the service were good in 19-20, although they present a mixed picture. Results were good for most learners who adapted to online learning and continued with qualifications at a range of levels, particularly for those on vocational courses. There was no significant difference in achievements between learners living in the north and south of the borough, however lower retention rates had an impact on results in other areas leading to varied and nuanced rates within and between curriculum areas and provision types.

2. Overall Effectiveness

2.1 Key Strengths

- Leadership and management is good. Leaders, managers and staff use their expertise well to ensure that residents can access and engage in learning and achieve their goals, despite the challenges in 2019-20 leading to curtailed provision for some learner groups. Committed, highly-skilled staff; a culture of flexibility and 'going the extra mile'; and a determination from learners who continued their learning led to sustained, high quality education for learners.
- Good financial and resource management enables the service to provide a high quality service to residents. The service made highly effective use of externally-funded projects to provide additional services to residents and to overcome barriers to learning. As a result 47 tutors were trained to deliver courses and provide support effectively online; learners benefitted from the development of new systems that provided online initial assessment; and residents accessed individualised, online education and careers advice supported including 1-1 telephone placements in classes, ensuring they could make informed decisions whilst staying safe. Funding targets were met at 97%, significantly above the London average of 88%.
- The quality of education is good. Teaching staff work hard to meet the needs of learners, building their skills and knowledge and adapting their sessions to new delivery modes and assessment methods to ensure the best possible chance of success. The long-term development of online learning expertise within the service enabled the very effective transition needed during lockdown. Learners benefited from a focus on digital skills through bespoke courses and electronic portfolios. Tutors and managers with experience in running online sessions put in rapid online support to their peers.

- Support for learners is very good. Learners benefit from targeted support based on accurately identified needs at enrolment and support is put in place where needed during courses. Good use is made of skilled learning support assistants and volunteers to support learners and well-established pastoral mechanisms provide individualised support for learners struggling with their mental health and wellbeing. These existing systems were adapted during lockdown and worked well together to support achievement contributing to a pass rate of 92.85%.
- A range of good progression routes underpin the overall programme. The focus on building the basic skills of low-skilled learners and encouraging them to progress into vocational training and employment also encourages them to try new things. For example, increasing numbers have trained as volunteers, who report benefits in their own self-esteem as they support their peers.

2.2 Improvements made in year and their impact on learners

Learners benefited from an effective programme of improvements in-year, including:

- The refreshed course offer for adults with learning difficulties and disabilities (LDD) was embedded and pre-employment workshops were begun to help learners raise their expectations and consider new horizons. A pilot programme for high needs learners was embedded into the wider LDD provision, maximising integration for learners whilst ensuring the specific support they needed was in place.
- Well-adapted course delivery targeted at learners with emotional health and wellbeing issues and some family learning courses allowed them to continue learning online during lockdown. Learners reported that this continuity significantly helped them maintain their wellbeing during the uncertainties of the lockdown period.
- New systems were created and others adapted to support online learning, such as online learning walks and shared folders where electronic evidence could be uploaded, marked and returned to learners supported managers well to maintain high quality provision. The introduction of online individual learning plans, shared between learners and tutors, effectively supported ongoing communication between the two.
- Support for learners in moving to online learning was strong and a system was put in place to immediately contact learners who were struggling. 414 tutor referrals enabled learners who were struggling to receive support to access online learning. Across the service 57% of learners said that their digital skills improved while on their course and this figure was higher for courses which ran during summer term 2020.
- A new online initial assessment process was devised and successfully introduced in July 2020, with learners completing assessment and receiving IAG online for most subjects and by telephone for ESOL learners. Consistent initial assessment and start of course advice throughout the year ensured that learners joined the right course. 94% of learners stated that they received good information before joining the course which helped them to make decisions.
- Learners completing qualification courses benefitted from new initiatives that supported them to progress into the next level of qualification as they finished their courses. This ensured that learners' next steps were confirmed swiftly and efficiently, negating the need for them to return to the centres in the summer to enrol and beginning to address

Ofsted progression concerns (see below).

- New webpages were designed and the learner portal was updated ready for summer enrolments. Residents could more easily access information about the course offer online, could ask questions and receive 1-1 support and enrol electronically, maximising the efficiency of enrolment procedures and minimising the need to visit centres.

2.3 Areas for improvement in 2020-21

- Targeted professional development is required to ensure that feedback from tutors consistently helps learners improve the standard of their writing including their spelling, punctuation and grammar.
- Existing measures to robustly and effectively capture the impact of the curriculum on learners' lives should be strengthened. Improved progression data will help managers to better understand the learner journey and plan for learner progression over longer periods of time.
- Senior leaders should put in place arrangements that provide the support and challenge managers need to improve further the quality of education provided.
- Sustainable new models are needed for areas of provision and activities that didn't transition well during the pandemic, including ALDD courses, outreach, IT, volunteering and enrichment activities.

Personal development, behaviours and attitudes, including learners' feedback

Learners have reported good progress in their own personal development, behaviours and attitudes to learning during 2019-20. Despite the upheaval of the Covid-19 lockdown, and partly because of it, learners felt proud of their achievements. In addition to increased confidence, learners on low level qualification courses developed the skills to participate successfully in online sessions by learning how to behave in online meetings and became more autonomous learners, for example by using online self-study resources that were tracked by tutors.

Attendance remained high, and learners demonstrated their commitment to learning whilst managing multiple personal responsibilities during lockdown, such as childcare while schools were closed. However, as mentioned above some learners were either unable or reluctant to continue and retention and achievement rates fell as a result. Despite the challenges, many learners appreciated that continuing learning online gave them a sense of some normality and personal progress. The following comment from a learner is typical of what learners told staff during summer term 2020.

'Staying at home while learning online was the best thing and it was a great experience....If I will be given the opportunity to do more courses I will love to do so. It was my motivation during the lockdown and it kept me busy. Now the course is about to finish and I will miss the online learning.' (Learner feedback, June 2020)

Learners actively participate in, and benefit from, a range of events and initiatives throughout the year. They have a strong voice in influencing both curriculum design and the quality of education through individual feedback and through course representatives and the learner council. In Parliament Week, 2019, 505 learners elected 15 learners onto the Learner Council which engages in a range of organised activities throughout the year from feedback about fire

and lockdown drills, to carrying out Secret Shopper exercises and improving advice and guidance mechanisms provided by the service. Groups of learners took part in events including debates, diversity celebrations and visits to Parliament.

What learners say about their experiences in HACL

There was an extremely high response rate to the annual learner survey, with 1215 learners taking part.

- 98% (1190 learners) said they felt safe and respected in their class
- 96% (1163 learners) said their teacher gave helpful feedback
- 94% learners said that the information they received before joining the course was good and helped them make decisions.
- 96% learners agreed that they have made progress and developed their knowledge and skills
- 60% learners said they set an individual social skills goal and they achieved it and 59% learners said they set wellbeing and work skills goals and achieved them.

Questions about the online learning experience were added to the survey in the summer term. Most of the learners said that they benefited from online learning and improved their digital skills.

346 learners took part in a separate survey conducted by Ofsted. Of those,

- 98% recommend us to friends.
- Nearly all say they're getting the help they need, with comments such as:
‘Good teachers who explain things well’
‘Well organised, helpful pace of work’
‘Helpful and patient teachers’
‘Respectful’
‘Increased confidence’.

Additional comments included:

- ‘I look forward to going to class’
- ‘I have learned so much that I use at home and at work, and using technology helps every day’.

Appendix 1 - Summary of Provision for Academic Year 2019-20

97% of our funding allocation was achieved in 19-20 against a London average of 77%.

Provision type	ENROLMENTS			RETENTION RATE			PASS RATE			Overall Qualification Aims Rate (QAR)		
	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Qualifications	2406	2203	1992	93.3	93.7	79.4	95.1	96.1	90.7	88.7	90.1	72.0
Personal Development	1816	1351	1012	92.6	92.1	93.0	97.2	97.6	95.9	90.0	89.9	89.2
Targeted Outreach	722	1512	921	94.6	92.2	86.9	93.6	96.9	93.4	88.5	89.4	81.2
Overall Totals	5051	5170	3925	93.0	92.6	84.67	95.5	96.6	92.85	88.9	89.5	78.62

Curriculum Area	ENROLMENTS			RETENTION RATE			PASS RATE			Overall QAR		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Childcare	231	480	498	92.6	91.0	92.4	97.2	98.9	97.9	90.0	90.0	90.5
Counselling	49	54	34	87.8	83.3	79.4	100.0	97.8	100.0	87.8	81.5	79.4
H&SC	27	55	87	92.6	100.0	91.9	92.0	90.9	93.4	85.2	90.9	85.8
Total for curriculum area	307	589	619	91.9	91.2	91.6	97.2	98.0	97.4	89.3	89.3	89.2
Floristry	331	228	243	97.6	96.5	90.9	98.8	98.2	99.1	96.4	94.7	90.1
Horticulture	66	59	150	93.9	100.0	98.7	83.9	98.3	99.3	78.8	98.3	98.0
Total for curriculum area	397	287	393	97.0	97.2	93.9	96.4	98.2	99.2	93.5	95.5	93.1
Art	526	467	260	93.2	93.1	92.3	97.6	96.8	96.2	90.9	90.1	88.8
Languages	688	503	351	91.6	89.7	92.6	97.3	96.0	93.5	89.1	86.1	86.6
Leisure	192	240	47	94.3	93.3	91.5	94.5	97.8	95.3	89.1	91.3	87.2
Total for curriculum area	1406	1210	658	92.5	91.7	92.4	97.0	96.7	94.7	89.8	88.7	87.5
Total for IT curriculum area	228	82	95	96.9	91.5	86.3	94.6	98.7	79.3	91.7	90.2	68.4
English	372	335	457	90.1	93.7	87.3	91.9	91.1	87.0	82.8	85.4	75.9
ESOL	624	621	469	94.1	93.6	86.0	95.1	96.0	87.7	89.4	89.9	75.4
Maths	374	268	311	88.8	93.3	91.5	95.8	97.6	91.5	85.0	91.0	83.7
Total for curriculum area	1370	1224	1237	91.5	93.5	87.9	94.4	95.0	88.4	86.4	88.9	77.7
Total for ALDD curriculum area	470	444	290	96.2	94.6	29.0	98.7	99.5	88.1	94.9	94.1	25.5
Family English, Maths and Language	100	301	52	100.0	100.0	100.0	100.0	100.0	90.4	100.0	100.0	90.4
Multi-generational family learning (WFL)	498	539	385	91.4	87.0	82.9	90.5	97.2	95.0	82.7	84.6	78.7
Total for curriculum area	598	846	437	92.8	91.7	84.9	92.3	98.3	94.3	85.6	90.2	80.1
Total for Emotional Health and Wellbeing area	275	374	196	90.5	91.7	79.6	92.8	93.3	91.7	84.0	85.6	73.0

Short inspection of Hillingdon London Borough Council

Inspection dates:

4–5 December 2019

Outcome

Hillingdon London Borough Council continues to be a good provider.

Information about this provider

At the time of the inspection, there were 1458 learners on roll. Most learners study on courses at level 1 and below with around two hundred and seventy studying at level 2. Around fifty study at level 3. A small proportion of these learners use an advanced learner loan to fund their learning.

Courses are provided to build learners' vocational skills, primarily in childcare and supporting teaching and learning in schools. English for speakers of other languages (ESOL), English, mathematics, arts and crafts form a large part of the curriculum on offer. The service also delivers provision aimed at building the independent living skills of adults with a learning difficulty or disability and provision for learners with mental health concerns. Courses are taught at three main sites, plus several outreach locations across the borough. The previous short inspection in February 2016 confirmed that the service continued to provide a good quality of education.

What is it like to be a learner with this provider?

Learners look forward to attending their classes. Whatever type of course they attend, they learn much that helps them in their daily lives, their well-being or in their search for a job or further training. Many greatly develop their self-confidence and esteem. Learners say that the centres are great places to learn and they would recommend them to their friends.

Learners feel safe and are safe wherever they study. They benefit from learning in an environment where there is mutual respect whatever background you come from.

Experienced and skilled tutors make topics easy to follow because they explain things clearly. Tutors are patient and work through topics at a pace that suits learners. They are easy to approach when learners need guidance or assistance.

Learners develop their enthusiasm for learning whatever subject they follow, including subjects in which they may have had negative experiences while at school.

What does the provider do well and what does it need to do better?

In line with local priorities, leaders and managers ensure that learners from the borough's most disadvantaged communities take part in the courses they offer. Working with a wide range of partners, they ensure that the curriculum meets effectively the needs of many different communities in the area. Leaders and managers introduce new courses that respond well to newly identified needs, such as the emotional health and wellbeing of residents.

Tutors teach their subjects in a logical order. They teach fundamental concepts first and check that learners understand these before moving on. For example, those on childcare courses are taught about basic child development before learning about the more specific needs of children, such as those with learning difficulties and disabilities. In ESOL, tutors help learners' recap on prior learning to ensure they have learned the language skills they need before moving on to the next stage.

Most learners receive effective advice and guidance that helps them plan their next steps. Learners seeking employment receive good guidance from external agencies, such as the national careers service, to help them get jobs. A few learners following the arts curriculum are not made aware of other courses that are available elsewhere.

Learners attend regularly and produce good-quality work. Those taking qualifications are successful and achieve well. A high proportion of learners on courses without qualifications achieve their personal goals. They gain pride and a sense of achievement in their work. Learners, such as those who are retired, gain a sense of purpose from attending classes. Those with mental health conditions build their resilience very well. They make friends, become more active in their community and learn to cope better with everyday life.

A few tutors do not provide helpful feedback on learners' written work. As a result, at times learners do not know what they need to do to improve. Too often, tutors do not correct spelling and grammar mistakes that learners make. This hinders learners improving their writing.

Managers have good expertise in adult learning. They have a good track record in making improvements and in ensuring that the quality of education that learners receive is good. However, senior leaders and the relatively new governing body do not provide enough support and challenge to managers to help them develop further the quality and impact of the curriculum. They are not sufficiently informed about the impact that the curriculum has on learners once they complete their courses.

Safeguarding

The arrangements for safeguarding are effective.

Learners know how to report any concerns they have about their own or others' safety. Staff report any safeguarding concerns appropriately. These concerns are dealt with effectively. Managers and staff closely monitor and support learners where there are safeguarding concerns.

Managers provide effective oversight of safeguarding practices in the service through their 'staying safe' board. They have in place a suitable range of policies and procedures aimed at safeguarding learners. They meet their obligations under the 'Prevent' duty.

What does the provider need to do to improve?

- Managers should ensure that feedback from tutors helps learners improve the standard of their writing, including their spelling, punctuation and grammar.
- Managers should establish measures that more effectively capture the impact of the curriculum on learners.
- Senior leaders should put in place arrangements that provide the support and challenge managers need to improve further the quality of education provided.

Provider details

Unique reference number	53129
Address	Adult and Community Learning – Hillingdon London Borough Council Park Road Uxbridge UB8 1NP
Contact number	01895 676 690
Website	www.archive.hillingdon.gov.uk/adultlearning
Principal	Debbie Scarborough
Provider type	Local authority
Date of previous inspection	18 February 2016

Information about this inspection

The inspection was the second short inspection carried out since Hillingdon London Borough Council was judged to be good in February 2016.

The inspection team was assisted by the service manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Kanwaljit Dhillon	Ofsted Inspector
Saher Nijabat	Her Majesty's Inspector
Christina Christou	Ofsted Inspector

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Elective Home Education Policy

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Laura Palmer – Head of Access to Education
Papers with report	12 November 2020 - Cabinet Report - Changes to the Elective Home Education Policy
Ward	All

HEADLINES

Elective Home Education (EHE) is a term used to describe a choice by parents to provide education for their children at home - or in some other way which they choose - instead of sending them to school full-time.

The current Elective Home Education Policy was last reviewed in 2012. The purpose of the review was to update the policy in line with the Department for Education's latest guidance and to ensure that the increase in home education provisions are taken into consideration before a final policy is approved. The review also reflected a more balanced approach to both safeguarding issues and the rights of parents, as well as considering a number of other ways to improve information and communication between the Council and EHE parents.

RECOMMENDATIONS:

That the Committee:

- 1. Review the proposed updated Elective Home Education Policy and changes as provided in the cabinet report for November 2020;**
- 2. Consider responses from the consultation that will be provided during the meeting; and**
- 3. Provide comments to be included in the Cabinet report which will be presented in February 2021.**

SUPPORTING INFORMATION

Details regarding the reasons for the review are included in the cabinet report provided.

Summary of proposals for comments

- Proposal A - Layout of the policy - To remove repetitive sentences and ensure that the policy is clear, effective, parent focused and to avoid misinterpretation.

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Residents, Education and Environmental Services Policy Overview Committee – 27 January 2021

- Proposal B- To provide information on dedicated social care involvement and support, when a child has an open referral to their service - The amended policy will include the School Placement and Admissions team process to follow when safeguarding concerns are raised regarding a child who is receiving elective home education.
- Proposal C - Introduction of a flowchart - To include a flowchart in the policy of the proposed procedure. This will provide clear guidance/steps that will be taken by the Local Authority when a parent makes the decision that they would like to provide elective home education for their child and cease their attendance in a school setting.

Implications on related Council policies

A role of the Policy Overview Committees is to make recommendations on service changes and improvements to the Cabinet who are responsible for the Council's policy and direction.

How this report benefits Hillingdon residents

The Elective Home Education Policy is a valuable document in supporting those parents that choose to home educate. The updated policy will ensure that support and expectations are clear, transparent and parent focused. It will offer the prospect of developing the relationship with parents that home educate.

Local Authorities have a duty to establish whether a suitable education is being provided but do not have a role in assurance of this. Every child has the right to a high-quality education in a safe learning environment and Hillingdon must do everything possible support this right.

Hillingdon Council have experienced a significant increase in elective home education as a direct result of Covid-19. It is vital that we have an Elective Home Education Policy that is current and fit for purpose.

Despite schools fully re-opening in September 2020, the number of pupils being home educated rose dramatically in Hillingdon as they did nationally. Parents have stated that Covid-19 has attributed to their concerns over the health of their children attending a school environment. In addition, some parents have stated that their positive experience of home education during the partial closure of schools has led them to make the decision to home educate formally. Furthermore, in many instances families chose to home educate their children with the intention of this being a short-term measure until the threat of the virus has receded. Consequently, in these instances, the decision to home educate is made much more quickly with less discussion with the school prior to removing the child or young person from the school roll.

Some parents are anxious about the health and safety of their children at school and opting to home educate to avoid challenge over non-attendance. Parents routinely state that their children would be in school if it were not for Covid-19, and that they plan for their children to return 'when it's all over'.

The increase that we have noted indicates that parents are not removing one of their children from a school roll to home educate them (as would have previously been the case) but are in fact removing all of their children from their respective school rolls due to their anxieties relating to the

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Residents, Education and Environmental Services Policy Overview Committee – 27 January 2021

pandemic.

Financial Implications

Corporate Finance has reviewed the cabinet report and confirmed that there are no direct financial implications arising from the recommendations set out.

It is important that the Committee considers cost effective proposals that benefit resident taxpayers in relation to this review, which would ultimately be determined by Cabinet as part of the Council's broader budget planning process.

Legal Implications

The Department for Education ["DfE"] issued guidance for local authorities in relation to elective home education in April 2019. The status of the guidance is that it is non-statutory which means that it does not have the force of law. Nevertheless, it is a helpful and informative document which sets out good practice and principles which it is in the interests of the Council to follow.

BACKGROUND PAPERS

12 November 2020 - Cabinet Report - Changes to the Elective Home Education Policy.

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee – 27 January 2021

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HILLINGDON'S ELECTIVE HOME EDUCATION POLICY

Cabinet Member(s)	Councillor Susan O'Brien
Cabinet Portfolio(s)	Cabinet Member for Education, Children and Youth Services
Officer Contact(s)	Dan Kennedy, Director Housing, Environment, Education, Performance, Health & Wellbeing
Papers with report	Appendix 1 - Draft Elective Home Education Policy

HEADLINES

Summary	<p>Elective Home Education (EHE) is a term used to describe a choice by parents to provide education for their children at home - or in some other way which they choose - instead of sending them to school full-time.</p> <p>The current Elective Home Education Policy was last reviewed in 2012. The purpose of the review is to update the policy in line with the Department for Education's latest guidance and to ensure that the increase in home education provisions are taken into consideration before a final policy is approved.</p> <p>The review also reflects a more balanced approach to both safeguarding issues and the rights of parents, as well as considering a number of other ways to improve information and communication between the Council and EHE parents.</p>
Putting our Residents First	<p>This report supports the following Council objectives of: <i>Our People</i>.</p> <p>The recommended changes in the policy will help to provide continued support for our electively home educated families and demonstrate a clear understanding on how the Council can ensure safeguarding for all children.</p>
Financial Cost	There are no direct cost implications arising from this report.
Relevant Policy Overview Committee	Residents, Education and Environmental Services Policy Overview Committee.
Relevant Ward(s)	All

RECOMMENDATIONS

That the Cabinet:

1. Notes the findings from a review by officers of the Elective Home Education Policy and current external factors.
2. Considers the proposals for changes to be made to the Elective Home Education Policy and authorises officers to undertake a full consultation exercise in relation to them and the draft policy attached in Appendix 1.
3. Agrees to receive a further report at its February 2021 meeting for the purpose of considering the consultation responses and deciding whether to implement a revised Elective Home Education Policy.

Reasons for recommendation

The aim of the review is to update the existing policy which was determined in 2012. When reviewing the Council's Elective Home Education Policy, particular attention was made to examine the balance of both safeguarding issues and the rights of parents who choose to home educate their children, providing an update on processes in-line with the latest guidance released by the Department for Education in April 2019.

The Elective Home Education Policy is a valuable document in supporting those parents that choose to home educate. The outcomes of the review will offer the prospect of developing the relationship with parents that home educate.

Alternative options considered / risk management

None. The proposals presented in this report are intended to be reasonable, clear, objective, procedurally fair and comply with all relevant legislation.

Policy Overview Committee comments

The Residents', Education and Environmental Services Policy Overview Committee has regularly monitored this subject and will participate in the consultation on this policy, feeding back their views to Cabinet in February 2021 before decision.

SUPPORTING INFORMATION

1. The purpose of the Elective Home Education policy is to clearly set out the Council's responsibilities and involvement with families that choose to provide elective home education for their children.

2. There is no legislation that deals with home education as a specific approach. However, Section 7 of the Education Act 1996 provides that:

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

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

Elective home education is a form of 'education otherwise than at school' and this piece of legislation is the basis for the obligations of parents. It is also the starting point for local authorities' involvement.

3. The review by officers considered the following areas:

- Changes to the layout and continuity of the policy.
- Proposal for dedicated Social Care involvement and support, when a child has an open referral to their service
- Introduction of a flow chart, showing the process followed by the EHE officer once receiving notification of a family wanting to home educate their children.

A. Layout of the policy

4. The current Elective Home Education Policy 2012 is now outdated and the layout can be considered as being difficult to follow making it complicated to understand.

Proposal

5. To remove repetitive sentences and ensure that the policy is clear, effective, parent focused and misinterpretation cannot be made.

B. Dedicated social care involvement and support, when a child has an open referral to their service

6. Due to the current Coronavirus pandemic, the Council has received an increase in requests for pupils to be removed from their school roll to be electively home educated. Data from the 14 October 2020 indicates that 335 pupils are receiving EHE in the Hillingdon (that the Council has been notified of). This is a 48% increase on the pupils recorded at the same time last year. The increase is in line with the national and regional trend.

Proposal

7. The amended policy will include the School Placement and Admissions team process to follow when safeguarding concerns are raised regarding a child who is receiving elective home education. The details can be located in the following sections of the proposed policy:

Section 7 Responsibilities of Schools in Hillingdon

Section 8 Hillingdon Council's EHE Procedures

Section 10 Elective Home Education and Safeguarding

C. Introduction of a flowchart

8. The current policy contains information on the process that the Council follows when notified of a parent choosing to provide elective home education, however, this requires searching through the document which may be unclear and misinterpreted.

Proposal

9. To include a flowchart in the policy of the proposed procedure. This will provide clear guidance/steps that will be taken by the Local Authority when a parent makes the decision that they would like to provide elective home education for their child and cease their attendance in a school setting. The flowchart is provided in Annex B of the draft Elective Home Education policy.

Financial Implications

There are no direct financial implications arising from this report.

RESIDENT BENEFIT & CONSULTATION

The benefit or impact upon Hillingdon residents, service users and communities?

The Human Rights Act

This Act confers a right of access to education for residents. Article 2 of Protocol 1 of the European Convention on Human Rights states that: "No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions." This means that the wishes of parents are relevant. However, it does not mean that parents are the sole arbiters of what constitutes a suitable education. There is no definition of a 'suitable' education in English statute law. A court will reach a view of suitability based on the particular circumstances of each child and the education provided. However, clearly a local authority must have a basis on which to reach the decisions called for in s.437 of the Education Act 1996 as to whether or not the education being provided is suitable.

The United Kingdom has ratified the United Nations Convention on the Rights of the Child (UNCRC). Article 12 of the UNCRC requires states to provide a right for children to express their views and for due weight to be given to those views, in accordance with the age and maturity of the child. This does not give children authority over parents, and a decision to educate a child at home is a matter for parents, in the same way as a decision to send a child to school.

The Equality Act

Local authorities are subject to the Public Sector Equality Duty contained in section 149 of the Equality Act 2010, and should ensure that their policy and practice in relation to home education is consistent with that duty.

Officers will prepare an Equalities Impact Assessment for Cabinet to consider at its February 2021 meeting. The assessment will fully take into account the consultation responses.

Consultation carried out or required

The proposal is to consult on the changes to the policy for six weeks from 16 November to 27 December 2020. There are no statutory guidelines to determine the timescale of the consultation however; officers would like to allow sufficient time for the EHE community to respond.

The consultation will target parents/guardians who the council are aware of as providing elective home education for their child/children, seeking their views on the changes to the policy.

The draft policy will be presented to the Residents', Education and Environmental Services Policy Overview Committee in January 2021.

CORPORATE CONSIDERATIONS

Corporate Finance

Corporate Finance has reviewed the report and concur with the Financial Implications set out above, noting that there are no financial implications arising from the report recommendations.

Legal

The Department for Education ["DfE"] issued guidance for local authorities in relation to elective home education in April 2019. The status of the guidance is that it is non-statutory which means that it does not have the force of law. Nevertheless, it is a helpful and informative document which sets out good practice and principles which it is in the interests of the Council to follow.

Cabinet authority is being sought to permit officers to consult on the proposals for changes to be made to the Council's current Elective Home Education Policy in line with the DfE guidance. There are no strict guidelines governing the length of the consultation period which needs to be undertaken but 6 weeks would appear to be a reasonable period.

There are a set of well-established common law rules which prescribe the requirements of a lawful public consultation which are commonly known as the 'Gunning principles'. They were endorsed by the Supreme Court in the Moseley case.

These principles can be briefly summarised as follows:

- consultations should occur when proposals are at a formative stage;
- consultations should give sufficient reasons for any proposal to permit intelligent consideration;
- consultations should allow adequate time for consideration and response;
- the product of consultation should conscientiously be taken into account by the decision maker.

The Council, in common with other local authorities, is subject to the Public Sector Equality Duty contained in section 149 of the Equality Act 2010. As a matter of law, the Council is required to have due regard to this duty in the context of revising its Elective Home Education Policy. Therefore, a full Equalities Impact Assessment will be prepared by officers for Cabinet's consideration at its February 2021 meeting.

Comments from other relevant service areas

This proposed policy has been written in conjunction with the Head of Safeguarding for Hillingdon Council.

BACKGROUND PAPERS

The Department for Education released a new Publication of the Elective Home Education Departmental Guidance for Local authorities and Elective Home Education Departmental Guidance for Parents in April 2019. [A link is available here](#) or upon request to Democratic Services.



ELECTIVE HOME EDUCATION

London Borough of Hillingdon Policy - DRAFT

Created 2012
Revised 2020

Policy page 1

This policy was approved by Hillingdon Cabinet in XX.

Minor updates regarding job roles, documentation links, contact details, further information etc have been made to update this policy document in XX to ensure the policy remains up to date and accurate.

The policy will be reviewed in Spring 2021.

**London Borough of Hillingdon
ELECTIVE HOME EDUCATION**

Contents	Page
1 Introduction	4
2 Policy Statement	4
3 The law relating to Elective Home Education	5
4 Reasons for Elective Home Education	5
5 Parental Rights, Responsibilities and Considerations	6
6 Hillingdon Council's Responsibilities	7
7 Responsibilities of Schools in Hillingdon	8
8 Hillingdon Council's EHE Procedures	10
9 Where formal notice is required	12
10 Elective Home Education and Safeguarding	13
11 Support, Guidance and Resources provide by Hillingdon Council	16
12 Elective Home Education and Special Educational Needs in Hillingdon	17
13 Contact with parents and children	18
14 Acknowledging diversity	18
15 Reviewing policies and procedures	19
16 Other support:	19
16.1 Flexi-schooling	19
16.2 Hillingdon Council's role in supporting work experience	20
16.3 Children in entertainment	20
16.4 Traveller Children	20
Annex A - Useful contacts	21
Annex B - Flow chart - Process of Elective Home Education	22

London Borough of Hillingdon ELECTIVE HOME EDUCATION

1. Introduction

Hillingdon Council recognises that education is a fundamental right for every child and aims to work in partnership with parents who electively home educate and support their right to do so.

It believes that parents are the prime educator of their child within or outside the schooling system.

Whilst the local authority encourages parents to enrol their child at school, they also recognise that parents have an equal right to educate their child at home. The local authority wishes to work with parents who home educate in order to ensure that those children are provided with efficient, full-time education suitable to their age, ability and aptitude and to any special educational needs which they might have. It also wishes to ensure that parents who choose to electively home educate their children, do so for the right reasons.

1.1 Elective Home Education (EHE) is the term used by the Department for Education (DfE) to describe the education provided by parents¹ at home, rather than providing education for their children by sending them to school. This is different to home tuition provided by a Local Authority or education provided by a Local Authority other than at a school. It is recognised that parents may choose home education for a variety of reasons.

1.2 This document sets out our recently reviewed policy and procedures to enable London Borough of Hillingdon (LBH) to comply with its duties towards children and young people living in Hillingdon whose parents have elected to educate them otherwise than at school. It is published for parents, schools and other agencies with an interest in elective home education.

2. Policy Statement

The DfE “Elective Home Education Guidelines for Local Authorities”, published in April 2019, emphasises the importance of Local Authorities building effective relationships with home educators that function to safeguard the educational interests of children and young people: relationships that are rooted in genuine mutual understanding, trust and respect.

This revised policy seeks to promote a positive relationship with parents who

¹ 1 The term “parent”, unless the context otherwise requires, in relation to a child or young person, includes any person - (a) who is not a parent of his but who has parental responsibility for him, or (b) who has care of him, except that in [section 499(8), Education Act 1996] it only includes such a person if he is an individual.

home educate by establishing mutual understanding, trust and respect and provide a means to effectively protect the educational and safeguarding the educational interests of children being electively home educated where vulnerabilities are identified.

3. The Law relating to Elective Home Education

3.1 The definition within section 7 of the Education Act 1996 provides that " The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable- (a) to his age, ability and aptitude, and (b) to any special educational needs he may have, either by regular attendance at school or otherwise."

3.2 There is no legal definition of what constitutes a "full-time" education. Measurement of "contact time" in this way is not relevant in the context of elective home education, where the child often has continuous one to one contact with the educator and the types of educational activity which the child follows may be varied and flexible. Article 2 of Protocol 1 of the European Convention on Human Rights states that:

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

3.3 Compulsory school age begins on the next prescribed day following a child's fifth birthday (or on their fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August each year. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach the age of sixteen.

4. Reasons for Elective Home Education

4.1 Parents may opt for home education for various reasons. The reasons should not, in themselves, have a bearing on Hillingdon Council's treatment of home-educating families since the local authority's primary interest lies in how well the parents are providing education for their children at home and not their reason for doing so. The following reasons for home-educating are common but by no means exhaustive:

- Ideological or philosophical views which favour home education, or wishing to provide education which has a different basis to that normally found in schools
- Religious or cultural beliefs, and a wish to ensure that the child's education is aligned with these
- Dissatisfaction with the school system, or the school(s) at which a place

is available

- Bullying of the child at school
- Health reasons, particularly mental health of the child
- As a short term intervention for a particular reason
- A child's unwillingness or inability to go to school, including school phobia
- Special educational needs, or a perceived lack of suitable provision in the school system for those needs
- Disputes with a school over the education, special needs or behaviour of the child, in some cases resulting in 'off-rolling'² or exclusion
- Familial reasons which have nothing to do with schools or education (eg using older children educated at home as carers)
- As a stop-gap whilst awaiting a place at a school other than the one allocated

4.2 These various reasons for undertaking home education are not mutually exclusive. For some children, several of these factors might apply. When local authorities engage with home-educating families they should take into account the context of individual situations.

4.3 When a parent offers an account of their dissatisfaction with the public system of education provision, Hillingdon Council may wish to use this information as part of its ongoing supervision of specific problems in certain areas.

5. Parental Rights, Responsibilities and Considerations

5.1 Parents have a legal right to educate their child at home and are not required to have any qualifications or training to provide their children with a suitable education. The 1996 Education Act makes clear that it is a parent's duty to ensure his/her child receives a suitable education in accordance with section 7. In addition, the Act provides that, generally, children are to be educated in accordance with the wishes of their parents.

5.2 Parents are not required to inform Hillingdon that they intend to elect or have elected to home educate. They are not required to seek approval from the Local Authority, unless the child has an Education Health Care Plan and attends a special school.

5.3 Parents whose child is enrolled at a school are advised to write to the Headteacher to inform them that they elect to home educate, unless:

a) the school is a special school named on the child's Education, Health & Care Plan, in which case parents are required to seek approval from Hillingdon's

² Used in this document to refer to instances where a child is withdrawn from a school by the parent as a result of pressure from the school rather than it being a purely voluntary decision.

SEN team first.

b) where a child is enrolled at a school in accordance with a school attendance order when the authority must revoke the order (or amend it to replace the school with a different school) before the child can be removed from the roll.

Parents whose child is not enrolled at a school have no obligation to inform Hillingdon that they are home educating their child, however the Local Authority encourages contact with all home educating families and may make enquiries with the parents.

5.4 Although parents must provide education in accordance with section 7, (see paragraph 3.1 above), the type of educational activity can be varied and flexible.

Recommendations parents may consider, but are not required to:

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

5.5 Parents may arrange for other people to tutor their child, though parents themselves continue to be responsible for the education provided. It is strongly recommended that parents ensure that such people are qualified and suitable, including Disclosure and Barring Service (DBS) checks.

5.6 Parents who elect to home-educate assume full financial responsibility for their child's education, including the costs of private tuition, courses and public examinations. However, colleges can claim the cost of course fees directly from the Education Skills Funding Agency on an individual basis for home educated young people under 16 when parents and colleges are able to reach suitable individual arrangements. These individual arrangements are not brokered through the Local Authority but directly between parents and colleges

6. Hillingdon Council's Responsibilities

Hillingdon Council supports and encourages parents who opt to educate their child at home.

6.1 LBH has a statutory duty, under section 436A of the Education Act 1996 to make arrangements to enable them to establish (so far as it is possible) the identities of children in their area who are not receiving a suitable education. This duty applies to all children of compulsory school age who are not on a school roll and do not appear to be receiving a suitable education otherwise than being at school. The local authority may make informal enquiries of home educating parents so that it can be satisfied that the child is receiving a suitable education that demonstrates progress. There is no prescriptive or single method by which parents can provide this information but parents may provide samples of work completed by the child or request a home visit or a meeting at a mutually convenient and neutral location. DfE guidelines make it clear that where parents do not provide this information or agree to a visit/meeting, the local authority is entitled to conclude from the absence of any response or any other information that it appears that a child is not receiving a suitable education.

(Para. 6.10 DfE Elective Home Education)

6.2 It is appropriate that parents and children choose a type of education that is right for them. It is equally important that EHE officers understand and are supportive of many differing approaches or "ways of educating" which are all feasible and legally valid. The role of the EHE Team is to respond to concerns that a child is not receiving suitable education for his or her age, ability and aptitude and, where appropriate, provide support and information for parents. It is not the role of the EHE Team to tell parents how to educate their children.

6.3 A further statutory duty exists, which requires LBH to serve a formal notice under section 437 of the Education Act 1996 if it appears that a child of compulsory school age is not receiving a suitable education. The formal notice requires the parent to satisfy that the child is in fact receiving suitable education. If the Local Authority does not accept the evidence and is not satisfied that the child is receiving a suitable education, it has the power to commence the statutory process for the issue of a School Attendance Order ('SAO') requiring the parent to register the child at a named school.

6.4 The Local Authority has no legal power or duty to monitor home education on a routine basis although the local authority will make enquiries if it is not clear that a child is receiving suitable education. The Local Authority sees its role in relation to home education as part of its wider responsibilities, including safeguarding, to all the children in its area

7. Responsibilities of Schools in Hillingdon

7.1 There is no legal requirement for parents to discuss home education with the school, however if a parent does approach the school to discuss the possibility of home educating, LBH expects the school to respond positively and constructively. If parents are considering home education because of a dispute

with the school, the LA expects the school to take all necessary steps to resolve the issue. The school should signpost the parent to the EHE service for further advice and guidance to enable them to make an informed choice. Schools response to parent's requests to EHE is likely to be scrutinised by the LA.

7.2 Departmental guidance for local authorities April 2019 (10.4) make it explicit that:

'Schools should not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the relevant legislation and have regard to the statutory guidance. If the pupil has a poor attendance record, the school and, if appropriate, local authority should seek to address the issues behind the absenteeism and use the other remedies available to them.'

The LA will contact electively home-educating parents who remove their child from a school roll. If it is found that a parent has been 'encouraged' by a school to remove their child from roll for the purposes of elective home education, this will be challenged, and the child reinstated on roll when appropriate with parental consent, whether the vacant place has been filled or not.

Hillingdon's Fair Access Protocol recognises children who are electively home educated where home education is judged to have failed in the view of the Local Authority. These pupils will be placed back at their previous school (where applicable i.e not inclusive of primary/secondary transfer or out borough schools).

Following placement by the Fair Access Panel a meeting will need to be convened with the school, parent and child to determine the best way forward to reintegrate the pupil into mainstream school. This may result in the pupil immediately being put forward for a Managed Move to another Hillingdon school.

This procedure will ensure that schools have continued oversight of the pupils' education until (where appropriate) another school takes responsibility for the pupil.

7.3 When a school receives formal, written notice from a parent that a child is being withdrawn from school in order to be home-educated and the child has ceased to attend the school, the Headteacher should ensure that the pupil's name is removed promptly from the admissions register in accordance with the Education (Pupil Registration) (England) (Amendment) Regulations 2016. Section 5, paragraph 6:

"where the name of a pupil is to be deleted from the admission register, the proprietor must make a return to the local authority for that pupil as soon as the ground for deletion under regulation 8 is met in relation to that pupil, and in any

event no later than the time at which the pupil's name is deleted from the register."

7.4 Under the Pupil Registration Regulations (2006), the school is required to deregister the child or young person upon receipt of the parent letter and inform the child or young person's home Local Authority (LA). In order to promote the recommendations made by the Children's Commissioners report 'Skipping School: Invisible Children and Ofsted's research 'Moving to home education in secondary schools', the Local Authority feel it would be good practice for schools to temporarily keep a pupil on roll for 5 school days following notification from parent to home educate. This will allow time for a Local Authority officer to process the request and attempt to engage the family further to seek a resolution (if necessary) before removal from roll.

During the 5 school days schools can record the pupil as an authorised absence under Code C. After this time, if it is agreed that the pupil will become deregistered then schools will be able to back date the attendance to the date specified by parents.

7.5 The school is responsible for raising any safeguarding concerns relating to a child directly with LBH's Children's Services. Home Education is not, in itself, a safeguarding concern.

7.6 The school must retain the child's school file. However they may wish to offer parents with either previous classwork or a summary of the curriculum followed to date (and possibly the future curriculum plan). This will assist the parent with their planning for home education. The parent may decide to ignore this documentation hence their reason to EHE as they may have dissatisfaction with the education system. However, this will be a useful tool for some.

8. Hillingdon Council's EHE Procedures

8.1 Administration

Within 5 school days of confirmation from a school or directly from a parent that a child is being home educated, Hillingdon Local Authority will:

Contact the parent to discuss reason/s for home education

Update the pupil record to reflect home education.

Upload the Parents withdrawal letter (clearly stating they have elected to home educate their child).

Inform any Local Authority professionals who are working with the family of the change in education circumstances

Send a letter acknowledging the parent's intention to Home Educate, introducing the parent to the EHE Officer, useful information and website links.

A copy of the 'Elective Home Education - Information for Parents' document.

An outline plan to support parent(s) in the beginning stages of planning their child's home education and to help the LA to better understand the diversity of EHE across Hillingdon. Requesting that this is completed, providing some basic information about how parent(s) are planning to home educate.

The team will collate data which will identify any trends or patterns regarding children who are removed from a school roll to home educate and highlight any perceived unlawful practices by schools and report to the Headteacher in the first instance, and collectively in the Annual Report to the Schools Adjudicator.

8.2 EHE Officer – Contact

The EHE Officer will make contact with the parent within 5 school days to offer an initial discussion regarding the proposed plan for the child's education at home and signpost parents to resources and local groups.

The aim of the discussion will be to initiate a positive and constructive relationship with parents. Parents may exercise their right not to allow the Local Authority access to the home, the child, or the child's work.

DfE guidance for local authorities April 19 (6.6) states:

'Parents are under no duty to respond to such enquiries, but if a parent does not respond, or responds without providing any information about the child's education, then it will normally be justifiable for the authority to conclude that the child does not appear to be receiving suitable education and it should not hesitate to do so and take the necessary consequent steps. This is confirmed by relevant case law.'

Please also refer to paragraph 6.1 of the policy and reference to 6.10 of the DfE guidance.

Parents are not obliged to accept a visit from the LA, however they are encouraged to do so, and a meeting can be held at a mutually convenient time and place if the family prefers not to hold the visit in their home.

8.3 Following a visit, the EHE Officer will:

- Send a copy of the visit record to the parent, allowing them the opportunity to ratify/amend the summary before it goes on file and update the case record.
- Send the completed visit record to the SEND case officer and/or Social

Worker (where appropriate).

8.4 The frequency and format of meetings will be determined by factors such as the EHE Officer or the parent identifying concerns about the child's progress and education. Where education is suitable the EHE Officer and parent/s will agree on future contact.

9. Where formal notice is required:

Where no other information suggests that the child is being suitably educated, because there is no information provided, and where the parents have refused to respond to the LA, the only conclusion which an authority can reasonably come to, is that the home education does not appear to be suitable.

9.1 Where it appears to the EHE Officer that a suitable education is not taking place, reasonable steps to resolve the situation will be taken by LBH before the SAO statutory process is commenced:

- An evidence request letter will be sent to the parents, asking them to outline the education being provided to their child. This will allow us to be able to assess the level of education being provided.
- If any concerns about the efficiency or suitability of the education being provided to a child is identified the EHE officer will discuss these with the parents/carers with a view to providing help in improving the provision in the best interests of the child. We may ask for a further meeting to discuss the work or to visit your child to see the education in practise. Such discussions will be conducted in the spirit of respect and partnership working to seek an outcome satisfactory to all, particularly the child.
- These discussions should be agreed with the parent and confirmed in writing within the EHE Officer's case record. Parents must satisfy the Council that their child is receiving education suitable to his/her age, ability and aptitude and to any special educational needs he/she may have.
- A referral to our Children's Services team will be offered to help support the family when needed or at any time when there are concerns that the child may be at risk of harm or other safeguarding concerns are identified.
- After the agreed timescale for improvement, if the education is still believed to be unsuitable, the EHE officer & the Participation team will issue a formal notice under section 437 of the Education Act 1996. If Hillingdon Council continues to be dissatisfied with the education being provided, the statutory process for issuing a School Attendance Order (SAO) will commence.

This notice indicates the LA's intention to formally order the parent to register the child at a school. It will identify school(s) the LA deems suitable and allow

the parent 15 days to respond. If the parent does not respond, or does not make satisfactory arrangements elsewhere, the Local Authority may issue a SAO in accordance with its stated intention.

Failure to comply with a SAO is a criminal offence for which the parent(s) can be issued with a penalty notice or prosecuted in the Magistrates' Court.

9.2 At any stage following the issue of a SAO, parents may present evidence to the Local Authority that they are now providing suitable education and apply to have the Order revoked. If this is refused, parents can choose to refer the matter to the Secretary of State for Education. If as a last resort, the Local Authority prosecutes parents for failure to comply with a SAO, the parents may be acquitted if they can prove that the child was receiving a suitable education otherwise than at school at the time of the offence. If the parents are acquitted, the court may direct that the SAO shall cease to be in force.

9.3 An Order continues to be in force for as long as the child is of compulsory school age. If there is a continued failure to register the child, the local authority Participation Team have the option of referring to Social Care using an Inter Agency Referral form. In exceptional circumstances, the case may be taken to the Family Proceedings Court instead of the Magistrates Court where an application can be made for an Education Supervision Order (ESO - under Section 36(5)a of the Children Act 1989). Where an ESO is in force with respect to a child, the duties of the child's parents under section 7 and 444 of the Education Act 1996 (duties to secure education of children and to secure regular attendance of registered pupils) are superseded by their duty to comply with any directions in force under the ESO.

9.4 If it transpires information has been deliberately withheld from the LA, and the parent is easily able to satisfy the court. LBH will 'seek legal advice about the prospect of obtaining a costs order against a successful defendant on the basis that the prosecution would have been unnecessary if not for the defendants' unreasonable conduct'.

In cases where the EHE Officer is unable to contact a family, the record will be closed to EHE and opened as a CME. This role discharges the Local Authority's duty to children missing education.

10. Elective Home Education and Safeguarding

10.1 The welfare and protection of all children, both those who attend school and those who are educated at home, is of paramount concern and the responsibility of the whole community. Section 175 of the Education Act 2002 imposes a duty on the Local Authority to make arrangements for ensuring that the functions conferred on them are exercised with a view to safeguarding and promoting the welfare of all children resident in Hillingdon.

10.2 A situation in which a child is not receiving a suitable full-time education

requires action by a local authority under education law, as described above. But it is important to bear in mind that unsuitable or inadequate education can also impair a child's intellectual, emotional, social or behavioural development, and may therefore bring child protection duties into play. This will depend on the facts of the case, but local authorities should consider whether they ought to take action under safeguarding law, especially where the steps described above have not been, or seem unlikely to be, sufficient to address a risk to a child's welfare

10.3 Sections 10 and 11 of the Children Act 2004 give local authorities general duties for promoting the well-being and (in relation to their non-education functions) safeguarding and promoting the welfare of children in their areas. This includes children educated at home as well as those attending school. Section 175 of the Education Act 2002 requires authorities to make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting children's welfare. Therefore the general duties of local authorities in relation to safeguarding are the same for all children, however they are educated. Social services teams in local authorities and those dealing with home education should take steps to ensure that relevant information on individual children is shared.

10.4 There is no proven correlation between home education and safeguarding risk. In some serious cases of neglect or abuse in recent years, the child concerned has been home educated but that has not usually been a causative factor and the child has normally been known anyway to the relevant local authority. However, a child being educated at home is not necessarily being seen on a regular basis by professionals such as teachers and this logically increases the chances that any parents who set out to use home education to avoid independent oversight may be more successful by doing so. Several recent Serious Case Reviews have illustrated this. However, safeguarding is not simply a matter which arises in relation to the family. Some parents who educate at home believe that by doing so, they are safeguarding the child from risk in the school system (eg through serious bullying).

10.5 A failure to provide suitable education is capable of satisfying the threshold requirement contained in s.31 of the Children Act 1989 that the child is suffering or is likely to suffer significant harm. 'Harm' can include the impairment of health or development, which means physical, intellectual, emotional, social or behavioural development, so the provision of unsuitable education clearly can amount to this. The causing of significant harm need not be intentional or deliberate, but case law¹¹ indicates that it must be 'considerable, noteworthy or important'. This is a key point for local authorities in considering whether the use of safeguarding powers is appropriate in a case relating to the home education of a specific child. However, local authority staff should be clear that when the use of safeguarding powers is justified, they should be used.

10.6 The School Placement and Admissions Team works closely with

Policy page 14

Hillingdon Safeguarding Children Partnership and Children's Services to safeguard and promote the welfare of children and, in the event of any concerns about the welfare of a home educated child, initiate and follow established procedures.

10.7 Hillingdon also provides an annual professional briefing sheet to heads of service to distribute to staff who work with children and families who are home educating - providing further guidance and support.

10.8 Hillingdon acknowledge that parents can declare to EHE at any time; however it considers that where a child is made subject to a Child Protection plan, is already subject to a child protection plan, or is child in need of support under Section 17 of Children's Act '89, the conference chair will make clear that if the parent/carer has already declared EHE, or states an intention to do so, the risk will be re-considered in light of this information with the likelihood that the child is considered unsafe as a consequence.

On receipt of a declaration to EHE, the Child Protection Advisor (CPA) or the CIN Review Chair (usually the allocated Social Worker) will be immediately required to consider how the new arrangement will impact on the child, how the existing plan needs to be changed or amended to reflect the new situation and what is the role of various parties involved in the plan, including the young people and their families. :

Whether the provision of unsuitable education does amount to significant harm must always depend on the particular circumstances of the child, and whether those circumstances mean that the child's intellectual and social development are being, or are likely to be, significantly impaired. Case law does provide examples where lack of suitable education has amounted to significant harm.(e S(A Minor) (Care Order: Education) [1978] QB 120 and Re O (A Minor) (Care Proceedings: Education) [1992] 1 WLR 912) Although some cases will be relatively clear-cut (for example if a child was being provided with no education at all for months), in other cases a local authority may need expert advice from teachers or educational psychologists, preferably those with some familiarity with educational approaches which are wider than conventional schooling. when this is the case, relevant professionals will be involved in these discussions.

The forum that will review the impact can be a CIN meeting, a Core Group, a Strategy Discussion/Section 47 Enquiry or a Child Protection conference, depending on the individual circumstances. Although each situation is different and each child and family are unique, the review forums will always consider the impact of EHE on child's safeguarding. it will also look to address issues like:

- explore the likelihood of harm
- assess the changes in risk and support available
- assess the family's EHE plan alongside education experts
- consult with education experts including the previous school

- Amend the plan to reflect the necessary actions that need to be taken, which may include referral to Fair Access to identify a school place.

Where education provision is not immediately available, or the risk assessment indicates that EHE is acceptable, the above professionals and allocated social worker will ensure that the plan will include regular checks by professionals to ensure that the child is safe whilst not in education and that annual visits from the EHE team will form part of any future agreement with the family should the family stopped being supported by a Social Worker

Where a child who is EHE does not have an allocated SW, the EHE service or the school may decide to make a referral to Children's Services and to complete an Early Help Assessment if they feel that the choice to educate the child at home will pose an increasing risk to the child or their welfare is impacted by this. As a result of the referral the family may be contacted by a Social Worker who will conduct a Child and Family Assessment and take appropriate action.

11. Support, Guidance and Resources provide by Hillingdon Council

11.1 Hillingdon Council embraces diversity and respects individual choice. The Local Authority recognises that parents of all educational, social, racial, religious and ethnic backgrounds successfully educate children outside the school setting.

11.2 The EHE Officer will provide support in the form of:

1. Signposting parents to resources and services, discussing methods and philosophies, networking and advising on examinations.
2. Publishing information about EHE that is clear, accurate and sets out the legal position, roles and responsibilities of both the Local Authority and parents.
3. Discussing the implications of EHE with parents before they make the decision to leave or enter the school system.
4. Producing and distributing accurate written records of meetings with home educating parents and children.
5. Promoting positive relationships with elective home education families based on mutual understanding, respect and trust in order to safeguard the educational interest of children.
6. Referring to other agencies, such as Children's Social Services for support.
7. Seek to mediate between schools and potential EHE families when the

Policy page 16

relationship has broken down and parents feel obliged to withdraw their child.

12. Elective Home Education and Special Educational Needs in Hillingdon

Parents' right to educate their child at home applies equally where a child has an Education, Health and Care (EHC) plan. Parents of any child subject to the statutory provisions of an EHC Plan who are considering whether to make their own arrangements should discuss this with their child's school SENCO and or the named SEN Caseworker to ensure that they are fully aware of alternatives (amended provision and/or change of placement) and their SEN statutory rights of appeal.

Parents considering Elective Home Education may wish to familiarise themselves with paragraphs 10.30 to 10.38 of the SEND Code of Practice January 2015.

12.1 Parents' right to educate their child at home applies equally where a child has an Education, Health and Care (EHC) plan. Under Section 42 of the Children and Families Act (2014) the Local Authority is responsible for securing the specified special education provision within a child's Education Health and Care Plan, (EHCP), however this only applies if the child's parents have not arranged a suitable education in some other way. Therefore if the home education is suitable, the local authority has no duty to arrange any special educational provision for the child.

12.2 Where a child or young person is a registered pupil the parent must notify the school in writing that the child or young person is receiving education otherwise than at school and the school must then remove the pupil's name from the admission register. However, the school should be minded that while they are named on the EHCP section 66 of the Children and Families Act, imposes a duty on the appropriate authority to 'use its best endeavours to ensure that the special educational needs are met'.

If the school is a special school, the local authority must give consent for the child's name to be removed, but this should not be a lengthy or complex process. There is no provision in law for a 'trial period' of home education.

12.3 Where a child or young person is a registered pupil and the parent decides to home educate, schools should as good practice, call an early review as soon as they are aware the parent's intention.

The Local Authority has a duty to review Education, Health and Care (EHC) plans annually, following the procedures set out in the 'SEND code of practice: 0 to 25 years'. Annual Review meetings for electively home educated children will be convened and chaired by the SEN Casework Officer, parents are welcome to be present during the review, but they are not obliged to do so.

12.4 In order to assess whether home provision is suitable for the special

education needs of the child, parents will be asked to provide information regarding the home education provision. The Local Authority will only be relieved of its duty to arrange the provision specified in the child's EHC plan if it is satisfied that the parents' arrangements are suitable.

12.5 If the Local Authority is satisfied with the parents' arrangements it will continue to have a duty to maintain and review the EHC plan annually until:

it decides to cease the EHC plan; or the EHC plan is transferred to another Local Authority.

12.6 In cases where local authorities and parents agree that home education is the right provision for a child or young person with an EHC plan, the plan should make clear that the child or young person will be educated at home.

12.7 Where it appears to the Local Authority that a child is not receiving education suitable to age, ability and aptitude and SEN, the procedures set out in 8.1 will be followed. If the EHC plan remains in place, it will be maintained and reviewed annually and amended where appropriate.

12.8 A parent who is educating their child at home may ask the Local Authority to carry out a statutory assessment of their child's special educational needs and the Local Authority will consider the request within the same statutory timescales and in the same way as for all other requests.

13. Contact with parents and children

The frequency with which the EHE officer will contact parents to discuss their ongoing home education provision will vary depending on the individual circumstances of each family. It is for Hillingdon Council to decide how often to make contact with a family. However, the local authority will ordinarily make contact on an annual basis. Contact will normally be made by writing to the family to request an updated report or, if thought necessary, to seek a meeting. Parents are under no duty to respond to such enquiries, but if a parent does not respond, or responds without providing any information about the child's education, then it will normally be justifiable for the authority to conclude that the child does not appear to be receiving suitable education and it should not hesitate to do so and take the necessary consequent steps. When a parent responds, a written report will be made after such contact and copied to the family stating the strengths of provision and whether the EHE officer has any concerns about the education provision.

14. Acknowledging diversity

14.1 Parents' educational provision will reflect a diversity of approaches and interests. Some parents, especially those who have other children attending

school, may wish to provide education in a formal and structured manner, following a traditional curriculum and using a fixed timetable that keeps to school hours and terms. Other parents may decide to make more informal provision that is responsive to the developing interests of their child. One approach is not necessarily any more efficient or effective than another. Although some parents may welcome general advice and suggestions about resources, methods and materials, Hillingdon Council will not specify a curriculum which parents must follow.

14.2 Children learn in different ways and at different times and speeds. It is appreciated that parents and their children might require a period of adjustment before finding their preferred mode/s of learning. Parents are not required to have any qualifications or training to provide their children with an appropriate education. Their commitment to providing an efficient education that is suitable for their child may be demonstrated by them providing some indication of their objectives and resources.

15. Reviewing policies and procedures

15.1 Hillingdon Council will regularly review its elective home education policies so we can reflect current law and local circumstances, and are compatible with the published Department of Education's guidance. All reviews will be consulted with parents and members of the Hillingdon Safeguarding Children Partnership. In addition to these procedures and practices in relation to home education on a regular basis in consultation and partnership with parents to see if improvements can be made to further develop relationships and meet the needs of children and parents. Effective reviews, together with the sensitive handling of any complaints, will help to secure effective partnership. This policy will be reviewed annually as part of the regular cycle of review by the EHE officer and the Hillingdon Safeguarding Children Partnership. Exceptional review will take place in light of any changes in law or guidance.

15.2 Hillingdon Council's Complaints Procedure

Hillingdon deals with complaints which are education related but not usually about specific schools, such as the provision of the national curriculum, school admission appeals, exclusions, etc. To make a Schools complaints, following the procedure at <https://www.hillingdon.gov.uk/complaints>

16. Other Support

16.1 Flexi-schooling

Some children who are educated at home most of the time are also registered at school and attend school for part of the week – perhaps one day a week. The purpose of this is usually to ensure the provision in specific subjects is satisfactory, although it can also help in other ways such as socialisation. If a

child is of compulsory school age he or she must, overall, be receiving full-time education even if components of it are part-time. Schools are not obliged to accept such arrangements if requested by parents. If they do, then time spent by children being educated at home should be authorised as absence in the usual way and marked in attendance registers accordingly. It is not appropriate to mark this time as 'approved off-site activity' as the school has no supervisory role in the child's education at such times and also has no responsibility for the welfare of the child while he or she is at home.

16.2 Hillingdon Council's role in supporting work experience

Child employment, work placements and work based learning

Children aged 13-16 can undertake light work as paid or unpaid employment. The type of work which is permitted can be found on Hillingdon Council's website, <https://archive.hillingdon.gov.uk/childworkpermit>. Included on the website are the details of the limitations to working and would apply to work placements. They are taken from Hillingdon's byelaws. The employer will need to apply for a Work Permit to Hillingdon Council and this will need to be agreed and signed by the parent. The employer will be required to carry out a risk assessment and has the responsibility for arranging any insurance cover needed and for ensuring the Health and Safety requirements are in place.

16.3 Children in entertainment

Parents may wish for their child to be involved in paid work in the theatre, in a film or television, in modelling or sporting activities. The person responsible for the production or performance must make an application for a Performance Licence to Hillingdon Council. Completed applications must be submitted no later than ten working days before the performance is scheduled to take place. Once an initial application is received and a licence issued, the child will be registered and provided with a unique reference number. Further information is available on Hillingdon Council's website under 'Children's Performance Licences' archive.hillingdon.gov.uk/article/26426/Childs-performance-licence.

16.4 Gypsy, Roma and Traveller Children

Hillingdon Council has an understanding of and is sensitive to the distinct ethos and needs of Gypsy, Roma and Traveller communities. It is important that these families who are educating their children at home are treated in the same way as any other families in that position. Home education should not be regarded as less appropriate than in other communities. When a Gypsy, Roma and Traveller family with children of school age move into an area, they should be strongly encouraged to contact Hillingdon Council's School Placement and Admissions teams for help to access local educational settings if school places are desired.

Further guidance can be obtained from the DfE's report: [Improving the outcomes for Gypsy, Roma and Traveller's pupils](#). The [Advisory Council for the Education of Romany and other Travellers](#) is another source of information.

Useful contacts

London Borough of Hillingdon nominated EHE Officer

Address: School Placement and Admissions Team
4E/09 Civic Centre
High Street
Uxbridge
UB8 1UW

Website: www.hillingdon.gov.uk/ehe
E-mail: ehe@hillingdon.gov.uk
Telephone: 01895 558670

London Borough of Hillingdon Special Education Needs team

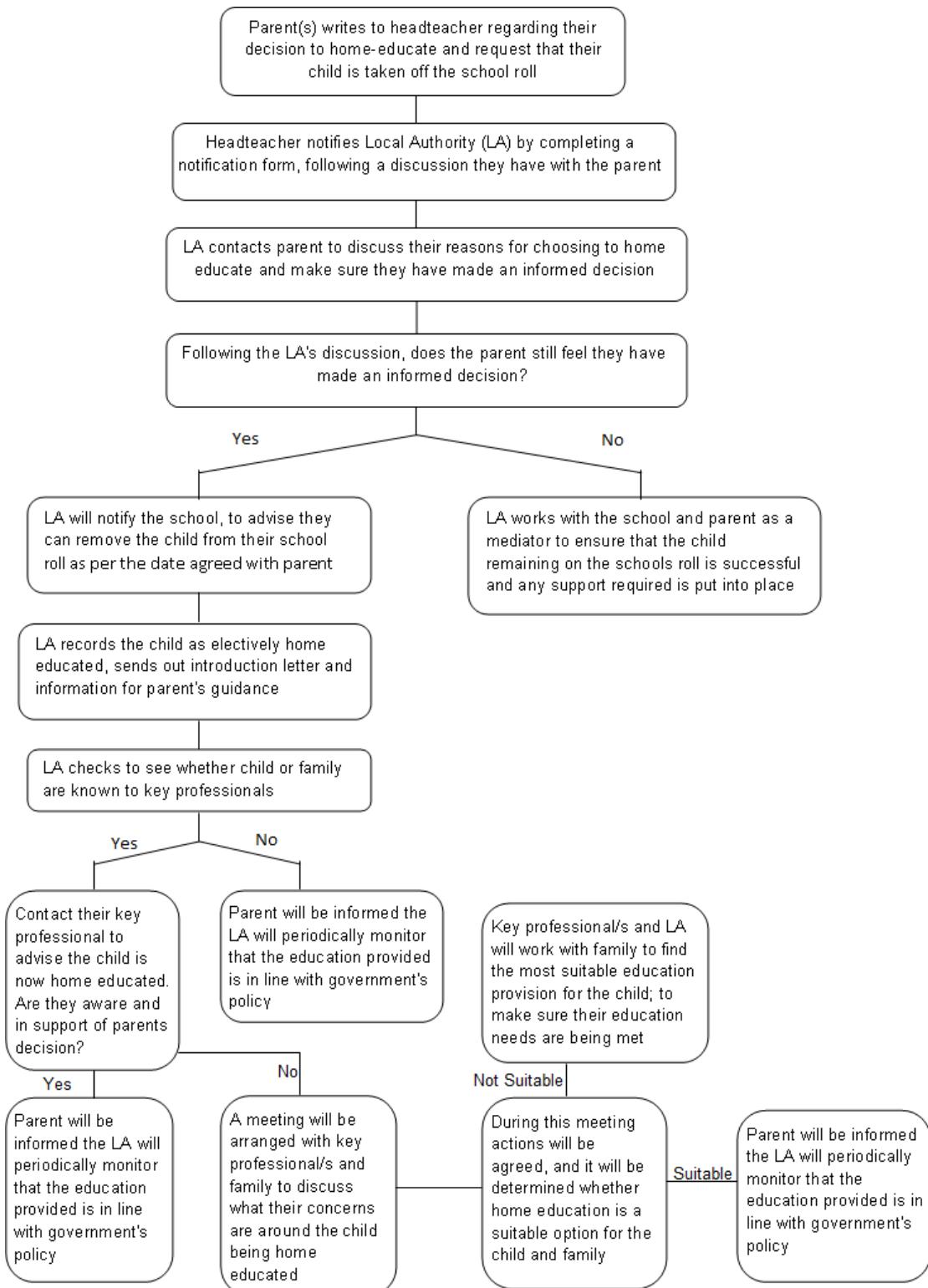
Address: Special Education Needs Team
4E/05 Civic Centre
High Street
Uxbridge
UB8 1UW

Email: senadmin@hillingdon.gov.uk

Telephone: 01895 277088

There is an information document for parents available on Hillingdon Council's Elective Home Education webpage that provides an overview of our policy including website links and contact details that you may find useful.

Process of Elective Home Education



2020/21 BUDGET PROPOSALS FOR SERVICES WITHIN THE REMIT OF RESIDENTS, EDUCATION & ENVIRONMENTAL SERVICES POLICY OVERVIEW COMMITTEE

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Marcus Briginshaw, Finance
Papers with report	None
Ward	All

HEADLINES

1. To comply with the Budget and Policy Framework procedure rules as part of the agreed consultation process for the General Fund and Housing Revenue Account budgets, alongside the Council's Capital Programme, this report sets out the draft revenue budget and Capital Programme for the services within the remit of the Residents, Education & Environmental Services Policy Overview Committee. Following consideration by Cabinet on 10 December 2020, these proposals are now under consultation, and the proposals for each Group are being discussed at the January cycle of Policy Overview Committees.
2. Cabinet will next consider the budget proposals on 18 February 2021, and the report will include comments received from Policy Overview Committees. At the meeting on 18 February 2021 Cabinet will make recommendations to full Council regarding the budget and Council Tax levels for 2021/22, who will meet to agree the budgets and Council Tax for 2021/22 on 25 February 2021.
3. The Committee needs to consider the budget proposals as they relate to the relevant service areas within its remit, but within the corporate context and the constraints applying as a result of the aggregate financial position of the authority.

RECOMMENDATIONS:

That the Committee notes the budget projections contained in the report and comments as appropriate on the budget proposals for the relevant service areas within its remit, within the context of the corporate budgetary position.

SUPPORTING INFORMATION

4. The Council continues to operate within a reduced funding envelope following marked reductions in central government funding over the period since 2010/11, and although funding levels have stabilised since 2019/20 there remains an element of the legacy grant cuts being financed through releases from General Balances. Alongside the funding challenge,

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

continuing demographic and demand pressures and a return to an inflationary environment over the medium term will necessitate delivery of further substantial savings. This report to Cabinet on the budget for 2021/22 quantifies the financial challenge faced by the Council over the medium term and outlines an approach to meeting this challenge whilst continuing to 'Put Residents First'.

5. This report to Cabinet on the budget for 2021/22, building upon the position outlined in the 2020/21 budget report to Council in February 2020, the outturn position for the 2019/20 financial year and experience to date during 2020/21 alongside latest projections and an assessment of the financial impact of the proposed savings programme. This background to development of the 2021/22 budget is outlined below, with the following sections of this report setting out the resulting budget proposals for the new financial year.

2020/21 Budget

6. At the time of Council Tax setting for the current year in February 2020, it was anticipated that this combination of inflationary pressures, growing demand for services and increased capital financing costs would generate an underlying savings requirement of £34,954k over the period 2021/22 to 2023/24. In addition, it was planned to step down use of General Balances from £6,334k in 2020/21 to zero over two years which would increase the total savings requirement to £41,288k.
7. The budget strategy presented to Cabinet and Council assumed that use of the Social Care Precept and inflationary growth in Council Tax (pegged at 90% of the maximum permissible level) would generate £14,959k, with £1,113k full year effects from approved savings proposals reducing the residual budget gap to £25,216k for 2021/22 to 2023/24 as set out below.

Table 1: February 2020 Budget Strategy

	2020/21 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000	Current MTFF £'000
Underlying Savings Requirement	9,792	12,765	11,529	10,660	34,954
Unwind Prior Use of Balances	7,776	6,334	3,000	0	6,334
Total Savings Requirement	17,568	19,099	14,529	10,660	41,288
Proposed Council Tax Increase	(4,421)	(4,695)	(4,983)	(5,281)	(14,959)
In-year Call on General Balances	(6,334)	(3,000)	0	0	0
Current Savings Proposals	(6,813)	(760)	(203)	(150)	(1,113)
Savings to be identified	0	10,644	9,343	5,229	25,216
Closing General Balances	(27,905)	(24,905)	(24,905)	(24,905)	N/A

8. This approach was expected to reduce unallocated General Balances to £24,905k, providing a level of headroom against the £15,000k minimum level of balances required to manage risks in an authority such as Hillingdon. To avoid further depletion of balances, this strategy necessitated the delivery of approximately £10,000k savings over the two budget setting cycles in 2021/22 and 2022/23. Beyond this timeframe, projections were for an annual

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

savings requirement of circa £5,000k per annum – driven by growing demand for services and cost inflation being partially offset by a growing tax base and inflationary uplifts on income.

2019/20 Outturn

9. At the time of budget setting in February 2020, General Balances had been projected to total £34,239k at 31 March 2020. An improvement of £1,019k was reported in the final months of the year as unallocated growth and contingency sums were released alongside minor improvements across a range of services, which together with the decision to capitalise £2,274k of Highways expenditure previously planned to be funded from Earmarked Reserves increased this underspend to £3,293k.
10. This improvement of £3,293k was set aside in Earmarked Reserves to provide funding for COVID-19 pressures not covered by grant monies, and supplemented by redirecting other previously earmarked sums to create a £9,126k reserve for COVID-19 costs, while General Balances remained at the budgeted level of £34,239k.

2020/21 Budget Monitoring Position

11. The consultation budget was finalised in the context of the Month 7 monitoring position, with pressures totalling £29,428k being projected in relation to the various impacts of the COVID-19 pandemic on General Fund operations during 2020/21. Significant additional funding has been awarded to manage these pressures, with four separate tranches of grants totalling £25,133k having been awarded to Hillingdon and a further £7,700k expected through the Government's commitment to finance 75% of Fees & Charges losses above a 5% threshold. While funding due from government therefore currently exceeds identified pressures, it is likely that the ongoing management of the pandemic and its local impacts will result in further costs emerging over the remainder of this year and into 2021/22. In the event that in-year costs exceed available grants, the COVID-19 reserve is available to isolate any impacts from General Balances.
12. With COVID-19 related pressures being managed in this way, an underspend of £3,279k is reported across the Council's normal General Fund operations. Within this position it is expected that a number of one-off or temporary underspends will be sufficient to contain a pressure of circa £1,000k arising from a higher than budgeted pay award being agreed nationally (2.75% rather than 2.00%). The reported underspend includes a £764k underspend on corporate budgets primarily relating to savings on short term borrowing and reduced spend on debt financing budgets due to the timing of capital expenditure impacted by COVID-19, alongside £2,299k underspends from across service budgets. This Month 7 monitoring position would deliver General Balances of £31,184k at outturn, with no material movements in this position in the recently completed Month 8 monitoring report.

2021/22 Budget Development

13. Services have been developing savings proposals with a view to bridging the future budget gap and the growing cost of providing valued services to residents. In addition to this work across directorates, a comprehensive review of the corporate elements of the budget has been undertaken since February, capturing funding, inflation and capital financing. During

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

the autumn, a series of challenge sessions were held to affirm the budget position. Each session followed a similar format reviewing:

- The current position in 2020/21 - both monitoring and savings delivery.
- Existing and emerging pressures that need to be addressed in the 2021/22 budget and forecasts for future years.
- Progress on the development of savings proposals for 2021/22 and beyond.
- Identification of any potential growth or invest-to-save bids.
- Capital programme requirements.

14. The consultation budget represents the combined outputs from these sessions, with a savings programme and planned use of General Balances being delivered to produce a balanced budget, after securing additional revenue from a 4.8% proposed Council Tax increase for 2021/22, enabling delivery of a budget without recourse to reductions in frontline services.

BUDGET PROPOSALS

15. The Council's budget was presented to Cabinet in the context of a challenging medium term outlook with a budget gap of £33,263k to be managed through a combination of savings and Council Tax uplifts over the three years to 2023/24. This position takes into account the favourable outcome of Spending Review 2020, which broadly secures a £1m uplift in funding alongside an additional benefit of £2m driven by a lower pay award than previously forecast, but there remains a level of uncertainty due to Brexit and the upcoming Fair Funding Review, which has been delayed by a further year.

16. The funding strategy is presented in the context of a proposed increase in Council Tax at 4.8% in 2021/22, and indicative inflationary uplifts of 3.8% on Council Tax from 2022/23 onwards securing £16,141k additional income. In addition to this, identified savings deliver a further £2,797k over the three year period, alongside the planned use of general balances leaves £12,605k of savings to be identified over the remaining two budget cycles.

Table 2: Budget Strategy 2021/22 to 2023/24

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

	2020/21 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000	Current MTFF £'000
Underlying Savings Requirement	9,792	10,003	10,223	13,037	33,263
Unwind Prior Use of Balances	7,776	6,334	2,421	1,000	6,334
Total Savings Requirement	17,568	16,337	12,644	14,037	39,597
Proposed Council Tax Increase	(4,421)	(5,862)	(4,989)	(5,290)	(16,141)
In-year Call on General Balances	(6,334)	(2,421)	(1,000)	0	N/A
Current Savings Proposals	(6,813)	(8,054)	(2,797)	0	(10,851)
Savings to be identified	0	0	3,858	8,747	12,605
Closing General Balances	(31,184)	(28,763)	(27,763)	(27,763)	N/A

17. The above strategy continues to include the planned release of General Balances while maintaining unallocated reserves within the recommended range for Hillingdon of £15,000k to £32,000k. While a review of the range of risks facing the Council does not indicate a change to this range will be necessary at the moment.

The Budget and Policy Framework Rules

18. The public consultation on the budget proposals commenced on 11 December 2020 following decisions taken by Cabinet on 10 December 2020.

19. There will be a further consideration by Cabinet of the budget proposals on 18 February 2021, including comments from Policy Overview Committees and the public consultation. These will be collated and reported back to Cabinet by the Corporate Services, Commerce and Communities Policy Overview Committee. Council will be requested to approve the Cabinet's proposals on 25 February 2021, and if approved without further amendment they will be effective immediately.

Corporate Summary

20. While the focus of the discussion for the Policy Overview Committee should be the specific services within its remit, it is important that this discussion is conducted in the context of the overall corporate financial position. The Council's financial performance during 2020/21 is being significantly impacted by the pandemic, with pressures of £29,428k being reported against the General Fund with significant additional funding having been awarded to manage these pressures.

21. With COVID-19 related pressures being managed in this way, an underspend of £3,279k is reported across the Council's normal General Fund operations. Within this position it is

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

expected that a number of one-off or temporary underspends will be sufficient to contain a pressure of circa £1,000k arising from a higher than budgeted pay award being agreed nationally (2.75% rather than 2.00%). Within this position, £3,577k of the £6,386k savings planned for 2020/21 are banked or on track for delivery in full by 31 March 2021, with £2,809k being tracked as being at an earlier stage of implementation or at risk as a result of the COVID-19 pandemic.

22. The budget proposals included in this report represents the Cabinet's budget strategy for 2021/22. Revenue budget proposals have been developed to continue to support the over 65s meet their Council Tax liability by continuing the cash discounts awarded through the older people discount for those currently in receipt of the benefit, but closing the scheme to new entrants. The final funding settlement for 2020/21 and confirmation of a number of levies payable to other public authorities will not be confirmed until early 2021, although budgeted sums are broadly in line with national spending figures outlined in the Spending Review 2020.
23. Recurrent funding available to support the budget requirement is projected to total £232,837k in 2021/22, inclusive of £5,862k additional income linked to the proposed 4.8% increase in Council Tax to protect frontline services for residents. This recurrent funding is supplemented by £3,500k of one-off funding including £834k from local COVID-19 reserves and a £2,421k release from General Balances to support the £244,391k projected cost of delivering services in 2020/21.
24. The Council's draft budget strategy is to align the profile of budget proposals to deliver a budget for 2021/22, while maintaining unallocated reserves between £15,000k and £32,000k. The development of £8,054k savings proposals are sufficient to reduce the budget gap to £2,421k, which it is proposed to cover through the drawdown from General Reserves, as detailed in Table 2 below.

Table 3: Budget Requirement

	Movement from 2020/21 £'000	2021/22 Budget Requirement £'000
Recurrent Funding	(349)	(226,975)
Council Tax Increase (3.8%)		(5,862)
One-Off Funding	2,451	(1,079)
Planned Use of General Balances		(2,421)
Total Resources	2,102	(236,337)
Roll Forward Budget		234,284
Inflation	4,700	
Corporate Items	1,901	
Contingency (Service Pressures)	3,456	
Priority Growth	50	10,107
Budget Requirement		244,391
Gross Savings Requirement		8,054
Savings	(8,054)	(8,054)
Net Budget Gap		0

25. This draft budget includes £50k new funding for Domestic Abuse Initiatives to further support this service area in light of increases in need. In addition, the Council has £1,038k of Priority Growth Earmarked Reserves that can fund any new and emerging issues going into 2021/22, with further Earmarked Reserves being available for specific areas of spend, including Environment and Recreational initiatives (£450k) and the All-Age Sport and Activity Fund (£308k).

26. An update of the Council's capital programme is also presented in this report, with £344,775k of planned investment in local infrastructure over the period 2020/21 to 2025/26. This includes a new Leisure centre in Yiewsley, a major programme of investment in the borough's highways, a programme of sports club rebuild/refurbishments, a libraries refurbishment programme and provision for investment in Youth infrastructure. The programme is supported by £97,230k of external funding, £60,466k of capital receipts from the disposal of surplus assets and Community Infrastructure levy alongside £167,079k of Prudential Borrowing. Financing costs associated with implementation of this programme are the principal driver behind the £1,901k Corporate Items and are forecast to grow to £7,729k by 2025/26.

2020/21 GROUP BUDGET PROPOSALS

27. Budget proposals relating to services within the remit of Residents, Education & Environmental Services Policy Overview Committee are presented below, with headline operating budgets for the relevant services outlined in Table 4. In addition to these base budgets to support services, more volatile or demand-led areas of activity are managed

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

through Development and Risk Contingency - with latest projections for 2021/22 expanded upon in the following sections of this report.

Table 4: Group Budgets within Corporate Services, Commerce and Communities Policy Overview Committee Remit

	Social Care £'000	Environment, Education & Community Services £'000	Building Services, Transport & Business Improvement £'000	Corporate Resources & Services £'000	Total £'000
Operating Budget 2020/21	6,824	10,135	21,119	959	39,037
Inflation	306	255	365	15	941
Contingency	495	0	900	0	1,395
Savings	0	(1,394)	(2,047)	0	(3,441)
Operating Budget 2021/22	7,625	8,996	20,337	974	7,625

Development & Risk Contingency

28. The Development and Risk Contingency is used to manage budgets relating to volatile or demand-led budgets, where there will remain uncertainty as to the level of resources required until actual demand for services is known at outturn. Rather than inflating Directorate Operating Budgets to cover all potential risk items, these are collated and budgeted for in the round.
29. The following paragraphs provide an overview of items specifically identified within Development and Risk Contingency, identifying key risks and emerging issues where appropriate alongside commentary on proposed management action.

Service Pressures – Demographic Growth Items

30. Waste Disposal Levy and Contracts (£2,050k provision, £900k growth from 2020/21) – Projected costs in respect of waste disposal reflect projected residential development in the borough, alongside increases in the cost of disposal linked to rising landfill taxes and broader market forces with scope for volatility in both volumes and cost during 2021/22. Refinement of this position will be informed by the Council's own disposal contracts and a review of the WLWA levy consultation.
31. SEN Transport (£2,723k provision, £495k growth from 2020/21) – Following the large investment in this area in 2020/21 (£2,135k) driven by growth in SEN placements, this report presents a return to the normal increase in demand in this area, with an increase of £495k forecast for 2020/21.

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

Priority Growth

32. This consultation budget includes one specific Priority Growth item of £50k to support Domestic Abuse Initiatives in the borough. In addition, the Council has £1,038k of Priority Growth Earmarked Reserves that can fund any new and emerging issues going into the new financial year and beyond, with further Earmarked Reserves being available for specific areas of spend, including Environment and Recreational initiatives (£450k) and the All-Age Sport and Activity Fund (£308k).

Savings

33. The following paragraphs provide an overview of savings proposals included in this draft budget. These include efficiency savings and other measures reducing the cost of service delivery without impacting upon service. Savings measures fall into six broad themes, with the first five representing efficiency savings and charging proposals that do not directly impact upon the service offer to residents:

- i. Service Transformation represents the majority of proposed savings, with items presented in this category ranging from the full year effect of previously implemented proposals, the implementation of recently agreed BID Reviews and the expected benefits arising from potential new BID Reviews.
- ii. Effective Procurement savings reflect efficiencies gained through the commissioning of services from third parties, including the insourcing of functions where this represents better value for money than previously externalised services.
- iii. Managing Demand items relate to measures intended to maintain or improve services to residents – particularly in relation to social care and other direct support for clients – through investment in early intervention, identification of alternative support models and other initiatives.
- iv. Income Generation & Commercialisation proposals include the regular annual review of Fees and Charges against those of neighbouring authorities, alongside savings arising from reviews of services with scope to operate with a reduced level of subsidy from the Council Taxpayer.
- v. Savings proposals from Zero Based Reviews represent budgets, which have been identified as being surplus to requirements through the line-by-line review of the 2019/20 outturn position and similar exercises being undertaken by Finance.
- vi. Policy Decisions represents a step change in the Council's service offer rather than efficiency gains, with a single proposal relating to the cessation of the local First Time Buyer's Scheme falling in this category.

Pump Priming Savings and Flexible Use of Capital Receipts

34. The Council is currently permitted to finance the costs associated with service transformation from Capital Receipts, with both one-off implementation costs and the support for service transformation, including the BID team, being funded from this resource. This draft budget has been prepared on the basis that such implementation costs for the 2020/21 savings programme, estimated at £3,750k, will be financed from a combination of Capital Receipts and Earmarked Reserves as appropriate.

Environment, Education & Community Services

35. A number of proposals have been included within the Green Spaces, Sports and Culture service area, with these proposals expected to deliver £1,115k from a range of income generation and commercialisation initiatives as well as service transformation. The largest elements of this being driven by service transformation of the services, maximising the use of the Council's assets alongside a number of income generation and commercialisation projects including reviewing charging options associated with Parks and Courts, and developing proposals to reduce the need for a Council subsidy in services such as Golf, Museum, Theatres and Adult Education.
36. Finally a £95k proposal has been included for the in-sourcing of a Planning Service contract to ensure greater efficiencies for the Council.

Building Services, Transport & Business Improvement

37. Proposals totalling £725k have been included for Waste Services, with a number of initiatives around Service Transformation, Zero Based Reviews and Income Generation & Commercialisation including reviews of food waste and recycling, bulky waste collections, recycling and waste bags and a zero based review of the budgets, realigning the service with the West London Waste Authority (WLWA) levy budgets and contracts.
38. A further £450k of savings are being proposed centred around Highways and Parking, with a review of the use of the Council's capitalisation powers in Highways and Service Transformation work within Parking expected to drive efficiencies without reducing service levels. A series of further zero based reviews are planned for this area, including across repairs and maintenance, which expected to deliver savings of £50k in 2021/22.

Cross-Cutting Initiatives

39. The Council continues to review recruitment and retention requirements of Council run services, with a review of vacant posts expected to deliver a £100k saving for 2021/22.

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

FEES & CHARGES

40. The Council is empowered to seek income from Fees and Charges to service users across a wide range of activities. Some of these Fees and Charges are set by the Government or other stakeholders, but many others are set at the discretion of the Council, based on Cabinet's recommendations. The Council continues to operate a system of differential charges through the Hillingdon First card, which enables preferential rates to be offered to local residents.
41. The Council continues to benchmark Fees and Charges against those of neighbouring authorities and other service providers, with charges being set at a maximum of 90% of the relevant benchmark for residents, and at benchmark for non-residents where applicable. This realignment of charges incorporates £1,006k additional income within this Policy and Overview Committee's remit, with £164k of this sum already agreed at February 2020 Cabinet and £842k of new proposals for implementation in 2020/21.
42. Uplifts to Fees & Charges that were agreed at February 2020 Cabinet contributing towards the Income Generation & Commercialisation savings total include:
 - i. Licensing - October Cabinet approved revisions to Shop Front Tables and Chairs fees and Temporary Street Trading Pitches, with these changes forecast to deliver an additional £3k in 2021/22.
 - ii. Pay by Phone – A £56k saving is included in the budget proposals related to the introduction of Pay by Phone technology in 2019/20, with the financial impact stemming from income lost through parking suspensions following theft and vandalism to machines estimated to be £113k, with £57k of this value being included in the 2020/21 budget, with the remaining balance being proposed to be included in 2021/22.
 - iii. Parking – Following the usual benchmarking exercise, the proposed increase for Off-Street Pay & Display parking, Visitor Vouchers and Residents Second Parking Permits were staggered over a two year period, with £105k included in the 2021/22 proposals as a result of the Council opting to spread the impact of the increased charge over a two year period.
43. Several new proposals have been included in this consultation budget, contributing £842k and include:
 - iv. Building Control - A review of Building Control Fees & Charges has identified the potential for uplifts across 3 main headings, including Building Notice Charges for the erection of New Housing & Flats, Domestic Extensions Plan Charge and Domestic Loft Conversions, with this review focused around the 90% benchmark approach expected to deliver an additional £122k of income for 2021/22.

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

- v. Food Health & Safety – Following the Council's approach to benchmarking charges, Food Health & Safety increases are forecast to yield an additional £1k.
- vi. Waste - Refreshed benchmarking of Trade Waste Collection rates for bin hire and emptying has identified headroom in the charging for this service, delivering £29k, with an additional £83k coming from Trade recyclables and Trade Waste charges at New Years Green Lane Civic Amenity site being increased in line with the charges of neighbouring boroughs.
- vii. Highways – Uplifts to the Application and Supervision for Highways crossovers is proposed to deliver £82k based on the 90% benchmark approach.
- viii. Street Naming & Numbering – A further £10k is expected from this income stream following the Council's review of neighbouring boroughs' charges and targeting uplifts at 90% of those charges.
- ix. Gated Tennis Courts – It is proposed to introduce a small charge for the use of gated tennis courts in the borough in line with neighbouring authorities following the introduction of a gating system last year, with the data from this system suggesting a small fee of £5 an hour should generate £48k of income for the Council.
- x. Residents Parking Permits – Neighbouring boroughs all charge an issuance and administration fee associated with parking management schemes, with the Council proposing a fee greatly below the 90% average to yield £30k of income for 2021/22.
- xi. Pay & Display Parking Fees – Following a refresh of the benchmarking data for both on-street and off-street pay and display charges, this consultation budget includes a proposal to generate £437k of additional income from increasing off-street pay and display charges at a rate that is still significantly below the 90% benchmark rate.

Capital Programme

- 44. The Council's current capital programme, as approved by Cabinet and Council in February 2020, continues to be focused on the provision of sufficient school places to meet rising demand across the borough. This programme has been reviewed and amended to reflect the ongoing priorities of the Council. The following key amendment items within the Capital Programme fall within the remit of Residents, Education & Environment Policy Overview Committee.
- 45. Due to the impact of the ongoing pandemic on the cultural industry and the level of uncertainty in the sector, the Theatre Development has been removed from the draft programme reducing the borrowing requirement by £42,950k.

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

46. The Schools Capital Programme has been updated to include the £6,053k contribution to the DfE managed Harlington School Rebuild, representing a £1,500k uplift in borrowing from the previously budgeted £4,550k estimate. On 29 May 2020, the DfE confirmed Basic Need grant allocations for the current financial year with no funds being allocated to Hillingdon, increasing the need to borrow by £2,250k. Finally on school expansions, an assessment of demand for temporary classrooms has allowed provision for such units to be reduced by £2,850k – leaving sufficient budget to deliver 4FE units up to 2022/23.

47. The following amendments to budgets for other existing projects are proposed:

- a. An increase of £75k in the £401k funding provided for Cemeteries schemes has been included to manage additional costs for drainage issues at Cherry Lane and respond to a petition on the Lake Gardens project.
- b. In order to limit uncontrolled offsite parking during special events at the Battle of Britain Visitors Centre, £150k additional budget has been provided to deliver 30 to 35 spaces adjacent to the Uniter Building.

SCHOOLS

48. As of Month 7, the Schools Budget is reporting an in year deficit of £9,451k (against a budgeted deficit of £7,175k), increasing cumulative deficits to £24,453k by the end of the 2020/21 financial year. Deficits continue to be driven by significant growth in the number of EHCPs which are not being matched by corresponding uplifts in funding. DfE funding announcements in recent months indicate that Hillingdon will receive a £4,826k uplift in High Needs funding for 2021/22, which will be insufficient to meet historic levels of spending, let alone any demographic growth in the new year.

49. The DfE have now issued a deficit management template which it requires all Councils with a DSG deficit or adverse movement in their reserves to complete and share with Schools Forum in advance of any disapplication request being made. This exercise has previously been limited to authorities with larger deficits, but the expanded criteria now require the majority of authorities to submit a recovery plan. While schools budgets deficits are underwritten by the DfE and will therefore not impact upon the Council's own financial position or budget strategy, the DfE are still placing the onus on local authorities to manage this fund to a breakeven position.

Implications on related Council policies

Comments from the Committee will feed into the annual budget decision-making process to Cabinet and Council.

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

How this report benefits Hillingdon residents

None at this stage, pending any findings approved by Cabinet.

Financial Implications

This report has been prepared by Corporate Finance and financial implications are addressed throughout the report.

Legal Implications

None.

BACKGROUND PAPERS

THE COUNCIL'S BUDGET: MEDIUM TERM FINANCIAL FORECAST 2021/22 - 2025/26, presented to 10 December 2020 Cabinet Meeting.

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee - 27 January 2021

QUARTERLY SCHOOL PLACE PLANNING UPDATE

Committee name	Residents, Education & Environmental Services Policy Overview Committee
Officer reporting	Dan Kennedy, Residents Services Sarah Philips, Residents Services
Papers with report	None
Ward	All

HEADLINES

The purpose of this report is to provide the Residents, Education & Environmental Services Policy Overview Committee with an update on school places planning, including the latest available information on school rolls.

Overall, there has been a slight drop in the number of primary aged school pupils registered to attend a school in Hillingdon during the Autumn-term. In part, this is thought to be related to the impact of the public health pandemic as more parents / carers have elected to home educate their children, or more families have moved out of London to return home or secure employment. This change will be kept under review. Children who are being home educated may return to school when the threat of the pandemic has subsided.

At the secondary stages, the number of children on roll has increased in line with projections. Further work is underway on the future planning to meet the forecast need for additional secondary school places. There will be sufficient secondary Year 7 places for all pupils applying in 2021.

In terms of meeting the needs of pupils with additional needs, a forward programme of capital works to schools in the Borough is being progressed.

Covid-19 has led to greater pupil movements in and out of all year groups and specific schools, adding greater uncertainty to forecasting the need for school places.

RECOMMENDATIONS:

That the Committee:

1. **Note the update presented in this report;**

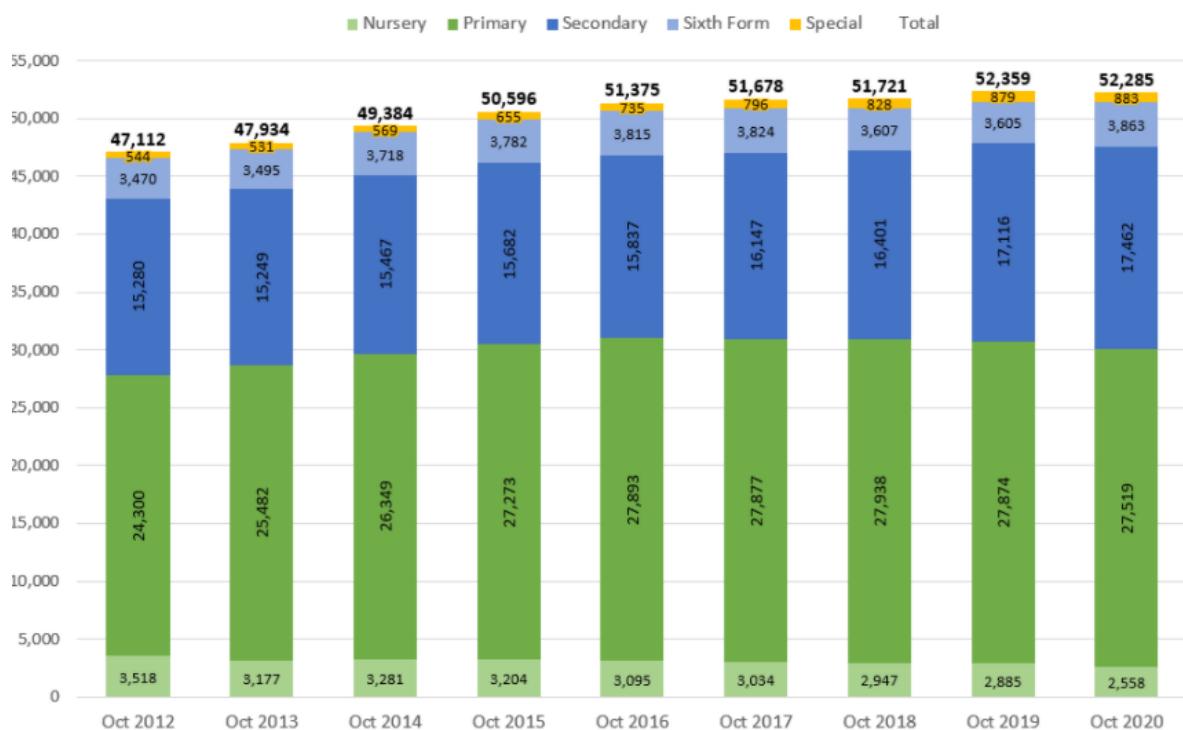
2. Note that officers will provide an update at the meeting about actions to respond to the pockets of surplus places in a small number of primary schools, given the changing picture of pupils on school rolls due to the public health pandemic; and
3. Question officers about the update.

SUPPORTING INFORMATION

Pupils on Roll – October 2020

4. The October 2020 school census is the first census since January 2020, with others cancelled due to the public health pandemic. Hillingdon has the seventh highest number of pupils of the 32 London boroughs. The number in secondary, special and sixth forms have all continued to rise, but the total number of pupils has slightly fallen due to a decline in nursery and primary pupils as shown in Table 1 below. It is also thought that the pandemic, including the economic impact on some sectors, has led to some families leaving London / the UK which has also contributed to the slight reduction in pupil numbers in the primary sector.
5. In line with many other Boroughs, there has been a sharp increase in the number of pupils whose parents / carers have elected to home education them. This is apparent across all year groups. The number of parents requesting elective home education (EHE) had risen to 337 at the end of December 2020 between Reception to Year 13 with around 30 in each year group. It is possible some of these may decide in future to request places in schools.

Table 1 Pupils in Hillingdon schools, October Census 2012- 2020



Primary School Rolls, Projections and Proposed Actions

6. From an analysis of the recently made available October 2020 school census data, there is a slight decline on last year. However, the total size of each of the seven statutory year groups are similar, as shown in the table below, though each school has a different pattern.

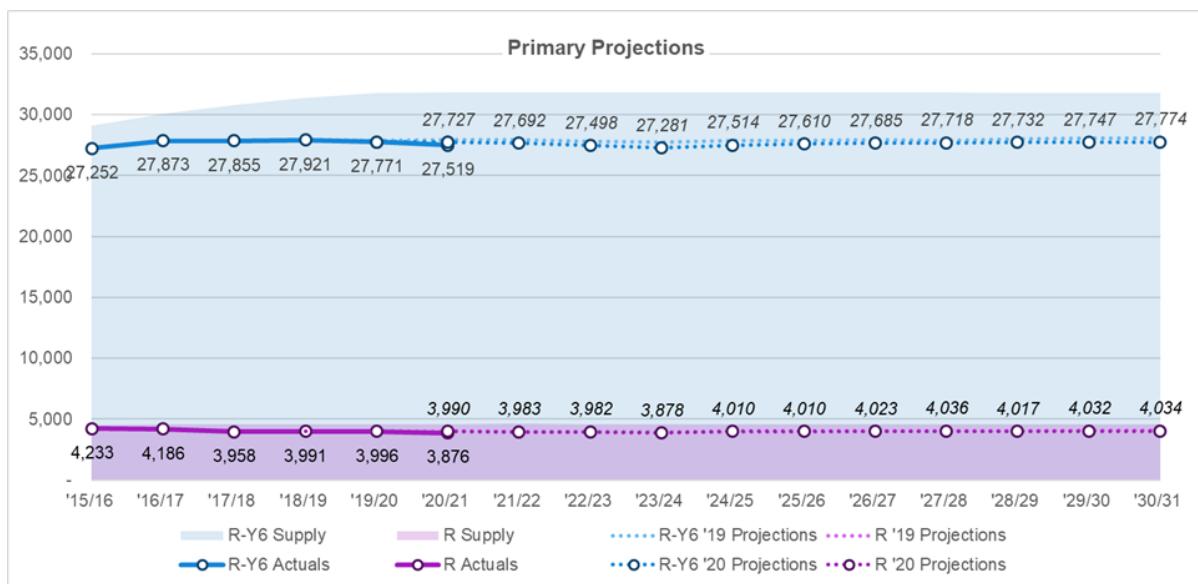
Table 2 Primary pupils in October census year by type of school and year group

Type of Primary School	N2	N1	R	1	2	3	4	5	6	Total
Infant	784		1,024	1,074	1,085					3,967
Junior						957	1,003	1,024	917	3,901
Primary (I&J)*	1,629	31	2,852	2,871	2,871	2,899	2,999	2,992	2,844	21,988
All Primary phase	2,413	31	3,876	3,945	3,956	3,856	4,002	4,016	3,761	29,856

*This also includes the primary phase at Guru Nanak School.

7. Projections indicate total primary rolls will slightly decline to 2023-24 before starting to rise again. The level of unused spaces has grown and will continue to be higher than is needed to enable in-year movement. The table below shows that primary rolls peaked in 2018-19 but the October 2020 total primary roll is still higher than in 2015, but the reception intake is lower.

Table 3 Primary school actual rolls October 2015-2020 and projections to 2030



8. London place-planning officers have met with the DfE recently and all shared concerns that rolls have been affected by Covid. The DfE seems sympathetic to supporting more one-year variations where supporting evidence is provided. Compared to Hillingdon, most of London has experienced greater loss of pupils across all year groups as families have moved away due to Covid and Brexit. However, this availability of spaces to the east of the Hillingdon Borough could impact on parental choices.

Secondary School Place Planning

Secondary Rolls, Projections and Actions

9. The October 2020 census shows a rise in secondary numbers (604 more than 2019). In general rolls are rising each year but the Year 7 roll is lower than when offers were made, reflecting some of the turbulence of the pandemic, as shown in the Table 2 below.

Table 4 October 2020 Census Secondary Year group totals

Year Group	7	8	9	10	11	Y7-11	12	13	Total
All 18 Schools:	3,608	3,651	3,405	3,428	3,355	17,447	2,095	1,754	21,296

10. Officers are liaising with DfE and relevant schools to provide support. The key issues are:

- a. The Year 7 roll in October 2020 was 68 below the number of offers made on National Offer Day. After considerable movement between schools, the reductions have concentrated in five schools. Of these, two are improving and slowly building up their roll but two face challenges of overall very low numbers and over 30% vacancies in current Year 7. The fifth had been over-full on National Offer Day and is full in other year groups. Meetings are planned to discuss preferences for 2021 and support in the new year with relevant Trusts and the DfE.
- b. There is a marked overall increase in sixth form rolls, as many of the secondary schools and the two UTCs have admitted a larger Year 12 (8.4% higher overall than last year). This reflects a positive choice by students, in part to move on from the Covid disruption that year group has experienced, including to their GCSEs. The Year 12 average size is 105. Two are over 200 but two are under 20 and one studio college has no sixth form.
- c. Two secondary schools, both studio schools and both UTCs each have under 420 pupils, which is challenging for financial and curriculum delivery. Together these six schools have the largest concentrations of surplus places and have low parental preferences. The two UTCs have grown in Year 12 and serve a far wider area, with only 30% of their rolls resident in the borough.

11. The forecast for secondary school places continues to show that there is a need for additional school places showing Year 7 pupil numbers continuing to rise to a peak in 2025/26 then continuing at a plateau. There is additional volatility in the future forecast, especially from the effects of the public health pandemic.

12. In terms of future secondary school places planning, officers have agreed with schools across the borough a potential supply of extra temporary Year 7 places above the Published Admissions Number. This enables the LA to be confident that every pupil will be offered a place for September 2021. Some of these will be added into the computer process and allocated to meet parental preferences, after maximising offers to all schools. In terms of future, additional school places, the Department for Education is progressing the appraisal of their proposed secondary free school.

13. The DfE and other boroughs agree the projections are not a simple reliable indicator. The 2021 national offer day data will help check to understand where projections are most accurate, though applications this year have been affected by Covid, as more parents choose to home-educate and some families have moved away due to the economic impacts. However, more pupils could return to the borough and apply to schools before the end of 2021. As set out above, at this stage there is not a case for creating further secondary places, beyond the new free school and the expansion of Harlington that are both now in the formal consultation and planning process.

Special Provision

14. The roll in the seven special schools roll in October 2020 was 883, a rise of 62% since 2012. Many of the schools are now full to capacity. The total number of resident pupils with Education Health Care Plans (EHCPs) has doubled over the past ten years and rose by 18.5% from 2019-2020, mainly due to the completion of plans begun in previous years. These pupils are receiving the education and care they need due to the response and care from the special schools, many mainstream schools and SENCOs.
15. The 18.5% increase in the past year in the number of EHCPs was far higher than ever before, beyond predictions and has created pressure on mainstream and special schools and SRPs; and on the SEND services to manage all the extra demands for EHCP assessments and placements to be arranged. The current annual net growth in EHCPs is around 5%. Over the summer, some pupils moved into the borough with EHCPs.

Table 5 Pupils with Special Education Needs in Hillingdon Schools October 2020

Schools Type	No SEN %	SEN EHCP %	SEN Not EHCP %	Total Full Time Pupils
Special Schools	0	99.4%	0.6%	883
Nursery Schools	89.0%	1.2%	9.8%	82
Primary Schools	85.4%	3.3%	11.2%	29,995
Pupil Referral Unit	50.0%	0	50.0%	56
Secondary Schools	87.5%	4.0%	8.6%	21,269
	86.2%	3.6%	10.2%	52,285

16. The October 2020 Census shows 13.7% of all pupils in Hillingdon schools, have an education special need, that is 7,156 of 52,285.
 - Most, 5,294, receive SEN support in their mainstream school setting.
 - 1,873 pupils have an Education Health and Care Plan (EHCP) - 3.6% of total rolls.
 - Every EHCP names the prime category of special need and a school to meet it.
 - 43.8% of pupils with EHCPs are in mainstream schools, including Special Resourced Provision, making up 2% of the roll of mainstream school rolls.
 - The majority of pupils with SEND in our schools are residents, but some live out of borough and some resident pupils with SEN are in mainstream or special schools out of the borough, including independent schools and some

residential.

- In total 2,762 resident children and young people had an EHCP in October 2020. The number fluctuates constantly as some pupils move in and out of the borough and some pupils gain a plan and others have plans ceased as all their needs have been met.

17. Over the past few years, increasing numbers of pupils with SEN have their needs met in mainstream schools, and this trend is likely to rise. This is in part due to parental requests which form part of the statutory process for SEN placements and means the proportion of pupils with EHCPs and SEN varies substantially between schools. The LA must take parental preferences into account, amongst other criteria, and contact schools where the parent has stated it as a preference on the EHCP - but the LA may believe another school is equally suitable having considered the overall impact on the school and the best provision for each child.

18. From now until 2024, DfE funded and led Priority School Building Projects or Free Schools will update facilities and will create an extra 234 places in LBH special schools from 2021- 2024, including one extra new special free school. All these places will be commissioned for LBH residents and there will also be 36 new places in two new secondary units. This will reduce use of out of borough provision and lower placement costs, though some cross- borough movement and use of specialist provision will always be needed.

19. The planned expansions had been thought to be sufficient to meet need until the large rise in EHCPs in 2019-20 prompted further detailed refreshed planning. This is underway to project future needs of pupils and also consider the short term requirements. Investigations have begun with specific schools and Trusts to explore the potential for surplus places in mainstream schools to be repurposed to meet the demand for more special needs provision. This requires building and outdoor space and access and management commitment and staffing expertise, with the option to run in partnership with special schools, or as a satellite of an existing special school. These are models being developed across London and supported in principle by the DfE, but will require approval from the relevant governors, Trusts, DfE and the LA as commissioner.

Financial Implications

20. The financial implications are being reviewed of the different options for meeting future demand for special school places, both capital and revenue, as part of the Council's budget setting process.

Background Papers

21. None.

ANNEXES

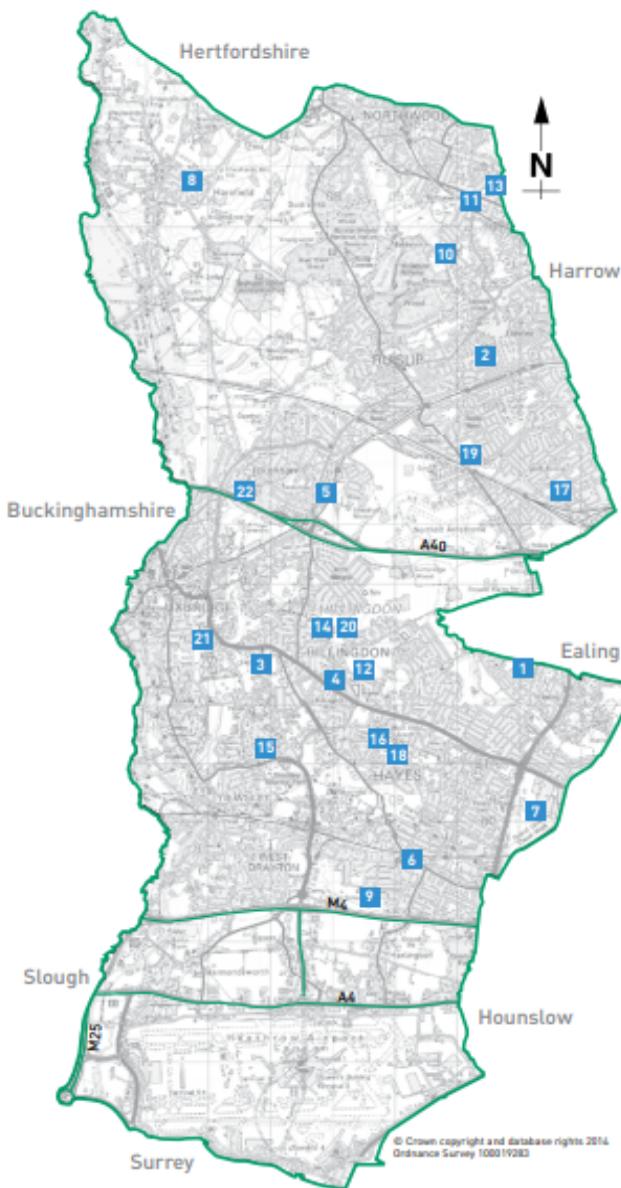
Annex 1 - Primary Planning Areas (PPA 1-14)



1. Harefield
2. Frithwood, Harlyn, Hillside, Holy Trinity CofE
3. Bishop Winnington Ingram CofE, Coteford, Warrender, Whiteheath
4. Breakspear, Glebe
5. Bourne, Deanesfield, Field End, Lady Bankes, Newnham, Ruislip Gardens, Sacred Heart RC, St Swithun Wells RC
6. Cowley St Laurence, Hermitage, John Locke Academy, St Andrew's CofE, St Andrews Park CofE, St Mary's RC, Whitehall
7. Highfield County, Hillingdon, Oak Farm, Ryefield, St Bernadette's RC
8. Charville, Grange Park, Hayes Park, Hewens
9. Belmore, Brookside, Yeading
10. Colham Manor, Rabbsfarm, St Matthew's CofE
11. Botwell House RC, Dr Triplett's CofE, Guru Nanak Sikh, Lake Farm Park Academy, Minet, Nanaksar Sikh, Rosedale College, Wood End Park
12. Cranford Park, Pinkwell, William Byrd
13. Harmondsworth, Heathrow
14. Cherry Lane, Laurel Lane, St Catherine's RC, St Martin's CofE, West Drayton

Annex 2 - Map of Hillingdon Secondary Schools

Where to find secondary schools in Hillingdon



Key

- A** Academy
- F** Foundation school
- S** Studio college (14 to 19 year olds only)
- U** University technical college (14 to 19 year olds only)

Please note: Each school's status is correct at the time of publication.

- 1 A** Barnhill Community High School Hayes (DfE 5412)
- 2 A** Bishop Ramsey C of E School Ruislip (DfE 4600)
- 3 A** Bishopshalt School Hillingdon (DfE 5400)
- 4 S** De Salis Studio College Hayes (DfE 4009)
- 5 A** The Douay Martyrs School Ickenham (DfE 5408)
- 6 U** Global Academy Hayes (DfE 4014)
- 7 A** Guru Nanak Sikh Academy Hayes (DfE 4654)
- 8 A** The Harefield Academy Harefield (DfE 6906)
- 9 F** Harlington School Hayes (DfE 5411)
- 10 A** Haydon School Eastcote (DfE 5401)
- 11 U** UTC Heathrow Northwood (DfE 4002)
- 12 A** Hewens College Hayes (DfE 5407)
- 13 A** Northwood School Northwood (DfE 5405)
- 14 F** Oak Wood School Hillingdon (DfE 5409)
- 15 A** Park Academy West London Yiewsley (DfE 4021)
- 16 S** Parkside Studio College Hayes (DfE 4000)
- 17 A** Queensmead School South Ruislip (DfE 5403)
- 18 A** Rosedale College Hayes (DfE 5406)
- 19 A** Ruislip High School Ruislip Manor (DfE 4023)
- 20 A** Swakeleys School for Girls Hillingdon (DfE 5410)
- 21 A** Uxbridge High School Uxbridge (DfE 5404)
- 22 A** Vyners School Ickenham (DfE 5402)

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CABINET FORWARD PLAN

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Neil Fraser, Democratic Services Officer
Papers with report	Appendix A – Forward Plan
Ward	All

HEADLINES

The Committee is required by its Terms of Reference to consider the Forward Plan and comment as appropriate to the decision-maker on key decisions which relate to services within its remit (before they are taken by the Cabinet or by the Cabinet Member).

RECOMMENDATIONS

That the Residents, Education and Environmental Services Policy Overview Committee notes and comments on items going to Cabinet.

SUPPORTING INFORMATION

The latest published Forward Plan is attached.

Implications on related Council policies

Policy Overview Committees are at the heart of how the Council shapes policy at Member level.

How this report benefits Hillingdon residents

Policy Overview Committees directly engage residents in shaping policy and recommendations from the Committees seek to improve the way the Council provides services to residents.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.

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Ref	Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & reasons
SI = Standard Item each month Council Departments: I = Infrastructure, Transport & Building Services P + Planning, Environment, Education & Community Services SC = Social Care CR&S – Corporate Resources & Services FD= Finance									
Cabinet Meeting – Thursday 18 February 2021									
009	Government Planning Consultation: Supporting housing delivery and public service infrastructure	Cabinet will receive the Council's response to the Government's latest planning consultation regarding a new permitted development right for a change of use to residential to create new homes, measures to provide public service infrastructure more quickly, a new streamlined planning application process for hospitals, schools and prisons and the approach to simplifying and consolidating existing permitted development rights following changes to the Use Classes Order. Given the submission deadline of 28 January, the Leader and Cabinet Member	All		Cllr Eddie Lavery	P – Julia Johnson / James Rodger		NEW	Public

		will agree the Council's response prior and this will be reported to Cabinet for noting and due public record.						
012	Contract for the Collection, Sorting, Processing and Sale of Dry Recyclables	Contract for the Collection, Sorting, Processing and Sale of Dry Recyclables	All		Cllr Eddie Lavery	I – Nicola Herbert	DEF	Private (3)
013	Hillingdon's Elective Home Education Policy	Following consultation, Cabinet will consider approval of an updated Elective Home Education Policy.	All		Cllr Susan O'Brien	P – Jenny Chalmers / Laura Palmer	Public consultation and the Residents, Education and Environmental Services Policy Overview Committee.	Public
015	The Council's Budget - Medium Term Financial Forecast 2021/22 - 2025/26 (BUDGET FRAMEWORK)	Following consultation, this report will set out the Medium Term Financial Forecast (MTFF), which includes the draft General Fund reserve budget and capital programme for 2021/22 for consultation, along with indicative	All	To Full Council 25/2/21	Cllr Ian Edwards and Cllr Martin Goddard	FD - Paul Whaymand	Public consultation through the Policy Overview Committee process and statutory consultation with businesses & ratepayers	Public

		projections for the following four years. This will also include the HRA rents for consideration.						
016	The Schools Budget 2021/22	Cabinet will asked to agree the Schools Budget for the next financial year, following a recommendation from the Schools Forum.	All		Cllr Susan O'Brien, Cllr Ian Edwards and Cllr Martin Goddard	FD – Graham Young	Schools Forum	Public
Cabinet Meeting – Thursday 22 April 2021								
017	Standards and quality of education in Hillingdon during 2019/20	The Annual Report to Cabinet regarding children and young people's educational performance across Hillingdon schools.	All		Cllr Susan O'Brien	P - Daniel Kennedy / Rani Dady	Residents, Education & Environmental Services Policy Overview Committee	Public
Cabinet Member Decisions Expected – April 2021								
018	Borough Wide Weed Control	The Leader and Cabinet Member will consider a contract for the safe and effective control of vegetation on hard surfaced areas of the Highway and on Council owned housing estates, including Tree Boxes within the Borough using largely contact	All		Cllr Ian Edwards and Cllr Martin Goddard	P / FD - James Patterson / Jamie Bell	NEW	Private (3)

		herbicides, with the restricted use of residual treatments, in such a way to present minimum risk to operators, water supplies and the public.						
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RESIDENTS, EDUCATION AND ENVIRONMENTAL SERVICES POLICY OVERVIEW COMMITTEE - WORK PROGRAMME

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Neil Fraser, Chief Executive's Office
Papers with report	Appendix A – Work Programme
Ward	All

HEADLINES

To enable the Committee to note future meeting dates and to forward plan its work for the current municipal year.

RECOMMENDATIONS

That the Residents, Education and Environmental Services Policy Overview Committee considers the report and agrees any amendments.

SUPPORTING INFORMATION

1. The Committee's meetings will start at 7pm and the witnesses attending each of the meetings are generally representatives from external organisations, some of whom travel from outside of the Borough. Forthcoming meeting dates are as follows:

Meeting Date	Room
27 January 2021	VIRTUAL
23 February 2021	VIRTUAL
17 March 2021	TBC
20 April 2021	TBC

Implications on related Council policies

The role of the Policy Overview Committees is to make recommendations on service changes and improvements to the Cabinet, who are responsible for the Council's policy and direction.

How this report benefits Hillingdon residents

Policy Overview Committees directly engage residents in shaping policy and recommendations and the Committees seek to improve the way the Council provides services to residents.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.

Multi year work programme

May 2018 - May 2022

2021											
Residents, Education & Environmental Services Policy Overview Committee	January 27	February 23	March 17	April 20	May CABINET	June	July	September	October	November	
REVIEW:											
Topic selection / scoping stage	Scoping Report										
Witness / evidence / consultation stage		Witness Session	Witness Session	Witness Session							
Findings, conclusions and recommendations						Findings					
Final review report agreement							Approval				
Target Cabinet reporting								Cabinet			
Regular service & performance monitoring											
Quarterly School Places Planning Update	x		x								
Annual complaints & service update report											
Standards Attainment report (incl. School Improvements)			x								
Outcomes of Discussions on Performance			x								
CIL Expenditure Monitoring - Annual Report		x									
Budget Planning Report for Residents Services											
Cabinet's budget proposals for next financial year	x		x		x						
Cabinet Forward Plan Monthly Monitoring	x	x	x	x							
One-off service monitoring											
Enforcement of Parking Schemes across the Borough											
Strategic Plan for the Adult Learning Service											
New Licensing Policy											
School Admissions Criteria Minor Changes											
ASBET Fines and Prosecutions (incl. dog fouling)						x					
Early Years Provision Update		x									
Tree Planting Update			x								
Rivers and Flooding Update				x							
Planning Policies Governing Canals and Towpaths			x								
HS2 Update (tbc 2021)											
Update on the new SEN Strategy, and the new Additional Needs Strategy (Sept 2021)											
Elective Home Education policy	x										
Youth Services			x								
Past review delivery											
Payment Modernisation for Key Resident Services (tbc)											

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