

## Children Missing Education: Dashboard

Academic Year 2020-21

### 1. In Year Admissions

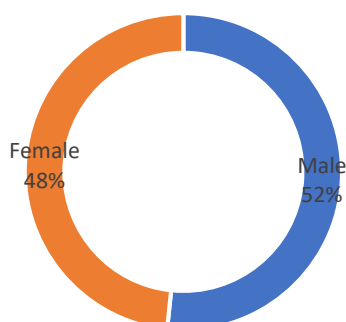
Transfer round	Dates reported upon	Number of INY applications
INY18	1 September 2018 – 31 August 2019	6539
INY19	1 September 2019 – 31 August 2020	5388*
INY20	1 September 2020 – 31 August 2021	6429

\*this figure was impacted by the admission round being suspended during the first national lockdown in 2020

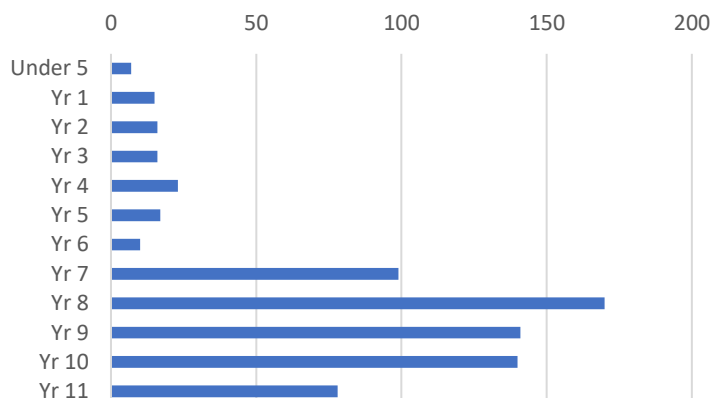
### 2. Fair Access and Children Out of School

A total of 732 children were referred for involvement from the Fair Access team in Autumn term 2020, 578 (79%) of these children were out of school at the time of referral.

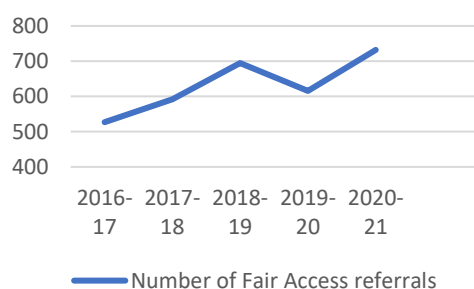
#### 2a. Fair Access by gender



#### 2b. Fair Access by National Curriculum Year (NCY)



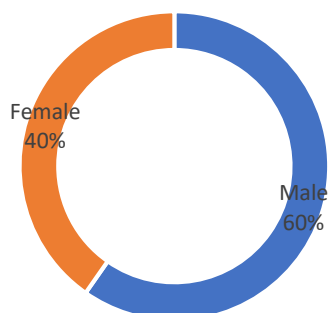
#### 2c. Fair Access referrals 5-year data



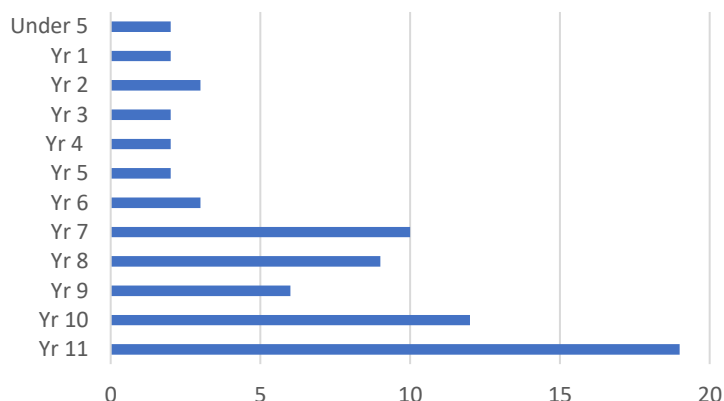
- There is a continuing trend of a greater number of secondary children than Primary children being referred to Fair Access, with the majority of referrals during the academic year being seen in year 8 with a decline to year 11.
- Yearly referrals to the Fair Access team increase as per the data presented in chart 2c. Data in 2019-20 is not directly comparable due to the suspension of the admissions round due to Covid from March- July 2020.
- The rate of increase in referrals has been slowed in 2020-21 and it may be that this is attributed to ongoing work of the team in supporting appropriate referrals via the protocol by schools and the continued efforts of schools to support appropriately the most vulnerable children.

Of these referrals to Fair Access, 72 children were out of school as a result of their Elective Home Education (EHE) programme being unsuitable, either because Nottinghamshire County Council did not consider that suitable learning could be demonstrated or because the parent indicated they were no longer providing an education.

## 2d. EHE enders by gender



## 2e. EHE enders by NCY



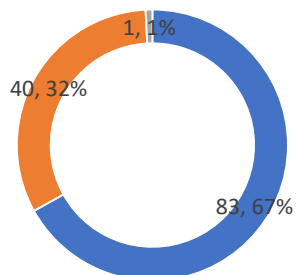
- Slightly more males than females were out of school as a result of Elective Home Education ending.
- The majority of children returning from unsuitable or ended Elective Home Education are secondary, with a concerning number in year 11. It could be concluded that as children reach Key Stage 4, parents find it more difficult to provide education at an appropriate level or require a return to the school system in order to support entries for examinations. For the majority of students where EHE ends in Key Stage 4 provision is subsequently made through the Vulnerable Children Education Commissioning process, either because children have significant SEMH needs or have been out of school for such a period of time that it is the case that a return to a mainstream school curriculum is not realistic.

## 3. Vulnerable Children Education Commissioning

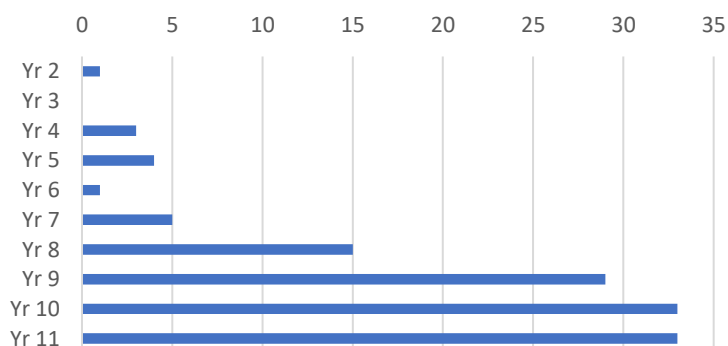
A total of 124 students were referred to the Vulnerable Children Education Commissioning (VCEC) board during the academic year 2020-21. Of these children 61 (50% of total) were referred to VCEC as part of the Fair Access process.

The total Educated Otherwise Than At School spend in 2020-21 as a result of referrals through this board was £2,168,817.

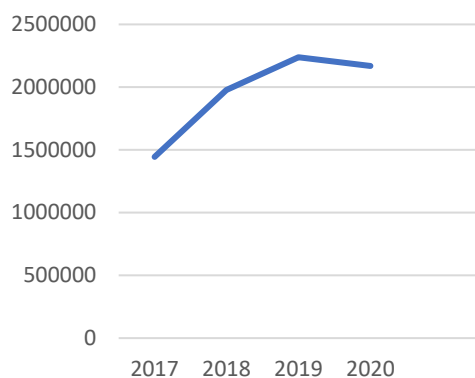
### 3a. Students referred to VCEC by gender



### 3b. VCEC students by NCY



### 3c. 4-year VCEC spend



- The majority of children referred to VCEC continue to be of secondary age with a sharp rise seen through secondary to Key Stage 4
- For children requiring a school move at this point it can be the case that it is not appropriate for children to return to mainstream education due to their needs, and schools can be less willing to admit due to the difficulties in providing an appropriate curriculum and the impact on performance indicators.
- The number of year 11 referrals is also impacted by trends in other service areas, notably the number of CYP who are deregistered from school for Elective Home Education and subsequently require a return to education late in their statutory school career, and the year on year increase in FAP referrals.
- The VCEC spend has dropped slightly from 2019-20, when spend was increased as a direct impact of the pandemic. It still remains a 50% increase from the spend 3 years previously in 2017-18.

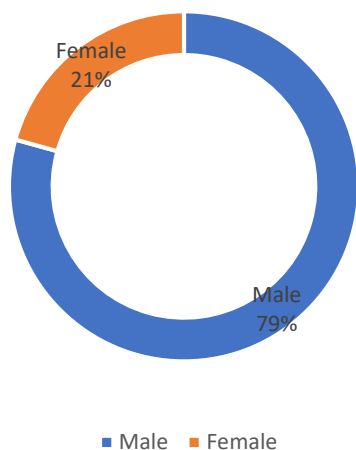
## 4. Permanent and Fixed Term Exclusions

This dashboard reports on 2019-20 exclusion data from Nottinghamshire Schools as this is the most recent validated data for an entire academic year published by the Department for Education from the school census data. There may be Nottinghamshire children excluded from Out of County schools for whom provision is subsequently made via VCEC as this is our responsibility, but this data does not focus on them.

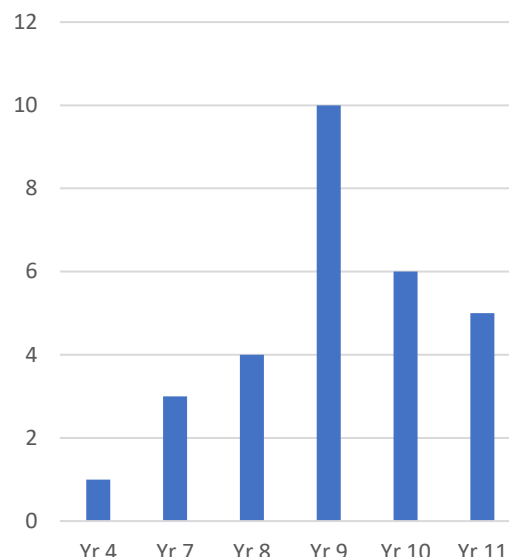
This year's data includes the start of the pandemic when, from 23 March 2020, school sites were closed for all but those children of critical workers and vulnerable children, with others being educated remotely. Permanent (P Ex) and Fixed Term exclusions (FTE) were possible throughout the full academic year but comparisons to previous years should be treated with caution.

District	On Roll (Jan 2020)	Total number of FTE issued	Days lost from FTE	No of pupils issued with an FTE	Number of P Ex	% pupils issued with a FTE	P Ex as a % of the total school roll
Ashfield	19,916	572	1,371.0	360	3	1.81	0.02
Bassetlaw	17,443	1,967	3,078.5	412	4	2.36	0.02
Broxtowe	15,541	500	1,094.5	288	4	1.85	0.03
Gedling	17,639	331	990.0	219	8	1.24	0.05
Mansfield	17,840	624	1,294.0	235	4	1.32	0.02
Newark	15,596	254	549.5	174	4	1.12	0.03
Rushcliffe	19,318	428	869.5	251	2	1.30	0.01
<b>Nottinghamshire</b>	<b>123,293</b>	<b>4,676</b>	<b>9,247.0</b>	<b>1,938</b>	<b>29</b>	<b>1.57</b>	<b>0.02</b>
<b>National</b>	<b>8,255,046</b>	<b>310,733</b>	<b>--</b>	<b>154,524</b>	<b>5,057</b>	<b>1.87</b>	<b>0.06</b>

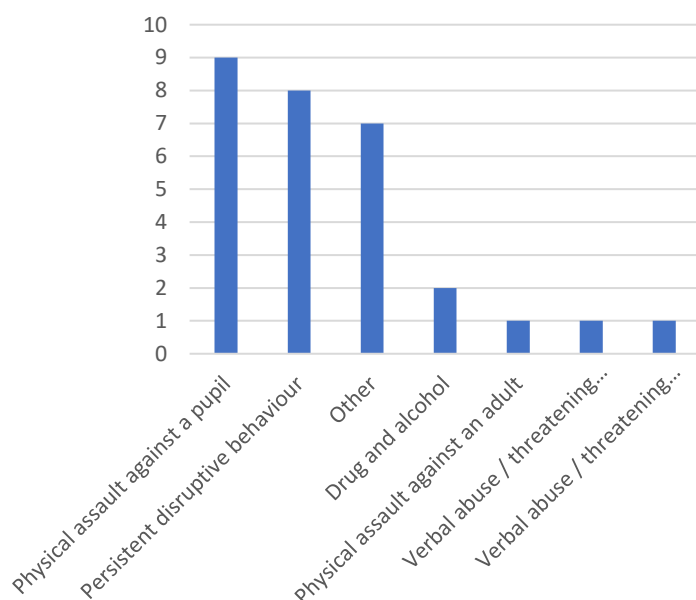
#### 4a Permanent Exclusions by gender



#### 4b. Permanent Exclusions by NCY



#### 4c. Permanent Exclusions by reason

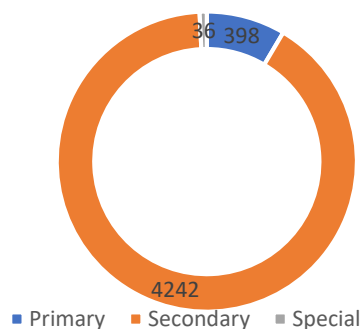


#### 4d. Permanent Exclusions 4-year data

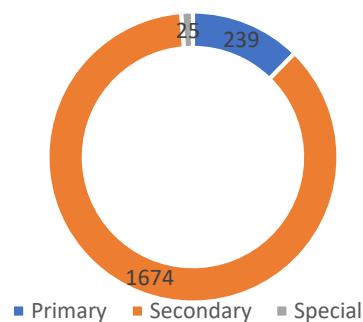


- Permanent Exclusions continue to be issued more frequently for males than females, in line with National trend.
- Almost all Permanent Exclusions are issued for secondary students, with a peak at year 9. They then fall again to year 11, however, this may support the thinking that the increase in part time timetables into year 11 is being used as a strategy to manage students at risk of exclusion.
- Nottinghamshire Permanent Exclusion rate (0.02) remains well below the National average (0.06) for the 2019-20 academic year and the 4-year data shows a continuing decrease in Permanent Exclusions in Nottinghamshire. The data must be treated cautiously due to the impact on the exclusion rate from partial school closures in Spring 2020. The Partnership Teams continue to work with schools to find alternatives to exclusion and a number of potential exclusions were withdrawn or averted as a result of timely intervention.

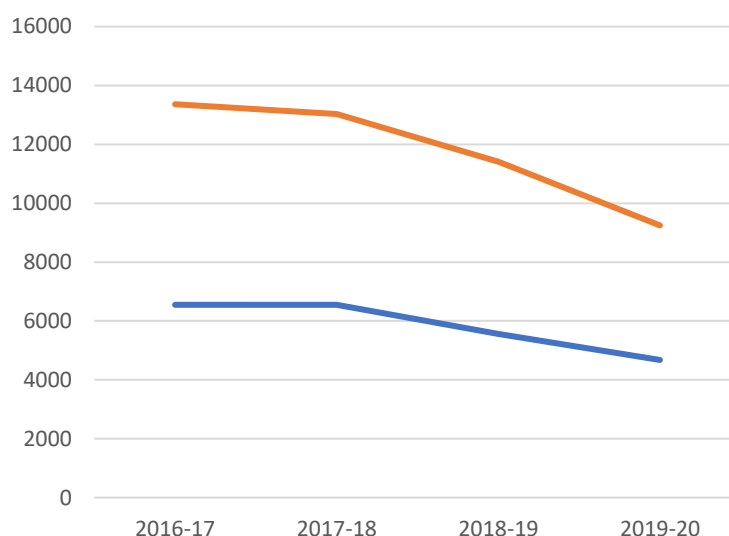
#### 4e. Total number of FTE issued by phase



#### 4f. Number of children issued with a FTE by phase



#### 4g. Fixed Term Exclusion 4-year data (total number issued)

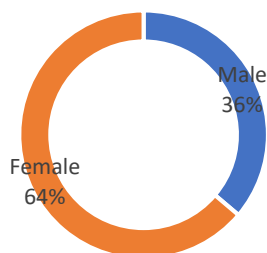


- The number of children issued with a Fixed Term Exclusion continues to be highest in the Secondary phase. In Primary, comparison of the number of children excluded against the total number of exclusions would suggest that for the majority of children excluded this is not happening on a regular basis as the number of instances of exclusion per individual excluded is on average 1.7. In Secondary it would appear that more children are being excluded on multiple occasions as the number of exclusions per individual excluded is on average 2.5.
- Nottinghamshire's exclusion rate for total number of exclusions (3.79) sits slightly above National average (3.76) when calculated as total exclusions compared to school population. However, the total number of Nottinghamshire children Fixed Term Excluded (1.57) in comparison to the school population sits just below National Average (1.87).
- Of the schools identified as issuing one or more Fixed Term Exclusion to over 10% of the school population, 2 are Nottinghamshire Special Schools, and the remaining 9 are Mainstream Secondary Schools. 2 of the mainstream schools are OFSTED rated 'Requires Improvement' and one 'Inadequate', with the remainder being 'Good' or 'Outstanding'.
- The number of Fixed Term Exclusions in Bassetlaw and Nottinghamshire as a whole are significantly impacted by one school, who issued nearly 3 times as many Fixed Term Exclusions as any other Nottinghamshire school, and account for over a quarter of all exclusions across Nottinghamshire and over a fifth of the total days lost to learning across Nottinghamshire.
- Although the 4-year data shows a decrease in the number of children issued with a Fixed Term Exclusion and reduction in the days lost to learning, this must be viewed with some caution as numbers of exclusions will have been impacted by partial school closures in Spring 2020.

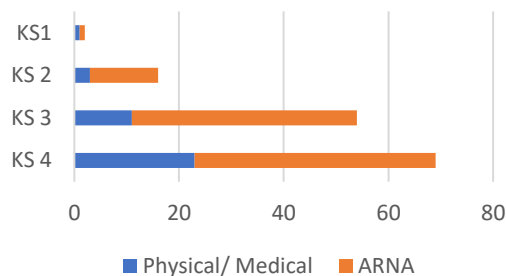
## 5. Students Supported by HRET

During the Academic year 2020-21 141 students were supported by the Health Related Education Team (HRET).

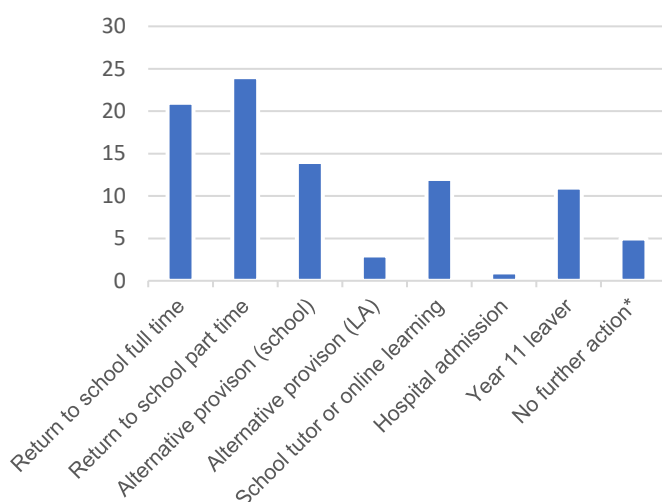
### 5a. HRET students by gender



### 5b. HRET students by Key Stage and reason



### 5c. HRET students by Outcome



\*due to severity of illness or family not engaging

- In contrast to other areas reported on the dashboard, the majority of HRET referrals are for female students, with only a third of students being male.
- As with VCEC referrals, HRET support increases through secondary up to year 11, supporting the understanding that for the students the dashboard reports on vulnerability increases with age, with higher levels of support required in Key Stage 4.
- The increasing Anxiety Related Non Attendance (ARNA) referrals in secondary correlates with the trends that have been seen of higher numbers of EHE referrals during this phase, many of which are for students where anxiety and emotional health are reported as contributing factors in the decision to EHE.
- 50% of children return to school either part or full time following HRET intervention, with a further 29% accessing bespoke provision commissioned by school.

## 6. Students on Reduced Timetables or Alternative Provision

There were 986 students reported as being on a reduced timetable at some point over the academic year 2020-21. Direct comparison of yearly data does not present a true analysis as the collection has been halted at points over the last academic year due to partial school closures. Comparison in the table below is therefore drawn by term.

Academic Year	Number of Responses			% increase on previous autumn term
	Autumn Term	Spring Term	Summer Term	
2017/18	342	451	509	
2018/19	370	528	596	8%
2019/20	481	N/A	N/A	30%
2020/21	615	N/A	787	28%

#### NOTES:

Data is currently captured from schools on a termly basis, an involvement is added per term per student. Termly data does not therefore reflect the total number of students.

Collection was suspended in some Spring and Summer 2020 and Spring 2021 due to Covid.

Yearly percentage increase is calculated on Autumn Term data only to account for the closure of the collection during these periods.

### 6a. Schools data

As of September 2020, there were 338 schools in Nottinghamshire (including primary, secondary and special maintained / academy schools).

The response rate from schools to the collection is as follows:

	Autumn Term 20	Spring Term 21	Summer Term 21
<b>Total Responses</b>	325 (96.2%)	N/A	334 (98.8%)

Number of schools who confirmed that they had children on roll who were not accessing their full education entitlement, or had been placed in alternative provision by the school:

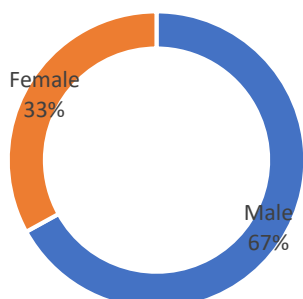
	Autumn Term 20	Spring Term 21	Summer Term 21
<b>Total with a Positive Return</b>	142 (42%)	N/A	154 (45.6%)

The number of schools who did not supply a response to the collection:

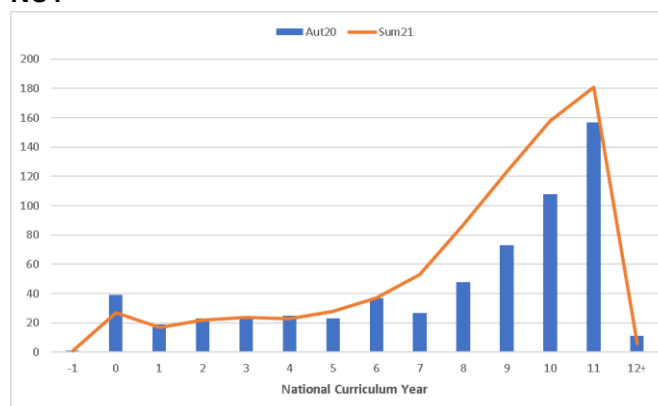
	Autumn Term 20	Spring Term 21	Summer Term 21
<b>Total Non-Returners</b>	13 (3.8%)	N/A	4 (1.2%)

- The number of non-returning schools in Summer 21 is the lowest since the collection began and all 4 have now returned data after extensive follow up, however this was so far after the deadline that it has not been possible to include in analysis.
- The above charts those students returned by schools in the termly part-time timetable collection which asks schools to send details of students who are not accessing 25 hours of education or are in receipt of bespoke packages of learning. The very small number of schools not returning the data has reduced and it is important to consider that the increase in the number of children reported in the collection year on year may be due in part to the increase in the number of schools reporting and a better shared understanding of which pupils to include. Children who are not seeing an increase in hours term on term are now reviewed by an appropriate lead officer and contact made with the school to discuss a way forward. Any student not showing improvement are discussed at the Children Missing Education Monitoring Board. The data shows a trend over the 4 academic years for numbers of students accessing reduced hours or alternative provision to increase as the school year progresses. This could be interpreted as reflecting experience of teams in the local authority of school placements being under pressure in the latter stages of the academic year.

#### 6b. Reduced timetables or Alternative Provision by gender



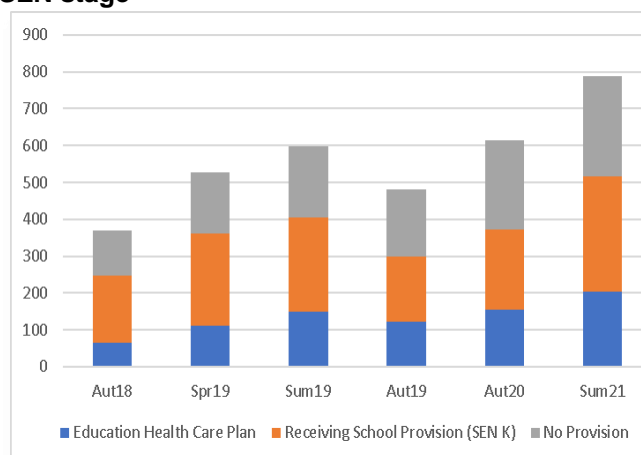
#### 6c. Reduced timetables or Alternative Provision by NCY



## 6d. Reduced timetables or Alternative Provision by reason

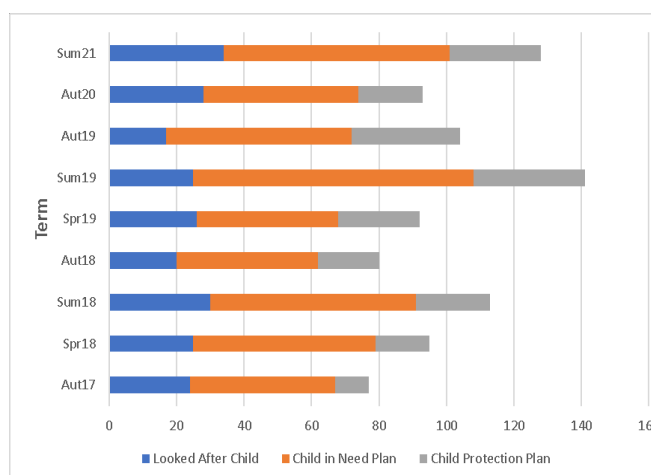
	Aut19	Aut20	Sum21	% Increase from Aut20 to Sum21
<b>Behaviour</b>	194	231	309	33.77
<b>Chronic Health Issue</b>	11	32	25	-21.88
<b>EHC Plan</b>	35	42	56	33.33
<b>Gradual Admission</b>	27	35	19	-45.71
<b>Mental Health</b>	91	96	157	63.54
<b>Physical Health</b>	8	17	14	-17.65
<b>Pregnant Pupil</b>	0	3	5	66.67
<b>Risk to Other</b>	25	29	29	0.00
<b>School Refuser</b>	56	59	125	111.86
<b>Other/Not Stated</b>	34	71	48	-32.39

## 6e. Reduced timetables or Alternative Provision by SEN stage



- The gender breakdown shows although the majority of children on the return are male, inline with previous academic years, although the percentage change has shifted and the percentage of female students have increased.
- The numbers of children in the collection are relatively low at primary phase and have remained stable from Autumn 20 to Summer 21. Numbers increase into the secondary phase, peaking at Year 11, however from Autumn 20 to Summer 21 have seen a significant percentage increase in years 7, 8 and 9. The partial school closures due to Covid cannot be ruled out as having impacted these year groups, particularly the current year 7 and 8 who missed the usual transition arrangements to secondary. When considered in conjunction with the increase in reasons given by school relating to mental health, school refusal and behaviour it would appear that children within these year groups in particular have been affected.
- The summer 2021 collection saw the greatest number of pupils with an Education Health Care Plan (EHCP) returned, since the first collection. However. Those in receipt of school provision and those with no SEN provision have also increased in line with the overall increase in the number of children in the collection. All children with an EHCP who are reported on the collection are monitored by the Integrated Children's Disability Service.

## 6f. Reduced timetables or Alternative Provision by Social Care status



- Overall numbers of children on a social care plan have decreased from Summer 2019, although there has been a concerning rise since Autumn 2020, particularly for children on a Child in Need plan. What is not known is whether more children already on a plan are being placed on a reduced timetable, or whether more children on a reduced timetable are becoming Child in Need as a result of their vulnerability. All children who are on a social care plan are monitored by the Virtual School for Looked After Children and by Fair Access for all Child in Need and Child Protection plans. The increasing number will be monitored in subsequent terms and Council teams will collaborate with schools where there is concern about the use of part time timetables or alternative provision for these groups of children.



