



Education Overview and Scrutiny Committee

Meeting to be held on: **5 September 2023 at 6.00 P.M.**

Meeting to be held via: **Conference Room 2, Walsall and Microsoft Teams**

Public access to meeting via: <https://www.walsallcouncilwebcasts.com>

MEMBERSHIP

Chair	Councillor S. Ditta Councillor P. Gill Councillor I. Hussain Councillor S.B. Hussain Councillor P. Kaur Councillor N. Latham Councillor E. Morgan Councillor L. Rattigan Councillor P. Smith Councillor C. Towe Vacancy x1
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NON-ELECTED VOTING MEMBERS

Lichfield Diocesan Representative	Vacancy
Archbishop of Birmingham's Representative	Vacancy
Parent Governors	Vacancy Vacancy Vacancy

NON-ELECTED NON-VOTING MEMBERS

Primary Teacher Representative	Ms Sharon Guy
Secondary Teacher Representative	Ms Wendy Duffus

PORTFOLIO HOLDER: Councillor Mark Statham – Education and Skills

Democratic Services, Council House, Lichfield Street, Walsall, WS1 1TW
Contact: Jack Thompson ☎ 01922 654196 E-mail: jack.thompson@walsall.gov.uk

ITEMS FOR BUSINESS

1.	Apologies To receive apologies for absence from Members of the Committee.	
2.	Substitutions To receive notice of any substitutions for a Member of the Committee for the duration of the meeting.	
3.	Declarations of interest and party whip To receive declarations of interest or the party whip from Members in respect of items on the agenda.	
4.	Local Government (Access to Information) Act 1985 (as amended) To agree that the public be excluded from the private session during consideration of the agenda items indicated for the reasons shown on the agenda (if applicable).	
5.	Minutes To approve and sign the minutes of the meeting held on 29 June 2023.	Enclosed
6.	Children not in School Update Report To receive a report on how the Council is continuing to meet its statutory responsibility for: Attendance, Children Missing Education (CME), Elective Home Education (EHE) and Exclusions.	Enclosed
7.	Date of next meeting The date of the next meeting will be 3 October 2023.	

The Relevant Authorities (Disclosable Pecuniary Interests) Regulations 2012

Specified pecuniary interests

The pecuniary interests which are specified for the purposes of Chapter 7 of Part 1 of the Localism Act 2011 are the interests specified in the second column of the following:

Subject	Prescribed description
Employment, office, trade, profession or vocation	Any employment, office, trade, profession or vocation carried on for profit or gain.
Sponsorship	<p>Any payment or provision of any other financial benefit (other than from the relevant authority) made or provided within the relevant period in respect of any expenses incurred by a member in carrying out duties as a member, or towards the election expenses of a member.</p> <p>This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Regulations (Consolidation) Act 1992.</p>
Contracts	<p>Any contract which is made between the relevant person (or a body in which the relevant person has a beneficial interest) and the relevant authority:</p> <p>(a) under which goods or services are to be provided or works are to be executed; and</p> <p>(b) which has not been fully discharged.</p>
Land	Any beneficial interest in land which is within the area of the relevant authority.
Licences	Any licence (alone or jointly with others) to occupy land in the area of the relevant authority for a month or longer.
Corporate tenancies	<p>Any tenancy where (to a member's knowledge):</p> <p>(a) the landlord is the relevant authority;</p> <p>(b) the tenant is a body in which the relevant person has a beneficial interest.</p>
Securities	<p>Any beneficial interest in securities of a body where:</p> <p>(a) that body (to a member's knowledge) has a place of business or land in the area of the relevant authority; and</p> <p>(b) either:</p> <p>(i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or</p> <p>(ii) if the share capital of that body is more than one class, the total nominal value of the shares of any one class in which the relevant person has a beneficial interest exceeds one hundredth of the total issued share capital of that class.</p>

Schedule 12A to the Local Government Act, 1972 (as amended)

Access to information: Exempt information

Part 1

Descriptions of exempt information: England

1. Information relating to any individual.
2. Information which is likely to reveal the identity of an individual.
3. Information relating to the financial or business affairs of any particular person (including the authority holding that information).
4. Information relating to any consultations or negotiations, or contemplated consultations or negotiations, in connection with any labour relations matter arising between the authority or a Minister of the Crown and employees of, or office holders under, the authority.
5. Information in respect of which a claim to legal professional privilege could be maintained in legal proceedings.
6. Information which reveals that the authority proposes:
 - (a) to give any enactment a notice under or by virtue of which requirements are imposed on a person; or
 - (b) to make an order or direction under any enactment.
7. Information relating to any action taken or to be taken in connection with the prevention, investigation or prosecution of crime.
8. Information being disclosed during a meeting of an Overview and Scrutiny Committee when considering flood risk management functions which:
 - (a) Constitutes a trades secret;
 - (b) Its disclosure would, or would be likely to, prejudice the commercial interests of any person (including the risk management authority);
 - (c) It was obtained by a risk management authority from any other person and its disclosure to the public by the risk management authority would constitute a breach of confidence actionable by that other person.

**MINUTES OF THE EDUCATION OVERVIEW AND SCRUTINY COMMITTEE,
COUNCIL CHAMBER, WALSALL COUNCIL HOUSE.**

Thursday 29 June 2023 at 6.00 P.M.

Committee Members present:

Councillor S. Ditta (Chair)
Councillor P. Gill
Councillor S.B. Hussain
Councillor N. Latham
Councillor E. Morgan
Councillor L. Rattigan
Councillor P. Smith
Councillor C. Towe

Portfolio Holder:

Councillor Mark Statham – Education and Skills

Officers Present:

Sharon Kelly - Director Access and Inclusion
Rob Thomas - Head of Access
Judith Nash – Head of SEND
Lorraine Thompson - Virtual School & Vulnerable Groups Lead
Jack Thompson – Democratic Services Officer

Welcome and introductions were made.

01 Apologies

Apologies were received from Councillor P. Kaur and I. Hussain.

02 Substitutions

There were no substitutions of this meeting.

03 Declarations of Interest and Party Whip

There were no declarations of interest or party whip.

04 Local Government (Access to Information) Act 1985 (as amended)

There were no agenda items requiring the exclusion of the public.

05 Minutes

Subsequent to the agreement of the minutes, Councillor Smith asked for clarification on how co-opted Members were elected and what their voting rights were. The Democratic Services Officers responded that he would email Members of the Committee explaining the process of elected/appointing co-opted Members and then voting rights in due course.

A copy of the Minutes of the meeting held on the 28 March 2023 were submitted [annexed].

Resolved:

That the minutes of the meeting held on 28 March 2023 a copy having previously been circulated, be approved and signed by the Chair as a true and accurate record.

06 Areas of focus for 2023/24

At the invitation of the Chair the Portfolio Holder for Education and Skills outlined their priorities as portfolio holder for the municipal year and to make any suggestions for items the Committee could include on its areas of focus.

The Portfolio Holder for Education and Skills outlined his priorities which fell under the Walsall Right 4 Children framework. This framework would continue to be delivered through work with partner organisations. These partnership relationships included the Walsall Learning Alliance, Local Area Improvement Board and Walsall Employment and Skills Board. In addition, the Portfolio Holder updated the Committee on the EHCP (Education, Health and Care Plan) team, informing the Committee of the hiring of new staff to the team and the reduction in the backlog of EHCPs and reduced time in processing current applications. Furthermore, the Council had also successfully hired senior staff for the Education Psychology Team despite the nationally recognised shortage of the education psychologists. A strong inclusion agenda would be launched in September to ensure that all education settings within the Borough were meeting the needs of children. The Education Team would focus on improving the local offer over the coming year and develop a more seamless service delivery. Moreover, the Council was working to improve its offer for skills and apprenticeships. The Council had offered the most apprenticeships out of any members of the West Midlands Combined Authority. The Council was also working build on the success of the Vulnerable Learners Hub (VLH) which had recently changed its name to the Inclusion Hub. Finally, Councillor Statham informed the Committee the number of schools within the Borough with a 'Good' or 'Outstanding' Ofsted was now above the national average.

Members expressed their congratulations to the Access and Inclusion Team for the improved Ofsted ratings.

The Director of Access and Inclusion, Sharon Kelly, along with fellow Access and Inclusion Officers took the Committee through a presentation on the directorate (see annexed).

In responses to questions from Members following the presentation included:

- The Council recognised that areas of Borough were deprived;
- There had been improvements across the Borough in recent year, such as in early years;
- Deprivation had moved around the Borough geographically over time;
- The Council would focus on areas that needed additional support;
- The Borough had seen improvements in Ofsted ratings;
- An audit of early years services within the Borough had found that struggling services did not follow deprivation in the Borough and the picture was more mixed;
- The Education Investment Area Board was set up by the Department for Education and they decided the funding levels for the Education Investment Area;
- There was an action plan for the Education Investment Area and £3 million would be spent based on the 2019 data and this showed that key stage 2 and 4 were the worst performing;
- The funding through the Education Investment Area would focus on maths, reading, writing and early years support and a third of the schools within the Borough would get targeted support.

There being no further questions, the Chair invited Members of the Committee, the Portfolio Holder and Officers to suggest items for the Committees Work Programme for the municipal year 2023/24.

The following items were suggested:

- Attendance;
- Children Missing in Education (CME);
- Exclusion and Suspensions;
- SEND Developments inc EHCPs;
- Inclusion Hub;
- Transitions;
- Learning Recovery;
- Specialist Provision Plan inc SEN school places;
- Mainstream Pupil Place Planning and Capital Strategy;
- School Admission;
- Quarter 2 Financial Monitoring & Budget Setting 2024/25;
- School Attainment Data;
- Ofsted Data and Outcomes;
- Schools Causing Concern;
- Skills Strategy and Development;
- Post 16 Provision;
- Alternative Provision;

- School Readiness and Early Year Foundation Stage Outcomes;
- Early Years SEN (Special Educational Needs);
- Childcare Sufficiency and Plans.

The Director of Access and Inclusion noted the suggested items from members and suggested that these should be put into themes so that similar or linked items could be discussed at a future meeting together and would allow members to explore them in more detail.

Resolved:

That:

1. **The following items be agreed as the Committees Areas of Focus for 2022/23:**
 - a. **School Attendance;**
 - b. **Children Missing in Education (CME);**
 - c. **Exclusion and Suspensions;**
 - d. **SEND Developments inc EHCPs;**
 - e. **Inclusion Hub;**
 - f. **Transitions;**
 - g. **Learning Recovery;**
 - h. **Specialist Provision Plan inc SEN school places;**
 - i. **Mainstream Pupil Place Planning and Capital Strategy;**
 - j. **School Admission;**
 - k. **Quarter 2 Financial Monitoring & Budget Setting 2024/25;**
 - l. **School Attainment Data;**
 - m. **Ofsted Data and Outcomes;**
 - n. **Schools Causing Concern;**
 - o. **Skills Strategy and Development;**
 - p. **Post 16 Provision;**
 - q. **Alternative Provision;**
 - r. **School Readiness and Early Year Foundation Stage Outcomes;**
 - s. **Early Years SEN (Special Educational Needs);**
 - t. **Childcare Sufficiency and Plans.**
2. **That the suggested items be thematically grouped.**
3. **A copy of the completed work programme for the year be circulated to Members.**

07 Date of next meeting

The date of the next meeting would be 5 September 2023.

There being no further business, the meeting terminated at 19:42.

Signed:

Date:

Education Overview and Scrutiny Committee

Children Not In School Update

Wards All

Service: Access Service

Portfolio: Education and Skills, Councillor Statham

1. Aim

The aim of this report is to provide an update of on how Walsall continues to meet its statutory responsibility in regards to:

- Attendance
- Children Missing Education (CME)
- Elective Home Education (EHE)
- Exclusions

2. Recommendations

That the Education Overview and Scrutiny Committee considers the contents of this report and decides whether there should be further information or updates

3. Report detail

Attendance – overview

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

Attendance – Statutory Duties of the LA

In May 2022, the Department for Education (DfE) published non-statutory guidance, [‘working together to improve attendance’](#). From September 2022, this document replaced all previous guidance on school attendance for maintained schools, academies, independent schools, and local authorities except for the existing statutory guidance on parental responsibility measures.

The guidance makes clear that all local authorities are expected to:

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.

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

- Monitor and improve the attendance of children with a social worker through their Virtual School.

The pressures on the Parliamentary timetable remain and legislation to make the guidance statutory will not be in place before the beginning of the new academic year as planned and therefore the guidance will not be statutory from this September. All authorities have been asked to work towards the guidance with the aim of it becoming statutory in 2024. It remains top of the legislative priorities for the Department for Education and will be pursued at the next available opportunity. This means that schools and local authorities should continue with their implementation as it may become statutory at short notice.

DfE – Statistical Release

This release is the latest current data and looks at pupil absence and persistent absence during the 2021/22 academic year.

The national average for overall absence in 2021/22 was 7.6%. Walsall's overall absence rate was 7.9%, 0.3% higher than national average.

		2021/22			
		Authorised absence rate	Overall absence rate	Unauthorised absence rate	Percentage of persistent absentees (10% or more missed)
West Midlands		5.60%	7.80%	2.20%	24.00%
England		5.50%	7.60%	2.10%	22.50%
North West	Bolton	5.00%	6.90%	1.90%	20.30%
	Rochdale	4.70%	7.90%	3.30%	25.40%
	Tameside	4.50%	7.20%	2.70%	20.10%
Yorkshire and The Humber	Doncaster	5.40%	8.40%	2.90%	26.10%
	Rotherham	5.20%	8.20%	3.00%	25.80%
East Midlands	Derby	5.20%	7.60%	2.40%	23.70%
West Midlands	Dudley	5.70%	8.00%	2.30%	26.00%
	Sandwell	4.70%	7.40%	2.80%	23.30%
	Stoke-on-Trent	4.70%	8.20%	3.50%	26.20%
	Telford and Wrekin	5.80%	7.80%	2.00%	23.70%
	Walsall	5.00%	7.90%	3.00%	24.90%
East of England	Wolverhampton	4.50%	7.00%	2.50%	21.30%
	Peterborough	5.80%	7.90%	2.00%	24.80%

The Department for Education's national statistical full-year release shows that:

- The national average for overall absence in 2021/22 was 7.6%
- Walsall's overall absence rate was 7.9%, 0.3% higher than national average.
- Walsall's overall absence rate increased by 2.5% from 2020/21 – 2021/22.
- Walsall is 8th for overall absence rates out of 13 statistical neighbours.
- Walsall's overall absence rate has a higher element of unauthorised absence against statistical neighbours- see tables below
- Persistent absence rates are higher in the secondary phase compared to the primary phase



Whilst the table above shows that our absence rates are negatively impacted by the unauthorised absence rates in both Primary and Secondary phases. The overall absence rates for Special Schools and PRU's is better than national average. Unauthorised absence in Special schools is still an area for improvement though.



How the Local Authority is continuing to support improvements in school attendance

The DfE have allocated a Strategic Attendance Officer to support each Local Authority (LA).

They will support LA's to review and develop attendance strategies and data, consider how best to use staff and resources, ensure attendance is considered across all relevant services, and build strong links with schools, families and other partners.

They may also hold regional meetings of councils to discuss practice.

Another one or two advisers will be hired to work specifically with multi-academy trusts and schools to review their current approach to tackling persistent absence. This will include helping them develop a whole school culture of excellent attendance.

Each trust, council or school will receive between two and 10 days of support.

In March 2023 we had our first visit and shared our self-evaluation, data and action plan. These were recognised by the advisor as being rigorous and demonstrating good practice.

As part of our action plan we discussed how Walsall schools share attendance data with the LA and have monthly performance meetings with a LA attendance officer focusing on strengths, concerns, and next steps. Half-termly data comparisons identify increases and decreases, and weekly attendance trackers support targeted support meetings.

Each school has a named point of contact who routinely works with schools to tackle the fundamental challenges that they face, using lessons learned from other schools. The Termly Targeting Support Meetings were established in the Spring Term for each School in Walsall. There has been really positive feedback from the meetings and schools feel confident in how to adapt their processes to meet their new expectations.

A self-assessment tool has been developed to help schools identify where there is good practice in relation to reducing pupil absence and to identify where further strategies need to be developed to ensure maximum attendance by all pupils. This has been shared with schools and is used as part of the termly meeting and support and challenge conversations. The tool is attached as Appendix 1.

A working group of headteachers has also been established over the last academic year, and half termly meetings take place.

This group provides opportunities for schools to shape improvements across Walsall. An annual 'conference' focusing on attendance, refreshing expectations, answering questions, sharing good practice is being planned for the Autumn term that focuses on the attendance data that needs to be used to set a vision for improvement in overall absence, persistent absence and severe absence, focusing on individual cohorts. Appendix 2 is a copy of the working group remit, membership and terms of reference.

The Early Help Support in Walsall is embedded, and schools can provide early preventative support, and know how to source further advice and interventions when required. Walsall's Early Help Partnership recognises that an effective Early Help offer is not the responsibility of one single agency. It requires a partnership approach from all stakeholders working with children, young people, their families and the community. Schools are aware of referral processes and are advised to do so (if not already) where there are potential indicators of concern for children and their families and can be used to enhance and support collective understanding of risk.

The Virtual School monitors Walsall's children's attendance using 'Looked After Call', providing daily emails to highlight unauthorised absences and authorised absences over three days. A dedicated attendance officer follows up on poor attendance. The Vulnerability Matrix in the Vulnerable Learners Hub tracks and monitors attendance of children with a social worker. Staff liaise with schools and social workers to raise awareness of poor attendance. Training is provided for teachers and safeguarding leads to improve educational outcomes. The Head of the Virtual School reports on attendance at monthly and termly social care performance meetings.

Many local authorities will need time to transition to meet the new expectations, therefore, local authorities should meet these expectations as far as possible. A

meeting with Walsall's DfE advisor in March reviewed the current approach and service model, and a working group of head teachers was established to provide strategic direction and leadership.

It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

Where all voluntary support options are unsuccessful or are not appropriate, the local authority's school Attendance Support Team will liaise with the school and the early help lead practitioner or social worker (where applicable) to take forward attendance legal intervention and to formalise support and/or enforce attendance. See Appendix 3 for a copy of the referral form.

In line with new DfE guidance we have reviewed the way we work to ensure:

- robust assessments of parents' failings is evident in the support that has been offered,
- all support to remove any barriers to education, has been exhausted
- formalised support has been implemented or considered,
- and we feel that taking forward an attendance prosecution will bring about change.

Children Missing Education (CME)

Children are classed as 'Children Missing Education' if they are compulsory school age and not registered at a school and are not receiving suitable education otherwise than at a school. Children are of compulsory school age from the start of the first school term after their fifth birthday until the last Friday in the June of the academic year in which they turn 16 years of age.

Children Missing Education (CME) are distinct from Children Missing from Education (CMfE). This term is used to refer to children who are on roll at a school but not attending regularly or full time.

Children missing education are at significant risk of underachieving, being victims of harm, exploitation, or radicalisation, and becoming part of the NEET cohort (not in education, employment or training) once these cease to be compulsory school age.

Effective information sharing between parents, schools, local authorities, and other agencies is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Local Authorities have a legal duty under section 436A of the Education Act 1996 to decide to identify children missing education. Local Authorities should consult the parents or carers of a child when trying to establish whether a child is in receipt

of a suitable education. Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision.

A child can become open to Walsall Local Authority as a child missing education (CME) for a variety of reasons. These can include Children and Young People who:

- move to Walsall from a different local authority area or from outside the UK and are unable to secure a school place that is within a reasonable distance of their new home address via either primary or secondary mid-year process.
- fail to take up the school place that is offered to them via the phased admissions process, the mid-year admissions process or Walsall's Fair Access Process.
- are removed from a school roll after a long period of unexplained absence, or after failing to return from an extended or unauthorised holiday.
- have previously been open to the local authority as being electively home educated (EHE) but are deemed by the local authority not to be in 'receipt of a satisfactory education.'
- who are Walsall residents and have who have been permanently excluded from school. In these circumstances, the local authority will open these children and young people as missing education whilst ensuring that appropriate six-day provision is secured for pending the outcome of the governing body hearing process and decision.
- have an Education, Health, and Care Plan (EHCP) and for whom the local authority is unable to secure a permanent education provision that can meet their special educational needs. In these circumstances, the local authority will put in place temporary tuition, but the child will still be opened as child missing education until suitable permanent education provision can be secured via the EHCP consultation process.

Walsall Children Missing Education Process

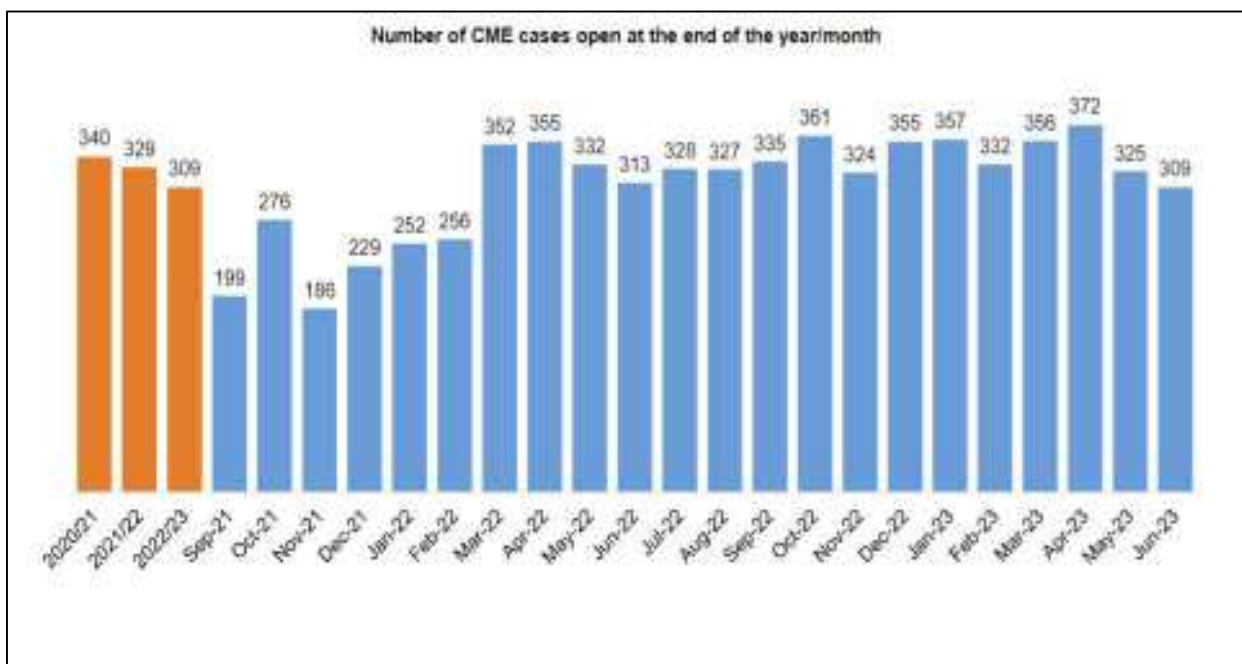
When a child is opened to CME they are allocated a caseworker and become subject to the local authority's monitoring procedures, working closely with the school admissions team an offer where possible will be made through the midyear admission process. Failing a place being able to be offered through the midyear admissions process the child will be taken the ether the Primary or Secondary Fair Access Protocol (FAP). If a child does not taken up an allocated school place then the CME team will establish the reasons for this.

- If an academy school is refusing to admit a child then then the matter will be escalated in accordance with the Department for Education's direction to admit process by application to the Secretary of State. The Secretary of State has the power under an Academy's Funding Agreement to direct the Academy to admit a child and can seek advice from the Schools Adjudicator in reaching a decision.
- If a maintained school is refusing to admit a child then the Local Authority has the power to direct the governing body of a maintained school for which they are not the admission authority to admit a child in their area even when the school is full.

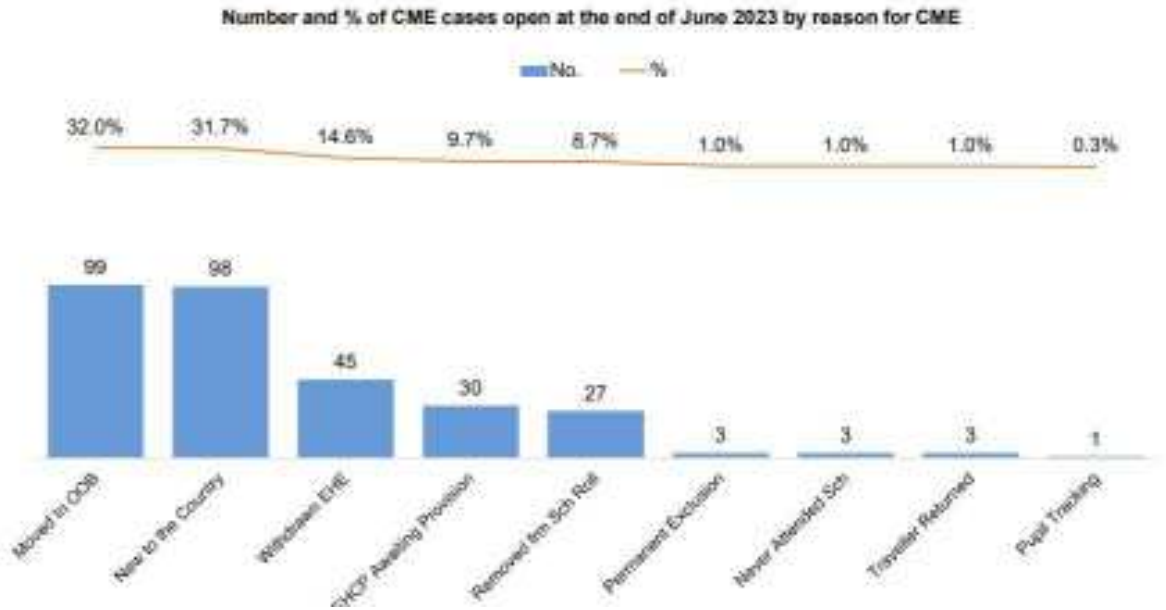
- If a parent is refusing to take up the offer of a school place then the matter will be escalated via the school attendance order process – a legal process of naming a school that the parent must enrol their child at.
- Any child that is open to Walsall CME must be seen by a relevant lead professional on a regular basis or the CME team will commission the education welfare service to undertake a home visit every 20 days or more regularly if deemed appropriate.

Walsall currently have 309 children open to CME as of June 2023, this is the lowest the Children Missing Education numbers have been since February 2022.

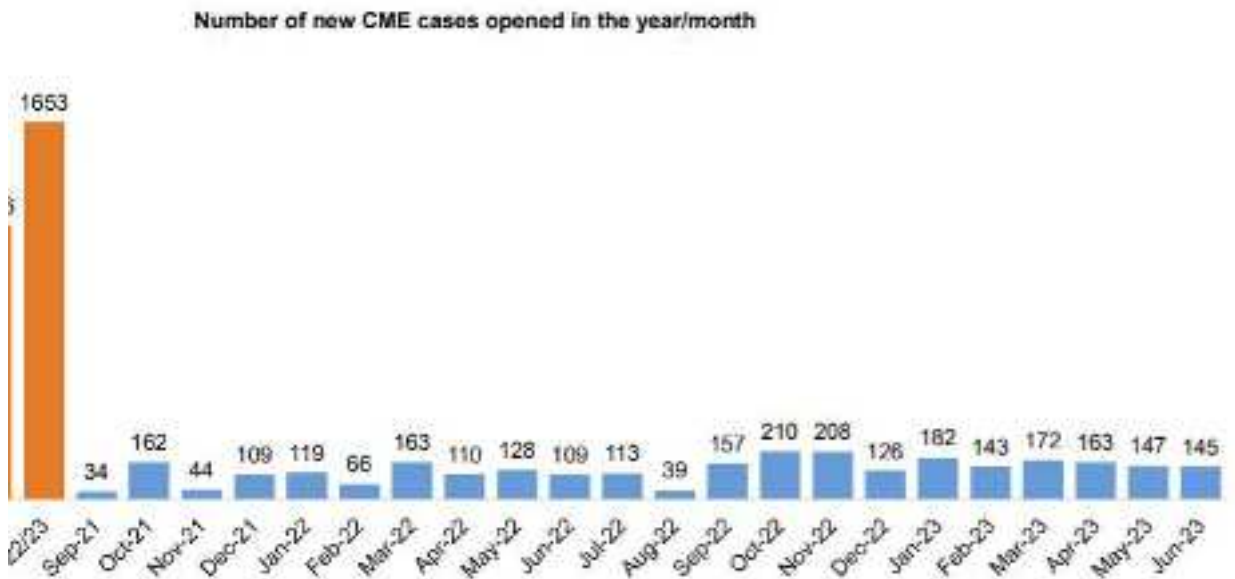
During the summer period, the figure may increase as whilst parent/careers can still submit midyear admission applications they cannot be processed until the schools return following the summer break.



The majority of the cases that are open to children missing education are for children who are New to the UK or moved from another borough totalling 197 cases. All children that arrive in Walsall as New to the UK are immediately open to CME. In addition to the newly arrived pupils to Walsall there were 45 pupils opened to CME where it was established that parents were not able to demonstrate provision of a suitable education. This process is an additional assurance that all known pupils in Walsall are appropriately tracked and monitored to ensure a suitable full time education is provided.



The table below shows that the total number of CME cases opened during the year was 1653 so whilst the 'open' cases generally remain between 3-400, there is a constant 'flow' of pupils being opened to CME, appropriate casework undertaken via admissions or the Fair Access Protocol to ensure that children and families are able to access an educational provision in a timely and efficient manner.



The last Ofsted Inspections of Walsall local authority children's services and SEN reports noted:

An inclusion policy and enhanced tracking and monitoring of vulnerable pupils' attendance are now in place. Leaders know where children are and provide comprehensive support if they are not in school.

The children missing education (CME) team ensure regular multi-disciplinary oversight of those pupils who are not attending an educational setting. For example, professionals within the speech and language therapy team help families accurately understand pupils' needs so appropriate provisions can be identified. Regular meetings with senior officers in the local partnership keep the profile of these children and young people with SEND high.

Elective Home Education (EHE)

Elective Home Education (EHE) is the term that is used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full time. There is only a voluntary register for EHE. If a child has never attended school parents have no legal obligation to notify the local authority or to seek consent if they intend to home educate their child. If a child is withdrawn from school for EHE the school has an obligation to notify the local authority.

The local authority has a statutory duty (under s.436A of the Education Act) to make arrangements to enable it to establish the identities, so far as it is possible to do so, of children in its area who are not receiving a suitable education. We do this by working closely with various partners including: parents, school admissions (including children missing education and pupil tracking teams), Special educational needs service, Attendance service, Data matching Team, local schools & colleges, School health, Early help, educational psychologists, social workers, and other neighbouring authorities.

The EHE service is responsible for identifying and recording compulsory school aged children who are home educated. The service also makes enquiries as to whether that education satisfies legal requirements. If it is deemed that the educational provision at home is unsuitable we also have rigorous processes to return the child/young person to school.

The last Ofsted Inspection of Walsall local authority children's services report noted *'There is robust oversight of children who are electively home educated (EHE). There is strong partnership working with schools through a new EHE policy and positive relationships with families*

Elective Home Education (EHE) Data

The Department for Education (DfE) collected data from local authorities on a voluntary basis for the first time in Autumn 2022 and they released the latest EHE dataset on 18th May 2023. The information below is extracted from their dataset.

Total EHE Registrations

	Total EHE Registrations*	
	Autumn 2022	Spring 2023
Walsall	390	440
National	80900	86200
West Midlands	9080	9990
Birmingham	2120	2440
Coventry	400	380
Dudley	460	480
Herefordshire	250	290
Sandwell	530	560
Shropshire	520	570
Solihull	310	290
Staffordshire	1080	1260
Stoke-on-Trent	350	390
Telford and Wrekin	370	400
Warwickshire	890	980
Wolverhampton	460	490
Worcestershire	950	1040
Statistical Neighbours	4170	4560
Bolton	**	**
Derby	410	490
Dudley	460	480
Kirklees	520	590
Peterborough	630	650
Rochdale	300	330
Sandwell	530	560
Stoke-on-Trent	350	390
Tameside	210	230
Telford & Wrekin	370	400

* Published numbers are rounded to the nearest 10.

**Bolton did not submit an autumn 2022 or spring 2023 voluntary return.

Autumn 2022 - Local authorities reported that there were an estimated 80,900 children in elective home education at the census date in Autumn term 2022.

Spring 2023 - Local authorities reported that there were an estimated 86,200 children in elective home education at the census date in Spring term 2023.

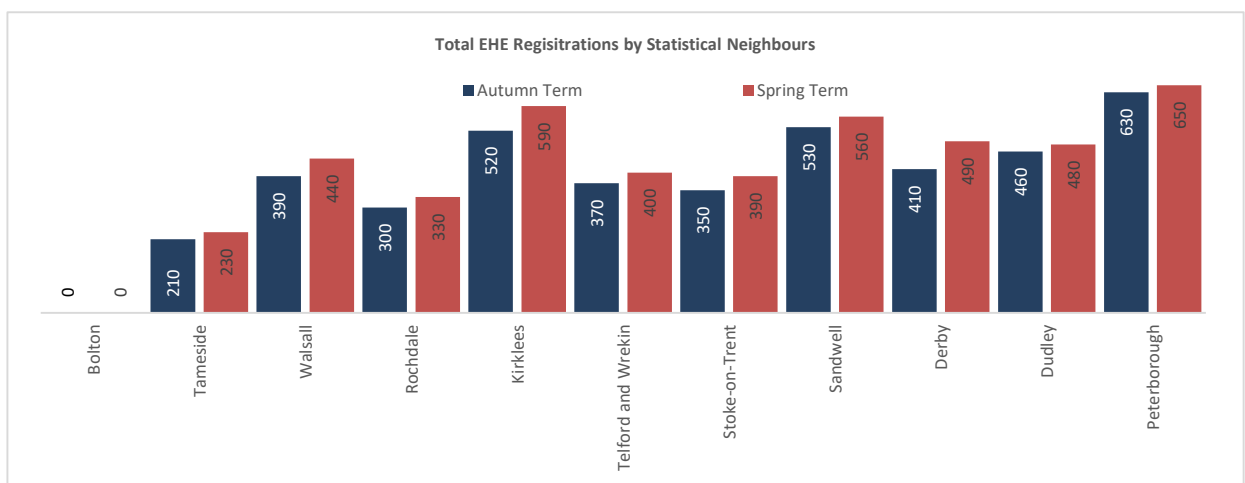
This shows the continued increase in children being registered as EHE

At present, there is no clear legal framework for local authorities to monitor home education on any sort of routine basis, and parents have no obligation to co-operate with authorities' efforts to do so. Authorities have a duty to identify so far as possible children who are not receiving a suitable education. Until a local authority is satisfied that a home-educated child is receiving a suitable full-time education, then a child being educated at home is potentially in scope of this duty.

Although we currently maintain a voluntary EHE register there are concerns regards the accuracy of the numbers. The EHE register is currently compiled through information received from parents, schools, colleges, other LAs, Early Help, School Nursing, Social Workers, Health visitors, School admissions, the Attendance service and the Special Educational needs team amongst others. We have also linked all siblings of any EHE children on our data base and this ensures we can query the educational base for any siblings who are not showing as registered at a school.

The DfE have recently advised they are currently reviewing legislative measures to establish a local authority registration system for children not in school (CNIS). This will place a legal duty on parents to provide information to a register when their child is not in mainstream education. Currently only schools are duty bound to notify us when they remove a child from their school roll due to EHE and although parents will contact us to notify us of their intention to EHE there is no legal requirement for them to do so. This increases the risk of ‘hidden children’ that we have no knowledge of as they have never been to school.

Comparison of Walsall and statistical neighbour’s data



In spring 2023 there were 440 EHE registrations recorded on census day in Walsall, 50 EHE registrations more than in autumn 2022.

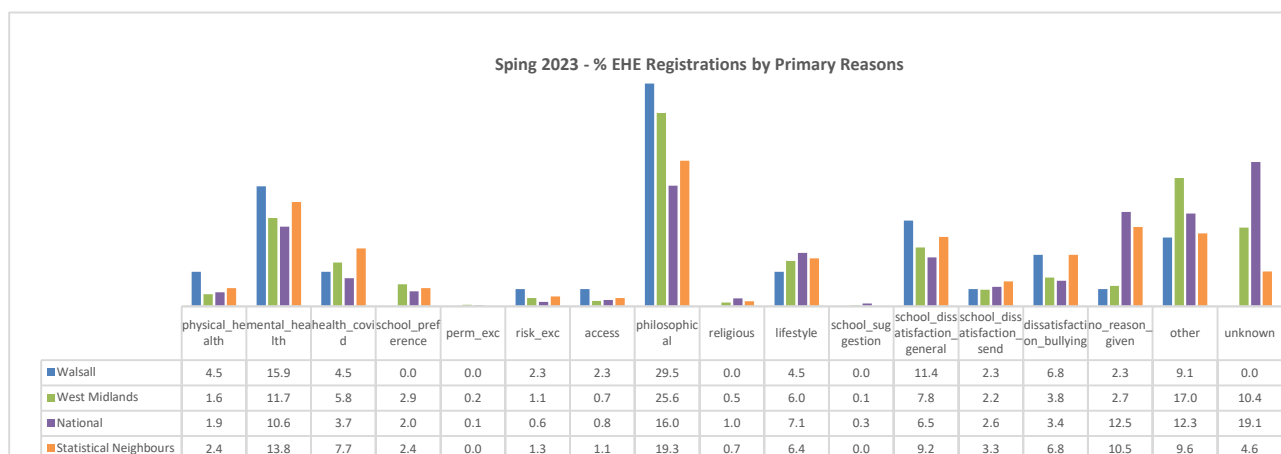
When looking at the total EHE registrations for autumn 2022 and spring 2023 it shows that Walsall has less EHE registrations than five statistical neighbours with Peterborough having over 50% more cases than Walsall in the autumn 2022 term.

Walsall has a relatively lower number of EHE registrations compared to several statistical neighbouring authorities due to the early intervention that we implement. As EHE potentially has huge implications for the child where possible, the EHE service offers parents guidance and support before they formally decide to home educate. We have built good working relationships with schools and parents. All schools have agreed to engage in Pre EHE meetings

and most parents are also willing to explore the support available in school and from other agencies prior to making a formal decision to EHE.

The Pre EHE meetings are also an ideal opportunity to remind parents they are taking on a duty of care to ensure their child's educational, social, emotional and mental health needs are met when they elect to home educate. Furthermore, it is reiterated that there is no financial support available for elective home education. This has ensured the most vulnerable are more likely to remain at school, and if parents are considering EHE because of concerns at school this can be addressed at the meetings. Professionals other than from school and EHE have also been involved in the meetings as referrals have been completed to Early Help, SENDIAS and School Nursing to ensure the best outcome for the child.

Primary Reasons for EHE



In Walsall, there were 440 EHE registrations reported in spring term. 29.5% of all EHE registrations had a primary reason recorded of philosophical followed by mental health with 15.9% and school dissatisfaction general with 11.4%. Compared to national, the top 3 primary reasons were unknown (19.1%), philosophical (16%) and no reason given (12.5%). Walsall have almost double the proportion of EHE registrations with the primary reason philosophical when compared to national and are more in line with the West Midlands where philosophical accounts for 25.6% of EHE registrations.

As mental health concerns are one of the major reasons for parents electing to home educate, the EHE service has expanded its staffing, and now has an emotional literacy support officer within the team who offers face to face, virtual and group sessions for those children who are identified as experiencing emotional or mental health concerns. The emotional literacy support has been utilised to support reintegration back to school, referrals to school health etc. and to support parents to fulfil their responsibility to provide a suitable and full-time education. The weekly sessions that the emotional literacy support officer implements also means that we have a greater oversight of EHE children.

EHE closures 1st Sep 2022 to 31st June 2023

Primary Reason for EHE Registration	Outcome on Closure								Total
	College Placement	Compulsory School Age Learners	Mixed - Other Local Authority	Refer - CME	Refer - Post Tracking	Re-integrated now in School	No Outcomes recorded	Other	
Adolescence						2			2
Cultural Reasons						1			1
Disability with System				1					1
Distance				2		1			3
Other			1	9	5	4	1		16
Parental Choice						2			2
Permanent Exclusion				1					1
Refused School Placement						1			1
SEN						1			1
Short Term Intervention						8			8
Health concerns Covid-19				1		5			6
Dissatisfaction School Bullying			1	5		8		1	15
Parent did not give reason				1		2			3
Philosophical or preferential			2	2	1	5		2	12
Dissatisfaction School general	1	1		15		3		1	17
Physical health						2			2
Risk of School Exclusion				1		2			3
Mental Health		1	1	5		1			11
Unstable choice			1	2		2			5
Difficulty across school place				3		2			5
Did not get school placement				2					2
Dissatisfaction School SEN			1			2			3
Unsettled						3			3
Total	1	2	7	49	2	54	1	4	120

The table above shows 'Dissatisfaction with school general' (17), 'other' (16) and 'dissatisfaction with school bullying' (15) are the highest primary reasons for a closed EHE registration in 2022-23. 'Reintegrated now in school' (54) was the highest outcome on closure, followed by 'refer to CME' (49). This conveys the efficiency of our monitoring of EHE as 103 children have either returned to school or they are in the process of being returned to school via the CME process.

Exclusions

For many pupils, exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access Alternative Provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

Walsall School Suspensions and Exclusions

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

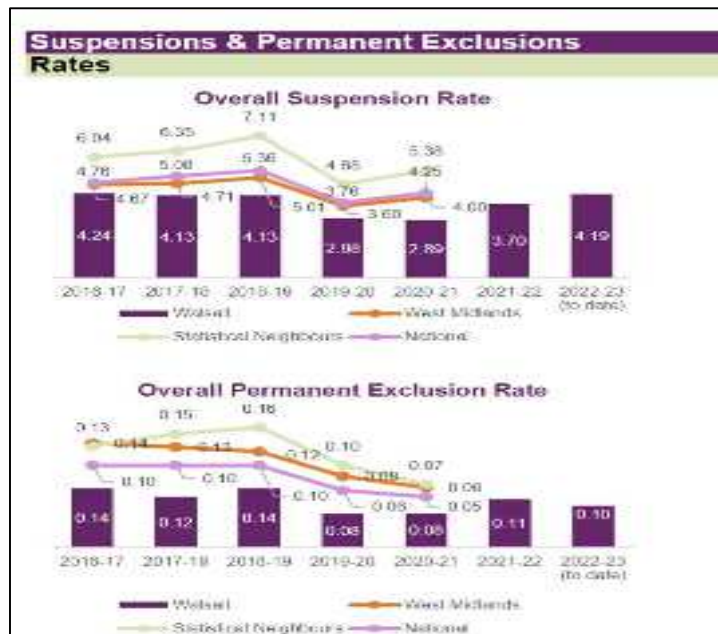
Walsall support

As part of our engagement with schools to review existing and to help reduce future exclusions, officers from both Access and Inclusion and the Early Help Service have reviewed and updated Walsall's notification process for suspensions and exclusions.

This is to ensure there is clarity about:

- The processes that need to be followed by both schools and the Local Authority in terms of notifying all relevant parties about suspensions (fixed period) and permanent exclusions.
- the levels of support that should be provided by both the Local Authority and Walsall schools to children, young people and their parent and carers prior to, at the point of and post exclusion, dependent on whether the exclusion is fixed period or permanent.
- The level of support and, where appropriate, challenge that should be provided by the Local Authority to schools prior to, at the point of and, post exclusion, dependent on whether the exclusion is fixed period or permanent Plan and SEN Support Permanent. The Local Authority support and challenge comes from a number of services including our Inclusion Hub (formally known as Vulnerable Learners Hub), Virtual School, Early Help, SEN advisory services and they utilise a graduated approach based on the individual circumstances of each pupil.

The 2020-21 academic year was interrupted by the second national lockdown. Schools remained open for vulnerable children and children of key workers and all other children were learning remotely. While permanent exclusions and suspensions were still possible throughout the academic year, school closures have had a substantial effect on the number of permanent exclusions and suspensions and therefore caution should be taken when comparing figures across years. The last complete year that was not impacted by national lockdowns was 2018-19 which has been added for comparison



The tables below show the rates for primary and secondary phases



Permanent Exclusions data involves very small numbers of children so should be treated with extreme caution as small fluctuations can have a big impact.

The 2021-22 and 2022-23 data for Walsall, statistical neighbours and national are not published. Where 2021-22 and 2022-23 data for Walsall is available this has been calculated from data in Capita One and is therefore **unpublished data**.

The last complete year that was not impacted by national lockdowns was 2018-19. As advised in the SFR data guidance provided by the DfE, caution should be taken when comparing previous years to 2019-20 and 2020-21. While suspensions and permanent exclusions were possible throughout these academic years, pandemic restrictions will have had an impact on the numbers displayed.

In Walsall boys are significantly more likely to be permanently excluded or receive suspensions than girls.

Regionally and nationally boys are three times more likely to be excluded than girls but in Walsall this increases to seven times more likely.

Overall boys in Walsall are almost three times more likely to be suspended than girls.

The largest proportion of permanent exclusions based on pupils home postcode at the time of the exclusion were in the north locality in 2021-22 and this continues to be the trend so far in 2022-23.

The largest proportion of suspensions based on pupils home postcode at the time of the exclusion were in the west locality in 2021-22 and so far in 2022-23 the highest proportion are in the east locality.

In Walsall children in receipt of FSM are over six times more likely to be excluded than their peers who are not in receipt of free school meals compared to three or four times more regionally and nationally.

The proportion of children with FSM who are suspended is significantly lower in Walsall than the proportions regionally and nationally where this group of children are between three and four times more likely to receive a suspension.

Pupils with SEN are disproportionately more likely to be suspended or permanently excluded. In both 2021/22 and 2022/23 academic years 32% of suspensions were for pupils with SEN support. This equates to 553 children in 2021/22 and 633 children in 2022/23 with the greatest increase in secondary aged children.

9% of permanent exclusions were for pupils with SEN Support or EHCPs. Although it needs to be noted that with reference to exclusions for children with SEN Support this equated to 23 children in 2021/22 and 17 children in 2022/3 and for children with an EHCP this equated to 2 children in both 2021/22 and 2022/23.

Walsall Learning Alliance

The Walsall Learning Alliance is a strategic group comprising representatives from all sectors of education in Walsall, that recognises a collective responsibility and accountability for improving the outcomes of all Walsall's children and young people.

The Alliance has several priorities - one of which is inclusion/exclusion. The aim - to reduce suspensions and exclusions in Walsall and for all schools to be fully inclusive.

To address this priority, the group considered what is already known about suspensions and exclusions in Walsall, initially this was data driven from the above headline data, and then identified what further information is required and through breaking into workshop groups, identified possible next steps. Further information was shared, considering research and learning from external reviews (drawn from case studies of individuals).

As a result, a smaller focus group has been formed, this group includes representatives from a range of sectors. Colleagues have been included who are not members of the alliance but who are known will have a valid contribution to make. We will recap on what we know already, consider the additional information gathered in response to previous discussions and decide how we move forward.

Much of the work will be around understanding what pre-emptive support is needed and how those at risk of suspension or exclusion could be identified earlier and appropriate support and intervention be put in place. Much of this information will be drawn from current case studies and will involve looking at health, education and social care involvement. Over time, success will be measured by a reduction in suspensions and exclusions.

4. *Financial information*

There are no direct financial implications of the report but all pupils who are permanently excluded from schools go 'on roll' at the New Leaf Centre for

assessment and provision of education. The funding for New Leaf comes from the High Needs Block of the Dedicated Schools Grant through the high needs local funding formula.

5. Reducing Inequalities

The principal objective of the local authority is to continue to identify characteristics of good practice in addressing inequalities in elective home education, with particular attention to the following factors, gender, ethnicity, and Special Educational Needs (SEN).

Our aim is to work towards the position where the needs of all young people are addressed in school or alternative provision and parents are only electing to home educate as a positive choice rather than being evoked due to dissatisfaction or conflict with schools

6. Decide

Scrutiny may decide to note the current position.

The Committee may decide to request further information or assurance in respect of the progress of elective home education.

7. Respond

Any recommendations made by the Committee will be assessed against the Access and Inclusion work programme and performance board.

8. Review

All areas are under constant monitoring and assessment via Children's Services Performance Board.

Appendices

- Appendix 1 – Attendance Self assessment Tool
- Appendix 2 – Working group remit and strategic priorities
- Appendix 3 – Attendance referral form

Background papers

- Scrutiny Paper – Children not in School – September 2022

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Pupil Attendance Systems Review

This review document is a tool to help schools identify where there is good practice in relation to reducing pupil absence, and where further strategies need to be developed to ensure maximum attendance for pupils at the school.

It is a RAG document. Only one X should be entered for each statement.

At the end of each section, the document will give an average RAG rating.

Name of School	
Date of last Ofsted	
Date Process Completed	
Headteacher	
Attendance Lead (if not Headteacher)	
Attendance Consultant	
Other Participants	
Date Completed including Comments & Recommendations	
1. ATTENDANCE POLICY, PROCEDURES, REGISTRATION & DATA ANALYSIS	#N/A
2. CASE MANAGEMENT AND VULNERABLE GROUPS	#N/A
3. EFFECTIVE PARTNERSHIP WITH OTHER AGENCIES	#N/A
4. STRATEGIES, PROFILE & PUBLICITY	#N/A
Each of the Attendance Standards provides indicators for action planning, even if the status is green	
Overall Attendance Standards Status	#N/A

Outstanding
Good
Satisfactory
Needs Improvement
Poor



Name of School

ATTENDANCE STANDARD 1

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard. Local Authority comments are added to support each statement within all 4 standards and Local Authority recommends action as a result of overall audit. School is requested to provide policies, documents etc. to evidence statements as appropriate.

1. ATTENDANCE POLICY, PROCEDURES, REGISTRATION & DATA ANALYSIS	Not in place	Developing	Established	Actions Required	Person responsible to action	Date action to be completed	Review (Complete / Developing)
1.1 The school attendance policy is fit for purpose with written processes to reduce persistent absence and celebrate good and improved attendance. Evidence/Comments							
1.2 The attendance lead is a member of the senior leadership team, reporting on current trends and the impact of strategies in place. Evidence/Comments							
1.3 All staff receive written procedures and regular training to clarify their roles and responsibilities in supporting pupil attendance. Evidence/Comments							
1.4 Parents/carers & pupils, including new parents, receive written accessible procedures that make clear their responsibilities regarding pupil attendance, absence, punctuality and the link between attendance and attainment. Evidence/Comments							
1.5 Realistic and aspiring school attendance targets are set and published to staff, governors, parents, carers, and pupils. Evidence/Comments							
1.6 The school sends an attendance file to the Local Authority and have signed up to the DfE data sharing portal. Evidence/Comments							
1.7 Accurate attendance data is provided weekly to key staff and managers to inform them of causes, intervention or achievements. Evidence/Comments							
1.8 Parents/carers and pupils are informed on a minimum termly basis of attendance and/or persistent lateness via an attendance printout, and targets are set. Evidence/Comments							
1.9 Persistent Absence data is regularly reviewed (minimum / fortnightly) to identify pupils who are Persistently Absent and those at risk of becoming so. Evidence/Comments							
1.10 The correct use of registration codes and reasons for absence provided by parents/carers is accurately recorded, monitored and trends analysed at least termly. Evidence/Comments							
Standard 1 Status: Red/Amber/Green	#N/A						

The descriptions below offer an indication as to how a standard's score might impact upon practice

GREEN

There is clear evidence of school planning at all levels. The plans, policies and procedures are well embedded within school and into other relevant plans of the LA. The plans are designed to bring about school improvement and there is evidence of the plans having a positive impact on attendance and reducing levels of persistent absence.
Realistic and aspiring targets are in place and being met. Data is collected, analysed, and disseminated to school staff, governors, pupils and parents, LA and other partners. The data is used to make helpful comparisons on a regular basis. The school and LA use the data at a strategic level to inform practice.

AMBER

Most targets are aspirational and being met in the majority of cases. School planning is good but there is scope for some improvement. The plans, policies and procedures should be capable of delivering improved outcomes for attendance and reducing levels of persistent absence.
Data is collected and analysed and used to inform practice. However there is limited use of data or its dissemination to key people is restricted.

RED

There is little or no evidence of school planning. There is no possibility of the plans policies or procedures having an impact on levels of attendance or reducing levels of persistent absence.
Targets are either not set or not sufficiently challenging. Data is collected irregularly or not analysed, or little or no connection is made between the data and the work of schools or the LA. Comparisons are either not made or it is not possible to make comparisons from the data.

Name of School

ATTENDANCE STANDARD 2

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard.
Local Authority comments are added to support each statement within all 4 standards and Local Authority recommends action as a result of overall audit.
School is requested to provide policies, documents etc. to evidence statements as appropriate.

2. CASE MANAGEMENT AND VULNERABLE GROUPS	Not in place	Developing	Established	Actions Required	Person responsible to action	Date action to be completed	Review (Complete / Developing)
2.1 All pupil absence, authorised and unauthorised, is monitored and intervention initiated when there are concerns using a whole school approach. Evidence/Comments							
2.2 For all pupils with attendance concerns, interventions and contact with parents/carers are recorded and progress monitored weekly. Evidence/Comments							
2.3 Clear and consistent escalation procedures exist that include Statutory Action. Evidence/Comments							
2.4 Consistent and supportive arrangements are in place to integrate and reintegrate pupils returning from absence or joining the school. Evidence/Comments							
2.5 The attendance of pupils with Child Protection/CIN plans and/or Safeguarding concerns is closely monitored by a designated Teacher (DSL). Evidence/Comments							
2.6 The attendance of Looked After Children is closely monitored by a designated Teacher and Personal Education Plans completed (DSL). Evidence/Comments							
2.7 Pupils with Persistent Absence (10% or more absence) have action plans (this could be a generic plan for all pupils below 90%. Some may require individual plans due to circumstances and/or needs). Evidence/Comments							
2.8 Procedures are in place for supporting the needs of vulnerable groups, including but not exclusive of Gypsy, Roma & Traveller children, SEN pupils, pupils returning from Exclusion or involved in Managed Moves, etc. Evidence/Comments							
2.9 The Signs of Safety and Well being Framework (3 houses form or equivalent) is used to capture the voice of the child when attendance is of concern. Evidence/Comments							
2.10 Attendance and punctuality data is used to identify trends relating to vulnerable pupils and groups (SEND, ethnicity, pupil premium, Looked After Children, previously Looked After Children, etc.). Evidence/Comments							
Standard 2 Status: Red/Amber/Green	#N/A						

The descriptions below offer an indication as to how a standard's score might impact upon practice

GREEN
Procedures for ensuring that casework does not become entrenched are clear. There are robust systems in place to ensure progression. There is clarity about how cases are referred to the LA. There is a robust system in place to ensure escalation within the schools procedures where attendance does not improve. Full use is made of appropriate legal processes. Effectiveness of strategies are measured and analysed. There are sound systems and procedures in place, which ensure effective support for the attendance of vulnerable children. Children are provided with education if out of school and are not out of school for longer than statutory time limits. The school is socially inclusive.
AMBER
A casework management system is in place. The system is followed properly in the vast majority of cases. Only a small number of cases become entrenched or slow moving. Supervision arrangements are adequate and capable of picking up exceptions to the system. The vast majority of cases for which legal processes are appropriate are dealt with rigorously and consistently. Consideration is given to the effectiveness of interventions. There are sound systems and procedures in place. Effective support is not necessarily available in every situation to ensure the attendance of all vulnerable children. Challenge and support between school and LA is satisfactory.
RED
Little evidence of effective casework management or consistency of approach. Little or no criteria for schools to refer to the LA. Legal processes are not consistently utilised. Lack of clarity about what is or is not effective. There are poor systems and procedures in place for ensuring that children are on roll or receiving full time education. There is a real risk that pupils may "get lost in the system". Many pupils are not socially included. There is little or no constructive challenge relationship between school and the LA.

ATTENDANCE STANDARD 3

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard.
Local Authority comments are added to support each statement within all 4 standards and Local Authority recommends action as a result of overall audit.
School is requested to provide policies, documents etc. to evidence statements as appropriate.

Name of School							
3. EFFECTIVE PARTNERSHIP WITH OTHER AGENCIES	Not in place	Developing	Established	Actions Required	Person responsible to action	Date action to be completed	Review (Complete / Developing)
3.1 The school contacts Walsall's School Attendance Support Team as needed for individual casework support in relation to poor attendance.							
Evidence/Comments							
3.2 The school builds partnerships with parents/carers to improve attendance by offering advice, meetings and signposting/referral to external services.							
Evidence/Comments							
3.3 The school engages with other schools to co-ordinate attendance strategies.							
Evidence/Comments							
3.4 The school refers appropriate pupils with health related absence to agencies e.g. School Nurse, Shepwell.							
Evidence/Comments							
3.5 The school are aware of and commission appropriate services for pupils with behavioural difficulties, to maximise access to full time provision.							
Evidence/Comments							
3.6 Specific staff members/services (internal Attendance Officer/LA Traded Service/Independent Attendance Service) are employed by the school to address poor pupil attendance and their impact is regularly evaluated.							
Evidence/Comments							
3.7 The school is aware of 'Right Help, Right Time' indicators and uses strategies where appropriate to support families where attendance is of concern.							
Evidence/Comments							
3.8 School is aware of the current process for requesting Legal Intervention from the LA.							
Evidence/Comments							
Standard 3 Status: Red/Amber/Green	#N/A						

The descriptions below offer an indication as to how a standard's score might impact upon practice

GREEN

The partners for attendance are clearly defined and their roles are fully understood. Clear and effective joint working protocols have been established with these services. Referral processes are well established with key individuals within each partner agency. Partner agencies are welcomed and involved in opportunities for attendance work with pupils and parents/carers. There is clear evidence that partnerships have had an impact on attendance.

A clear referral criteria is in place and being used. A senior member of staff has the responsibility for linking with the LA to jointly agree actions and use of allocated time. Attendance services available from the LA are known and accessed by staff.

AMBER

There is evidence of active contribution of most other partners in raising attendance and minimising unauthorised absence and in reducing levels of persistent absence.

Referral criteria in place and mostly being used. Liaison between school and LA is not efficient and effective in relation to frequency or content. Schools awareness or take up of LA attendance services is limited.

RED

The LA is seen as the sole agency responsible for attendance. Other partners make a contribution to attendance on paper only and by their actions demonstrate it is a low priority.

Liaison between a senior member of staff and LA is infrequent or not productive, or delegated to a non-manager or administrator. Little or no use is made of LA attendance services.

ATTENDANCE STANDARD 4

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard.
Local Authority comments are added to support each statement within all 4 standards and Local Authority recommends action as a result of overall audit.
School is requested to provide policies, documents etc. to evidence statements as appropriate.

4. STRATEGIES, PROFILE & PUBLICITY	Not in place	Developing	Established	Actions Required	Person responsible to action	Date action to be completed	Review (Complete / Developing)
4.1 Improving attendance strategies includes reducing Persistent Absence and Whole School Initiatives.							
Evidence/Comments							
4.2 First Day Contact procedures are operated daily for every pupil absent and action taken when there is no response.							
Evidence/Comments							
4.3 Punctuality procedures are in place, ensuring that late pupils are recorded accurately and persistent lateness is addressed.							
Evidence/Comments							
4.4 Governors monitor attendance data, including PA, and the effectiveness of interventions regarding attendance at least termly.							
Evidence/Comments							
4.5 All staff are given sufficient time, status and guidance to implement attendance policy and procedures and are accountable.							
Evidence/Comments							
4.6 Specific funding is allocated for attendance promotion and rewards.							
Evidence/Comments							
4.7 Parents/carers are regularly updated about the importance of attendance/punctuality and links between attendance and attainment.							
Evidence/Comments							
4.8 All relevant staff are fully aware of the Regulations relating to deletion from roll and comply with those Regulations in every case (including referral process to CME Team / Pupil Tracking).							
Evidence/Comments							
4.9 Achievements and improvements in attendance and punctuality are celebrated and accredited.							
Evidence/Comments							
4.10 Attendance assemblies, focus weeks and other activities take place regularly throughout the school year.							
Evidence/Comments							

Pupil Attendance Systems Review



Name of School					
4.11 Current attendance and punctuality key messages are prominently displayed around the school.					
Evidence/Comments					
4.12 School recognises the importance of good attendance and makes it a central part of the schools vision, values, ethos and day to day life.					
Evidence/Comments					
Standard 4 Status: Red/Amber/Green		#N/A			

The descriptions below offer an indication as to how a standard's score might impact upon practice

GREEN

School staff and governors actively promote good attendance within their roles, leading to the raising of attendance to meet agreed targets. There is effective use of targeted funding and the provision of dedicated attendance support staff. Strategic links exist between senior managers with responsibility for safeguarding and attendance.

Effective practice has an impact upon the whole school by being innovative and communicating the positive message of good attendance to every pupil and parent, staff member and governor. The school is able to demonstrate that attendance and persistent absence is given a high profile in and around the school.

The link between attendance and attainment is made clear. Partnership working within school is evident by celebrating achievement to support pupils and parents through activities utilising promotional materials and the curriculum.

AMBER

Limited or sporadic promotion of attendance is undertaken by staff and/or governors. Most targets are challenging and being met in the majority of cases. Some positive links exist between the key staff responsible for safeguarding and for attendance.

Effective practice is being developed to improve whole school attendance, to date this has only had a partial impact. Attendance is not given as high a profile as necessary. Promotional strategies may not yet be well embedded.

RED

Staff and governors are not active in promoting attendance or are unaware of targets set. No effective use of target funding for attendance. No link exists between staff responsible for safeguarding children and attendance.

No effective practice exists which communicates the importance of good attendance to the whole school community. Little or poor attempts are made to raise profile.

Overall Attendance Standards Status

#N/A

Traffic Light Classification of Attendance Standards

General description of overall analysis

GREEN

Green : For a school to be "green" most of the processes assessed should be demonstrating good practice in a sufficiently rigorous manner to bring about the required reduction in persistent absence and improvement in overall attendance.

Although not every process assessed needs to be rated green, there must be effective working practices in place for those that are not, with achievable plans to make the required improvements.

AMBER

Amber: For a school to be "amber" there has to be confidence that the right processes are in place in the majority of areas, although there may be room for improvement.

It should be expected that there will be a positive impact on attendance and a reduction of levels of persistent absence, although there is less confidence that all attendance targets will be achieved or exceeded. There should be no fundamental issues critical to shifting attendance that are not being addressed effectively.

RED

Red: For a school to be "red" there are serious concerns about the way in which the school is addressing attendance within the standards identified. This is likely to impede progress in reducing persistent absence levels or improving overall pupil attendance.

Priorities should be identified and actioned to put in place strategies for improvement and change current policies and procedures.

Attendance and Vulnerability Profile Tool

What is the Attendance and Vulnerability Profile Tool?

The Attendance and Vulnerability Profile Tool is a simple to use means of identifying, prioritising and tracking vulnerable pupils. It can be used to inform priorities and provision planning to support individuals and groups.

Absence is almost always a symptom of wider circumstances therefore schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support.

How do I use the tool?

1. The tool will be used for all pupils who are classified as severely absent by the DfE (50.00% or more absence), and those who are known to be in vulnerable groups (SEN Support, EHCP, Reduced Timetable, Child in Care, Child in Need, Child Protection, Early Help, Youth Justice, Excluded/Suspended, Missing & Found).
2. Identify 'best fit' scores against the vulnerability indicators.
3. The Excel spreadsheet will calculate totals automatically, colour-coding levels of concern; **Green** (0-4), **Amber** (5-10) and **Red** (11 and above).

Vulnerability Indicators

Attendance

Attendance Rate includes authorised and unauthorised absence. This will be automatically calculated based on attendance percentage.

Score	Descriptors
0	95.0% - 100.0%
1	91.0% - 94.99%
2	50.01% - 90.99%
3	00.0% - 50.0%

Behaviour Audit

Behaviour is the presentation of social and emotional needs. The behaviour could present in structured and/or unstructured times. *Please note, the pupil should be scored on which descriptor describes their behaviour best however, they do not need to meet all of the examples given.*

Score	Descriptors
0	Copes well in school. Fully engages in normal interactions and activities in and out of the classroom. Generally responds to normal expectations and consequences. Limited low-level disruption occurs rarely/never.
1	Externalising: Occasional low-level disruptive behaviour, non-compliance and/or unpredictability. Internalising: Quiet/passive. Does not always engage fully. Occasional off-task behaviour and unpredictable responses.
2	Externalising: Regular low-level disruptive behaviour and non-compliance. Off-task behaviour and emotional outbursts. Internalising: Regularly presents as anxious and uncommunicative. Some off-task behaviour and inappropriate responses to situations. Formal communication with parents. Behaviour targets in place.
3	Externalising: Persistent disruptive behaviour and frequent non-compliance. Verbal/physical aggression or retaliation and high risk behaviour. Internalising: Needs a high level of reassurance, or is emotionally detached and avoidant. Often off task. Heightened responses to situations. Frequently anxious/isolated/withdrawn. Individual support plans in place.

Suspensions/Exclusions

Score	Descriptors
0	No history of suspensions or exclusions.
2	1 – 9 suspensions in the last two academic years
3	10 or more suspensions in the last two academic years
4	Previous Permanent Exclusion

Social Development

Social development includes interactions with others and participation in peer group. It is concerned with the development of relationships with adults and peers and the adoption of a moral code.

Score	Descriptors
0	Social development normal for chronological age.
1	Low-level difficulties with relationships which indicate that social development is not age appropriate. E.g. Difficulties sharing, turn-taking, following rules, etc.
2	Significant difficulties with relationships. E.g. Increasing difficulties sustaining friendships and being accepted in peer group. Inconsistent responses to key adult(s).
3	Extreme difficulties with relationships. E.g. Lack of trust/ underdeveloped social skills/reactions in social situations can be extreme.

Attainment

Score	Descriptors
0	At expectation or above as indicated by teacher assessment.
2	Inconsistent achievement , ranging from expected and below, as indicated by teacher assessment and/or pupil tracking.
3	Consistently below expectation , as indicated by teacher assessment and/or pupil tracking.

SEN including Disabilities

Score	Descriptors
0	N – No special educational needs
2	K – SEN Support
3	E – Education, health and care plan

Mobility

NB: 'Change of school' includes end of year transfers to primary, middle or secondary as expected. Transfer years are potential stress points for children.

Score	Descriptors
0	No change of school during the previous three years.
2	One change of school in the previous three years.
3	More than one change of school in the previous three years.

Home/School Partnership

Score	Descriptors
0	Consistent engagement between parent(s) and School in line with School's expectations.
2	Parental and school views of the needs of the child are mismatched.
3	Working relationships are difficult, possibly requiring mediation or intervention from other services and/or there is a lack of engagement e.g. failing to attend arranged meetings, lack of contact from parent(s), and no response to requests for contact.

Family Circumstances

Score	Descriptors
0	Home setting presents as stable.
1	Low-level stress in home setting. E.g. Early Help, relationship problems, short-term illness, economic difficulties, parental absence.
2	Significant level of stress in home setting/s. E.g. MARFs previously submitted by school and/or involvement of Social Care within the previous two years (CIN/CP).
3	High and/or sustained level of stress in home setting/s.
4	Accommodated, Care Order or Child in Care.



Working together to improve school attendance

Working Group



Terms of Reference

1. Role/Purpose

The working group will provide strategic direction and leadership to ensure that there is representation from the school sector when producing an Attendance Strategy that Walsall borough can adopt.

2. Term

This Terms of Reference is effective from September 2022 and will be ongoing until terminated by agreement between the parties.

3. Membership

The working group will comprise:

- Robyn Turner, Business Development & Statutory Specialist Officer, Walsall Council
- Cathy Draper, Executive Headteacher, Short Heath Federation
- Kate Bargh, Executive Headteacher, North Star Federation
- Kelly Vaughan, Headteacher, Pool Hayes Primary School
- Catherine Lee, Headteacher, Greenfield Primary School
- Ellen Taylor, Headteacher, Little Bloxwich CE VC Primary School
- Simon Rogers, Headteacher, Walsall Academy
- Luke Salkeld, Headteacher, St Francis of Assisi Catholic College Seona Baker - Light House Federation
-

4. Roles and Responsibilities

Members of the working group will commit to:

- Attending working group meetings;
- Read written materials sent in advance of meeting;
- Work in good faith and collaboratively with other working group members;
- Share information and develop shared understanding of the issues with other working group members;
Gather and relay feedback from their respective area to the workgroup whenever needed; Provide progress updates of group activities to their organisations as often as needed; Actively participate in the working group meetings.
-

5. Meetings

All meetings will be chaired by Robyn Turner – Walsall Council.

6. Amendment, Modification or Variation

This Terms of Reference may be amended, varied or modified in writing after consultation and agreement by working group members.

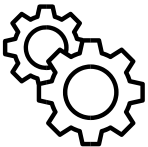
Expectations of schools



Develop and maintain a whole school culture that promotes the benefits of high attendance



Have a clear school attendance policy which all leaders, staff, pupils and parents understand



Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence



Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place



Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them



Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe

Expectations of academy trust boards and governing bodies of maintained schools



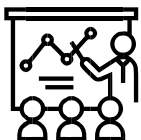
Recognise the importance of school attendance and promote it across the school's method and policies



Ensure school leaders fulfil expectations and statutory duties



Regularly reviewing attendance data, discussing and challenging trends, and helping school leaders focus improvement efforts on the individual pupils or cohorts who need it most



Ensure school staff receive adequate training on attendance

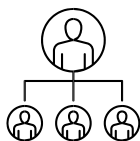


Share effective practice on attendance management and improvement across schools

Expectations of the local authority



Rigorously track local attendance data to devise a strategic approach to attendance that priorities the pupils, pupil cohorts and schools on which to provide support to and focus its efforts on to unblock area wide barriers to attendance



Have a School Attendance Support Team which provides:



Communication and advice



Targeting Support Meetings



Multi-disciplinary support for families



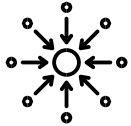
Legal Intervention



Monitor and improve the attendance of children with a social worker through their Virtual School Head

Each local authority is expected to provide the 4 core functions outlined in the new guidance free of charge to all schools. **These core functions should not, therefore, be traded or require service level agreements from schools. This does not mean local authorities cannot trade other elements of attendance management and improvement to schools and trusts, for example delivery of school level responsibilities (as set out in section 1) or training for attendance staff.**

Key principles for effective multi-agency working with the Local Authority and wider partnership



A collaborative culture across early help services that puts the needs of the pupil and wider family at the core of its action



Combined staff training and development across early help services, so all staff understand the importance of absence as a symptom of wider need and the benefits of improving attendance to effective outcomes for the whole family.



Common systems and processes across all local authority family facing teams, including single assessments, planning and case management.



Setting clear 'success measures' as part of individual and family plans and jointly owning these across all services working with the family.



An integrated management structure between local authority's School Attendance Team and other early help services.



Where families have multiple needs, aligning of the routes to support to ensure that they receive a holistic, co-ordinated package of support in order to increase the chance of successful outcomes.

Current Local Performance

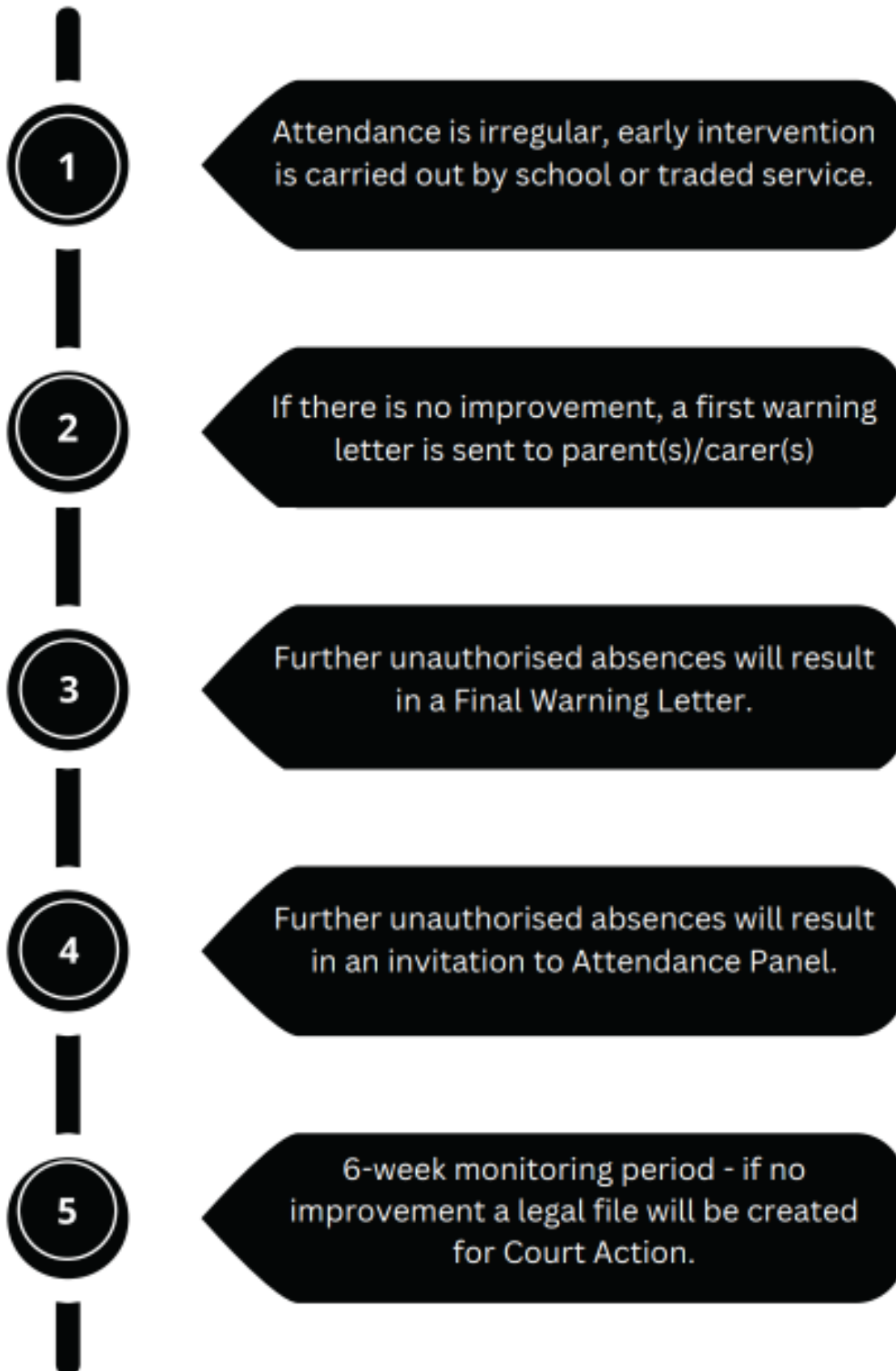
		2021/22			
		Authorised absence rate	Overall absence rate	Unauthorised absence rate	Percentage of persistent absentees (10% or more missed)
West Midlands		5.60%	7.80%	2.20%	24.00%
England		5.50%	7.60%	2.10%	22.50%
North West	Bolton	5.00%	6.90%	1.90%	20.30%
	Rochdale	4.70%	7.90%	3.30%	25.40%
	Tameside	4.50%	7.20%	2.70%	20.10%
Yorkshire and The Humber	Doncaster	5.40%	8.40%	2.90%	26.10%
	Rotherham	5.20%	8.20%	3.00%	25.80%
East Midlands	Derby	5.20%	7.60%	2.40%	23.70%
West Midlands	Dudley	5.70%	8.00%	2.30%	26.00%
	Sandwell	4.70%	7.40%	2.80%	23.30%
	Stoke-on-Trent	4.70%	8.20%	3.50%	26.20%
	Telford and Wrekin	5.80%	7.80%	2.00%	23.70%
	Walsall	5.00%	7.90%	3.00%	24.90%
Wolverhampton	4.50%	7.00%	2.50%	21.30%	
East of England	Peterborough	5.80%	7.90%	2.00%	24.80%

Current Local Performance

A comparison between the overall absence rates and Persistently Absent rates for Walsall Local Authority, its statistical neighbours, and the national absence rates is shown in the graph above.

For statistical purposes, Walsall is compared to the Local Authorities of Bolton, Rochdale, Tameside, Doncaster, Rotherham, Derby, Dudley, Sandwell, Stoke-on-Trent, Telford and Wrekin, Wolverhampton, and Peterborough. The Government designates statistical neighbours to every Local Authority which are deemed to have similar characteristics.

Current process for Attendance Management



Purpose

Walsall Council is committed to working with schools and other partners to improve school attendance and punctuality across the Local Authority. Underpinning this commitment is the understanding that there is a strong correlation between good school attendance and achieving positive outcomes for children. There is a wide range of evidence as to the health and well-being benefits of school-age education, and the Chief Medical Officers have been clear that time out of school can hold back young people's development and well-being.

It is recognised that attending school regularly can be a protective factor for children and young people. Learning from serious case reviews highlights the importance of having access to a school place to a child's life and the need to place school life at the heart of multi-agency planning and provision. It is therefore important to ensure that schools and settings offer a safe environment, positive relationships, high-quality teaching and learning, and opportunities to develop social and emotional skills.

In our work with children and families, we are committed to ensuring that all staff advocate the child's right to a full-time and efficient education. This means that our work with children, parents, and schools should be underpinned by the key principle that any child, regardless of their characteristics, needs, or the type of school they attend, deserves access to a full-time, high-quality education that allows them to flourish and paves the way to a successful future.

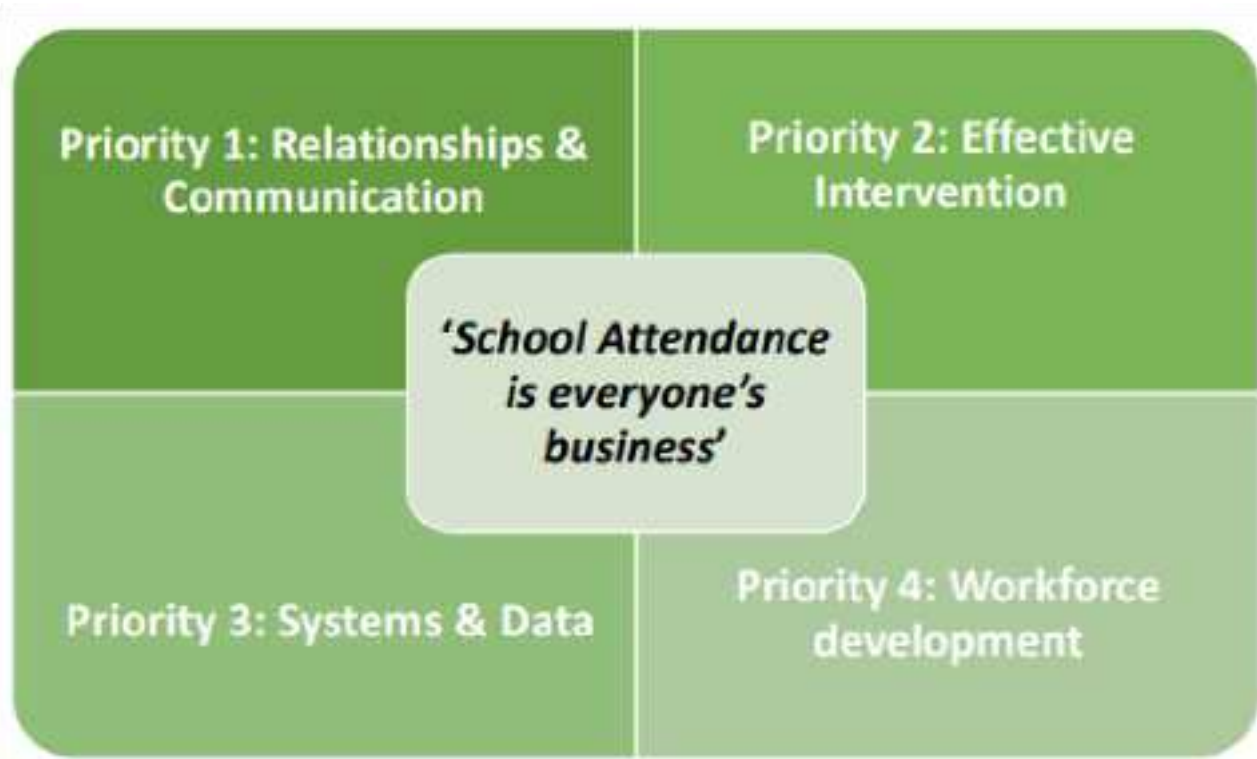
An Attendance Strategy needs to be developed to help the Local Authority, schools, settings, and other services understand what we need to do to work in a more coherent way, making the best use of resources available, in order to ensure that:

- All children and young people can make the most of the opportunities provided by attending school;
- Systems are developed to provide the LA with accurate and contemporaneous attendance data;
- Data is used to identify patterns and trends and systems are responsive to these supporting schools to intervene early and prevent escalation of concerns;
- Through training and guidance, the workforce understands the LA's responsibilities for school attendance, they know who to contact for support and are confident to address concerns about school attendance;
- Responses to concerns about pupil absence at an individual, institutional, and locality level are co-ordinated across teams. Schools, parents, and children are clear about what support is on offer as well as their responsibilities.

As a result:

- Teams across the LA take collective responsibility for improving school attendance and there is consistent response to planning;
- Overall attendance improves and levels of persistent absence reduce;
- Children are safeguarded because they attend school regularly and any issues are identified and responded to at the earliest opportunity;
- Parents understand the contribution they can make to their child's wellbeing, achievement and good attendance and know where to go to access help and support.

Strategic Priorities



Strategic Priorities


Priority 1: Relationships & Communication – We will consult with a broad range of stakeholders to identify what is working well, and what they are worried about in order to determine what happens next.

Poor school attendance is more than one incident or experience; it is a result of a series of events, interactions, and experiences inside and outside the school walls. There are many stakeholders involved who experience and respond to the challenge of school absence in different ways, bringing different perspectives and approaches to change. Understanding how these factors and stakeholders relate to one another and identifying underlying patterns can help us look for opportunities to intervene early and reduce the likelihood of escalation.

How we will do it:

- Consult with schools, children, parents, and carers to understand the barriers as well as enablers to good school attendance and what they need help with to achieve this;
- Work in partnership with schools to give clear messages about school attendance to parents through a variety of methods;
- Co-ordinate strategies and services to ensure that messages on attendance are consistent and that information is shared appropriately;
- Connect with targeted services including Voluntary Community Sector partners to understand current service delivery and how their work can support the promotion of good school attendance.

Discussion points:

1.1 Should a survey be set up for the parents/carers and pupils linked to the schools within the working group? Could this include schools within the same trusts/clusters as the working group schools? The purpose of the survey would be to understand the barriers and enablers to good school attendance and what support is needed to achieve this. 

1.2 Do Schools feel that they would benefit from:

- Weekly/Monthly Newsletters - separate from the current updates circulated to schools?
Annual training (September?) for Attendance Leads?
- Monthly 'drop-in' sessions (virtually?) or circulation of FAQ?
-

1.3 Co-produce an Attendance Policy for the LA which clearly outlines the staged approach to improving attendance, strategies to improve attendance etc.?

1.4 Do Schools feel that they have a clear understanding of support available from other services/agencies/professionals?

1.5 Would a 'model attendance policy' or policy checklist be useful? 

Strategic Priorities

Priority 2: Effective Intervention – We will create a clearly defined pathway for schools, families and other professionals to support them to set clear expectations about attendance, identify and support vulnerable groups and respond to attendance concerns at the earliest opportunity.

How we will do it:

We will review and revise current practice models and guidance so that:

- All plans seek to identify and tackle the root causes of absence;
- The link between school attendance and safeguarding is clearly understood;
- Through clear signposting schools, children and their families have access to appropriate support making full use of Voluntary Community Sector partners;
- Consistently apply the full range of parental responsibility measures where required.
- There is a multi-agency response for the most vulnerable learners where interventions have not supported them to access a full-time education

Discussion Points:

2.1 Discuss current practice, warning letter system, and attendance panel. What needs to change, and what is effective?



2.2 New referral route for statutory intervention



2.3 Parental Responsibility Measures - uniform parenting contract? Discuss ESO.

2.4 Termly Targeting Support Meetings - inform of allocations. What should these meetings look like?



2.5 Vulnerability Panel?

Strategic Priorities

Priority 3: Systems & Data - Through access to contemporaneous data, the LA will clearly understand the current local picture and how this compares to national trends. As a result, the system will be responsive to emerging needs. LA Teams will respond to the data strategically, offering tailored support at a locality, institutional, and pupil level.

How we will do it:

- Drive forward the live data feed to enable the use of contemporary data to target interventions and reduce absence.
- Develop a clear system for monitoring all relevant data that outlines respective teams' roles and responsibilities and frequency of the activity.
- Share data and emerging patterns and trends routinely with school leaders and attendance leads individually and collectively through networks and in training.
- Support schools to understand and own their data, analyse it accurately, identify trends and compare it with the national picture, have a clear picture of the reasons for absence, understand their attendance profile, and have in place actions for improvement.

Discussion Points:

3.1 New DfE data sharing - any concerns or queries arising from Schools?

3.2 Current data sharing - consultation in June with new proposals. Existing Statutory Requirements of Schools to make returns to the LA in line with the Education Regulations 2006 including:

- The name and address of any pupil who fails to attend school regularly or has missed school for 10 school days or more without the absence being recorded as authorised. Local authorities should agree on the frequency this must be shared with all schools in their area.

This should be done no less frequently than once per calendar month.

- A letter sent by the LA to parent(s)/carer(s) when notification is received?

3.3 The LA has to track data - how should the findings be shared with Schools?

3.4 Are Schools confident with analysing their data, would training be beneficial?

Strategic Priorities

Priority 4: Workforce development - Everyone who works with children, young people and their families has a role to play. These roles should complement each other and work together to support raised attendance. In order to achieve this, we will seek to develop the skills of the workforce ensuring they have the knowledge, understanding and skills to meet the needs of our young people and respond effectively to concerns about school attendance.

How we will do it:

- Create an offer of training, support, and guidance to schools based on consultation, learning from audits, and needs analysis. This will include training for governors and academy Trusts.
- Create a training offer for staff in other services to ensure our partners understand their role in supporting good school attendance and understand where to access further advice and support.
- Identify, collate and share good practices highlighting the impact of those interventions for children and their families as well as on school standards
- Develop an attendance self-assessment for schools to evaluate the whole school approach to managing school attendance

Discussion Points:

4.1 Training - what is needed and for who?

4.2 Which services do Schools currently struggle with?

4.3 How is good practice usually shared between Schools? How could this improve?

4.4 Self-assessment - would this support Schools to identify areas of improvement?



DFE Guidance to legal intervention

As absence is so often a symptom of wider issues a family is facing, schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support.

Where that is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.

Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.

Referral Guidance

When making a referral to Walsall Local Authority, please be advised that referrals will not be accepted unless the following school-based actions have been clearly evidenced within the referral documentation:

Within the 12 school weeks prior to referral, schools/academies MUST be able to evidence that the following pre-referral work has been undertaken:

- 1 Letters sent with regards to attendance concerns, punctuality and support.
- 2 Parent(s)/Carer(s) have been offered/invited for a meeting regarding attendance, in writing (via email/letter), stating a specific time and date for the meeting AND providing parents with at least 7 days' notice in advance of the scheduled meeting.
- 3 Following the scheduled meeting (whether attended by parent/s or not), a letter has been sent to parent(s)/carer(s) advising that attendance remains an ongoing concern and advising of current attendance %.
- 4 Communication has been undertaken with and between all external parties i.e Social Workers, Early Help, CAMHs.
- 5 That known medical issues or illnesses have been investigated by the school and/or relevant agency, e.g. School Nursing Service.
- 6 Letters sent with regards to continued attendance concerns, punctuality and details of support in place/offered/agreed.
- 7 Referrals must also include evidence of referrals for support, including internal school support, which have been made on behalf of the pupil/family.
- 8 School Warning Letter/s issued to each parent/carer to advise of referral to Local Authority due to persistent absence, attaching attendance certificate.
- 9 Detailed chronology/communication log, to include dates and what action was taken; details of telephone calls/emails/texts made to and received from parent(s)/carer(s) etc.
- 10 Current Attendance Certificate



Before proceeding, please tick the box to confirm that you have read and understand the above evidence requirements which relate to this online referral



Legal Intervention Referral Form

(Data is entered using a combination of free text or drop down menus).

(* Mandatory fields (requires completion))

Please tell us who you are:

* Name of Referrer:

* Name of School Child attends:

* Name of School Contact:

* School Contact Email Address:

* School Contact Telephone Number:

* Which Local Authority does the School/Academy come under:

* School / Academy / PRU etc.:

About the Pupil

* UPN Number: * Year Group:

* Pupil First Name: * Pupil Last Name:

* Pupil Address:

* Date of Birth:

<input type="text"/>	<input type="text"/>	<input type="text"/>
Day	Month	Year

* Post Code:

* Gender: If 'Other', please specify:

* Ethnicity: * Language used at home?:

* Registered with CAMHs: * EHCP in place:

* Child Protection: * Early Help:

* Child in Need: * Parenting Contract in Place:

* Is there a SEND support provision plan?

* SEN / Disabilities / Vulnerabilities:
(Please identify each using the drop boxes)

SEN (1)	SEN (2)	SEN (3)	SEN (4)	SEN (5)	SEN (6)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Use the area below to explain further e.g. support offered / put in place in school;

Parental Responsibility

Parent/Carer 1 - To the best of my knowledge, the **parents(s) / carer(s) living at home** is:

* First Name:	<input type="text"/>	* Relationship:	<input type="text"/>
* Last Name:	<input type="text"/>	Email Address:	<input type="text"/>
* Contact Number:	<input type="text"/>		
* Parental Responsibility?	<input type="text"/>		

Parent/Carer 2 - To the best of my knowledge, the **parents(s) / carer(s) living at home** is:

* First Name:	<input type="text"/>	* Relationship:	<input type="text"/>
* Last Name:	<input type="text"/>	Email Address:	<input type="text"/>
* Contact Number:	<input type="text"/>		
* Parental Responsibility?	<input type="text"/>		

Parent/Carer - To the best of my knowledge, the **parents(s) / carer(s) not living at home** is:

* First Name:	<input type="text"/>	* Relationship:	<input type="text"/>
* Last Name:	<input type="text"/>	Email Address:	<input type="text"/>
* Contact Number:	<input type="text"/>		
* Address:	<input type="text"/>	* Post Code:	<input type="text"/>

Referral Details

* Are the parents / carer aware of the referral?	<input type="text"/>	* Are there any concerns over lone visits?	<input type="text"/>
* Are there any other Safeguarding Concerns that we should be aware of?	<input type="text"/>		
* Are there any other Concerns that we should be aware of?	<input type="text"/>		
* Has there ever been any allegations of bullying, recently or historically? (This includes in-school, off-site, social media, in the community, etc.).	If Yes, how has the school addressed this, please explain below; <input type="text"/>		

* Has there been any medical issues / conditions during the period of evidence or previously?
Or does the child have an underlying medical condition?

If Yes, has the school made a referral to the school nurse/other, please explain below;

* Are there any other issues that we should be made aware of?

If yes, please provide details. e.g. behavioural, mental health problems, domestic abuse concerns etc.

School Intervention:

* Have telephone calls been made to all parents/carers regarding attendance concerns? Yes/No How Many?

--	--

* Have emails been sent to all parents/carers regarding attendance concerns? Yes/No How Many?

--	--

* Have letters been sent to all parents/carers regarding attendance concerns in previous 12 School Weeks? Yes/No How Many?

--	--

* Have texts been sent to all parents/carers regarding attendance concerns? Yes/No How Many?

--	--

* Has the family been offered a School Attendance Review Meeting? Yes/No How Many?

--	--

* Are any agencies currently working with this family, or have there been in the past 3 months? Yes/No How Many?

--	--

* Are you aware of any other meetings which have been held within school? Yes/No

If Yes, please explain who, why and the outcome of the meetings

* Have you had a discussion with Local Authority Special Education Needs Caseworker where appropriate? Yes/No

--

* Caseworker First Name:

* Contact Number:

* Caseworker Last Name:

* Email Address:

* Have you had a discussion with the Medical Needs Service where appropriated? Yes/No

--

If Yes, please explain detail of the outcome?

* Have you considered making a Child Protection referral to Childrens Social Care? Yes/No

--

Date referred to Social Care:

Day	Month	Year

* Has Early Help been offered to the family, even if declined or ignored? Yes/No

--

Date referred to Early Help:

Day	Month	Year

* Has the voice of the child been captured within the past 6 months? (This could be done via Section 6 of the Early Help Assessment form) Yes/No

--

Date voice captured:

Day	Month	Year

Count of communication actions school has taken in the last 12 weeks

* # of Meetings in school: * # of Letters home: * # of Phone calls: * # Of Home visits: * Other Actions (incl. referrals to other agencies)

* Summary of interventions

* Learning - Academic Impact / Attainment

* Health - Physical, Social, Emotional Development

* Parents & Carers - Any other significant family history:

Supporting documentation

Please attach the below as PDF files within a compressed zip folder;

Attendance Certificate attached:

Attached?

All letter to parents/carers regarding attendance:

Attached?

Evidence of home visits & phone calls /including outcomes:

Attached?

Other supporting documentation relating to this referral

Attached?

Data Protection

The information submitted in this document was collected for the following purposes:
Reason of Attendance, Access & Inclusion Services

Walsall Council ensures any personal data collected will be retained securely for as long as necessary, and only used for legitimate Council activities to facilitate the delivery of Council services, or for the purpose of preventing and/or detecting fraud and/or crime, in accordance with the Data Protection Act 1998.

Submit Request for Referral

By submitting this form I hereby certify that the information given in this form is true and accurate to the best of my knowledge.

Referral made by:

Referrer E-mail:

Position / Title of referrer:

Submission date:

Day	Month	Year