

# Children and Young People's Select Committee

**Monday, 10 October 2022 at 14:00**

Rushcliffe Borough Council, [Venue Address]

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## AGENDA

1	Minutes of the last meeting held on 27 June 2022	3 - 8
2	Apologies for Absence	
3	Declarations of Interests by Members and Officers:- (see note below) (a) Disclosable Pecuniary Interests (b) Private Interests (pecuniary and non-pecuniary)	
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### Notes

- (1) Councillors are advised to contact their Research Officer for details of any Group Meetings which are planned for this meeting.
- (2) Members of the public wishing to inspect "Background Papers" referred to in the reports on the agenda or Schedule 12A of the Local Government Act should contact:-

- (3) Persons making a declaration of interest should have regard to the Code of Conduct and the Council's Procedure Rules. Those declaring must indicate the nature of their interest and the reasons for the declaration.

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact Noel McMenamin (Tel. 0115 993 2670) or a colleague in Democratic Services prior to the meeting.

- (4) Councillors are reminded that Committee and Sub-Committee papers, with the exception of those which contain Exempt or Confidential Information, may be recycled.
- (5) This agenda and its associated reports are available to view online via an online calendar - <http://www.nottinghamshire.gov.uk/dms/Meetings.aspx>

Meeting CHILDREN AND YOUNG PEOPLES SELECT COMMITTEE

Date 27 June 2022 (commencing at 10.30am)

**Membership****COUNCILLORS**

Sam Smith (Chair)  
Michelle Welsh (Vice Chair)

Callum Bailey	Errol Henry JP - Apologies
Anne Callaghan	Roger Jackson
Robert Corden	Johno Lee
Eddie Cubley - Apologies	Dave Shaw - Apologies
Debbie Darby	

**SUBSTITUTE MEMBERS**

Mike Adams for Eddie Cubley  
Steve Carr for Dave Shaw  
Paul Henshaw for Errol Henry

**OTHER COUNTY COUNCILLORS IN ATTENDANCE**

Sinead Anderson  
Glynn Gilfoyle  
Mike Pringle  
Tracey Taylor

**OFFICERS IN ATTENDANCE**

Pete Barker	Democratic Services Officer
Steve Edwards	Service Director, Children & Families
Karen Hughman	Group Manager, Children & Families
Noel McMenamin	Democratic Services Officer
Lucy Peel	Service Director, Children & Families

**1. APOLOGIES FOR ABSENCE**

Apologies were received from Councillor Cubley, Councillor Henry and Councillor Shaw, all Other Reasons.

## **2. DECLARATIONS OF INTEREST BY MEMBERS AND OFFICERS**

There were no declarations of interest.

## **3. MEMBERSHIP AND TERMS OF REFERENCE**

The Service Director, Children & Families delivered a presentation to Members on the work of the Children and Families Department and a **summary** of that presentation is below:

- The Children's Act 1989 placed a general duty on the local authority to safeguard and promote the welfare of children in need in the area and to promote the upbringing of children by their families by providing a range and level of services appropriate to those children's needs.
- There were specific legal duties placed on both the Director and Lead Member of Children's Services to provide the provision required; to work with partners to improve services; to scrutinise the performance of the Authority especially in the fields of children's education and social care; to involve families in the design of services
- Nottinghamshire was one of the largest Children's Services authorities in the country and in 2019 was rated as 'good' by Ofsted
- There were 168,500 children and young people under the age of 18 living in Nottinghamshire which equates to 20.2% of the population. 14% live in poverty and 12% are from a minority ethnic background compared to 22% in the country as a whole.
- The Department provided a range of services:
  - Universal and Early Help Services
  - Specialist Services for children in need of help, protection or care including Youth Justice, Fostering and Adoption
  - Education, learning and skills
  - Support for children with special educational needs and disabilities
  - Commissioning of a range of placements for children in care
- The budget for the year was £162m, £90m of which was allocated to commissioning and resources i.e., external care and £52m on youth, families and social work.
- There were significant national policy changes that would impact on the department's work – the Schools White Paper and Schools Bill, the SEND Review Green Paper, the Independent Review of Children's Social Care and the Child Safeguarding Practice Review
- These sat alongside existing policies and strategies that included the Best Start Strategy, the Early Help Strategy, the Strategy for Looked After Children and Care Leavers, the Strategy for Improving Educational Opportunities for All and the Special Educational Needs and Disabilities Policy
- There were a number of departmental priorities in place including embedding strengths-based approaches, embedding consistently good quality social work

practices across the County, accelerating the transformation of services to achieve improved outcomes for the most vulnerable children and young people, improving families experience of the SEND system, ensuring sufficiency of school places and early years childcare and developing local responses to the proposals in the Schools Bill.

Members then debated the item and questions were responded to as follows:

- The 14% figure for child poverty was from the HMRC
- That if members would like to spend some time with front line workers this could be arranged. The work was high profile but confidential, so the exact nature of the work was not always apparent.

**RESOLVED: 2022/001**

That the contents of the report be noted.

**4. WORK PROGRAMME – PRESENTATION AND DISCUSSION ITEM**

The Democratic Services Officer then delivered a presentation on Overview and Scrutiny and a **summary** of the presentation is below:

- The role of this Select Committee was scrutiny and review – it was not a decision-making body.
- It was a positive, constructive, critical friend role.
- It was an opportunity for the Committee to examine services; identify potential improvements; ask questions about how decisions are made; champion issues of public concern; participate in the development of policies and strategies.
- The process of work programming involved identifying of issues; prioritising topics; planning work; doing the work; reviewing and evaluating.
- The guiding principles were:
  - Scrutiny topics should be of high local importance to local residents
  - The issue should be something the Committee can realistically influence
  - Potential scrutiny outcomes should have impact and add value
  - The issue could relate to an area of work where there are concerns about performance
  - The issue could relate to the whole or large areas of the County
  - The review would be in the Council's interest
  - The issue has not been recently reviewed, or recently undergone a substantial change.
  - Avoid duplication of work elsewhere.
  - Sufficient resources are in place to carry out a meaningful review.
  - The remit of the review is well defined with clear outcomes and recommendations.

- The Scrutiny Review process included: scoping the review; gathering evidence; evaluating evidence; reporting and making recommendations; implementation; monitoring.

Following the presentation, Members were shown a slide detailing suggested future topics for the Committee to consider:

- Implementation of the Schools Bill
- Sufficiency of School Places
- Implications of the SEND Green Paper
- Implications of the Independent Review of Children’s Social Care and of the Child Safeguarding Practice Review
- Performance against the Ofsted framework for the inspection of local authority children’s services and associated improvement plans
- Social Care Recruitment and Retention (joint with ASCPH)
- Transitions for children to adult services (joint with ASCPH)
- Early Year’s Childcare Sufficiency and Funding

In discussion Members suggested the following topics for Committee to investigate:

- Budgets and how the position ebbed and flowed during the financial year
- Fostering & Adoption Services
- Social media bullying in schools
- Family Centres – which service are going to be provided/when will rollout happen?
- Mental health – how children can be supported
- Child poverty
- Scrutiny of SEND plans
- Support for disabled children
- Rise in free school meals claimants - examine how families on tight budgets can unlock other opportunities
- Look at what support can be given to small rural schools
- Early years – emphasis on affordability of childcare
- Pandemic – the effects on schools / children

Comments and questions were then responded to as follows:

- Overview Committee would be looking at all budgets
- In terms of child poverty, the work the Department was undertaking around the National Review of Safeguarding would take into account the needs of those who require the most support
- Policy on rural schools was set at a national level and though the Committee would take the subject forward it was important to focus on the Committee’s remit and what it had influence over
- It was important that every topic was allocated enough resources to allow a thorough examination
- Officers would progress work on appointing co-optees
- Work would begin in prioritising the suggested topics

The meeting closed at 11.37am

CHAIR







**10 October 2022**

**Agenda Item:4**

## **REPORT OF THE SERVICE DIRECTOR, HELP, CARE AND PROTECTION**

### **OFSTED FOCUSED VISIT – OUTCOME AND RESPONSE**

#### **Purpose of the Report**

1. To advise Children and Young People's Select Committee of the outcome from OFSTED's focused visit in June 2022 and Children and Family Services' resulting improvement planning.

#### **Information**

##### **Background**

2. OFSTED conducted a focused visit to Nottinghamshire County Council's children's services on 26 and 27 April 2022. Focused visits use the Inspection of Local Authority Children's Services (ILACS) Framework but are focused on particular areas of the Framework, which can be particular services or particular cohorts. Focused visits do not have a graded outcome. The focused visit on this occasion was to look at arrangements for children in need or subject to a child protection plan.
3. Focused visits are shorter and significantly less in-depth than full inspections. The last full inspection of Nottinghamshire's children's service was October 2019. Focused visits are a monitoring mechanism for assurance between full inspections that complements an Annual Conversation with OFSTED. An Annual Conversation is an engagement meeting between the local authority and OSFTED regional representatives to review the local authority's self-evaluation and to reflect on what is happening in the local authority and inform how they would engage with each other in future.
4. The summary of findings for Nottinghamshire's focused visit was published at the beginning of June 2022 and is attached as **Appendix A** – Focused Visit Letter.

Key headline strengths from the Letter are:

- a) Strong leadership with priority given to protecting and helping children at risk or in need
- b) Maintaining, and in some cases improving, the quality of services despite the challenges of COVID-19

- c) Supporting children at the right level of need and creating strong relationships through regular and frequent visits
- d) Using Public Law Outline pre-proceedings appropriately with thorough management oversight
- e) Effective specialist support by the Family Service.
- f) Parents describing social workers' support as 'above and beyond'
- g) The stability of the workforce that is supported by an extensive range of development opportunities, regular supervision, manageable caseloads and arrangements that maximise time to spend with children and families
- h) A range of activity is helping to address the challenge of recruiting and retaining social workers.

In addition, improvements noted since the last full ILACS inspection (October 2019) include:

- a) Improvements in the effectiveness and attendance at strategy meetings, and
- b) Partners reporting improved communications with children's services with confidence their views are listened to and that they can challenge decisions when required.

5. There were three headline improvement areas noted:

- a) Consistent provision and recording of purposeful direct work with children
- b) The quantity and quality of case file audits and their impact in identifying improvements for individual children and learning for the organisation
- c) The impact of supervision and management oversight in driving progress for all children.

As further detail to (a) and (c), several improvement areas relating to a consistently effective quality of service are in the main body of the Letter:

- a) Visits not always being purposeful
- b) The focus of work sometimes being too much on adults rather than children
- c) There is not always evidence of direct work
- d) Case direction at allocation and supervision is not always sufficiently focused, time bound or detailed
- e) The quality of plans is varied with some lacking precision and a child focus
- f) Complex case panel recommendations are not always swiftly used
- g) Involving extended family is variable
- h) Support for disabled children is inconsistent.

## **Improvement Plan**

6. Children and Family Services annually refresh an improvement plan for services that fall under the remit of ILACS. The annual process is to produce a self-evaluation against the OFSTED ILACS framework that outlines the impact of improvement actions undertaken, current strengths, areas of challenge and resulting priorities for service improvement. The self-evaluation is then used in an Annual Conversation with OFSTED as part of their regulatory assurance processes. The usual cycle is to produce a self-evaluation document for November to meet an Annual Conversation date over winter.

7. Children and Family Services are currently collating the self-evaluation document and aligned improvement plan. The findings from this OFSTED visit are being incorporated into the wider self-evaluation process and improvement planning. The improvement plan referred to in this document is therefore only an outline of the response to the focused visit and not the whole improvement plan which is being collated for November 2022. However, the timing of the focused visit does provide assurance on the Department's priorities and direction of travel as a mid-point of the planning year.
8. **Appendix B** outlines the improvement actions being undertaken that reflects OFSTED's findings. The primary actions were largely already in train and therefore progress-to-date is also highlighted. The main actions are:
  - a) The further development and implementation of Strengths-Based Practice Standards
  - b) The development and implementation of a refreshed Learning and Improvement Framework that includes the schedule for case file audits
  - c) The implementation of revised standards for supervision and management oversight.

### **Strengths-Based Practice Standards**

9. Whilst progress has been made over the last two years in the implementation of strengths-based practice in Nottinghamshire, developing a revised set of Practice Standards is seen as a key step in further driving forwards consistently good practice. The standards are currently in draft but due for publication in October. The coverage of the standards addresses direct work, purposefulness, child-focus, family networks and the quality of plans. A plan for introducing and embedding the standards is being finalised and will include learning sets and the launch of a direct work toolkit.
10. The main objectives of refreshing Strengths-Based Practice Standards are:
  - a) To set out the minimum expectations of good social work practice in a comprehensive and easily referenced format
  - b) To consistently refer to these standards so that it becomes the common language and reference point for practice and the development of practice, thereby addressing issues of inconsistency
  - c) To strengthen the identity of social work practice in the Council by highlighting our priorities and building on strengths-based practice.
11. The impact on practice, and on the experience of children and families, of introducing the revised Practice Standards should be seen in quality assurance activities, including case file audits. In particular, we will be looking for evidence of improving the consistency of practice.

### **Learning and Improvement Framework**

12. A refreshed Learning and Improvement Framework is currently in development for publication in January 2023. The Framework includes Learning and Improvement Forums which will be used to ensure learning from audits are translating to actions and improvements across all service areas. Learning and Improvement Forums are being trialled from October 2022 with the intention of more formal roll-out from December 2022.

13. The annual schedule for case file audits has been agreed with the intention of completing over 250 audits bi-annually. This will be a mix of routine audits as well as thematic and impact (follow-up) audits. The table below outlines the allocation of audits planned for quarters 3 and 4 of 2022:

Quarter	Theme/subject	No. of Case Files
Quarter 3	Family Service Exit planning	45
	Direct work/tools	60
Quarter 4	Routine collaborative audits	70
	Plans	60
	Independent chairs service	26
<b>Total</b>		<b>261</b>

Additional audits and other quality assurance activity is also planned. When compared to our neighbouring local authorities, our planned number of audits is high.

14. As noted in OFSTED's Letter, the collaborative approach to case auditing in the Council is in its infancy. The quality of audit will therefore improve over time, but to further support improvements, briefings, workshops and moderation exercise have been put into place. Audit quality will remain a focus for discussion as we reflect on each audit cycle.

### Supervision and Management Oversight

15. The development of revised standards for supervision and management oversight should improve its quality and consistency. The standards will be supported by:
- a) Publishing a common supervision template with aligned guidance for one-to-one practice supervision
  - b) Providing guidance on the different forms of supervision and their format, such as individual supervision, group reflective supervision and practice observation
  - c) Establishing a common process for management oversight recording within the case recording system
  - d) Using working groups across the County to support practice developments and identify solutions to any further improvements in this area.
16. The strands of work described above were initiated prior to COVID but were refocused to accommodate supporting staff working remotely. Elements like the common template and agreed process for management oversight are intended to address both quality and recording practices. Case file audits will be the primary monitoring mechanism for evaluating the impact of these improvement actions.

### Other Options Considered

17. None. Children and Family Services has a responsibility to address the areas for improvement outlined by Ofsted in any inspection activity.

### Reason/s for Recommendation/s

18. Improvement planning is part of the department's Learning and Improvement Framework. It informs quality assurance activities and both strategic and operational priorities. Ofsted

findings are a significant driver for improvement plans so are incorporated into actions being undertaken by the department, which are reflected in **Appendix B**.

19. The impact of improvement actions is measured through quality assurance activities, including the review of business intelligence and performance management data. Divisional Leadership Teams and the department's monthly Learning and Improvement Board evaluates the evidence of progress and impact on an ongoing basis, and this is incorporated into the annual self-evaluation undertaken as part of the Ofsted ILACS inspection cycle.

## **RECOMMENDATION/S**

- 1) That Select Committee considers the actions being undertaken to address areas for improvement identified by Ofsted and advise of further assurance required by the Committee.

**Amanda Collinson**  
**Service Director, Help, Care and Protection**

**For any enquiries about this report please contact:**

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### **Constitutional Comments (GMG 12/09/22)**

20. This report falls within the remit of the Committee to consider.

### **Financial Comments (LCD 12/09/22)**

21. There are no direct financial implications arising from the improvement plan.

### **Background Papers and Published Documents**

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

None.

### **Electoral Division(s) and Member(s) Affected**

All.

CYP0001



# **Appendix A - Focused Visit Letter**

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1 June 2022

Colin Pettigrew  
Corporate Director, Children's Services  
Nottinghamshire County Council  
County Hall  
West Bridgford  
Nottingham  
NG2 7QP

Dear Colin

## **Focused visit to Nottinghamshire County Council children's services**

This letter summarises the findings of the focused visit to Nottinghamshire children's services on 26 to 27 April 2022. Her Majesty's Inspectors for this visit were Tom Anthony and Maire Atherton.

Inspectors looked at the local authority's arrangements for children in need or subject to a child protection plan.

This visit was carried out in line with the inspection of local authority children's services (ILACS) framework. This visit was carried out fully with inspectors on site. They looked at a range of evidence, including children's records. They talked to parents, representatives of partner agencies, practitioners and managers.

## **Headline findings**

A strong senior leadership team is supported by corporate and political leaders who have made significant financial investments, reflecting the priority given to protecting and helping children at risk or in need. Leaders have maintained and, in some areas, improved the quality of service that is provided to children in need since the last full ILACS inspection, in October 2019, despite the significant challenges created by COVID-19 restrictions. Leaders know there is more work to do to ensure that all children receive a consistently effective quality of service that supports them to make progress with the urgency they deserve. In particular, children are not consistently benefiting from purposeful direct work, and management supervision is not always ensuring that children make sufficient progress. Some more recent developments, including a new approach to auditing, have not yet had an impact on the support that children receive. A range of activity is helping to address the challenge of recruiting and retaining social workers, and many children and families are supported by practitioners with whom they can build trusting and effective relationships over time.

## **What needs to improve in this area of social work practice?**

- Consistent provision and recording of purposeful direct work with children.
- The quantity and quality of case file audits and their impact in identifying improvements for individual children and learning for the organisation.
- The impact of supervision and management oversight in driving progress for all children.

## **Main findings**

Children are visited regularly and frequently. This helps social workers develop their understanding of children's lives and the impact of family and parental behaviours on them. No children were found to be inadequately protected during this visit. However, some children are only seen at school or in the presence of their parents, which limits the opportunities for social workers to gain a full understanding of their experiences. In addition, there is not always a clear purpose for the visit, and the focus is sometimes too much on the adults rather than the children.

There is not always evidence of direct work being undertaken or recorded on children's records. When direct work is undertaken, it helps children to communicate and explain their daily routines and the care that they receive. This improves the quality of assessments that social workers complete because they have a better understanding of children's experiences.

Children are being supported at the right level of need. However, case direction at the point of allocation as well as within supervision is not always sufficiently focused, time bound or detailed in order to ensure that social workers know how best to support children. The quality of plans remains varied. In better cases, targeted plans clearly identify and address activity that will help keep children safe and meet their needs. In these cases, effective multi-agency working and attendance at core group or child-in-need review meetings mean that children's progress is monitored, and parents and partner agencies are held to account for their actions.

Some children's plans lack precision and do not allow for meaningful measurement of progress. As a result, children may stay on plans longer than necessary. Some plans do not sufficiently focus on the needs of all children in the family and others are too adult focused and insufficiently challenging of parental perspectives.

There is varied evidence of involving extended family in protecting children at the earliest opportunity through establishing support networks. In some cases, the effective and purposeful use of ecomaps, genograms and family group conferences helps identify sources of support to children from within their own networks. In other cases, there were missed opportunities to use wider family support.



At the time of the last full inspection, the use of strategy meetings and the attendance of partner agencies were identified as areas where further improvement was needed. A multi-agency working group established by the Nottinghamshire Safeguarding Children Partnership has delivered improvements in the effectiveness and attendance at strategy meetings. Although there is more progress to be made, the engagement of health and police services has improved.

Child protection conferences are now delivered using a strengths-based approach in which families are the first to talk about what is going well and what is going less well for their children. Some children and their families receive no further social work support after the conference has decided that the objectives of the child protection plan have been met. This may be too abrupt for some families after long periods of social work support.

When it is difficult to achieve progress for children, senior managers review children's plans within a complex case panel. This provides senior managers with overview of and shared responsibility for some of the most complex and challenging families. The panel makes recommendations about how to make progress, including, when necessary, taking cases to legal planning meetings. Recommendations from the panel are not always swiftly used within subsequent supervision and casework planning.

When children's situations remain seriously concerning, Public Law Outline (PLO) pre-proceedings are used appropriately. Letters before proceedings provide families with clarity about the serious nature of concerns and what needs to change to avoid entry into the court arena and children entering care. Management oversight and tracking of these children are thorough.

For a small number of children, minutes and records of critical events and meetings, including legal and PLO meetings, are not available. This can mean that social workers and children who wish to view their records cannot access information about key decisions affecting their lives.

Specialist intensive support, including for children on the edge of care, provided by the Family Service is successful in achieving change and informing next steps for children and families. Effective multi-agency communication is maintained, and when progress is not being made or risks are increasing for children, decision-making is timely and effective in providing children with the right services.

Support for disabled children and their families is not consistent. Some receive timely, tailored interventions that meet needs and enable parents to continue to care for their children. Others experience some drift and delay in receiving the right support.

Inspectors spoke to parents whose children have received support from social workers. Parents appreciate and value the professional and respectful support that

they have received from social workers describing support that went 'above and beyond'. Partner agencies report that communication with children's services is improving, and, although they are not always given sufficient notice to attend meetings, they are confident that their views are listened to and that they can challenge decisions when required.

Significant numbers of social workers have worked for Nottinghamshire County Council for many years and this stability provides a good basis for the relational and strength-based practice that is being embedded across the organisation.

The leadership team has put in place arrangements to maximise the time that social workers can devote to working with children and families. Social workers receive invaluable support from social work support officers who undertake a range of case-specific administrative tasks. This creates more time for practitioners to work with children and families. Social work assistants are used well to complete dedicated pieces of direct work to support children and their families. Leaders know that alternatively qualified practitioners may go on to become qualified social workers and nurture this source of future practitioners. The authority also engages well with social work education through their leadership of the local teaching partnership.

Supervision takes place regularly and provides support for staff but does not consistently offer sufficient case direction to improve children's circumstances. Staff value group supervision and their access to support and advice from practice consultants and advanced practitioners.

Caseloads across the service are monitored and staff are confident that, when necessary, managers take action to reduce the numbers of children and families that they are working with. Elected councillors and the chief executive have a good knowledge of the breadth of operational activity and understand the impact of high caseloads on the ability to provide help and protection to vulnerable children. When required, senior leaders have been successful in their requests for additional resources with which to deploy additional temporary staff to alleviate the burden of work by reducing the numbers of children supported by each worker.

The newly developed collaborative approach to case auditing is in its infancy. Very few child in need and child protection cases have been audited over the last six months. This means that auditing is not yet providing leaders with a reliable line of sight to front line practice. It is not yet routinely being used to identify actions to improve support to children, nor is it identifying learning to help improve services across the organisation.

An extensive range of training and development opportunities are available to staff. They value the access to learning and development in order to support their professional development and improve the quality of support they can offer to children and their families.

Ofsted will take the findings from this focused visit into account when planning the next inspection or visit.

Yours sincerely

Tom Anthony  
Her Majesty's Inspector



## Appendix B – Outline of OFSTED Improvement Plan

No.	Finding <i>(with detail)</i>	Action(s)	Timescale	Progress	Lead
1	<p>Consistent provision and recording of purposeful direct work with children.</p> <p><i>Visits not always being purposeful</i>  <i>The focus of work sometimes being too much on adults rather than children</i>  <i>There is not always evidence of direct work</i>  <i>The quality of plans is varied with some lacking precision and a child focus</i>  <i>Involving extended family is variable</i></p>	<p>Further development and implementation of Practice Standards</p> <p>Developing practice guidance and supporting resources for family networking meetings<sup>1</sup></p> <p>Training for social work teams on the use of family networking tools and meetings</p> <p>Launch of direct work tools (Time for Me<sup>2</sup>) and practice guidance</p> <p>Distribution of resource boxes to teams with practice guidance</p> <p>Practice workshops – direct work with children</p>	<p>October 2022</p> <p>September 2022</p> <p>November 2022</p> <p>September 2022</p> <p>September 2022</p> <p>September 2022</p>	<p>Draft Practice Standards are being consulted upon</p> <p>Draft Practice Guidance are being consulted upon</p> <p>Will be developed and delivered once consultation completed</p> <p>Materials created by departmental development group, procured and ready for launch</p> <p>Resource boxes purchased, practice guidance written and ready for distribution</p> <p>Two workshops every month are being facilitated. Sessions are on My Learning, My Career</p>	<p>Principal Social Worker</p> <p>Principal Social Worker</p> <p>Principal Social Worker</p> <p>Principal Social Worker</p> <p>Principal Social Worker</p> <p>Principal Social Worker</p>

<sup>1</sup> Family Network Meetings are a strength-based approach that assesses support networks the children and families we work with can access. The approach is graduated and premised on fostering solutions that promote independence.

<sup>2</sup> Time for Me is the branding adopted for 'direct work'. The language denotes the core of social work practice being about spending time with the children and young people we are intending to support.

No.	Finding <i>(with detail)</i>	Action(s)	Timescale	Progress	Lead
2	<p>The quantity and quality of case file audits and their impact in identifying improvements for individual children and learning for the organisation.</p> <p><i>Very few ... cases have been audited over the last six months. This means that auditing is not yet providing leaders with a reliable line of sight...not yet routinely being used to identify actions to improve support to children, nor is it identifying learning to help improve services across the organisation</i></p>	<p>The publication of a revised Learning and Improvement Framework that specifies the roles, responsibilities and governance for ensuring learning and improvement actions are having the desired impact</p> <p>Agree annual schedule of case file audits</p> <p>Audit support (briefings, guidance, workshops and moderation)</p>	<p>January 2023</p> <p>August 2022</p> <p>Ongoing<sup>3</sup></p>	<p>The principles of the framework have been agreed and workshops with extended leadership team are in place to develop the working model.</p> <p>Learning and Improvement Forums<sup>4</sup> scheduled over September to December to trial methods for closing the learning loop.</p> <p>The annual schedule has been agreed with the quantity of audits benchmarked with neighbouring local authorities.</p> <p>Guidance has been published and moderation exercises are in place. Further briefing sessions are planned over December to February.</p>	<p>Group Manager – Service Improvement</p> <p>Team Manager – Quality and Improvement</p> <p>Team Manager – Quality and Improvement</p>
3	<p>The impact of supervision and management oversight in driving progress for all children</p> <p><i>Case direction at allocation and supervision is not always sufficiently focused, time bound or detailed</i></p>	<p>Learning review / conversations with managers and practitioners to ensure we understand what good quality supervision and looks like</p> <p>Following the learning review, updated common supervision</p>	<p>October 2022</p> <p>November 2022</p>	<p>Learning review / conversations have been arranged</p> <p>Supervision guidance and proposals for a supervision</p>	<p>Principal Social Worker and Team Manager – Quality and Improvement</p>

<sup>3</sup> The timescale is 'ongoing' to reflect audit support activity being cyclical for every audit cycle and that the maturity of audits is key to improvements in quality

<sup>4</sup> Learning and Improvement Forums are reflective learning spaces where the full range of quality assurance activities are considered in assessing progress against improvement priorities.

No.	Finding <i>(with detail)</i>	Action(s)	Timescale	Progress	Lead
		<p>templates with an aligned policy and process will be developed</p> <p>Supervisory skills guidance and training</p>	<p>From November 2022</p>	<p>template and management oversight process have been collated. These will be amended once the learning review and learning conversations have been completed.</p> <p>Planned to start from November 2022</p>	<p>Principal Social Worker</p> <p>Principal Social Worker</p>







**10 October 2022**

**Agenda Item: 5**

## **REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND INCLUSION**

### **ELECTIVE HOME EDUCATION**

#### **Purpose of the Report**

1. This is the first report to the Children and Young People's Select Committee in respect of Elective Home Education. The report seeks to provide an update to Members in respect of the current position on Elective Home Education in Nottinghamshire and enables the Committee to monitor the Council's delivery of support and discharge of statutory duty in this area.

#### **Information**

2. Parents' legal rights and duties are set out in the Education Act 1996. The parent of every child of compulsory school age must ensure that he/she receives an efficient, full-time education, suitable to his/her age, ability and aptitude and any special educational needs that he/she may have, either by regular attendance at school or otherwise. A person with parental responsibility has the legal right to withdraw a child from school by delivering notification of that fact to the school. The school then has a duty to notify the local authority and to remove the child's name from the school register. The local authority records the child as being electively home educated, and parents/carers can choose whether to engage with support offered by the local authority. From that point, a child acquires elective home educated status and the parents/carers are elective home educators. The parent/carer then becomes completely responsible for the costs, provision, management and delivery of the education of that child. There are no specific curricular requirements incumbent on elective home educators as there are on schools.
3. The current Elective Home Education service structure is a Senior Professional Practitioner and three Professional Practitioners, supported by a Business Support team. The line management of the service sits with the Fair Access Team Manager. Commissioning through the Dynamic Purchasing System allows the Council to draw on the expertise of Associate Education Advisers as needed.
4. Parents/carers of all children registered as electively home educated in Nottinghamshire are offered at a minimum a yearly contact visit with the intention of offering support to them in continuing to fulfil their responsibilities as specified by the Education Act 1996. Changes

in working practices post pandemic have led to greater choice and flexibility being offered to children and families, with some visits being made virtually and others being made in person where this is requested or needed.

5. It is the Council's duty to ensure that all children of compulsory school age in its area are being suitably educated and to act if it appears that any child is not receiving such an education through well-established working practices, as described in the Council's Elective Home Education Policy endorsed by the Children and Young People's Committee on 13 January 2020 and approved at Policy Committee on 12 February 2020 (attached as **Appendix 1**). This is generally very well received because it has been influenced by the views of electively home educating families in Nottinghamshire. Parents/carers retain the right to apply for their child to return to a mainstream school whilst they are of statutory school age should they wish to cease elective home education or they cannot demonstrate that suitable home education is being provided.
6. The change to the service delivery model in September 2021, following agreement by Children and Young People's Committee in April 2021, has ensured that more timely support can be offered to children and families, particularly the most vulnerable, by three Professional Practitioner posts now embedded within the team structure. The specific focus of these posts is to ensure that parents are aware of their rights and responsibilities when making the decision to electively home educate and that this is appropriate for their child, to provide support to ensure that when children are returning to school this happens without delay and to provide an additional layer of support to children identified as the most vulnerable at the request of the Senior Practitioner or Team Manager. The posts also ensure flexibility is maintained to request specific follow up or one-off support, such as when a child requires input from other services and the parents or carers would benefit from support to ensure this happens. A team of 12 independent Associate Advisers continue to be commissioned to undertake specialist education support and guidance visits to families on behalf of Nottinghamshire County Council where this is identified as a need. The Council's procurement process enables new applicants to be approved, ensuring that the team's capacity is sustainable. Associate Advisers meet termly with the Elective Home Education Senior Practitioner and Fair Access Team Manager with the purpose of ensuring that all Elective Home Education Advisers access relevant training to fulfil their role effectively, in line with the Council's policies and procedures and current legislation and guidance. Support and supervision are also available to all advisers.
7. Parents/carers are under no legal obligation to see anyone from the Elective Home Education team and in this case the Local Authority writes to home educators on a yearly basis to make informal enquiries about the home education provision, supported by Department for Education non-statutory guidance '*Elective home education; Departmental guidance for local authorities*', April 2019 and further by recent case law *Goodred v Portsmouth* (2021). Home educators are asked to demonstrate to the Council that their child is in receipt of suitable education, is making progress and is being prepared for adulthood. Improvements have been made within this process and information submitted is reviewed by a senior member of the Elective Home Education team who is Designated Safeguarding Lead trained and an Education Adviser with qualified teacher status in order that a holistic view can be formed about suitability.
8. When the Council cannot be satisfied that a child is in receipt of suitable education then processes have been improved to ensure that support is given from a named Professional

Practitioner to apply for school places as appropriate to the needs of the child. This worker is responsible, under the direct supervision of the Senior Professional Practitioner, for monitoring of the progress of applications and ensuring that action is requested from the Family Service in line with s437 of the Education Act 1996 so that the child is returned to education without further delay if suitable education cannot be evidenced at this point. All parents and carers with children who are missing education as Elective Home Education is not satisfactory or has been ended by the parent/carer are allocated support from a Professional Practitioner.

9. Although there is no duty incumbent on the Council at this time to provide access to formal examinations for children who are electively home educated, all members of the team maintain their knowledge of local examination centres and sources of support to advise home educators. One of the key developments underway is the development of a new Nottinghamshire elective home education webspace and this will include signposting for external examination candidates. It is envisaged that development of this will be complete by the end of the academic year 2022-23.
10. The recent developments to the Nottinghamshire model of support appear to be meeting the needs of electively home educated children and families in Nottinghamshire well. All home educators are offered a minimum of a yearly contact visit, with an additional layer of advice and support available to vulnerable children and families, working with the team around the child to ensure that progress can be made. For all children known to be electively home educated, yearly tracking of provision is well embedded within the service structure to enable the Council to fulfil its statutory duty and be satisfied that children are not missing education. The improvements in the team structure allow for more timely and effective intervention both at the point where parents indicate an intention to deregister a child from the school roll and where the Council cannot be satisfied that a child is in receipt of suitable education.
11. The Council's Elective Home Education Policy is due for review in 2023 and it is proposed that this review takes place once any movement towards national policy change is clear. There will undoubtedly be a period of reflection for all local authorities in the coming months with the introduction of the data collection for the Children Not In School register on a voluntary basis from October 2022 and any subsequent statute that follows this. Preparation for this first collection is underway in order that the Council can return the information requested in full.
12. The dashboard for elective home education (attached as **Appendix 2**) reports on children known to be electively home educated in Nottinghamshire on 24 June 2022; this was the last day of statutory schooling for year 11 and therefore the day in the academic year that the cohort was at its highest number. Comparative numbers for previous years are also taken on the last Friday in June, with the total number over the academic year taken from 1 September - 31 August. Information from the dashboard is used to inform decisions regarding the operation of the Elective Home Education team and identify areas of possible concern in relation to deregistration from school to elective home education in order that they can be explored appropriately by Local Authority officers.

## Children electively home educated on 24 June 2022

13. In Nottinghamshire, 1,370 children were recorded as electively home educated on 24 June 2022, an increase of 164 since 25 June 2021. Of these 1,370 children, 929 were receiving direct support from the Elective Home Education team, while parents/carers of 439 children declined Local Authority involvement. When a child is deregistered from school to be home educated the school must notify the Council and this child is then recorded as such, it should however be noted that there is an unknown number of parents who have always electively home educated and never enrolled their child/ren at school. These children are not recorded as being in receipt of home education unless they are brought to the attention of the Local Authority by parents or another means. Every effort is made to identify these children by working in collaboration with other agencies and scrutiny of data at first admission to school and this number is therefore thought to be low in comparison to the children known to the Council. The Schools Bill, introduced to Parliament in May 2022, proposes measures to support the existing duties of a local authority to try to identify those children not in school and ensure they are receiving an efficient and suitable education. The first voluntary Children Not In School collection will take place in October 2022 and the way that data is currently collated and recorded means the Council is well placed to respond to this.
14. The five-year data on the dashboard demonstrates the yearly increase in numbers of children known to be electively home educated in Nottinghamshire. This same increase is reported nationally in the Association of Directors of Children's Services (ACDS) Elective Home Education Survey 2021, with the cumulative increase in the number of children and young people being electively home educated across the academic year in 2020/21 compared with 2019/20 in Nottinghamshire of 30% sitting slightly below the estimated national figure of 34% reported within this survey. The introduction of the Professional Practitioner posts to the service has enabled early conversations to be held with parents/carers who are considering home education and to work with them to find solutions if this decision does not appear to be well informed or in the best interests of the children concerned.
15. Numbers of children who are electively home educated in Nottinghamshire continue to rise throughout secondary to a peak in year 10, with numbers then decreasing slightly at year 11. This is a shift from data presented in previous years, and it could be suggested that the service is working more effectively with families and schools to support alternative outcomes for children towards the end of Key Stage 4 as an alternative to de-registration from school.
16. The change to the service structure has enabled much more effective gathering of information at the start of each family's home education journey and, as such, it is possible to include more accurate reporting within this dashboard regarding the reasons that parents/carers are choosing to educate their children at home. It can be seen that a third (453) of parents/carers who choose to electively home educate in Nottinghamshire do so for philosophical reasons. Anxiety related non-attendance (178 children) and mental health (153 children) are cited by parents as being the next two primary reasons for home educating and again this is consistent across other local authorities, as reported in the ADCS Elective Home Education Survey 2021 where respondents commonly noted the prevalence of anxiety and mental health issues experienced by children and young people during the pandemic as influencing parental decisions to home educate. The Wellbeing for

Education Return project and the NottAlone website, both of which the Council collaborated on, were developed in response to this emerging need. In Nottinghamshire there is an ongoing commitment to joined up working with schools and other services to support children in staying on the school roll and having access to appropriate provision where this is in their best interests. Training is regularly accessed by all team members to enable them to offer appropriate support when young people are experiencing social, emotional and mental health difficulties and the current development of a new Nottinghamshire Elective Home Education webspace will offer the opportunity to signpost young people and their families to the right services at the right time.

17. Additional analysis of parental reasons for deregistration from school has been undertaken for Ashfield, Bassetlaw and Newark to understand why decisions are being made and appropriately target support, as these areas have the highest number of children who are electively home educated within the County. Philosophical reasons remain the most significant factor in parental decisions to electively home educate in all three areas. Of the children known to be electively home educated in Newark on 24 June 2022, religious or cultural reasons were cited in 70 cases, and this is understood in the context of Gypsy, Roma and Traveller families home educating their children in line with their cultural beliefs. Although primarily area based, the three Professional Practitioners work together to ensure support can be offered when needed and this means that where numbers are higher in a particular area, or a family has a particular set of needs, then this can be supported in a timely manner by a Practitioner with the most appropriate knowledge and expertise. Within the adviser team there is a commissioned Gypsy, Roma, Traveller specialist adviser who can offer specific support and advice to this community.
18. Of the children known to be electively home educated in Nottinghamshire on 24 June 2022, 25 children had an Education, Health and Care Plan indicating a significant level of identified Special Educational Need. Some of these children have had an Education, Health and Care Plan issued whilst home educated due to their level of Special Educational Need, whilst in other cases parents have chosen to deregister them from school. Seven of these children reside within the Ashfield District. The Special Educational Needs and Disabilities locality working boards provide a forum to monitor and track trends in relation to children with Special Educational Needs and Disabilities who are electively home educated.
19. Of the children known to be electively home educated in Nottinghamshire on 24 June 2022, there were three children on a Child Protection Plan and four children on a Child in Need Plan. For these children a named member of the Elective Home Education team is responsible for closer monitoring and review of the suitability of their elective home education provision, under the supervision of the Senior Practitioner. Where children are on a Child Protection Plan, collaborative working between Elective Home Education and Children's Social Care colleagues is undertaken to ensure that steps are taken to return children to school without delay where this is necessary to ensure they are appropriately safeguarded and/or educated. The move of all recording in relation to Elective Home Education to Mosaic has allowed for greater communication and information sharing between key services and more timely support to children, young people and their families where needed.
20. For 34 children, collaborative working between the family and school, facilitated by a Professional Practitioner, has ensured that children have been able to remain on a school

roll with appropriate support in place following an intention by parents to electively home educate. In almost all these cases parents had made the decision to home educate without full knowledge of their rights and responsibilities and remaining on the school roll was agreed to be in the best interests of the children concerned.

### **Children for whom Elective Home Education ended in the academic year 2021-22**

21. 130 children returned to school in the academic year 2021-22 as a result of a parental application. For 21 of these children the Council could not be satisfied they were in receipt of a suitable education, parents of the remaining 109 children made a choice to return their child to school. The greatest number of children returning by district was in Newark and by National Curriculum Year were year 8. Several parents who cited Covid as their primary reason for home educating have subsequently chosen for their children to return to school.
22. For 60 children in the academic year 2021-22 the Council would not be satisfied they were in receipt of suitable education as parents/carers had submitted no demonstration of learning or the information available did not indicate that these children were in receipt of suitable education. In these cases, parents/carers were required to apply for a school place or demonstrate suitable learning; if neither action was taken then statutory duty in line with s437 Education Act was discharged with a referral to the Family Service to progress this. In 21 cases parents returned children to school as a result of an application and these children are reported upon as above. In 16 cases enforcement action is ongoing and this has been possible because of improved ways of working between the Elective Home Education team and the Family Service over the past 12 months. The Council's statutory duty has been affirmed by the High Court judgement in the case of Goodred v Portsmouth (2021) and a commitment has been made by the Elective Home Education team to ensure that timely action is taken in cases where children are believed to be missing education. Education Otherwise Than At School provision was made for four children as they had a significant level of need that indicated that a return to mainstream school may not have been appropriate and one of these children now has an Education, Health and Care Plan following assessment. The greatest number of children for whom the Council could not be satisfied were by District in the Newark area and by age range in Key Stage 3 with the greatest numbers in years 8 and 9.

### **Elective Home Education in other Authorities**

23. The way that statutory duties are discharged and support in relation to Elective Home Education is given varies widely across authorities. In the ADCS Elective Home Education Survey 2021, 113 local authorities reported on their budget spend with a range from £5,000 - £350,000, with 43% of responding local authorities reporting an in-year overspend in their budget. The current budget for elective home education in Nottinghamshire is £251,814. It should be noted that the average cohort reported by responding authorities on the collection data was 534; Nottinghamshire reported nearly double this number.
24. There is variance in the structure of teams between local authorities, with some authorities having a dedicated team, some services operating within a wider context and other authorities reporting they have had to draw in support for Elective Home Education from other teams and services due to increasing demand on the service. It appears from the ADCS Elective Home Education Survey 2021 that most of the local authorities responding

offered direct interactions with children and families in the form of meetings, telephone calls and video calls.

### **Reason/s for Recommendation/s**

25. The current Nottinghamshire model of working is effective in meeting local need and supporting the best interests of children and families when parents have chosen to educate their children at home. It is aligned with current thinking for elective home education, as outlined in the Children not in School Government consultation response (February 2022) and the Children not in School: Schools Bill (May 2022).

## **RECOMMENDATION**

- 1) That Select Committee considers whether the current Elective Home Education policy and practice is sufficient and whether they would wish to influence future policy development in the area of elective home education through pre-decision scrutiny.

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**Service Director, Education, Learning and Inclusion**

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### **Constitutional Comments (KK 09/09/22)**

26. The proposal in this report falls within the terms of reference of the Children and Young People's Select Committee.

### **Financial Comments (MDN 13/09/22)**

27. The 2022/23 Local Authority budget for the Elective Home Education service is £251,814 and will be sufficient to cover the cost of the service.

### **Background Papers and Published Documents**

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

[Education Act 1996 \(legislation.gov.uk\)](#)

Nottinghamshire County Council Elective Home Education Policy [Nottinghamshire County Council](#)

[ADCS EHE Survey 2021 Report FINAL.pdf](#)

[Elective home education: departmental guidance for local authorities \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Goodred v Portsmouth City Council | \[2021\] EWHC 3057 \(Admin\) | England and Wales High Court \(Administrative Court\) | Judgment | Law | CaseMine](#)

[Children not in school - consultation response .pdf](#)

[Children not in School - Schools Bill Factsheet \(publishing.service.gov.uk\)](#)

**Electoral Division(s) and Member(s) Affected**

All.



**POLICY & PROCEDURE GUIDE – FRONT SHEET**

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**Title**

Policy for Elective Home Education

**Aim**

The aim of this policy is to ensure clear procedures are in place to enable the local authority to work in partnership with parents who choose to electively home educate their children and to discharge its statutory duties in relation to electively home educated children and young people.

**Statutory basis**

Education Act 1996

**Supporting documents**

Elective Home Education;  
Departmental Guidance for Local  
Authorities, April 2019

Nottinghamshire County Council  
Children Missing Education  
Strategy 2014

**Approved by:**

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

**Latest Equality Impact  
Assessment:**

\_\_\_\_\_ November 2019

**Implementation date: to be agreed**

**Review date:**

3 years from agreement

**Amendments:**

**Nottinghamshire County Council Children, Families and Cultural Services**

**POLICY FOR ELECTIVE HOME EDUCATION**

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**Appendix A- Nottinghamshire registration, visits and suitability process**

## 1. Introduction

- 1.1 This document applies to those children whose parents<sup>1</sup> have chosen to educate their children at home. The document sets out parental rights and responsibilities, the current legal position and outlines Nottinghamshire County Council's procedures in respect of Elective Home Education.
- 1.2 Elective Home Education is the term used by the Department of Education to describe parents' decisions to provide education for their children at home instead of sending them to school. This is different to home tuition provided by the local authority other than at school because the electively home educated child does not appear on any school roll, or access provision made through the County Council's 'Educated Otherwise Than at School' arrangements.
- 1.3 Home education is an option that families may consider for their children's education. Parents may choose to electively home educate their child for many reasons. This may include decisions based on ideological or philosophical views, religious or cultural beliefs or because they believe that their child's needs may be better met in this way. It may be due to dissatisfaction with the school system or as a short-term intervention for a variety of reasons.
- 1.4 Educating children at home works well when it is a positive, informed and dedicated choice, but there is evidence that not all children who are educated at home are in receipt of suitable education. The local authority has a moral and social obligation to ensure that children are safe and are being suitably educated and Nottinghamshire County Council's aim is to ensure that all children receive a good education that enables them to reach their potential and prosper into adulthood.
- 1.5 As there is no compulsory registration scheme for children who are electively home educated the number of children who are educated in this way remains unknown. Nationally the number of electively home educated children is believed to be growing steadily and this is reflected in Nottinghamshire.

## 2. Background

- 2.1 This policy is informed by the [2019 guidance provided by the DfE](#).
- 2.2 Section 7 of the [The Education Act 1996](#) provides that:

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

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<sup>1</sup> Throughout this Policy 'parents' should be taken to include all those with parental responsibility, including guardians and carers.

(a) to his age, ability and aptitude, and  
(b) to any special educational needs he may have,

*either by regular attendance at school or otherwise."*

2.3 The [United Nations Convention on the Rights of the Child \(Article 28\)](#) recognises the right of all children to an education

2.4 [Article 2 of Protocol 1 of the European Convention on Human Rights](#) states that:

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

2.5 Nottinghamshire County Council is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between people in accordance with the [Equality Act 2010](#) and the [Public Sector Equality Duty](#).

### **3. Aims of the Policy**

3.1 The aim of this policy is to ensure that the local authority has clear and consistent procedures in place for working in partnership with parents who choose to Electively Home Educate their children and discharging its statutory duties in relation to the education of all children living within Nottinghamshire.

3.2 The local authority, in its role as champion for all children and young people whether they are educated in school or elsewhere, has a duty to promote the achievement of all children and young people. In doing so it will seek to establish the identities (so far as possible), of the children in Nottinghamshire who are home educated, and offer information, advice and guidance to parents. The local authority will also intervene where there are concerns that a child is not receiving a suitable education or there are concerns about a child's well-being or safety

3.3 The policy seeks to affirm the principles upon which the local authority undertakes its duty towards electively home educated children and young people.

3.4 The policy aims to give parents who are considering removing their child from school to home educate them, the opportunity to fully explore the implications, and to assist them in making an informed decision that is an active and positive step in the best interests of their child.

3.5 Through this policy the local authority is committed to working in partnership with parents, children and young people and the wider elective home education community. The local authority will uphold the principles described below in discharging its duty towards children and young people.

#### **4. Principles underpinning the Local Authority's policy**

4.1 The local authority's ambition is for Nottinghamshire to be a place where children are safe, healthy and happy, where everyone enjoys a good quality of life and where everyone can achieve their potential.

4.2 All children and young people have a right to an education that is appropriate to their age, ability and aptitude which takes into account any special educational needs and disabilities they may have.

4.3 The local authority recognises that parents have the legal responsibility for ensuring that their children are suitably educated and respects the rights of parents who choose Elective Home Education for their child. The local authority seeks to work in partnership with and offer support to all parents who make this choice.

4.4 The local authority acknowledges that children learn in different ways and at different times and speeds. It appreciates that parents and their children might require a period of adjustment before finding their preferred mode of learning and that families may change their approach over time.

4.5 The decision by parents to elect to educate their child other than at school should be an informed, active and positive one. It is important that parents obtain sufficient information about home education when making the decision and the local authority recognises its role in making this information available<sup>2</sup>

4.6 Where a parent's decision to withdraw their child from school is as a result of conflict, bullying or emotional problems the school should work closely with the parents and appropriate local authority support services to resolve the issues wherever possible<sup>3</sup>. This may include a tripartite meeting of the family, the school and an adviser to ensure that all avenues of meeting the students' needs have been explored.

4.7 Every effort must be made to ensure that the child continues their education in school if that is in their best interests. The local authority will work with all maintained schools, academies and independent schools to ensure that they adhere to statutory guidance in relation to attendance, exclusions and the removal of children from a school roll<sup>4</sup> to reduce the

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<sup>2</sup> Nottinghamshire County Council's '[Guidance to parents](#)' provides further information to parents

<sup>3</sup> Further details of support services can be found at [www.nottshelpyourself.org.uk](http://www.nottshelpyourself.org.uk)

<sup>4</sup> Nottinghamshire County Council's [Off Rolling Guidance](#)

potential for children to be displaced into elective home education by default or go missing.

- 4.8 There are a variety of approaches to providing a suitable, full-time education and an electively home educated child may not necessarily follow a programme of study designed for the school sector.
- 4.9 The local authority is required as far as possible, to identify children who are not in receipt of a suitable education and appropriate enquiries shall be made to this end in respect of children who are electively home educated. Enquiries will be undertaken by suitably qualified and trained representatives of Nottinghamshire County Council.
- 4.10 If it appears through appropriate enquiries, that suitable provision is not being made for the child, the local authority will recommend a return to school.

## **5. Parental rights and responsibilities**

- 5.1 Parents may elect to home educate at any stage up to the end of compulsory school age. They must ensure that their children receive suitable full-time education for as long as they have elected to educate them at home.
- 5.2 On the basis of international comparisons, the current legislative framework for home education is relatively permissive. Parents' education provision will reflect a diversity of approaches and interests. Some parents may wish to provide education in a formal and structured manner, following a traditional curriculum and using a fixed timetable that keeps to school hours and terms. Other parents may decide to make more informal provision that is responsive to the developing interests of their child.
- 5.3 Parents' right to educate their child at home applies equally where a child has Special Educational Needs (SEN). This right applies, irrespective of whether the child has an Education Health and Care Plan or not.
- 5.4 Parents are not required to register or seek the approval from the local authority to educate their child at home. However, parents who choose to electively home educate in Nottinghamshire are strongly advised to register their child with Nottinghamshire County Council's Elective Home Education team. Parents must have the local authority's agreement to withdraw their child from school if the child has an Education, Health and Care Plan and attends a special school.
- 5.5 Parents are not required to have any qualifications or training to provide their children with a suitable education.
- 5.6 Parents may choose to employ other people to educate their child, though they themselves will continue to be responsible for the education provided.

They will also be responsible for ensuring that anyone they engage is a suitable person to have access to children and that their child is not attending an unregistered setting.

- 5.7 Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations.
- 5.8 Home educating parents are not required to have any ongoing contact with the local authority in relation to their child's education unless there is a cause for concern.

## **6. Local authority responsibilities**

- 6.1 Local authorities have a statutory duty under [section 436A of the Education Act 1996](#), inserted by the Education and Inspections Act 2006, to make arrangements to enable them to establish the identities, as far as it is possible to do so, of the children in their area who are not receiving a suitable education. The duty applies to children of compulsory school age who are not on a school roll, and who are not otherwise receiving a suitable education at home, privately, or in alternative provision.
- 6.2 Under section 436A, children missing education are defined as 'children of compulsory school age who are not on a school roll, not placed in alternative provision by the local authority and not receiving a suitable education at home'.
- 6.3 Local authorities have no statutory duties in relation to monitoring the quality of elective home education on a routine basis. However, under [section 437\(1\) of the Education Act 1996](#), local authorities shall intervene if it appears that the parents are not providing a suitable education. If it appears to a local authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education." Parents must have at least 15 days to respond to such a notice.
- 6.4 If parents do not make a response, or if they fail to satisfy the authority that the child is receiving a suitable education, and it is expedient that the child attends school, then the authority will serve a School Attendance Order requiring the parent to cause the child to become a registered pupil at the school named in the order. The basis on which schools are selected for this purpose is outlined in Sections 438 to 441 of the Education Act 1996.
- 6.5. Where a child has a statement of special educational needs or an Education Health and Care Plan (EHCP) and is electively home educated, it remains the local authority's duty to ensure that the child's needs are

met and to maintain the EHCP. The EHCP should be reviewed annually. However, the local Authority is relieved of its duty to make the provision outlined in the statement

## **7 The Nottinghamshire context<sup>5</sup>**

- 7.1 A voluntary registration scheme is operated and all parents who provide home education are encouraged to notify the local authority.
- 7.2 Schools and academies are required to inform the local authority of all deletions from the admissions register and the grounds upon which a child's name is to be deleted<sup>6</sup>. Where elective home education is reported in this way children will be registered with Nottinghamshire County Council's Elective Home Education (EHE) team.
- 7.3 The [Children Act 2004](#) places a duty on all stakeholders to share information for the purposes of safeguarding and promoting the welfare of children. All children brought to the attention of the local authority as being in receipt of elective home education will be registered with Nottinghamshire County Council's EHE team in order that the local authority is able to discharge its duty under [section 436A of the Education Act 1996](#). Nottinghamshire County Council must of course comply with the General Data Protection Regulation and the Data Protection Act 2018
- 7.4 A visit by an elective home adviser is commissioned to offer support and guidance to parents who choose to electively home educate. In most cases they will be satisfied that education is suitable and will continue to offer advice and information to the home educating parent if needed, along with further support visits as agreed with the parent.
- 7.5 If the Adviser has concerns about the suitability of the education provision or feels that a parent just beginning home education needs more time to establish a programme of elective home education, then they may recommend a follow up visit takes place within a specified timescale.
- 7.6 DfE guidance (2019) recommends that in all cases where it is not clear as to whether home education is suitable local authorities should work to address the situation informally. Where parents decline a visit and do not provide other evidence of suitable education Nottinghamshire County Council's EHE team will ask the parents for further information about the education that is being provided. 'Parents are under no duty to respond to such enquiries, but if a parent does not respond, or responds without providing any information about the child's education, then it will normally be justifiable for the authority to conclude that the child does not appear to be receiving suitable education' (DfE Guidance 2019)

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<sup>5</sup> Appendix A provides a visual representation of the Nottinghamshire process, including timetables, prioritisation of support offered and action taken if education is not deemed to be suitable

<sup>6</sup> [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)



- 7.7 If following an adviser visit, or the receipt or absence of other information, it is deemed that the education provision is unsuitable<sup>7</sup> then support will be offered to explore options for a return to school and a referral made to the Fair Access Team, who will monitor the child's return to school and offer support, where needed, to ensure this happens. If applications are not made to school within 4 weeks, then a School Attendance Order will be requested.

## **8. Safeguarding**

- 8.1 Local authorities have a duty under [section 11 of the Children Act 2004](#) and [section 175 \(1\) of the Education Act 2002](#) to safeguard and promote the welfare of children. The welfare and protection of all children, both those who attend school and those who are educated at home, are of paramount concern and the responsibility of the whole community. [Working Together to Safeguard Children 2018](#) states that all agencies and individuals should aim to proactively safeguard and promote the welfare of children.
- 8.2 Every practitioner, and school in Nottinghamshire working or in contact with a child has a responsibility to follow the process to report this as described in the [Nottinghamshire County Council Children Missing Education Strategy 2014](#) if they know or suspect that a child is not receiving a suitable education.
- 8.3 As with school educated children, safeguarding issues may arise in relation to electively home educated children. If concerns come to light in the course of engagement with children and families, or otherwise, they shall be addressed in accordance with the process set out in [Nottinghamshire Safeguarding Children Partnership child protection procedures](#). The duties of Nottinghamshire's EHE service in respect of safeguarding children are described in the Nottinghamshire County Council's 'Guidance to parents'.
- 8.4 Nottinghamshire's [Pathway to Provision](#) document aims to support practitioners in identifying a child, young person and family's level of need and to enable the most appropriate referrals to access support either through a referral to Children's Social Care or other agencies.

## **9. Maintained and independent schools and academies: roles and responsibilities**

- 9.1 Schools should explore with parents all the immediate and longer-term implications of taking their child off roll. In line with DfE guidance (2019) it is strongly advised that parents confirm in writing to the school their intention to home educate to avoid misunderstanding; if no such written

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<sup>7</sup> Means by which suitability is determined in Nottinghamshire is outlined in [Nottinghamshire County Council's Guidance to parents](#)

confirmation is provided to the school then Nottinghamshire County Council requires the school to provide a written confirmation to the EHE service of the decisions made.

- 9.2 The school must inform the EHE Team within 14 days of the parents' decision to deregister their child. They should follow the legal requirements and the agreed local authority protocols for taking children off roll. Any safeguarding concerns must also be reported.

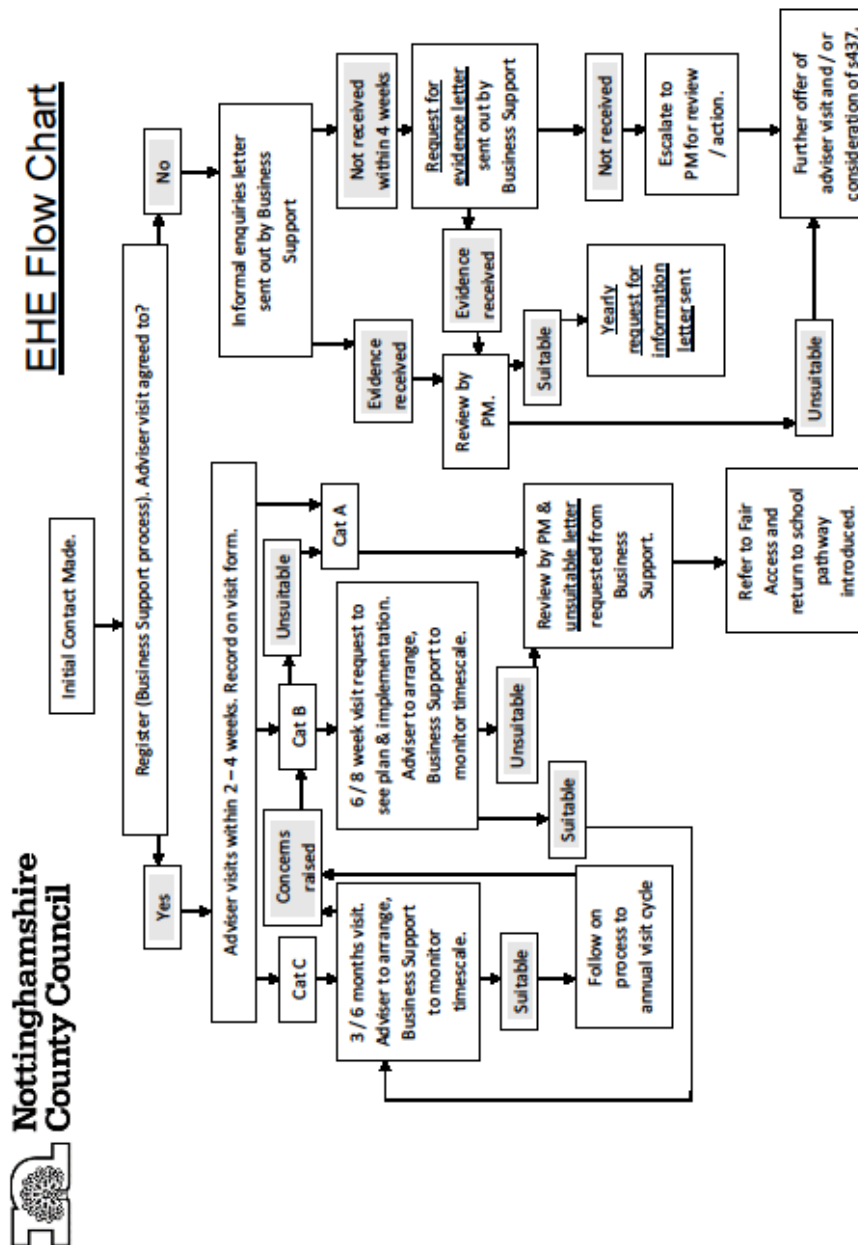
## **10. Monitoring and reporting arrangements.**

- 10.1 Details of all children and young people who are electively home educated are maintained in a secure database within the Education, Learning and Skills Service.
- 10.2 A programme of visits, described in section 6, is undertaken by Advisers with the agreement of parents. A report on the suitability of education arrangements, based upon local authority criteria, is published to parents. Each report is quality assured by the Programme co-ordinator, who reports on outcomes to the responsible manager in the Education Learning and Skills Service.
- 10.3 A report on the children and young people who are electively home educated, detailing the numbers, reasons and quality of provision and including the number of school attendance orders and education supervision orders issued is submitted to County Councillors on a 6-monthly basis.
- 10.4 Where a child has an EHCP, the Local Authority is required to monitor the educational provision and to arrange for the statement to be annually reviewed. This review will be conducted by the Integrated Children's Disability Service.

## **11 Review of this policy**

- 11.1 It is intended that this policy statement is reviewed within three years of its publication unless the arrangements have to change as a result of County Council policy development or changes in legislation before this date.

# Appendix A- Nottinghamshire registration, visits and suitability process



**Key:**

- Priority A- Unsuitable or safeguarding concerns
- Priority B- Concern that provision is not yet fully in place or needs adding to
- Priority C- Suitable education in place
- PM- Programme Manager





## Elective Home Education Dashboard 2021-22

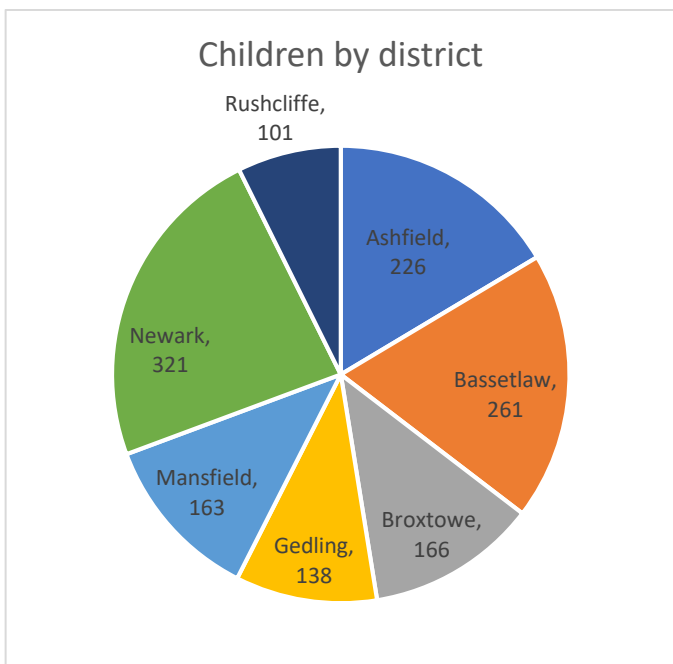
Section 1 of the Dashboard reports on data taken on the 24 June 2022 for this academic year, and the last Friday in June for subsequent years. This is the final day of statutory schooling for year 11 students and therefore represents the day in the year when the cohort is at its highest. The comparative data for the entire academic year within Section 2 is taken from 1 September- 31 August.

### Section 1

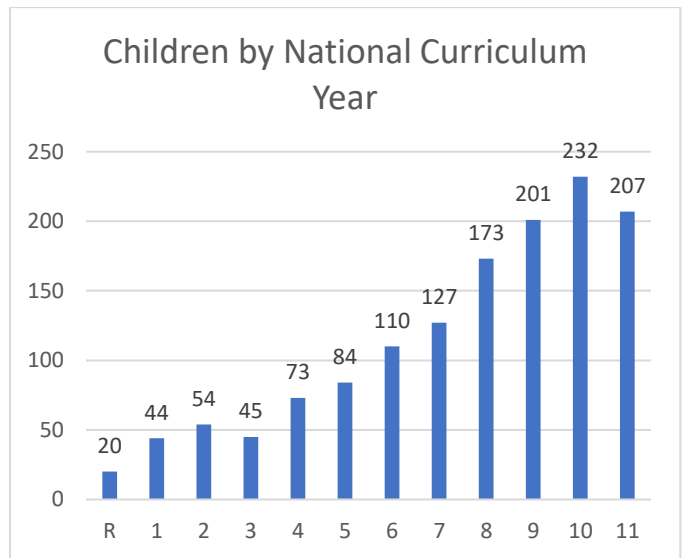
#### 1.1

Total number of Electively Home Educated children and young people:	1370
Number with an EHCP:	25
Number who are Child Protection:	3
Number who are Child in Need:	4

#### 1.2

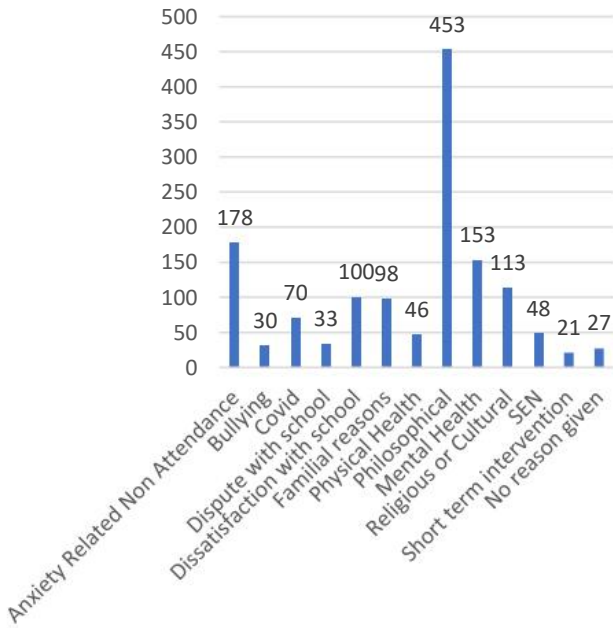


#### 1.3



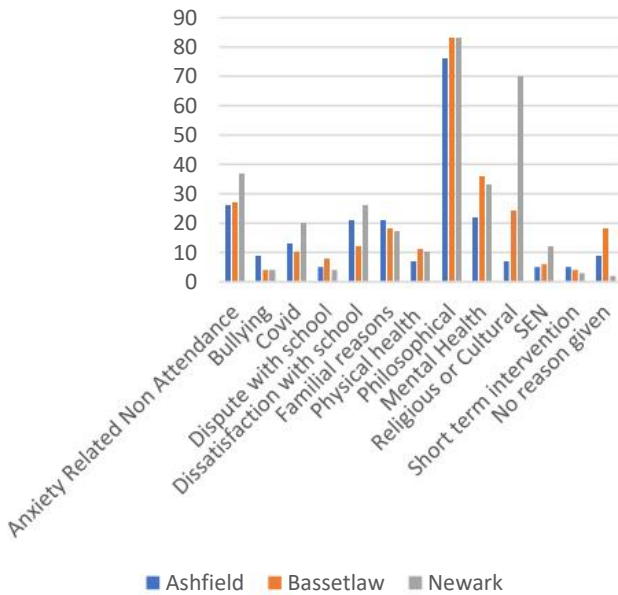
#### 1.4

### Children by Parental given reason for Elective Home Education



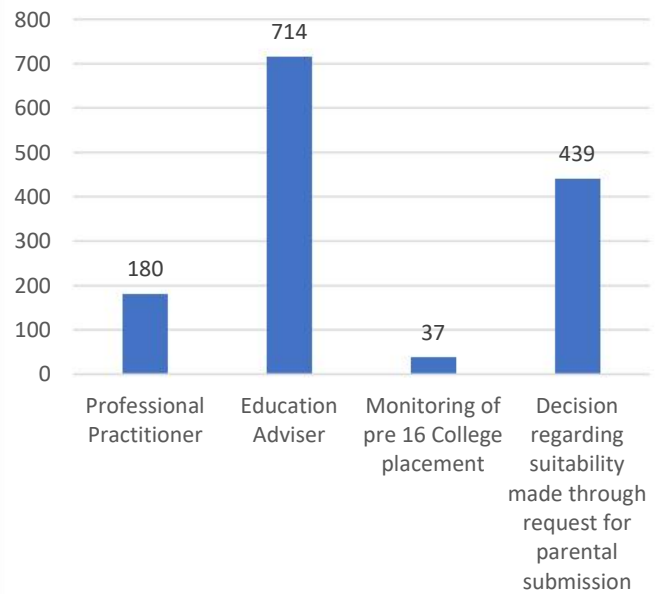
1.5

### Further breakdown by given parental reason for Ashfield, Bassetlaw and Newark



1.6

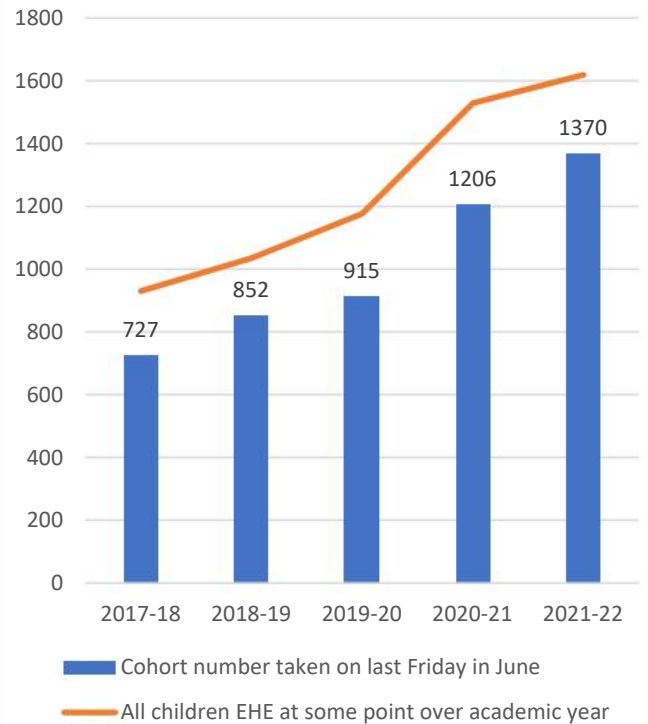
### Ongoing support offered to families where parents have chosen to home educate



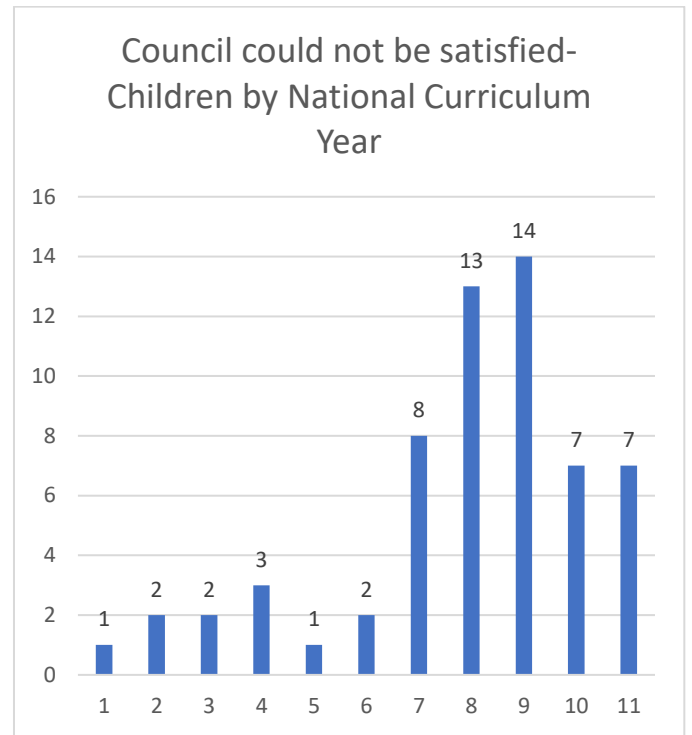
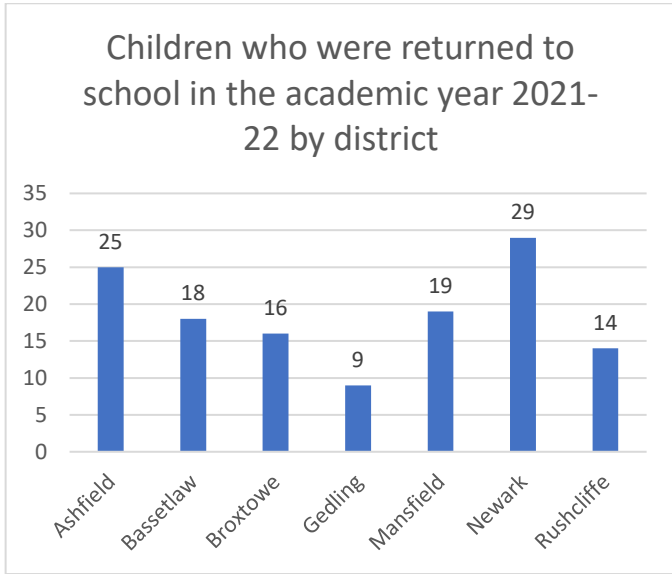
## Section 2

2.1

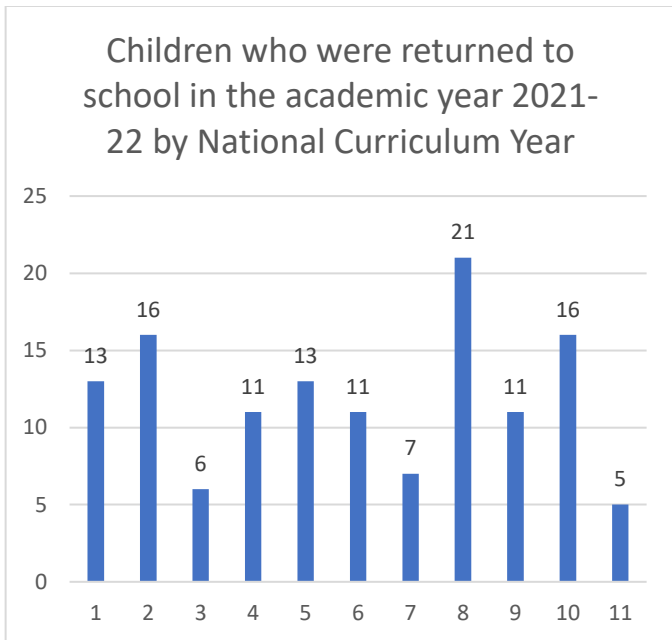
### Elective Home Education cohort- 5 year comparison



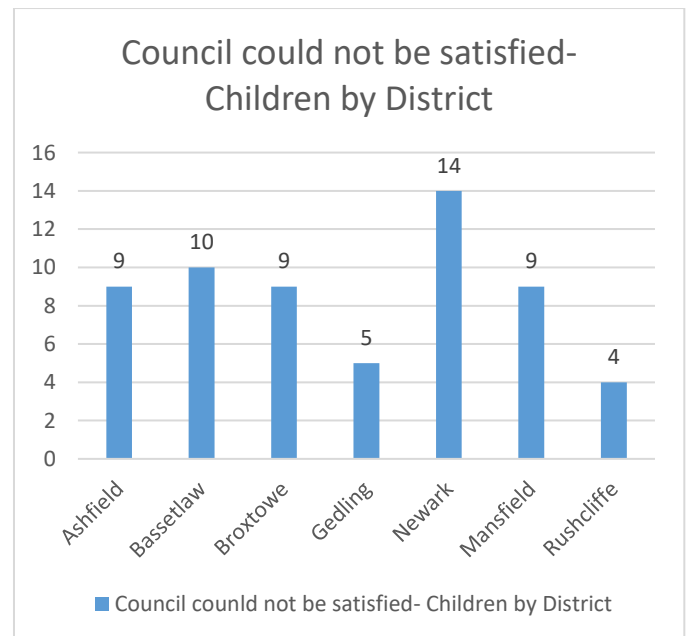
2.2



2.3



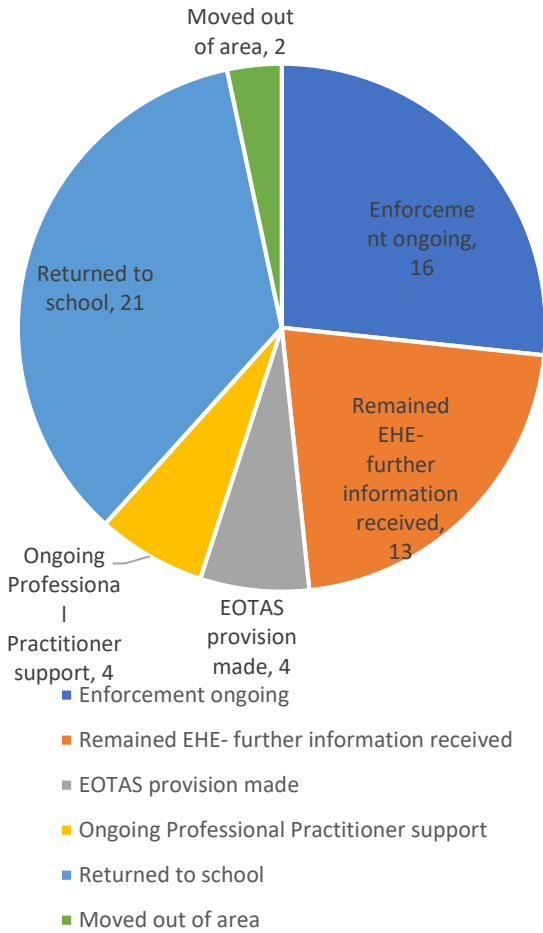
2.5



2.4

2.6

### Council could not be satisfied- Children by outcome







**10 October 2022**

**Agenda Item: 6**

**REPORT OF THE SERVICE DIRECTOR, EDUCATION, LEARNING AND  
INCLUSION**

**FINANCIAL SUPPORT FOR THE COST OF SCHOOL UNIFORM**

**Purpose of the Report**

1. To provide information to the Select Committee about school uniform and about the existing school clothing policy including comparative rates of neighbouring local authority areas. The existing budget is £500 per annum and any expenditure must be met by the Council. Any additional expenditure, or increased rates as a result of a change to the existing policy would require a Key Decision to be taken by the Cabinet Member for Children and Young People.

**Information**

**Information in relation to school uniforms**

2. The Department for Education strongly encourages schools to have a uniform that can play a key role in promoting the ethos of a school, providing a sense of belonging and identity as well as setting an appropriate tone for education. Every education setting is free to choose the school uniform requirements for their organisation and could decide not to have a uniform, either for the whole setting or for selected year groups.
3. Guidance was issued under the Education (Guidance about Costs of School Uniforms) Act 2021 that requires all schools to review their current uniform policy to determine if any changes are required. The appropriate authorities of relevant schools are expected to have regard to this guidance when developing and implementing their school's uniform policy, as well as ensuring that their uniform is affordable. In considering the costs, schools are required to think about the total cost of all aspects of the uniform, including physical education clothing and items required for other specific subject areas. Schools are also expected to ensure that their uniform supplier arrangements give the highest priority to cost and value for money and keep the use of branded items to a minimum. Each school's uniform policy should be published on the school's website to ensure that it is available for all parents, including parents of prospective pupils, and should be easily understandable.

4. Schools are also expected to ensure that second-hand uniforms are available for parents to acquire. Information on how second-hand uniforms can be accessed should be clear for parents of both current and prospective pupils and should be published on the school's website.
5. Governing boards are expected to ensure that their education setting is compliant with the School Uniform Guidance by September 2022 unless this would breach a pre-existing contract, an informal agreement with a uniform supplier or where a school needs to run a competitive tender to set up a new contract for their uniform.
6. The affordability of school uniform for families on low income can be a key concern. Most schools and academies in Nottinghamshire have additional systems of support in relation to school uniform for families who are facing exceptional difficulty and/or when there is a major change to the uniform of the school. Parents and carers are encouraged to contact their child's school, or potential school, directly to request further information about the help that may be available to them.

#### **Information in relation to Nottinghamshire County Council school clothing allowances**

7. School clothing allowances are discretionary and any allowance must be funded by the Council. Discretionary clothing allowance has not been available since 2010/2011 for families living in Nottinghamshire. The Council maintained discretion to consider, under Section 510 of the Education Act and Section 2 of the Local Government Act 2002, requests for assistance from families in exceptional circumstances to support the most vulnerable families. Included in this category are families who have lost clothes in a fire, a flood, theft, have been made homeless or who are fleeing domestic violence.
8. Most neighbouring local authorities do not offer school clothing allowances and where offered the majority are lower value than that offered in Nottinghamshire:

<b>Local authority</b>	<b>Amount</b>	<b>Age range</b>	<b>School type</b>	<b>Income</b>
Nottinghamshire	Maximum of £50	All school age	All school types (main/acad/free)	Assessed
Nottingham City	£15 £20 £40 £30	Reception/Y1/Y11 Year 4 Year 7 Year 9	Maintained only Maintained only Maintained only Maintained only	FSM* qualifier only FSM qualifier only FSM qualifier only FSM qualifier only
Derbyshire	No scheme			
Doncaster	No scheme			
Leicestershire	No scheme			
Lincolnshire	No scheme			
Rotherham	Financial support in vouchers via school	Key transition points (reception; infant to a junior school; primary to a secondary school)	Only transition staged	FSM qualifier only (Household support fund linked)
Sheffield City Council	£75 £125	Primary age Secondary age		Upon receipt of proof of financial hardship (Household support fund linked)

\*FSM – Free school meal

9. A maximum allowance of £50 per qualifying pupil has been set within the existing Nottinghamshire County Council policy. As a guide a scale of payments are adopted as:

- 50% of the maximum allowance for primary age children
- 75% of the maximum allowance for other secondary age children.

This applies to all school age children and to families living out of the County if their children attend a school in Nottinghamshire. Each case is assessed individually, and an amount determined, for example a family that has requested support following a house fire where all clothing has been destroyed would receive consideration for the maximum allowance payable at £50 per child. In other cases where the family require some additional support with clothing, the amount payable is usually set at 50% of the maximum allowance (that is, £25 for primary age) and 75% of the maximum allowance (that is, £37.50 for secondary age) depending upon the specific family circumstances.

10. To date in the 2022-2023 financial year, 97 requests for support have been made. There has been an increase in requests as a result of the arrival of families on the Homes for Ukraine (H4U) Scheme. Those families awarded allowances who were part of the Homes for Ukraine Scheme have been funded outside of the Council budget (central source from Department for Education). There has been an increase in the claims to date during this financial year (excluding H4U) which could be attributed to the current cost of living situation but there is no firm evidence regarding this.

- 84 applications for children were approved (67 H4U)
- 13 applications for children were refused (6 H4U – repeat applications).

11. Information is available on the Council's public website about the school clothing allowance and advice on how applications can be submitted. In addition, information is included in the Admissions to Schools: Guide for Parents each year.

12. Clothing Allowance payments over the last four years are as follows:

Financial Year	Number of payments made through the Clothing Allowance	Clothing Allowance Costs attributed to NCC
2022-2023 *	84 (17 NCC/ 67 DFE)	£280
2021-2022	15	£311.25
2020-2021	3	£78.75
2019-2020	4	£118.15

*\*The data for the financial year 2022-2023 is partial - from April- August*

For 2022-2023 17 applications have been received directly, the additional payments are made through the Homes for Ukraine Scheme funded outside the Local Authority policy.

## **Other Options Considered**

13. In line with the County Council's financial regulations, school clothing and footwear allowances are reviewed annually.
14. Consideration could be given to increasing the rates set within the policy, but any additional expenditure would need to be met by existing Council budget. The policy must be reviewed before the next financial year.

## **Reason/s for Recommendation/s**

15. The existing arrangements enable the most vulnerable families, irrespective of age or the type of school their child attends, to apply for assistance with school clothing allowance. The values set are intended to support families with the cost of school uniform.
16. Statutory guidance from the Department for Education requires all schools to consider the cost of school uniform when developing and implementing their uniform policy. Schools must ensure that uniform is affordable and branded items kept to a minimum.

## **RECOMMENDATION/S**

- 1) That Select Committee considers whether the current policy is sufficient and whether they would wish to influence future policy development in the area of school clothing allowances through pre-decision scrutiny.

**Peter McConnochie**  
**Service Director, Education, Learning and Inclusion**

**For any enquiries about this report please contact:**

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Group Manager, Education Access, Standards and Safeguarding  
T: 0115 9772572  
E: [Karen.hughman@nottsc.gov.uk](mailto:Karen.hughman@nottsc.gov.uk)

## **Constitutional Comments (KK 09/09/22)**

17. The proposal in this report falls within the terms of reference of the Children and Young People's Select Committee.

## **Financial Comments (MDN 14/09/22)**

18. The budget for Children and Families Services for 2022/23 anticipates that a determination will be made in respect of discretionary powers not to assist students as recommended in this report.
19. There may be a small amount of funding claimed to support families with the cost of school clothing and footwear under exceptional circumstances. Based on the claims made in 2021/22, the cost is likely to be under £500 (see **paragraph 12**). There will be no specific

budget for this but as the cost is minimal it can be contained within the overall Education, Learning & Skills budget of £6.6m.

### **Background Papers and Published Documents**

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

[School Uniform Guidance for Schools updated 19 November 2021](#)

[Education \(Guidance about Costs of School Uniforms\) Act 2021](#)

[Cost of school uniforms - GOV.UK \(www.gov.uk\)](#)

[Financial support for students in Post 16 Education and exceptional payments for school clothing and footwear 2022/23 - report to Children & Young People's Committee on 7 March 2022](#)

### **Electoral Division(s) and Member(s) Affected**

All.

CYP0003



**10 October 2022**

**Agenda Item: 7**

**REPORT OF SERVICE DIRECTOR, CUSTOMERS, GOVERNANCE AND  
EMPLOYEES**

**WORK PROGRAMME**

**Purpose of the Report**

1. To consider the Committee's work programme.

**Information**

2. The attached work programme will assist the management of the committee's agenda, the scheduling of the committee's business and forward planning.
3. The work programme has been developed using suggestions submitted by committee members, the relevant Cabinet Member(s) and senior officers and has been approved by the Overview Committee. The work programme will be reviewed at each pre-agenda meeting and committee meeting, where any member of the committee will be able to suggest items for possible inclusion.

**Other Options Considered**

4. None

**Reason/s for Recommendation/s**

5. To assist the committee in preparing its work programme.

**Statutory and Policy Implications**

6. This report has been compiled after consideration of implications in respect of crime and disorder, data protection and information governance finance, human resources, human rights, the NHS Constitution (public health services), the public sector equality duty, safeguarding of children and adults at risk, service users, smarter working, sustainability and the environment and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

## **RECOMMENDATIONS**

- 1) That the work programme be noted.
- 2) That committee members make any further suggestions for consideration by the Chairman and Vice-Chairman for inclusion on the work programme, in consultation with the relevant Cabinet Member(s) and senior officers, and subject to the required approval by the Chairman of Overview Committee.

**Marjorie Toward**  
**Service Director, Customers, Governance & Employees**

For any enquiries about this report please contact: Martin Elliott, Senior Scrutiny Officer, martin.elliott@nottsc.gov.uk.

### **Constitutional Comments (HD)**

7. The Committee has authority to consider the matters set out in this report by virtue of its terms of reference.

### **Financial Comments (NS)**

8. There are no direct financial implications arising from the contents of this report. Any future reports to Committee on operational activities and officer working groups, will contain relevant financial information and comments.

### **Background Papers and Published Documents**

- None

### **Electoral Division(s) and Member(s) Affected**

- All



**WORK PROGRAMME 2022/23 – CHILDREN AND YOUNG PEOPLE’S SELECT COMMITTEE**

<b>Meeting Date</b>	<b>Agenda Item</b>	<b>Cabinet Member Responsibility</b>	<b>Purpose/Outcomes</b>	<b>Recommendations</b>
<b>19 September 2022</b>	Elective Home Education	Cabinet Member – Children and Young People’s Services	To scrutinise how the policy is working in supporting children and young people in receipt of Elective Home Education and how the Council is managing the increase of Elective Home Education students.	
	Provision of Free School Uniform	Cabinet Member – Children and Young People’s Services	To scrutinise the Council’s policy on the provision of Free School Uniform.	
	Response to the Ofsted Focused visit to Nottinghamshire County Council children’s services	Cabinet Member – Children and Young People’s Services	To receive a progress report on the activity that is taking place and is planned in response to the outcome of the Ofsted Focused visit to Nottinghamshire County Council children’s services.	

**WORK PROGRAMME 2022/23 – CHILDREN AND YOUNG PEOPLE’S SELECT COMMITTEE**

<b>Meeting Date</b>	<b>Agenda Item</b>	<b>Cabinet Member Responsibility</b>	<b>Purpose/Outcomes</b>	<b>Recommendations</b>
<p><b>19 December 2022</b></p>	<p>SEND provision and sufficiency</p>	<p>Cabinet Member – Children and Young People’s Services</p>	<p>To scrutinise the Council’s activity regarding the provision and sustainability of educational provision for children and young people with Special Educational Needs and Disabilities.</p>	
	<p>Nottinghamshire Safeguarding Children Partnership Annual Report</p>	<p>Cabinet Member – Children and Young People’s Services</p>	<p>To receive the Nottinghamshire Safeguarding Children Partnership’s Annual Report.</p>	

**WORK PROGRAMME 2022/23 – CHILDREN AND YOUNG PEOPLE’S SELECT COMMITTEE**

<b>Meeting Date</b>	<b>Agenda Item</b>	<b>Cabinet Member Responsibility</b>	<b>Purpose/Outcomes</b>	<b>Recommendations</b>
<b>20 March 2023</b>	Pupil Place Planning	Cabinet Member – Children and Young People’s Services	To gain assurance that the Council’s activity around Pupil Place Planning for Secondary Education is able to sustainably and effectively meet the needs of families across Nottinghamshire into the future.	
	Development of a Local Authority Multi-Academy Trust	Cabinet Member – Children and Young People’s Services	To provide members with the opportunity to feed into the development the Local Authority Multi-Academy Trust (dependent on the success of the bid to the Department for Education.)	

**WORK PROGRAMME 2022/23 – CHILDREN AND YOUNG PEOPLE’S SELECT COMMITTEE**

<b>Meeting Date</b>	<b>Agenda Item</b>	<b>Cabinet Member Responsibility</b>	<b>Purpose/Outcomes</b>	<b>Recommendations</b>
19 June 2023	Provision of support to Looked After Children transitioning out of the care system	Cabinet Member – Children and Young People’s Services	<p>To learn about the range and depth of support offered to Looked After Children by the Council as they transition out of the care system.</p> <p>To examine transition arrangements at other authorities and to learn about best practice.</p> <p>To make recommendations on how the transition arrangements could be further developed to provide the best possible outcomes to young people transitioning out of the care system.</p>	
	Child Poverty – Free School Meals	Cabinet Member – Children and Young People’s Services	To examine and scrutinise how the increase of children in receipt of Free School Meals is being used to plan and inform the provision of other support for children and families.	

## WORK PROGRAMME 2022/23 – CHILDREN AND YOUNG PEOPLE’S SELECT COMMITTEE

### Items pending scheduling or removal

<b>Item</b>	<b>Cabinet Member Responsibility</b>	<b>Details</b>	<b>Status</b>
Early Years – Affordability of Child Care	Cabinet Member – Children and Young People’s Services	To make recommendations on how the Council can support the provision of, and access to affordable childcare across Nottinghamshire.	To be scheduled.  To agree with Chair and Vice-Chair the method used to examine the topic.
Fostering and adoption services	Cabinet Member – Children and Young People’s Services	To scrutinise the Council’s activity regarding the provision and sustainability of fostering and adoption services.	To be scheduled.

## WORK PROGRAMME 2022/23 – CHILDREN AND YOUNG PEOPLE’S SELECT COMMITTEE

### Reviews

Project Start Date	Item	Cabinet Member Responsibility	Purpose of Review	Current Status and activity
December 2022	Education Health and Care Plans (EHCP’s)	Cabinet Member – Children and Young People’s Services	<p>To gain an understanding of the issues and challenges surrounding EHCP’s.</p> <p>To gain assurance on the activities planned and taking place to enable the Council to meet statutory targets for the assessment of requests for EHCP’s.</p> <p>To examine processes at other authorities and to make recommendations on how the processes surrounding EHCP’s could operate to provide the best outcomes for children, young people and their families.</p>	

**WORK PROGRAMME 2022/23 – CHILDREN AND YOUNG PEOPLE’S SELECT COMMITTEE**

<b>Project Start Date</b>	<b>Item</b>	<b>Cabinet Member Responsibility</b>	<b>Purpose of Review</b>	<b>Current Status and activity</b>
TBC	<p>Transition of service users from Children and Young People’s Services to Adult Social Care Services</p> <p>Joint item with Adult Social Care and Public Health Select Committee</p>	<p>Cabinet Member – Children and Young People’s Services</p> <p>Cabinet Member - Adult Social Care and Public Health</p>	<p>To examine the current procedures surrounding the transition of service users from Children’s to Adult Services.</p> <p>To make recommendations on how procedures could be developed to ensure the best possible transition for each service user.</p>	

**WORK PROGRAMME 2022/23 – CHILDREN AND YOUNG PEOPLE’S SELECT COMMITTEE**

<b>Project Start Date</b>	<b>Item</b>	<b>Cabinet Member Responsibility</b>	<b>Purpose of Review</b>	<b>Current Status and activity</b>
TBC	Child Poverty – Early years and school readiness	Cabinet Member – Children and Young People’s Services	To investigate how children starting school are “school ready” and to make recommendations on how the number of children starting school as school ready could be maximised.	