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A

Education & Children's Services Policy Overview Committee

Date: TUESDAY, 5 JULY 2011

Councillors on the Committee

Catherine Dann (Chairman)
Judith Cooper (Vice-Chairman)
David Benson
Lindsay Bliss
Peter Curling
John Hensley
Susan O'Brien
John Riley

Time: 6.30 PM

Other Voting Representative

Anthony Little, Roman Catholic Diocesan.

Venue: COMMITTEE ROOM 5
CIVIC CENTRE,
HIGH STREET,
UXBRIDGE
UB8 1UW

Meeting Details: Members of the Public and
Press are welcome to attend
this meeting

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This Agenda is available online at:

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Terms of Reference

The Constitution defines the terms of reference for Policy Overview Committees as:

The Following Terms of Reference are Common to all Policy Overview Committees (referred to below as “The overview role”):

1. To conduct reviews of policy, services or aspects of service which have either been referred by Cabinet, relate to the Cabinet Forward Plan, or have been chosen by the Committee according to the agreed criteria for selecting such reviews;
2. To monitor the performance of the Council services within their remit (including the management of finances and risk);
3. To comment on the proposed annual service and budget plans for the Council services within their remit before final approval by Cabinet and Council;
4. To consider the Forward Plan and comment as appropriate to the decisionmaker on Key Decisions which relate to services within their remit (before they are taken by the Cabinet);
5. To review or scrutinise decisions made or actions taken by the Cabinet, a Cabinet Member, a Council Committee or an officer.
6. To make reports and recommendations to the Council, the Leader, the Cabinet, a Policy Overview Committee or any other Council

This Committee performs the policy overview role outlined above in relation to:

1. All of the functions of the Council as an education authority under the Education Acts, School Standards and Framework Act 1998 and all other relevant legislation in force from time to time;
2. Pre-school and the Council’s work with the Early Years Development and Childcare Partnership
3. The Youth Service and the Council’s work with the Connexions Service and Partnership;
4. Social Care Services for Children, Young Persons, and Children with Special Needs.

Agenda

- 1** Apologies for Absence
- 2** Declarations of Interest in matters coming before this meeting.
- 3** To confirm that all items marked Part 1 will be considered in Public and all Part 2 items will be considered in Private
- 4** Matters that have been notified in advance or urgent

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Minutes**Education & Children's Services Policy Overview
Committee**

Wednesday, 8 June 2011


HILLINGDON
LONDON

**Meeting held at Committee Room 5 - Civic Centre,
High Street, Uxbridge UB8 1UW**

	<p>Members Present: Councillors Catherine Dann (Chairman) David Benson Peter Curling John Hensley Susan O'Brien John Riley Ray Graham</p> <p>Advisory Members / Co-optee Members present: Tony Little – Roman Catholic Diocese</p> <p>Officers Present: Anna Crispin - Deputy Director of Education, Merlin Joseph – Deputy Director, Children & Families, Sunny Mehmi – Commissioning Manager, Gill Brice – Democratic Services.</p>	
71.	<p>Apologies for Absence</p> <p>Apologies had been received from Councillor Lindsay Bliss</p>	
72.	<p>Declarations of Interest in matters coming before this meeting.</p> <p>Councillor Catherine Dann declared a Personal Interest on Item 9 - School Places Update as she was a Governor of Newham Junior School and Bishop Ramsay C of E School. She remained in the room during the meeting and took part in the discussion.</p> <p>Councillor Susan O'Brien declared a Personal Interest on Item 6 - School Places Update as she was a Governor at Sacred Heart Roman Catholic School. She remained in the room during the meeting and took part in the discussion.</p> <p>Councillor David Benson declared a Personal Interest on Item 6 - School Places Update as he was a Governor of Uxbridge High School. He remained in the room during the meeting and took part in the discussion.</p>	Action By: <i>Gill Brice</i>

	<p>Councillor John Riley declared a Personal Interest on Item 6 - School Places Update as he was a Governor of Field End Infant School. He remained in the room during the meeting and took part in the discussion.</p> <p>Councillor Ray Graham declared a Personal Interest on Item 6 - School Places Update as he was a Governor of Newnham Infant School. He remained in the room during the meeting and took part in the discussion.</p> <p>Councillor Peter Curling declared a Personal Interest on Item 9 - School Places Update as he was a Governor of Mellow Lane School and Harefield Academy. He remained in the room during the meeting and took part in the discussion.</p> <p>Tony Little declared a Personal Interest on Item 9 - School Places Update as he was a Governor at Pinkwell & Harlington School. He remained in the room during the meeting and took part in the discussion.</p>	
73.	<p>To confirm that all items marked Part 1 will be considered in Public and all Part 2 items will be considered in Private</p> <p>It was confirmed that all items would be heard in Part 1.</p>	
74.	<p>Matters that have been notified in advance or urgent</p> <p>There had been no matters notified as urgent.</p>	
75.	<p>To receive the minutes of the previous meetings - 26 April and 12 May 2011</p> <p>The minutes of the meetings held on 26 April & 12 May were agreed as a correct record and signed by the Chairman.</p>	Action By: <i>Gill Brice</i>
76.	<p>School Admissions Update</p> <p>Officers gave an update on the current position in relation to School Admissions. There were currently 200 outstanding school placement applications, which was due to applications being received after the deadline date. All offers for school places received by the deadline date had been sent out at the end of April/beginning of May. The deadline for the acceptance of the place offered had now ended. This would now enable officers to send out the second round of offers for school places for the late applications received.</p> <p>The demand for school places was light in a number of areas and in areas where demand was higher additional classes had been provided. It was felt that the current demand for school places could be managed.</p>	

	<p>A member asked whether arrangements had been made with those schools providing temporary provision in 2011 with a view to making this more permanent in 2012. Was it felt that the demand for primary school places in the borough had now reached its peak.</p> <p>Officers advised that 5 additional forms of entry had been added for September 2011. It was felt that the peak would be in 2012 and from then on it would stabilise.</p> <p>A member asked what forward planning was in place for the increase in demand for Secondary School places as a result of the increase in demand at primary level. Had there also been discussion on the extension of the school leaving age.</p> <p>Officers advised that it was not felt that this would be as significant an increase as had been for primary schools. Project planning would be undertaken on Secondary Schools in the near future looking at the expectations that arose from the BS21 Project.</p> <p>In answer to a question raised in relation to whether the 2 mile criteria was still being met officers advised that with the current places that had been offered the 2 mile criteria had been met.</p> <p>A member raised concerns about the timetabling for the expansion of schools as this gave limited timescale for the recruitment of teachers for the additional classes being provided.</p> <p>Officers recognised the concerns raised in relation to recruitment of teachers but it was a pan London arrangement co-ordinated across London. Schools were given information regarding expansion as soon as possible. The timescale was dependent on confirmation being received by parents as to whether or not they accepted the school place offered.</p> <p>A member asked to what extent the number of new housing developments was taken into account when assessing the places required.</p> <p>Officers advised that a forecast was undertaken, which took into account all new housing developments in the borough.</p> <p>Resolved – That the information provided was noted.</p>	
77.	<p>Hillingdon's Children & Families Plan 2011/2014</p> <p>Officers introduced the report providing members with the key issues contained within the plan. The previous Children & Young Persons Plans had been statutory requirements but it was now down to local areas to decide whether they wanted to produce a plan or not.</p>	<p>Action By:</p> <p><i>Sunny Mehmi Gill Brice</i></p>

	<p>The Children & Families Trust Board felt that in the current financial climate that the plan was particularly important and a more integrated structural plan providing key outcomes was needed.</p> <p>Officers gave a brief summary of the 6 priority areas and key partners within the plan. The committee was informed that the Cabinet Member had already signed off the plan for consultation and it would be submitted to Cabinet on 26 July 2011. The Munroe review that had recently been published would be included as an appendix to the plan.</p> <p>The committee welcomed the plan and the inclusion of the Munro review. A number of points that they would like included in the plan were as follows:-</p> <ul style="list-style-type: none"> • The findings and actions from the review recently undertaken by the External Services Scrutiny Committee on the impact of overcrowding should be referred to in the plan. <p><i>Officers advised that they would look at the review findings and actions with a view to including them in the plan</i></p> <ul style="list-style-type: none"> • Priority 5 made no reference to children with Special Educational Needs. <p><i>Officers informed the committee that this issue was included within Priority 5 and would amend the plan to make this clearer.</i></p> <ul style="list-style-type: none"> • Concern was raised that the integration of agencies would not ensure the sharing of information and that agency's would protect their own areas. The committee felt this needed to be more robust in the plan. <p><i>Officers agreed to look at making the statement stronger on the governance and accountability contained in the plan.</i></p> <ul style="list-style-type: none"> • The Plan should recognise the skills of those people that supported children and young people in the early identification of their needs and that of their family. <p><i>Officers agreed to look at making a stronger statement in the report on the skills of staff in identifying children and young people's needs.</i></p> <ul style="list-style-type: none"> • The plan contained no sense of who would be accountable and felt this should be made clearer. 	
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	<p><i>Officers agreed to look at including a stronger statement in the plan on the governance and accountability of the Children's Trust Board.</i></p> <ul style="list-style-type: none"> • A member stated that the partners to the plan were not identified early on in the report and suggested that an earlier mention of these should be given. <p>Resolved –</p> <ol style="list-style-type: none"> 1. That officers make reference in the plan to: <ul style="list-style-type: none"> • The findings and recommendations of the overcrowding review undertaken by the External Services Scrutiny Committee Working Group be included in the report. • Priority 5 made no reference to children with Special Educational Needs. • Concern was raised that the integration of agencies would not ensure the sharing of information and that agencies may protect their own areas. The committee felt this needed to be more robust in the plan • The Plan should recognise the skills of those people that supported children and young people in the early identification of their needs and that of their family. • The plan contained no sense of who would be accountable for the Children's Trust Board and asked that this be made clearer. 2. The Committee recognised that Hillingdon was committed to providing good practice as the plan was not now a statutory requirement. 	
78.	<p>Review Topics for 2011/2012</p> <p>The committee discussed a number of topics that they would like to be considered as review topics for 2011/2012. The topics put forward were:</p> <ul style="list-style-type: none"> • Home Education – There were concerns about the level of education being provided at home and the monitoring that the Authority could undertake. 	<p>Action By:</p> <p><i>Gill Brice Anna Crispin Merlin Joseph</i></p>

	<ul style="list-style-type: none"> • Neither in Education, Employment or Training - This was a recommendation from the last review and it was felt that it should go forward as a review topic for this year. • Risky Behaviour - Undertaken by Young People – This was an area of priority in the Children & Families Trust Plan discussed earlier. • Parental Skills in Education Attainment – This was highlighted as an issue in the review undertaken on Overcrowding. • Baccalaureate Provision – The Diploma was longer available and a review would be useful on what qualifications young people would now have available to them. • Looked After Children – This was an area that was always a concern and a review would be useful to keep updated. <p>The Chairman suggested that the six topics put forward should be reduced to three. A vote was taken on each topic and it was agreed that scoping reports be provided on Risky Behaviour Undertaken by Young People, Home Education and Parental Skills in Education Attainment.</p> <p>Resolved – That draft Scoping Reports be provided to the next meeting on Home Education, Risky Behaviour Undertaken by Young People and Parental Skills in Education Attainment.</p>	
79.	<p>Forward Plan 2011/2012</p> <p>A member asked what the workload implications would be for the department if the number of schools moving to Academies continued. Officers agreed to provide a briefing note for the committee on the issue raised.</p> <p>Resolved – That the report be noted and a briefing note be provided to members on the implications for the department on schools applying to move to Academy status.</p>	<p>Action By:</p> <p><i>Anna Crispin Gill Brice</i></p>
80.	<p>Work Programme 2011/2012</p> <p>The Chairman raised concerns that the first review would not be undertaken until September and that the timescale for a second review were limited.</p> <p>Officers suggested that members could receive an update on Looked After Children in either October or November. This update was to be added to the Work Programme.</p>	<p>Action By:</p> <p><i>Gill Brice</i></p>

	Resolved – That the Work Programme be kept under review and the update on Looked After Children be included in October/November.	
	The meeting, which commenced at 7.00 p.m., closed at 8.30 pm.	

These are the minutes of the above meeting. For more information on any of the resolutions please contact Gill Brice on 01895 250693. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

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BUDGET PLANNING REPORT FOR EDUCATION AND CHILDREN'S SERVICES 2012/13

Contact Officer: Peter Malewicz/Steve Cross
Telephone: 01895 277908

REASON FOR ITEM

This is the first opportunity for the Policy Overview Committee to discuss the current stage of development of budget planning work with regard to Education and Children's Services. Within the context of the Council's overall financial position, this paper sets out the main financial issues facing the Group's services and the work being undertaken to respond to them. This paper gives a strategic context in which the detailed proposals to be discussed at Policy Overview Committee meetings in January 2012 will need to be considered. An update on the council's performance and risk management arrangements is attached as an appendix A.

OPTIONS AVAILABLE TO THE COMMITTEE

It is recommended that the Committee notes the development of the financial planning process undertaken to date, and comments as appropriate on the response to the issues being developed by the Group.

INFORMATION

- 1 This is the first of two opportunities within the planning cycle for the Policy Overview Committee to consider issues relating to budget planning for 2012/13. The focus of this report is the major issues that have been identified through the service and financial planning process for Education and Children's Services. The report to be considered in January 2012 will set out the detailed budget proposals for the Group, those proposals having been included in the report to Cabinet on the Medium Term Financial Forecast (MTFF) on 15 December 2011.

Corporate Summary

- 2 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.
- 3 Both the Comprehensive Spending Review 2010 and the two-year local government finance settlement in January 2011 clearly set out the financial challenge facing the council over the next few years. Cuts in funding from central government are being front loaded with the most significant reductions happening in 2011/12 and 2012/13. As a result, the budget report to Council in February 2011 identified the savings requirement for 2012/13 as £16.4m. The breakdown of this £16.4m target is currently allocated as follows:

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- Social Care, Health & Housing £7.1m
 - Central Services £1.6m
 - Planning, Environment, Education & Community Services £7.5m
 - Other cross cutting savings £0.2m
- 4 This is in addition to any emerging pressure which may arise throughout this financial year which will have to be provided for in next year's budget. The budget gap will be monitored throughout the year and the budget strategy adjusted accordingly to ensure that a balanced budget for 2012/13 can be set.

Strategy to deal with the budget gap

- 5 The Council is strongly placed to deal with the challenges ahead. We have a good track record of coming in or under budget each year and have accumulated balances of £17.0m by the end of 2010/11. We have a well established HIP programme that has helped steer the Council from a position of having low balances to one of having healthy balances at the same time as dealing with significant external challenges. This has been enhanced by the development of the BID programme as the main vehicle for delivering the fundamental changes required to the Council's structure and ways of working in order to address the reductions in funding going forward.

MTFF process update

- 6 The timetable for the budget process was revised last year in order to obtain earlier engagement with CMT and the Leader of the Council in reviewing the MTFF position to develop a robust financial strategy. As the plans for 2012/13 are the next phase of the transformation programme developed during 2011/12, the first MTFF sessions with Groups took place during March to ensure the focus remained on the continuing development of savings proposals. Initial programmes of savings for 2012/13 were identified by each group, which were then developed into detailed budget proposals for the second round of MTFF sessions in June and July. Progress on the development and delivery of these proposals will be monitored monthly by CMT and the Leader of the Council throughout the remainder of the year.

Timetable for 2012/13 Budget

- 7 The broad timetable is as follows:

Process	Timetable
Initial Scoping Meeting with Leader	March
Monthly CMT updates (March 11 to Feb 12)	Monthly
Monthly Leader MTFF updates (March 11 to Feb 12)	Monthly
Heads of Finance challenge sessions	February
MTFF Group Review (1) – Scoping session	March

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MTFF Review (2) – Challenge Session (balanced set of proposals for 2012/13 finalised)	June / July
POC Report on the budget context	July
Joint CMT and Cabinet Awayday	October
MTFF Review (3) – Final Sign-off	November
MTFF reported to Cabinet	December
POC review of draft Group Plans and budget proposals	January
Council Tax setting	February

Budget Planning in Education and Children's Services

Summary of Key Financial Issues

- 8 The Education and Children's Service identified significant budget savings in 2011/12 totalling £4,642k. This includes the major review of the Youth and Connexions Service, which has a saving target of £1,658k, a major review of the School Improvement Service (including the Ethnic Minorities Achievement Service (EMASS)), which has a combined saving target of £1,428k, a major review of the Music Service, which has a saving target of £323k and a major review of the Business Support function, which has a saving target of £145k. Additional to this are the Area Based Grant savings, which total £494k and a planned reduction of 5% on the expenditure originally funded through grants, which have now become unringfenced, which total £537k. Other minor savings across the service make up the balance.
- 9 The 2012/13 MTFF proposals build on this work, focussing primarily on the Youth Service, which has a saving target of £575k, the Business Support function, which has a saving target of £145k and the Music Service, which has a saving target of £126k.
- 10 For Children's Social Care the management team remains focussed on ensuring the delivery of the MTFF budget agreed at February Cabinet, the full year effect of which significantly contributes to balancing the 2012/13 budget. Progress against these objectives will be reported to each Cabinet as part of the monthly finance report.
- 11 A key part to delivering the MTFF is that the Social Care, Health & Housing group has developed its BID transformation programme to deliver the three aims of:
 - a. **Managing demand:** keeping residents independent, investing in preventative services to stop or significantly delay residents from requiring ongoing social care or becoming homeless or in housing need
 - b. **Managing the support system:** efficient and effective in-house provision that is reablement focused, delivering time-limited interventions to effect change so residents can learn or re-learn crucial skills to live independently

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- c. **Managing supply:** commissioning private and voluntary social care and housing services, delivering support, choice and independence to vulnerable, complex and high dependency residents
- 12 These aims along with the transformation of Children and Families services will enable the group to deliver the MTFF programme for 2012/13. The transformation programme includes:
- a. development of a single point of contact;
 - b. mainstreaming Asylum service;
 - c. better contract management;
 - d. reviewing pathway for children in transition;
 - e. reducing the number and cost of adolescent Looked After Children placements through a corporate Family Intervention Project; and
 - f. recruitment of new foster carers which will reduce the ever reliance on independent Fostering agencies and residential care.
- 13 Major challenges for Children Social Care include demographic pressure, legislation; rising expectations; recruitment and retention of key qualified posts and minimising the unique financial burden of Heathrow on the borough.

Next Steps

- 14 The Medium Term Financial Forecast setting out the draft revenue budget and capital programme will be considered by Cabinet on 15 December 2011 and issued for consultation during the remainder of December 2011 and January 2012. This will include detailed consideration by each of the Policy Overview Committees of the proposals relating to their respective services.

SUGGESTED COMMITTEE ACTIVITY

Consider whether there are comments or suggestions that the Committee wishes to make.

BACKGROUND PAPERS

The Council's Budget: General Fund Revenue Budget and Capital Programme 2011/12 – reports to Cabinet 17 February 2011 and Council 24 February 2011.

London Borough of Hillingdon - Performance and Risk Management Arrangements

1. **The London Borough of Hillingdon** has set out its vision of 'Putting Residents First' and established four priority themes for delivering efficient, effective and value for money services. The priority themes are; 'Our People', 'Our Natural Environment', 'Our Built Environment' and 'Financial Management'. The delivery of these priorities will be achieved through a combination of strategic management tools, which include: the Hillingdon Improvement Programme, Business Improvement Delivery programme and Medium Term Financial Forecast process of service and annual budget planning.
2. **The Hillingdon Improvement Programme (HIP)** is the council-wide transformational programme delivering a range of performance, organisational, culture and process improvements. The programme is led by the Leader of the Council, and the Deputy Chief Executive and Corporate Director for Central Services is the programme director. Cabinet members and directors are also responsible for specific parts of HIP.
3. **The Business Improvement Delivery (BID)** programme is a key part of HIP and has been designed to fundamentally transform the way the Council operates and deliver the council's savings targets of £26.2 million for 2011-12 and more than £60 million over the Comprehensive Spending Review four year period. The BID programme delivery and expenditure is overseen by the Leader of the Council, and the Deputy Chief Executive and Corporate Director of Planning, Environment, Education & Community Services.
4. **The Medium Term Financial Forecast (MTFF)** process is the system of service, financial and annual budget planning. This runs from the preceding spring to February with a robust challenge process involving members, Corporate Directors and the Chief Finance and S151 Officer. Monthly reports on key financial health indicators are produced and communicated through the finance management team.
5. **The Sustainable Community Strategy (SCS)** 2008-2018 sets out the Local strategic Partnership aims and ambitions for the London Borough of Hillingdon over the next 10 years. The Local Strategic Partnership (LSP) 'Hillingdon Partners' and its theme groups have overall responsibility for delivering the commitments made in the Sustainable Community Strategy. The partnership is currently in the process of reviewing and updating the SCS to ensure it continues to reflect the changing circumstances of the borough.
6. **The Performance Management Framework** is used to capture and report performance against Council priorities and SCS priorities. Performance is monitored on a regular basis via Senior Management Teams and reported quarterly to the Corporate Management Team.

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7. The **Performance and Development Appraisal (PADA)** process is completed by all officers and senior managers. This records employee's key objectives and tasks, sets targets for when these must be delivered and identifies staff learning and development needs. There are competency frameworks for staff, managers, senior officers and Directors, with descriptors outlining the performance that is expected at each level. Performance reviews are completed on a bi-annual basis against the relevant competency framework and PADA guidance is available to support both staff and managers through the process. The London Borough of Hillingdon has established effective **risk management systems**.

2011/2012 DRAFT SCOPING REPORTS

Contact Officer: Gill Brice
Telephone: 01895 250693

SUMMARY

To enable the Committee to consider 3 draft scoping reports and select one of them as a potential first review topic for 2011/12.

INFORMATION

At the Committee meeting on 8 June 2011, Members discussed 3 potential review topics for 2011/12 and requested officers to prepare early draft scoping reports on:

1. Elective Home Education in Hillingdon
2. Risky Behaviour Undertaken by Young People
3. Parental Skills in Education Attainment

The draft scoping reports are attached for Members' consideration. The draft scoping report on Elective Home Education is more comprehensive than the other two for the reasons outlined below. It is usual for a Policy Overview Committee to take forward two review topics during the municipal year, though it is up to Members of the Committee to determine this. Any second review topic can be decided at a later date.

DRAFT SCOPING REPORTS

1. Elective Home Education in Hillingdon

At the last meeting of the Committee, Members were informed of some issues that were ripe for review regarding the children whose parents had decided would be educated at home. The Council has an existing Elective Home Education Policy but it needs to be updated to reflect a more balanced approach to both safeguarding issues and the rights of parents. This would be a potential review involving both internal and external witnesses, including parents and young children. This is a service area that has not been reviewed at Member-level for a very long time. Such a review would also result in a new policy on this matter being presented to Cabinet by the Committee.

2. Risky Behaviour Undertaken by Young People

Risky behaviour by young people is a far reaching issue that touches not only on the Council, but other agencies and communities and is influenced considerably by wider societal and cultural changes. It can cover activities such as unprotected sex leading to sexually transmitted infections or under-18 conceptions, substance misuse (including alcohol), poor emotional health and wellbeing, not being in education, employment or training (NEET) or even as first time entrance into the criminal justice system or re-offenders.

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In terms of what the Council has influence over, the Business Improvement Delivery programme led by the Leader and Deputy Chief Executive and Corporate Director of Planning, Environment, Education and Community Services is currently undertaking a project on all early intervention services within Children and Education Services which is expected to help mitigate some elements of risky behaviour by young people.

Members may feel that two reviews on this by the Council may lead to duplication of effort. In addition, given the huge scope of this area as a review topic Members may wish to narrow their focus on a particular area of risky behaviour that is well suited for review and within the remit of the POC.

3. Parental Skills in Education Attainment

Members raised this issue following the Health Inequalities Working Group Review in 2010 which looked at the effects of overcrowding on educational attainment and children's development. This review came to the conclusion that there was a strong link between overcrowding and educational attainment and that this did indeed have an impact upon many families in the Borough.

Whist the Council has a role, albeit diminishing, in facilitating and improving education in the Borough, its role in relation to how parents should behave / use their parental skills to encourage their children to learn is still rather limited. Policies to improve parenting skills cannot in isolation eliminate any skills gap some parents may have, but a caring environment during childhood does have a positive effect meaning that policies aimed at improving parental skills can have some impact.

Members may wish to consider how best council services and local schools can provide specific information and guidance to give parents all the tools they need to choose a school for their child and provide a home environment that nurtures learning.

SUGGESTED COMMITTEE ACTIVITY

1. To consider the draft scoping reports and ask any further question from officers;
2. To agree the first scoping report to undertake as a major review in 2011/12;
3. Subsequently, to agree the programme and the scheduling of witness sessions and amend or update the work programme accordingly.



Policy Overview & Scrutiny Committee Review Scoping Report 2011/12

OBJECTIVE

Short title of review

ELECTIVE HOME EDUCATION (EHE) IN HILLINGDON

Aim of Review

This review aims to review the Council's Elective Home Education Policy and the balance of both safeguarding issues and the rights of parents.

Terms of Reference

- To look at the reasons why parents opt for EHE.
- To analyse at what stage parents decide to opt for EHE.
- To consider the needs of specific groups within the EHE Community for inclusion in the policy.
- To look at all sources of good practice and to recommend a revised the policy to Cabinet.

Reasons for the review

At the last meeting of the Committee, Members were informed of some issues that were ripe for review regarding the children whose parents had decided would be educated at home. The Council has an existing Elective Home Education Policy but it needs to be updated to reflect a more balanced approach to both safeguarding issues and the rights of parents. This would be a potential review involving both internal and external witnesses, including parents and young children. This is a service area that has not been reviewed at Member-level for a very long time. Such a review would also result in a new policy on this matter being presented to Cabinet by the Committee.

DRAFT

The Hillingdon EHE Policy in partnership with the Local Safeguarding Children's Board (LSCB) was ratified in 2009. The Policy has been delivered ever since.

In February 2011, a Member was contacted and met with a group of EHE parents, some being Hillingdon Residents. This group expressed concerns that unannounced 'safeguarding' ad-hoc visits to EHE homes by Hillingdon officers were unlawful and unwelcome.

Subsequently, the ad hoc visiting element of the Hillingdon EHE Policy has been on hold pending a full review of the policy.

Hillingdon's EHE Community will be assured that the Council is operating lawfully. Members and Residents will be assured that Hillingdon children are safeguarded as far as is reasonably possible. Delivery of EHE is of a quality and quantity to prepare Hillingdon children to be contributing members of Hillingdon's adult community.

The objective of this review is to ensure full consultation with stakeholders on an updated draft policy for EHE.

Supporting the Cabinet & Council's policies and objectives

Hillingdon Children's & Family's Trust Plan priorities:

- P1 Keeping children and young people safe
- P2 Ensure all children have a good start to life

INFORMATION AND ANALYSIS

Key Issues

There is a conflict in the Education law in regard to EHE and the Children's law in relation to safeguard.

The responsibility for a child's education rests with their parents. In England, education is compulsory (for children aged 5 to 16), but schooling is not.

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

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

This right is enshrined in English law. Section 7 of the Education Act 1996 provides that:

DRAFT

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.

And Section 9 of the Education Act 1996 provides that:

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

In conjunction with this, The Children Act 2004 places duties on the Local Authority to:

- safeguard and promote the wellbeing of children in partnership with children and young people, parents and carers, and the wider community.

Remit - who / what is this review covering?

Access and Inclusion Service (Planning, Environment, Education and Communities)

The Home Education Advisory Service - <http://www.heas.org.uk/>

The Hillingdon Safeguarding Children's Board

Connected work (recently completed, planned or ongoing)

Revised EHE draft Policy for Hillingdon, which has been agreed by Access & Inclusion (PEECs), LBH Legal Services and the Hillingdon LSCB and a background report for information.

Key information required

The proposed EHE Policy for Hillingdon, Sections 7 & 9 of the Education Act 1996 and the Children Act 2004.

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EVIDENCE & ENQUIRY

Scrutiny of documents available on EHE.

Consideration of information provided by witness sessions from officers, stakeholder agencies and other interested parties.

Witnesses

- Education Officers (PEECS)
- Cabinet Member
- Representative from the Home Education Advisory Service
- Paul Hewitt – Safeguarding, Social Care, Health & Housing
- Parents providing EHE

Information & Intelligence

Intelligence

[http://www.ofsted.gov.uk\(Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Local-authorities-and-home-education](http://www.ofsted.gov.uk(Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Local-authorities-and-home-education)

Local Authorities and Home Education

<http://www.heas.org.uk/>

Badman Review

European Convention on Human Rights - Article 2 of Protocol 1

Sections 7 & 9 of the Education Act 1996.

The Children Act 2004

Information

This is a contentious area and many EHE parents across the country are passionate about the field. The previous Government commissioned the Badman Review with a view to altering current legislation. Members may wish to read this review and be familiar with the response from the EHE community.

The Home Education Advisory Committee has represented a minority of Hillingdon EHE parents who were dissatisfied with the previous Hillingdon policy of ad hoc visits when a child had not been seen for a year. A Member met a group of EHE parents expressing this view in February 2011.

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Consultation and Communications

Hillingdon has a standard information letter and leaflet available on line or through the Contact Centre/EWS Duty Line to support and advise EHE parents.

Consultation with Hillingdon EHE parents has been planned for the proposed revised policy. With the POC leading on this review, it can undertake this consultation as part of the review and through its witnesses.

Lines of enquiry

How do EHE parents propose that the Council ensure all resident children are safe when they are not seen in the wider community?

How do EHE parents propose that the Council ensure all resident children receive a suitable education if the parent/s is illiterate?

PROPOSALS

Recommendations will be put forward following the witness sessions.

LOGISTICS

Proposed timeframe & milestones

Meeting Date *	Action	Purpose / Outcome
5 July 2011	Agree Scoping Report and Presentation by officer	Information and analysis
September 2011	Witness Session 1	Evidence & enquiry
October 2011	Witness session 2	Evidence & enquiry
November 2011	Draft Final Report	Proposals – agree recommendations and final draft report

** Specific meetings can be shortened or extended to suit the review topic and needs of the Committee and additional meetings arranged when required.*

Risk assessment

There may be Legislative Changes arising from the review.

Policy may not please all stakeholders

There are tensions between the LA statutory safeguarding responsibilities and current EHE Legislation.

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HILLINGDON
LONDON

ELECTIVE HOME EDUCATION

London Borough of Hillingdon Policy

London Borough of Hillingdon
ELECTIVE HOME EDUCATION

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**London Borough of Hillingdon
ELECTIVE HOME EDUCATION**

Part 1

Introduction

1.1 Elective home education is where parents or guardians decide to provide education for their children at home instead of sending them to school. It is not home tuition provided by a local authority or where a local authority provides education otherwise than at a school.

1.2 Home-educated children are those who, for a range of reasons, are being educated at home and in the community by parents, guardians, carers or tutors, and are not registered full time at mainstream schools, special schools, Pupil Referral Units (PRUs), colleges, children's homes with education facilities or education facilities provided by independent fostering agencies.

1.3 The purpose of this policy is to encourage Hillingdon and home educating parents to work together to develop trust, mutual respect and a positive relationship that functions in the best educational interests of the child. The guidelines recognise that elective home education is a key aspect of parental choice and therefore aims to encourage good practice in relationships between Hillingdon and home educators by clearly setting out the legislative position, and by providing advice on the roles and responsibilities of Hillingdon and parents in relation to children who are educated at home.

Reasons for Elective Home Education

1.4 Parents may opt for home education for various reasons. The reasons should not, in themselves, have a bearing on Hillingdon's treatment of home-educating families since Hillingdon'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:

- Distance or access to a local school
- Religious or cultural beliefs
- Philosophical or ideological views
- Dissatisfaction with the system
- As a short term intervention for a particular reason
- A child's unwillingness or inability to go to school

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

Part 2

The law relating to Elective Home Education

2.1 The responsibility for a child's education rests with their parents. In England, education is compulsory (for children aged 5 to 16), but schooling is not.

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

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

This right is enshrined in English law. 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.*

And Section 9 of the Education Act 1996 provides that:

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

In conjunction with this, The Children Act 2004 places duties on the Local Authority to:

safeguard and promote the wellbeing of children in partnership with children and young people, parents and carers, and the wider community.

2.3 Thus, where a child is educated at home the parental responsibility for children's education, coupled with Hillingdon's responsibility to make sure that there is adequate provision for education in their areas, brings Hillingdon and parents into a relationship (as discussed in Part 4 of these guidelines).

Parental rights and responsibilities

2.4 Parents may decide to exercise their right to home-educate their child from birth and so the child does not therefore need to be enrolled at school. However, as noted above, this right requires the parents to provide an efficient education suitable to the age, ability and aptitude of the child and home educating may offer distinctive benefits for some children and young people. An “efficient” and “suitable” education is not defined in the Education Act 1996 but “efficient” has been broadly described as an education that “achieves that which it sets out to achieve”, and a “suitable” education is one that “primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child’s options in later years to adopt some other form of life if he wishes to do so”¹. It is therefore recognised that there are many approaches to educational provision and what is suitable for one child may not be for another.

Hillingdon’s Responsibilities:

2.5 Where Hillingdon is aware of home-educated children within our area, we will provide information for the parents or guardians who have chosen to home-educate (see paragraphs 4.5-4.6). Hillingdon will also wish to make it clear to parents that if they choose to home-educate, they assume financial responsibility for their child’s education, including the cost of public examinations, and that the child must continue to receive suitable education until the end of ‘compulsory education’ (ie the last Friday in June in the academic year in which they reach age 16).

2.6 Under Section 437(1) of the Education Act 1996, LAs can intervene if they have good reason to believe that parents are not providing a suitable education. This section states that:

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

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

2.7 Section 437(3) of the 1996 Act refers to the serving of School Attendance Orders:

If –

(a) a parent on whom a notice has been served under subsection (1) fails to satisfy the local education authority, within

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

the period specified in the notice, that the child is receiving suitable education, and

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

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

2.8 Hillingdon sees the taking of the above measures as a last resort after all reasonable avenues have been explored to bring about a resolution of the situation. At any stage following the issue of the Order, parents may present evidence to Hillingdon (or the court) that they are now providing a suitable and appropriate education and apply to have the Order revoked.

2.9 Hillingdon also has a duty under Section 175(1) of the Education Act 2002 to safeguard and promote the welfare of children. This section states:

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

This will require a multi-agency approach by ensuring that all agencies working with children, young people and families are aware of Hillingdon's duty to ensure every child of compulsory school age is receiving a suitable education. However, Section 175(1) does not extend Hillingdon's functions themselves, only that in the course of the functions conferred upon us should consideration be given to safeguarding and promoting children's welfare. Section 175(1) does not, for example, give Hillingdon powers to enter the homes of, or otherwise see, children undertaking elective home education.

Part 3

Clear policies and procedures

3.1 All parties involved in home education should be aware of their roles, rights and responsibilities and be clear about the standards expected of them. Hillingdon policy aims to be clear, transparent and easily accessible.

3.2 Hillingdon has a named senior officer with responsibility for the provision of education for children and young people who are unable to attend school because of medical needs (see DfEE circular 0732/2001 *Access to Education for Children with Medical Needs*). Another officer has responsibility for "education otherwise than at school", she receives parental notification of home education intention and maintains a home education list. She is with the Education Welfare Service (EWS).

3.3 Hillingdon is able to provide guidance for parents and carers who request it. In addition, Hillingdon could organise training on the law and home education methods for all their Education Officers who have contact with home-educating families in their area should the need be identified.

De-registration from School

3.4 First contact between Hillingdon and home educators often occurs when parents decide to home educate and approach the school (at which the child is registered) and/or the authority to seek guidance about withdrawing their child from school. It is important that this initial contact is constructive and positive. However, while parents must inform the school in writing of their decision, they are not legally required to inform Hillingdon about their intention to home educate unless they wish to remove a child from a special school (see section 3.22 onwards). However, Hillingdon strongly requests that families inform the nominated officer (EWS). Schools in receipt of such information are required to notify the LA by sharing it with the nominated officer (EWS).

3.5 De-registration of a child from a school in order to Electively Home Educate is covered by section 8(1)(d) of the Education (Pupil Registration) Regulations 2006. Parents who wish to home-educate their child who is registered at a maintained school or an independent school must inform the school formally and in writing of their intention to de-register. The school shall delete the child's name from their register from the date indicated in the written notification from the parents, guardians or legal carer, and inform Hillingdon EWS (giving the child's name and address) as soon as possible or at least within 10 school days of removal. Although they are under no obligation to do so, parents are encouraged to inform Hillingdon directly, to enable Hillingdon to check that the child's name has actually been removed from the school register.

De-registering the child

3.8 Any procedures for dealing with home-educating parents and children must be fair, clear, consistent and timely, in order to provide a good foundation for the development of trusting relationships.

3.9 Where the child is enrolled at a school, parents have a responsibility to inform that school in writing that they are withdrawing their child in order to educate them at home. Although parents are not legally obliged to notify Hillingdon of their intentions, it is recommended that they do so as early as possible, to ensure that support and advice can be offered as required or as requested. However, Hillingdon will bear in mind that, in these early stages, parents' proposals may not be detailed and they may not yet be in a position to demonstrate all the characteristics of an "efficient and suitable" educational provision (see 3.12 onwards). If this is the case, a reasonable timescale will

be agreed for the parents/carers to submit their proposals.

3.10 Where parents have notified Hillingdon or Hillingdon is otherwise made aware of a child's de-registration from school with the intention of being home educated, Hillingdon will acknowledge the receipt of this notification and consider quickly whether there is any existing evidence, either in our own records or from other services or agencies, indicating whether there may be cause for concern over the deregistration. Previous irregular attendance at school is not of itself a sufficient cause for concern. In many cases, parents and their children have reached a crisis point, for example, with bullying, so advice should be sought from The Education Welfare Services where there is any doubt. Specific instances where they may be concerns include:

- where a child has been referred to social services or the police for child protection reasons, and the matter is being investigated
- where a child is subject to a Child Protection Plan
- where the child is the subject of a supervision order
- where, probably in a minority of cases, there is a history of condoned absence, unmanaged truancy or other on-going, low level concerns that may lead to child protection procedures.

Otherwise, Hillingdon will assume that efficient educational provision is taking place, which is suitable for the child, unless there is evidence to the contrary. Hillingdon will bear in mind that, in these early stages, parents' proposals may not be detailed and they may not yet be in a position to demonstrate all the characteristics of an "efficient and suitable" educational provision (see 3.12 onwards). If this is the case, a reasonable timescale will be agreed for the parents/carers to submit their proposals.

There is no express requirement in the 1996 Act for LAs to investigate actively whether parents are complying with their duties under Section 7. Routine annual Education visits by Hillingdon to Electively Home Educating families will cease from 1st September 2011 unless requested by Parents. An annual enquiry will be made by Hillingdon by telephone or letter as to whether families are continuing to Home Educate. Enquiry will also be made as to whether children educated at home are members of Community Groups (e.g Faith Groups, Sports Clubs, Uniformed Groups like the Cadets or the Scouts, Drama Groups etc.). Should a family choose to have no contact with the Local Authority whatsoever, or the child have no alternative Community links, the Local Authority may attempt to visit the family at home, by appointment or not, to carry out Hillingdon's Safeguarding duty. Also see 3.18. Ultimately, if there is no indication that the child has been seen by anyone outside the home for a period of time not less than three months, a Common Assessment Framework may be completed and guidance sought from Social Care Officers.

3.11 On the other hand, if information exists which may cast doubt on whether an "efficient and suitable education" can be provided, Hillingdon will seek to gather any relevant information that will assist in reaching a properly informed judgement. This will include seeking from

the parents any further information that they wish to provide explaining how they intend to provide a suitable education for their child(ren) and the parents will be given the opportunity to address any specific concerns that the Hillingdon EHE teacher has. The child will also be given the opportunity, but not required, to attend any meeting that may be arranged or express his or her views in some other way.

Providing an “efficient and suitable” full-time education

3.12 Parents are required to provide an efficient education suitable to the age, ability and aptitude of the child. An “efficient” and “suitable” education is not defined in the Education Act 1996 but “efficient” has been broadly described as an education that “achieves that which it sets out to achieve”, and a “suitable” education is one that “primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child’s options in later years to adopt some other form of life if he wishes to do so”². This will require home educators to have some kind of philosophy, approach or framework for the education of their child(ren).

3.13 There is no legal definition of “full-time”. Children in school normally spend between 22 and 25 hours working at school each week. This measurement of ‘contact time’ is not relevant to home education where there is often almost continuous one-to-one contact and where education takes place outside ‘normal school hours’. Nevertheless, the type of educational activity can be varied and flexible. It should be borne in mind that home-educating parents are not required to:

- teach the National Curriculum
- have a timetable
- have premises equipped to any particular standard
- mark work done by their child
- set hours during which education will take place
- have premises equipped to any particular standard
- have any specific qualifications
- cover the same syllabus as any school
- make detailed plans in advance
- observe school hours, days or terms
- give formal lessons
- reproduce school type peer group socialisation
- match school, age-specific standards.

However, Hillingdon can offer advice and support to parents on these matters if requested.

² Mr Justice Woolf in the case of R v Secretary of State for Education and Science, ex parte Talmud Torah Machzikei Hadass School Trust (12 April 1985)

3.14 An important point to note is that there are many, equally valid, approaches to educational provision. Hillingdon considers a wide range of information from home educating parents. The way in which parents provide information is entirely up to them. The information may be in the form of a parental report, specific examples of learning e.g. pictures/paintings/models, diaries of work, projects, assessments, samples of work, books, educational visits etc. Some EOTAS advisers have been privileged to hear children read their own poetry, listen to musical instruments being played and even be an audience for a play.

3.15 Thus, in our consideration of parents' provision of education at home, Hillingdon may reasonably expect the provision to include the following characteristics:

- consistent involvement of parents or other significant carers – it is expected that parents or significant carers would play a substantial role, although not necessarily constantly or actively involved in providing education
- presence of a philosophy or ethos (not necessarily a recognised philosophy) – it is anticipated that the parents have thought through their reasons for home educating
- showing signs of commitment and enthusiasm, and recognition of the child's needs, attitudes and aspirations
- opportunities for the child to be stimulated by their learning experiences
- involvement in activities – a broad spectrum of activities to cater for wide varieties of interests appropriate to the child's stage of development
- access to resources/materials required to meet the objectives of the parents – such as paper and pens, books and libraries, arts and crafts materials, physical activity, ICT and the opportunity for appropriate interaction with other children and other adults.

3.16 If, on considering the educational provision, one or more of the above characteristics appear to be lacking, Hillingdon may choose to further investigate whether or not there is sufficient evidence that an efficient and suitable education is, in fact, being provided. A full written report on the findings will be made and copied to the parents promptly, specifying the reasons for concluding that there are grounds for concern that a suitable education is not taking place. If Hillingdon has such concerns, and the parents, having been given a reasonable opportunity to address these concerns and report back to the education authority, have not done so, Hillingdon will consider instituting formal attendance procedures in accordance with the provisions of Section 437 of the Education Act 1996.

Access to the home

3.17 Parents are not legally required to give Hillingdon EHE adviser access to their home. They may, for example, choose to meet a Hillingdon representative at a mutually convenient and neutral location instead, or may choose not to meet at all. If the Hillingdon EHE adviser chooses to approach

a family and ask for information, parents can provide evidence that a child is receiving an efficient and suitable education in a number of ways. It should be in any form sufficient enough to convince a reasonable person of its appropriateness for the child's age, aptitude and ability. Parents might, for example:

- write a report
- provide samples of work
- invite the Hillingdon EHE teacher to their home, with or without the child being present
- meet the Hillingdon EHE teacher elsewhere, with or without the child
- have the educational provision endorsed by a recognized third party
- provide evidence in any other appropriate form.

3.18 The frequency with which Hillingdon will wish to contact parents to discuss their ongoing home education provision will vary depending on the individual circumstances of each family. It is for Hillingdon to decide how often to make contact with a family. However, Hillingdon 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. A written report will be made after such contact and copied to the family stating whether Hillingdon has any concerns about the education provision. Where there are concerns about the efficiency or suitability of the education being provided for the child, more frequent contact may be required. Where concerns merit frequent contact, Hillingdon will discuss these concerns with the child's parents, with a view to helping them improve their provision in the best interests of the child.

School Attendance Orders

3.19 Where there is conflicting evidence as to the home-educating characteristics noted in paragraph 3.15 above, the only way Hillingdon can reasonably clarify these contradictions may be to seek access to the home environment. However, Hillingdon must have demonstrable grounds for concern and must outline those grounds to the parents when requesting access to their home. If the parents refuse to allow access to their home (as is their right for purely educational reasons), Hillingdon will bring the matter to a multi-agency group to establish whether any other agency has had contact with the child. Community contact as detailed in 3.10 is sufficient. If remaining dissatisfied, Hillingdon might reasonably conclude in these circumstances that they have insufficient information to satisfy themselves as to the efficiency and suitability of the parents' education provision, and consequently serve a School Attendance Order (SAO) on the parents under Section 437(3) of the Education Act 1996.

3.20 A SAO 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, Hillingdon EHE adviser & EWS has the option of referring to Social Care using a CAF for consideration of care proceedings. 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.

3.21 However, parents' wishes to educate their children at home will be respected and, wherever possible, efforts will be made to resolve issues about provision by a process of ongoing dialogue before Section 437(3) is invoked as a last resort. Only in extreme cases, where the education is clearly not efficient and suited to the age, ability and aptitude of the child, will a SAO be served (see paragraph 2.6 to 2.8 above). More information about School Attendance Orders is contained in *Ensuring Regular School Attendance* paragraphs 6 to 16 - (available at www.dfes.gov.uk/schoolattendance/prosecutions/index.cfm).

Children with Special Educational Needs

3.22 Parents' right to educate their child(ren) at home applies equally where a child has special educational needs (SEN) (see Section 319 of the Education Act 1996). Some children with special educational needs are statemented but others are not.

3.23 Where a child has a statement of special educational needs and is home-educated, it remains Hillingdon's duty to ensure that the child's needs are met. The statement must remain in force and Hillingdon will ensure that the child's SEN needs are met.

With this in mind all cases where children with a statement of special educational needs, who are to be educated at home, will require a referral to social care for an initial assessment to be carried out under section 17 of the Children Act 1989. This referral will be made using the common assessment framework and parents will be informed of this process.

3.24 If the parents' arrangements are suitable, Hillingdon is relieved of its duty to arrange the provision specified in the statement. If, however, the parents' attempt to educate the child at home results in provision that falls short of meeting the child's needs, then the parents are not making 'suitable arrangements' and Hillingdon cannot conclude that they are absolved of their responsibility to arrange the provision in the statement.

3.25 Even if Hillingdon is satisfied, we remain under a duty to maintain the statement and review it annually, following procedures set out in Chapter 9 of the SEN Code of Practice. Where Hillingdon is satisfied that the child's parents have made suitable arrangements it does not have to name a school in part 4 of the child's statement though it will state the type of school it considers appropriate and go on to state that "parents have made their own arrangements under section 7 of the Education Act 1996".

3.26 The statement can also specify any provision that Hillingdon has

agreed to make under section 319 to help parents to provide suitable education for their child at home. If the child to be de-registered is a pupil at a special school, the school must inform Hillingdon SEN team before the child's name can be deleted from the school roll and Hillingdon will need to consider whether everything is in place to make the home education suitable before amending part 4 of the child's statement.

3.27 A parent who is educating their child at home may ask Hillingdon SEN team to carry out a statutory assessment of their child's special educational needs and Hillingdon must consider the request within the same statutory timescales and in the same way as for all other requests. The views of the designated medical officer for SEN should be sought by Hillingdon where a child with a statement is educated at home because of difficulties related to health needs or a disability.

Relevant references in the 1996 Education Act:

Section 324 (4) of the Education Act 1996

"the statement [of special educational needs] shall specify any provision for the child for which they make arrangements under section 319 and which they consider should be specified in the statement."

Section 324(4A) of the Education Act 1996

"does not require the name of a school or institution to be specified [in a child's statement] if the child's parent has made suitable arrangements"

Section 324(5)(a) of the Education Act 1996 "Where a local education authority maintain a statement then, unless the child's parent has made suitable arrangements, the authority (i) shall arrange that the special educational provision specified in the statement is made for the child, and (ii) may arrange that any non-educational provision specified in the statement is made for him in such a manner as they consider appropriate."

Part 4

Developing relationships

4.1 As noted in the Introduction, the central aim of this document is to assist Hillingdon and home educators to build effective relationships that function to safeguard the educational interests of children and young people; relationships that are rooted in mutual understanding, trust and respect.

4.2 Whilst there is no current legal obligation on Hillingdon or home educators to develop such relationships, doing so will often provide parents with access to support that is available (EHE adviser, web based provision and Education Welfare Officer) and allow Hillingdon to better understand parents' educational provision and preferences. A positive relationship will also provide a sound basis if Hillingdon is required to investigate assertions from any source that an efficient and suitable education is not being provided. This will be true whether or not parents are required to demonstrate that suitable home-education provision is being made available.

Acknowledging diversity

4.3 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 will not specify a curriculum which parents must follow.

4.4 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 (see paragraphs 3.12 to 3.15).

Providing information for parents

4.5 The provision of clear information has an important role to play in the promotion of positive relationships. Hillingdon provides written information and website links for home-educating parents that is clear and accurate and which sets out the legal position, and roles and responsibilities, in an unambiguous way. Contact details for home education support organisations are also provided. A selection of these is included in Part 5. All written information is available to parents in community languages and alternative formats on request. Also see section 5.3

4.6 As noted at paragraph 3.2 Hillingdon will provide parents who are, or who are considering, home-educating with a named contact within Hillingdon who is familiar with home education policy and practice and has an understanding of a range of educational philosophies. Hillingdon may invite the parents to meet with our named EHE officer to discuss their provision. Any such meeting will take place at a mutually acceptable location and the child concerned should also be given the opportunity to attend that meeting, or otherwise to express his or her views. Either during such a meeting, or otherwise, the parents and Hillingdon will seek to consider and agree what future contact there will be between them.

Contact with parents and children

4.7 Hillingdon acknowledges that learning takes place in a wide variety of environments and not only in the home. Where the education is taking place in the home, it is desirable for Hillingdon officer to have the opportunity to see the child in that learning environment, to enable them to see the provision at first hand. Seeing the child responding to the educational provision of the parents will provide a strong indication that an efficient and suitable education

is indeed being provided. Hillingdon does not, however, have a legal right of access to the home and the matter should not be forced. Some parents may not feel comfortable in allowing an education officer access to their child or family home. Trusting relationships may need time to develop before a parent is happy to invite an officer to visit. It is only in the context of a supportive and trusting partnership that the opportunity to meet the child and visit the home will arise.

4.8 In any event, it should be remembered that, where a parent elects not to allow access to their home or their child, this does not of itself constitute a ground for concern about the education provision being made. Although it is recognised that the learning environment can have a bearing on the effectiveness of learning, Hillingdon will, in the vast majority of cases, be able to discuss and evaluate the parents' educational provision by alternative means. Parents might prefer, for example, to write a report, provide samples of work, have their educational provision endorsed by a third party (such as an independent home tutor) or provide evidence in some other appropriate form (see paragraph 3.14).

Child protection

- 4.10 The welfare and protection of all children, both those who attend school and those who are educated by other means, are of paramount concern and the responsibility of the whole community. As with school-educated children, child protection issues may arise in relation to home-educated children. If any child protection concerns come to light in the course of engagement with children and families, or otherwise, these concerns should immediately be referred to Social Care Hillingdon and/or Police, using the telephone & followed up with a CAF (Common Assessment Framework).
- 4.11 In terms of safeguarding the welfare of children who are educated at home by parents, all agencies will work together. Hillingdon will take a lead on these issues because of our legal Safeguarding duty to Hillingdon children. Thus, when a practitioner or professional becomes aware that a child is being educated at home, local information sharing arrangements will help them inform Hillingdon EHE adviser, so that we can fulfil our duty to ensure the quality of that education.
- 4.12 Concerns may arise where a child has been referred to Children's Social Care or the police for child protection reasons and the matter is under investigation, or where a child has been assessed as in need, or where the child is the subject of a supervision order. Hillingdon will also apply to the Court for a child assessment under the [Children Act 1989](#), if we have reasonable cause to do so.
- 4.13 Parents may choose to employ other people to educate their child, though they themselves will continue to be responsible for the education provided. They will also be responsible for ensuring that those whom they engage are suitable persons to have access to children. Parents will therefore wish to satisfy themselves by taking up appropriate references.

Reviewing policies and procedures

- 4.15 Hillingdon wishes to review all of these procedures and practices in relation to home education on a regular basis to see if improvements can be made to further develop relationships and meet the needs of children and parents. Home education organisations and home-educating parents will be involved in this process of review. Effective reviews, together with the sensitive handling of any complaints, will help to secure effective partnership.

Part 5

Support and resources

5.1 When parents elect to home-educate their children they assume financial responsibility for their children's education. There are a number of sources of advice and practical assistance available to such parents. The Department for Education provides an information sheet for parents on elective home education, available from the Department's website at: www.parentcentre.gov.uk.

5.2 Hillingdon does not receive funding to support home educated families. As a minimum, Hillingdon will provide written information (which is also available through the internet) on home education that is clear and accurate and which sets out the legal position (see previous paragraphs 4.5-4.6).

5.3 Additionally available in Hillingdon;

- Provision of reading or lending libraries with resources for use with the children, on home schooling and related topics
- Admission into community programmes (including local authority owned community and sports facilities)
- Access to resource centres (including local school resources where feasible)
- National Curriculum materials and curricula offered by other educational institutions
- Information about educational visits and work experience

The National Curriculum

5.3 Although home-educated children are not legally required to follow the National Curriculum it is thought that a number do, especially if the home-educated child has siblings attending school.

5.4 In addition, the DfE website at www.dfe.gov.uk will allow access to the National Curriculum and associated schemes of work, aimed at setting standards across all schools. Some documents are also distributed via Departmental publications which can be accessed through links on The Stationery Office site at www.the-stationery-office.co.uk or by telephoning Prolog on 0845 602 2260.

Flexi-schooling

5.6 "Flexi-schooling" or "flexible school attendance" is an arrangement between the parent and the school where the child is registered at school in the normal way but where the child attends the school only part time; the rest of the time the child is marked as Code B in the school register i.e. present at approved education but off-site. This is sometimes done as a short term measure for a particular reason. "Flexi-schooling" is a legal option provided that the head teacher at the school concerned and, in many cases, the EWS as well, agree to the arrangement. Some of the advantages and disadvantages of "flexi-schooling" are referred to on the Home Education UK's

website at www.home-education.org.uk/articles-flexi-school.htm.

Hillingdon's role in supporting work experience

5.7 Work experience is not a statutory requirement. However, usually all Key Stage 4 pupils undertake work experience in the last two years of compulsory schooling. Over 95% of Key Stage 4 pupils go on placements each year. The law relating to the employment of children generally places statutory restrictions and prohibitions on employers in this regard. But where the employment is in accordance with arrangements made by Hillingdon EBP or a governing body these restrictions will generally not apply³ where the work experience is arranged only with a view to providing pupils with work experience as part of their education in their last two years of compulsory schooling.

5.8 Children educated at home have no entitlement to participate in work experience under arrangements made by Hillingdon but we wish to encourage the parents of such children to explore this path. Where home-educated children do participate in such schemes, consideration should be given to the extent to which such children are covered by, for example, insurance provision.

5.9 Schools and Hillingdon have a prime responsibility for ensuring pupils are placed in a safe environment for their work experience. Employers are responsible for carrying out risk assessments in respect of young people on work experience placements as if they were members of their staff.

Other Issues

Education Maintenance Allowance

5.10 Education Maintenance Allowance is a means-tested grant available to learners over the age of 16, if they stay on in education at school or college after GCSEs. It is not available to learners whose parents elect to educate them at home.

Truancy Sweeps

5.11 When planning and running truancy sweeps, Hillingdon EWS will refer to the DfE "Guidance for Truancy Sweeps" and the Home Office guidance "Police Power to Remove Truants" both of which are available at www.dfes.gov.uk/schoolattendance/truancysweeps.

5.12 Those taking part in the sweeps, including police officers, should be fully familiar with this guidance. They should be aware that there is a range of valid reasons why school-age children may be out of school. In particular, they may encounter children who are educated at home and that these

³ see section 560 of the Education Act 1996, as amended by section 112 of the School Standards and Framework Act 1998

children can have legitimate reasons to be out and about. By the same token, home-educating parents need to be aware that professionals involved in truancy sweeps will seek to verify any information given to them. To make sure this is a fast and efficient process, Hillingdon maintains a list of all school-age children known to them who are home-educated. This list is then checked by Hillingdon staff as part of a truancy sweep.

Traveller Children

5.13 Hillingdon is sensitive to the distinct ethos and needs of Traveller communities. Hillingdon's duty to ensure that children residing in this area are provided with suitable education (described elsewhere in these guidelines) applies equally to Traveller children residing with their families on temporary or unauthorised sites. Although Travelling children of school age have the same legal right to a school place as anyone else, it is obviously practically difficult to claim or seek these rights without a permanent or legal place to stop. Therefore, when a Traveller family with children of school age move into the area they are strongly encouraged to contact Traveller Education support online through Hillingdon libraries.

5.14 Traveller children can be educated at home in the same way as other home-educated children. Therefore should it be necessary, before deciding to prosecute parents for failing to provide a "suitable and efficient" education for their children, Hillingdon may consider whether it would be appropriate to take the alternative route of making an application in the family proceedings court for an education supervision order (ESO) which would last one year and would enable a EWO to advise, assist and befriend both the child and the parents. 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.

5.15 Further guidance can be obtained from the DfE Guide to Good Practice on the education of Traveller children – "Aiming High: Raising the Achievement of Gypsy Traveller Pupils" which can be obtained from DCSF Publications (reference DfES/0443/2003). Another (external) source of information is www.gypsy-traveller.org/education/.

March 2011

Annex A**Qualifications options**

The following information sets out some of the options available to home-educating families who wish to provide opportunities for their children to study for recognised qualifications. This is not an exhaustive list, but sets out the main options available and provides contact details for relevant organisations. Please note that the following information is also liable to change from time to time.

Enrolment at a Further Education College

Some colleges may, at the discretion of the Principal, be willing to accept children of school age for full and part-time courses. This approach has the advantage that all the work and entry for qualifications is organised by the college, but it does require at least some attendance at classes which will not appeal to all home-educating families. If a student enrolls at a FE college, their parents will normally be liable to pay all of the course fees themselves. Colleges also have the discretion to waive fees, which they may do for low income families.

Self-Study

Many home educating families prefer not to enrol for attendance at a further education college but choose instead to work independently towards recognised qualifications. Because of compulsory internal controlled assessment components, there are many subjects and qualifications which are not available to external candidates unless an appropriate arrangement can be made with an approved centre which meets with the examining board's requirements. Some centres and examining boards may be willing to accept coursework which has been marked and authenticated by a private tutor. Thus, families who study for qualifications from home will need to:

- contact the relevant examination board to find out about their requirements;
- register with an approved centre for their child to be presented for the qualification; and
- pay a registration fee for each subject their child will take.

It may also be possible for a group of home educators to consider seeking approved status in their own right.

Correspondence Courses

Correspondence courses can be an option for students who prefer to work

independently, though they will be required in most cases to follow a structured curriculum and programme of work. Correspondence courses offer a wide range of qualifications at different levels and the organisations offering these courses will advise about arrangements which need to be made for registering with an examination centre and for marking and authenticating coursework. The cost of this option varies depending on the organisation and the qualification chosen, but can prove expensive.

There are an increasing number of organisations offering open and distance learning courses. The following contacts provide a useful start in finding a suitable course and organisation:

- The *Open and Distance Learning Quality Council* (ODLQC) is an independent body which accredits open and distance learning courses. The ODLQC produces a free information leaflet which lists all approved organisations and their courses. Contact:

16 Park Crescent, London, W1B 1AH
Tel: 020 7612 7090 Fax: 020 7612 7092.
Website: www.odlqc.org.uk
E-mail: info@odlqc.org.uk

- The *Association of British Correspondence Colleges* (ABCC) is a voluntary association of colleges which comply with a code of ethics. Contact:

PO Box 17926, London SW19 3WB
Tel: 020 8544 9559 Fax: 020 8540 7657.
Website: www.nationline.co.uk/abcc
Email: abcc@msn.com

- The *British Association for Open Learning* (BAOL) promotes quality and best practice in open, flexible and distance forms of learning. BAOL members work to a code of practice for open learning and are listed on the BAOL website. Contact:

Suite 12, Pixmore House, Pixmore Avenue, Letchworth, Hertfordshire, SG6 1JG
Tel: 01462 485 588 Fax: 01462 485 633
Website: www.british-learning.com
Email: info@british-learning.com

Alternative qualifications

The internal assessment component of many UK qualification courses such as Standard Grades, National Qualifications and GCSEs can restrict the choice available to home educated students. The following qualifications have, however, been identified as particularly suited to home study students as they are not dependent on internal assessment and moderation.

National Christian Schools Certificate (NCSC)

The National Christian Schools' Certificate (NCSC) provides a graduated series of certificates, ranging from Level 1, which is equivalent to 5 GCSEs (grades A*-C), through Level 2, which equivalent to 2 AS/A2 passes, and culminating with Level 3, which is equivalent to 3 AS/A2 passes (grades A-C). There is also an Honours Certificate, which is awarded to pupils who show exceptional performance.

Examinations are conducted at home under the supervision of parents, but the NCSC Board has strict moderation procedures to ensure the validity of results. The course is highly structured and requires a minimum pass mark of 80 per cent for each module test. During the course of 2004, the NCSC is to be superseded by the International Certificate of Christian Education, which will have very similar content and standards to the NCSC Certificate programme.

Contact: The European Academy for Christian Homeschooling (TEACH)
Marantha House, Unit 5, Northford Close, Shrivenham, Swindon,
Wiltshire, SN6 8HL

Tel: 01793 783783 Fax: 01793 783775

Website: www.christian-education.org

Email: admin@ncscboard.org.uk or cee@christian-education.org

Examining boards

The Assessment and Qualifications Alliance (AQA)

The AQA is one of three unitary examining bodies in England incorporating the now merged Associated Examining Board and the Northern Examinations and Assessment Board. The AQA also has responsibility for the City and Guilds' GNVQ qualification.

Contact: AQA, Devas Street, Manchester, M15 6EX

Tel: 0161 953 1180 Fax: 0161 273 7572

Website: www.aqa.org.uk

Email: mailbox@aqa.org.uk

Oxford Cambridge & RSA (OCR)

OCR is one of three unitary examining bodies in England incorporating the RSA (Royal Society of Arts), UCLES (University of Cambridge Local Examinations Syndicate), and MEG (Midland Examining Group).

Contact: OCR Information Bureau, General Qualifications:

1 Hills Road, Cambridge, CB1 2EU

Website: www.ocr.org.uk

CONSULTATION DRAFT

Tel: 01223 553998 Fax: 01223 552627

Email: helpdesk@ocr.org.uk

OCR Information Bureau, Vocational Qualifications:

Progress House, Westwood Way, Coventry, CV4 8JQ

Tel: 024 7647 0033

Fax: 024 7646 8080

Email: cib@ocr.org.uk

Edexcel

Edexcel was formed in 1996 by the merger of BTEC and the University of London

Examinations and Assessment Council (ULEAC). Edexcel is one of the main examination boards for England and Wales.

Contact: Edexcel, Stewart House, 32 Russell Square, London, WC1B 5DN

Tel: 0870 240 9800 Fax: 020 7758 6920

Website: www.edexcel.org.uk

Email: enquiries@edexcel.org.uk

Useful contacts

Education Otherwise Association Limited

Nationwide charity for home education information and support. Subscription of £20 also entitles members to receive a handbook, UK and overseas contact list and bi-monthly newsletter, access to further resources, special interest and local groups and national gatherings

Address: PO Box 7420
London
N9 9SG

Website: www.education-otherwise.org
Email: enquiries@education.otherwise.org
Helpline: 0870 7300 074

Home Education Advisory Service

HEAS produces a range of publications and leaflets on different aspects of home education. Annual subscription [currently £12] gives access to the Advice-line, quarterly magazine, card for educational discounts, resources for loan and a regional list of other subscribers.

Address: P.O. Box 98
Welwyn Garden City
Hertfordshire
AL8 6AN

Website: www.heas.org.uk
E-mail: admin@heas.org.uk
Helpline: 01707 371854

Home Education UK

Website: www.home-education.org.uk

Home Education Resources

Website: www.home-education-resources.co.uk

The Home Service – a national Christian home education group

Website: www.home-service.org

Christian Home School

Website: www.homeschool.co.uk

Muddle Puddle – an independent site focusing on learning for 0-8 year olds

Website: www.muddlepuddle.co.uk

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BACKGROUND INFORMATION

The reasons parents chose to Electively Home Educate are varied.

Some are awaiting a school place and so only see it as a temporary measure. Other families cite bullying, others are critical of the school that their child had previously attended. This is often when the child has a Special Educational Need. 4.4% of the current EHE cohort has been withdrawn from Chantry School due to parental dissatisfaction.

When families are under threat of prosecution or being fined for non-school attendance, some withdraw the child from school and decide to EHE. Doing this they hope to try and avoid the legal route that may have been taken. A School Attendance Order is the alternative in this situation.

Some families have children with medical or mental health concerns that prompt their decision to EHE.

There are a number of families who make a conscientious decision to EHE. Some have never registered their child for formal education. The Local Authority should be made aware of these children from the Health Visitors that each pre-school child should have allocated. A few of the families state that they want to EHE for a specific amount of time or until their child is a particular age, predominantly 7 years old (the European and Scandinavian model). There has been an increase in EHE children due to family religious and cultural choices. Two girls are EHE because the family will not allow any contact with men. Plymouth Brethren children are frequently EHE from secondary school age.

There are currently 90 children on the EHE list. They range from 5 - 16 yrs (statutory school age). 52% are girls and 48% are boys. White U.K children are over-represented on the EHE register.

<u>Year group</u>	<u>Number of children EHE</u>
R	2 2.2%
1	8 8.8%
2	4 4.4%
3	4 4.4%
4	8 8.8%
5	8 8.8%
6	9 10%
7	7 7.7%
8	7 7.7%
9	8 8.8%
10	11 12.2%
11	14 15.5%

There is an annual influx of year 7 pupils early in September due to not getting their preferred secondary school choice. This levels out over the academic year. Similarly after Christmas or particularly Easter, year 11 pupils are registered as EHE. From the experience of other boroughs and counties, this may be accounted for as schools 'encourage' off-rolling to reflect their attainment outcomes in the most favourable light. The majority of Year 11 children in Hillingdon come from Northwood School and the two Academies.

All children who would be in Years 9, 10 and 11 are referred to Connexions so that they may obtain the same services as they would in school.

Families who EHE are contacted annually and in some cases (of concern) more frequently. They are visited and the welfare and education of the child is assessed and a report drawn up. Any safeguarding concerns are referred to Social Care colleagues for assessment. Children with a Statement of Special Educational Needs who are EHE are subject to a Social Care assessment as a matter of course. There are six families that do not wish to engage with the local authority and prefer to send a parental report. This is their right under the current legislation. Whilst we report a current EHE register of 90, there may be many more EHE children in Hillingdon. They are not currently obliged to register this with the Local Authority. In terms of academic requirements, there are none. The current law does not require EHE parents to deliver the National Curriculum or any form of conventional academic education.

Therefore, it is impossible to 'fail' an EHE inspection on educational grounds. Following the Badman Report (2008), recommendations and consultation, it is expected that EHE legislation will change. The EHE lobby is highly vociferous and well organised. Hillingdon is planning for the change in legislation to require all EHE parents to register with the local authority. We believe that there may also be a requirement for publicly funded schools to open up their facilities (particularly ICT) to EHE children in the evenings.



Policy Overview & Scrutiny Committee Review Scoping Report 2011/12

OBJECTIVE

Short title of review

RISKY BEHAVIOUR AMONG YOUNG PEOPLE

Aim of review

To offer positive recommendations to Cabinet on how the Council and its partners can intervene early to reduce risky behaviour in young people and improve life chances.

Terms of Reference

TBC by Members

Information

Risky behaviour by young people is a far reaching issue that touches not only on the Council, but other agencies and communities and is influenced considerably by wider societal and cultural changes.

Some risky behaviour is a normal and positive part of growing up. It can also support the development of resilience and enable young people to grow and aspire to make positive decisions about their lives and the world they live in.

However some risky behaviour can be harmful. It can reduce aspirations, increase vulnerability, cause physical and social problems, reduce opportunities and may promote criminal and anti social behaviour. It can cover activities such as unprotected sex leading to sexually transmitted infections or under-18 conceptions, substance misuse (including alcohol), poor emotional health and wellbeing, not being in education, employment or training (NEET) or even as first time entrance into the criminal justice system or re-offenders.

DRAFT

Often the young people who undertake in multiple risky behaviours are the same young people. These young people are often accessing fragmented services, costing significant amount of resources by public bodies (e.g. the Council or Police), who often are only able to help reduce the behaviour from escalating rather intervening earlier to improving their life outcomes.

Supporting the Cabinet & Council's policies and objectives

TBC once review area narrowed down.

INFORMATION AND ANALYSIS

Key Issues

TBC

Remit - who / what is this review covering?

A wide variety of organisations & partners, for example:

- All Council departments
- Police, Health and Probation Service
- Youth Offending Service
- Youth and Connexions Services
- Healthy Hillingdon
- Education Welfare Service
- Public Health

Connected work (recently completed, planned or ongoing)

In terms of what the Council has influence over, the Business Improvement Delivery programme led by the Leader and Deputy Chief Executive and Corporate Director of Planning, Environment, Education and Community Services is currently undertaking a project on all early intervention services within Children and Education Services which is expected to help mitigate some elements of risky behaviour by young people.

Members may feel that two reviews on this by the Council may lead to duplication of effort. In addition, given the huge scope of this area as a review topic Members may wish to narrow their focus on a particular area of risky behaviour that is well suited for review and within the remit of the POC.

Key information required

- What services are in place and how do young people access them?
- How do the schools interface with these services?
- How do services ensure the young person does not fall through the net?
- How do services monitor the long term progress of the young person?

DRAFT

- How is data shared across services and partners?
- How effective is the Common Assessment in ensure young people are assessed and receive the correct service.

EVIDENCE & ENQUIRY

The Committee could receive evidence from a wide variety of witnesses including:

- Managers of Services within the Council and Partner agencies
- Young People
- Young Offenders
- Etc...

Information & Intelligence

TBC

Consultation and Communications

An online questionnaire could be considered seeking the views of Young People on Risky Behaviours, possibly using new social media.

Lines of enquiry

TBC

PROPOSALS

Recommendations would be put forward following the witness sessions.

LOGISTICS

Proposed timeframe & milestones

Meeting Date *	Action	Purpose / Outcome
July 2011	Agree Scoping Report	Information and analysis
September 2011	Witness Session 1	Evidence & enquiry
October 2011	Witness session 2	Evidence & enquiry
November 2011	Draft Final Report	Proposals – agree recommendations and final draft report

** Specific meetings can be shortened or extended and additional meetings arranged to suit the review topic and needs of the Committee.*

Risk assessment

TBC

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Policy Overview & Scrutiny Committee Review Scoping Report 2011/12

OBJECTIVES

Short Title of Report

PARENTAL SKILLS IN EDUCATION ATTAINMENT

Aim of review

To review the support and guidance provided to parents to help them understand their importance of their role in their child's education attainment.

Terms of Reference

TBC by Members

Information

Members raised this issue following the Health Inequalities Working Group Review in 2010 which looked at the effects of overcrowding on educational attainment and children's development. This review came to the conclusion that there was a strong link between overcrowding and educational attainment and that this did indeed have an impact upon many families in the Borough.

In Hillingdon there are parenting support and intervention services available. All include elements of child development and the importance of the parental role and contribution to child's attainment:

- practical parenting support in Children's Centres and Early Years settings
- Health Visitor parenting support for new parents

DRAFT

- Parent Support Service providing a central referral point parenting support; multi-level evidence based parenting programmes in Children's Centres, schools and community settings
- Voluntary sector provision of parenting programmes

School-based programmes also work with parents and carers improve key outcomes including child behaviour, educational attainment, school attendance, as well as family relationships and stability.

Whilst the Council has a role, albeit diminishing, in facilitating and improving education in the Borough, its role in relation to how parents should behave / use their parental skills to encourage their children to learn is still rather limited. Policies to improve parenting skills cannot in isolation eliminate any skills gap some parents may have, but a caring environment during childhood does have a positive effect meaning that policies aimed at improving parental skills can have some impact.

Members may wish to consider how best council services and local schools can provide specific information and guidance to give parents all the tools they need to choose a school for their child and provide a home environment that nurtures learning.

Supporting the Cabinet & Council's policies and objectives

Hillingdon Children's & Family's Trust Plan priorities:

- P2 Ensure all children have a good start to life

Key Issues

TBC

Remit - who / what is this review covering?

TBC

Connected work (recently completed, planned or ongoing)

TBC

Key information required

TBC

EVIDENCE & ENQUIRY

Witnesses

- Education & Children's Services
- Schools

DRAFT

- Parents / Carers
- Pupils
- Teachers
- Youth Service

Information & Intelligence

C4EO.org.uk

Johnson Rowntree Foundation

<https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-RW004>

Consultation and Communications

TBC

Lines of enquiry

TBC

PROPOSALS

None at this stage would be more information on recommendations once the witness sessions had taken place.

LOGISTICS

Proposed timeframe & milestones

Meeting Date *	Action	Purpose / Outcome
July 2011	Agree Scoping Report	Information and analysis
September 2011	Witness Session 1	Evidence & enquiry
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** Specific meetings can be shortened or extended to suit the review topic and needs of the Committee*

Risk assessment

TBC

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FORWARD PLAN 2011/2012

Contact officer: Gill Brice
Telephone: 01895 250693

REASON FOR ITEM

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 Cabinet or Cabinet Member).

OPTIONS OPEN TO THE COMMITTEE

- To comment on items going to Cabinet or Cabinet Member for decision.
- Or to note the items and decide not to comment.

INFORMATION

1. The latest published Forward Plan is attached any additions to the current published Forward Plan will be provided at the meeting. The Committee may wish to consider the non standard items that fall within its remit.

SUGGESTED COMMITTEE ACTIVITY

- Consider whether there are comments or suggestions that the Committee wishes to make that will aid Cabinet decision-making.

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The Cabinet Forward Plan

Period of Plan: June 2011 onwards

Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
SCH&H = Social Care, Health & Housing; CS = Central Services; PEECS = Planning, Environment, Education & Community Services									
CABINET - 28 July 2011									
624	Barnhill Academy Conversion	Barnhill Community High School has requested to convert to an academy. This report to Cabinet details the implications and recommendations relating to the current Private Finance Initiative contract with the School.	Barnhill		Cllr David Simmonds	PEECS - Anna Crispin			NEW
610b Page 61	Hillingdon Children and Families Trust Plan 2011-14 (POLICY FRAMEWORK)	Following consultation, Cabinet will be asked to recommend the Plan to full Council for adoption. The plan will outline the vision that the Council has to improve the life chances and outcomes of vulnerable children, young people and their families in Hillingdon. It will identify key priorities and actions over the next few years.	All	08-Sep-11	Cllr David Simmonds	SCH&H - Linda Sanders	Education and Children's Services POC, Partner agencies, schools, PCT etc..., Children and Young People and Parents		
582b	Music tuition in Hillingdon	Cabinet will receive the second report from the Working Group (Phase 2), chaired by Councillor Judy Kelly, with its recommendations following a review of support for music tuition in the Borough.	All		Cllr Ray Puddifoot / Cllr David Simmonds	PEECS / Democratic Services	Working Group, Petition Hearing, Public Meetings		

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WORK PROGRAMME 2011/2012

Contact Officer: Gill Brice
Telephone: 01895 250693

REASON FOR REPORT

This report is to enable the Committee to review meeting dates and forward plans. This is a standard item at the end of each agenda.

OPTIONS OPEN TO THE COMMITTEE

1. To confirm dates for meetings
2. To make suggestions for future working practices and reviews.

INFORMATION

Meeting Dates and Rooms - Meetings start at 7pm unless indicated below

Meetings	Room
8 June 2011	CR5
5 July 2011	CR5
7 September 2011	CR5
19 October 2011	CR5
23 November 2011	CR5
19 January 2012	CR5
9 February 2012	CR5
20 March 2012	CR5
24 April 2012	CR5

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2011/12

WORK PROGRAMME

8th June 2011	School Admissions Update
	First Review – Agree topics for scoping reports.
	Cabinet Forward Plan
	Work Programme

5th July 2011	First Review – To receive Scoping Reports on the Review subjects agreed by the June Committee
	Quarterly Performance & Budget Report
	Cabinet Forward Plan
	Work Programme

7th September 2011	First Review – Receive Amended Scoping Report
	Witness Session 1
	Update on 2 Review Recommendations
	Quarterly Child Social Care Audit Update 2010/11
	Cabinet Forward Plan
	Work Programme

19th October 2011	Witness Session 2
	Update on 2 Previous Review Recommendations
	Inclusion Strategy – Update following publication of Green Paper
	Update on Looked After Children
	Cabinet Forward Plan
	Work Programme

23rd November 2011	Witness Session 3
	Consider Topics for 2 nd minor Review
	Quarterly Child Social Care Audit Update 2010/2011
	Update on Looked after Children if not provided to October meeting.
	Cabinet Forward Plan
	Work Programme

19th January 2012	Draft Budget for Consideration
	Major Review Draft Final Report
	Update on Funding for Youth Services previously provided by Connexions.
	Cabinet Forward Plan
	Work Programme

9th February 2012	Final Report for the Review
	Standards and Quality in Education
	Second Review – Witness Session 1
	Cabinet Forward Plan
	Work Programme

20 March 2012	Quarterly Child Social Care Audit Update 2010/11
	Second Review – Witness Session 2
	Cabinet Forward Plan
	Work Programme

24th April 2012	Update on 2 Previous Review Recommendations
	Second Review – Final Report
	Cabinet Forward Plan
	Work Programme

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