

West Berkshire Home Education Entitlement

Hed is under the umbrella of The Reintegration Service and as such mirrors the importance of helping students return as quickly as possible to appropriate full time education.

The quality of provision is ensured through Ofsted monitoring schedules in line with The Reintegration Service. Which at last inspection (June '14) was deemed 'Good'.

Educating children with health needs. Statutory guidance May 2013

The entitlement to home education is set out in the statutory guidance

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_need_s_guidance_-_revised_may_2013_final.pdf

The Home Education Service (Hed) as delivered in West Berkshire is built around the statutory guidance (May 2014);

all children, regardless of their personal circumstance or education setting receive a good education. To make this possible, alternative provision should address a pupil's individual needs whether they be health related, behavioral related, or otherwise through an appropriately tailored approach. This should also include social and emotional needs.

The key features of the statutory guidance are;

Local authorities must:

- Arrange suitable full-time education (or as much education as the child's health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education.

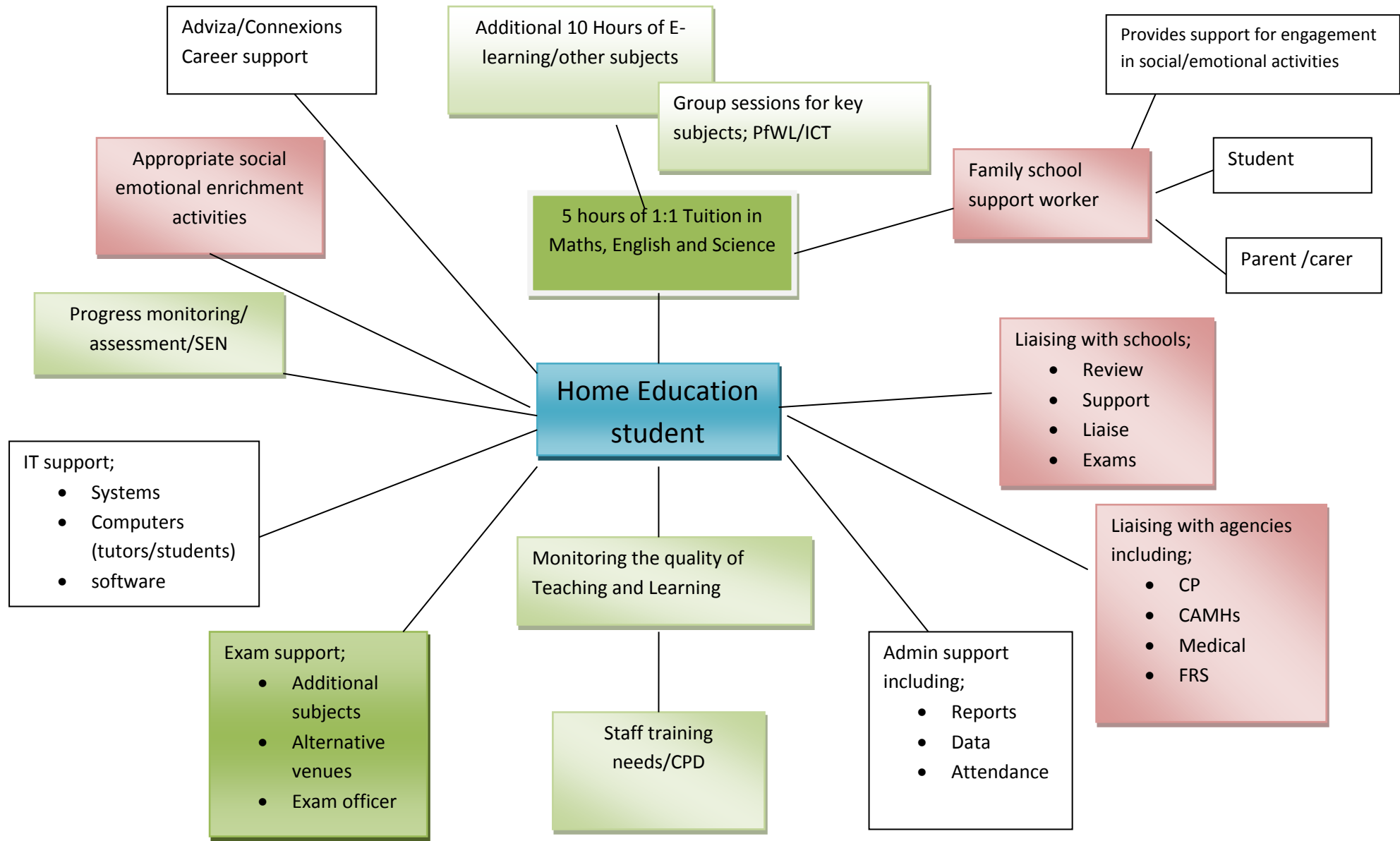
LA should

- liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.
- Ensure that the education children receive is of good quality, as defined in the statutory guidance Alternative Provision (2013),
- allows them to take appropriate qualifications,
- prevents them from slipping behind their peers in school and
- allows them to reintegrate successfully back into school as soon as possible.

LA should not:

- Have processes or policies in place which prevent a child from getting the right type of provision and a good education.
- Withhold or reduce the provision, or type of provision, for a child because of how much it will cost (meeting the child's needs and providing a good education must be the determining factors).

Ensuring Quality Provision of Home Education for Students with Health needs



Ensuring Quality Provision

Highlights of 3 year trend;

- Total number of students accessing Home Education has been rising over the last 3 years
- The main medical reason for referral is anxiety (78%)
- The number of students reintegrated has increased (20% - 2011-12, 42%- 2013-14) This is positively correlated with those that engage in arranged social activity during their time with HEd.
- The number of students who are with the service for 1 year or more has decreased (50%-36%)
- 100% of students made at least 1 level of progress in Maths, 89% of students made 2 levels or more progress in a year.
- 94% of students made at least 1 level of progress in English. 78% made 2 levels or more progress in a year.
- 94% of students made progress in BOTH Maths and English.
- 2013-14 saw a greater uptake of post 16 education by HEd students.
- No NEET students for the first time in 3 years.
- The percentage attendance of students achieving the target of 85% or more has improved over the 3 year period, and continues to improve. (62% 2011-12, 78% 2013-14)

Context;

Home Education (HEd) is Local Authority provision for students who cannot attend school for medical reasons. All applications are supported by consultant level referrals. Students are referred for a range of medical conditions, however the majority of our students are referred for mental health issues; anxiety, ASD, ADHD, eating disorders. (2013-14).

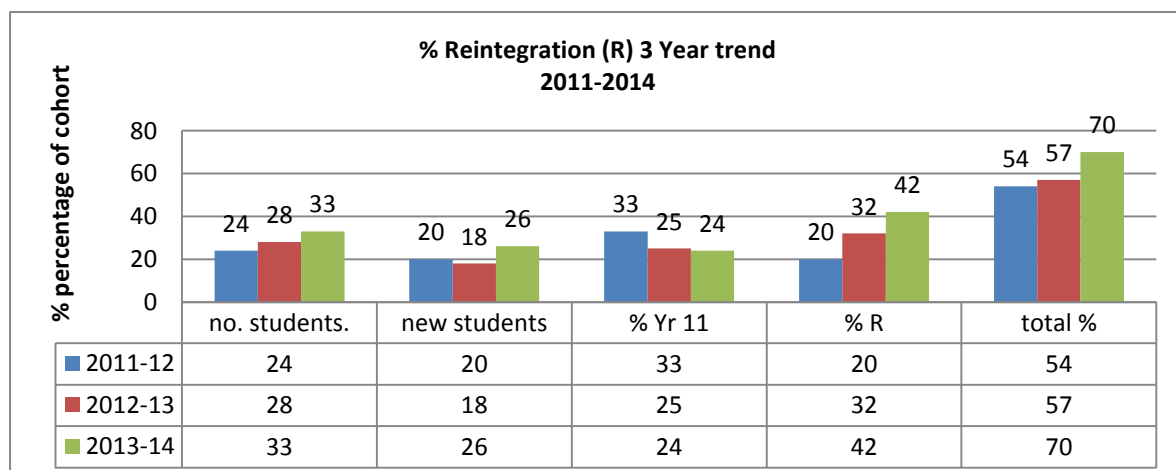
Condition	Number of students
ASD (Anxiety)	7
Anxiety	19
Eating disorders	2
Crohns	1
Surgery	2
Chronic fatigue	2

Number of students

The number of students receiving HED has been rising over the last 3 years

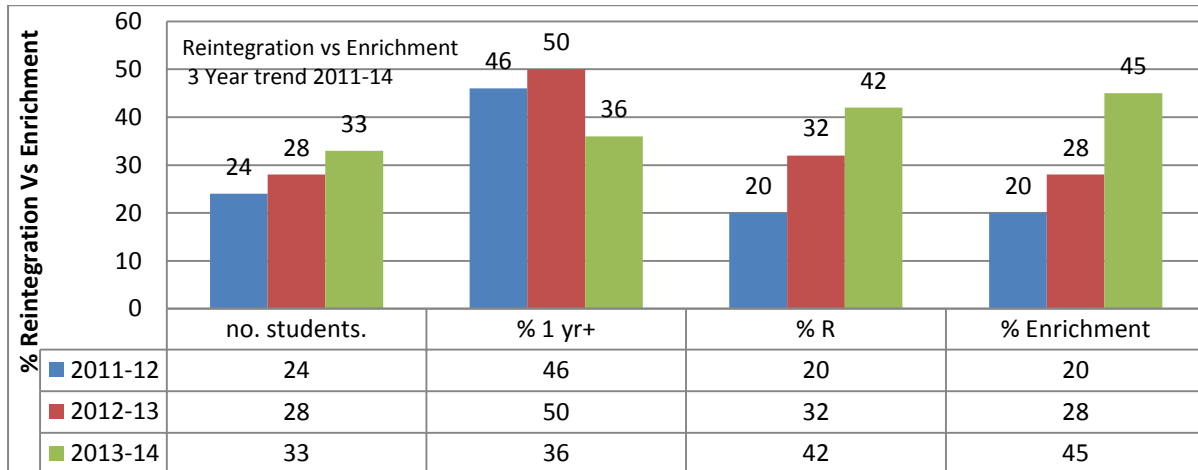
	Total No. students.	New students in academic year
2011-12	24	20
2012-13	28	18
2013-14	33	26

Although the number of students has risen the turnover of students has also increased. The number of students being referred has increased but so has the number of students being reintegrated. The overall number of students reintegrated in an academic year has increased from 20% (2011-12) to 42% (2013-14). If you also include the Y11 leavers then the turn over of students increases from 54% (2011-12) to 70% (2013-14)

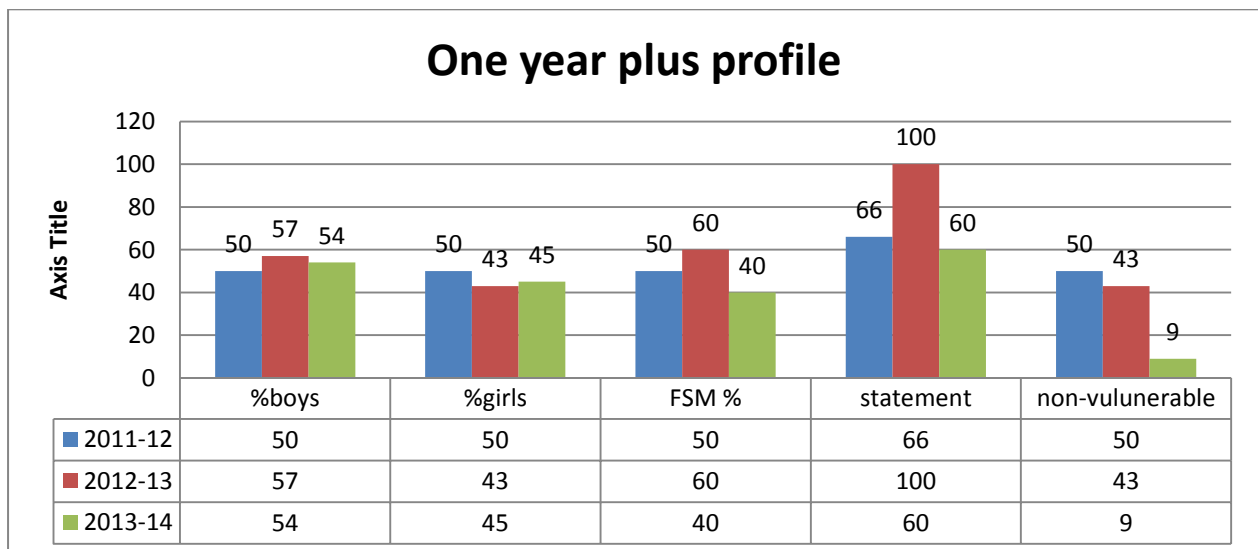


One year plus;

The number of students on roll for more than one year has declined even though numbers have increased. A greater number of one year plus students have been reintegrated. This coincides with an increase in the number of students accessing enrichment activities and a FSSW (appendix 1) provided by HEd. Where possible funding is through PPG, SEN, or LAC. With the strain on CAMHS resources, and support agencies **the importance of HEd to support families and offer opportunities to develop socially has and will continue to increase in importance if reintegration is to succeed.**



One year plus by category. Who are they?



One year plus has reduced as a percentage of the cohort . The breakdown of 1 year plus is that it is

- equally made up of boys and girls,
- FSM and statemented students figure strongly but with a focus on key groups is a reducing percentage

- The reason for this is that both FSM and statemented students have complex needs and are reliant on a range of factors including external services to support and move students to appropriate placements.
- Non-vulnerable group has reduced significantly – less complex needs, increase in social activities, access to enrichment activities via HED.

Progress 2013-14;

Progress is measured 12 weekly. It is measured both academically and using other indicators;

Academic progress is recorded as;

- Accelerated progress - more than 1 sub level per term.
- Better than expected progress - 1 sub-level a term
- Expected Progress - 2 sub level a year
- Other progress

No. Students achieving in a year	Maths	English	Science
3+ Levels	15	11	4
2 levels	1	3	3
1 Level	2	3	5
other progress	0	1	1
Total number of students	18	18	13

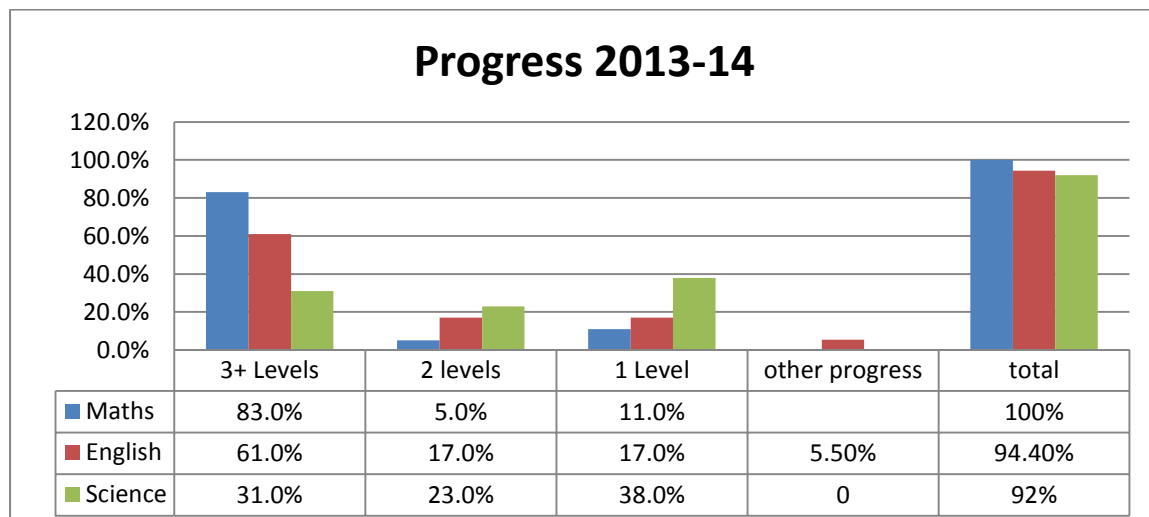
Maths;

- All students in math made progress in 2013-14.
- 83% made better than expected progress and
- 89% made expected or better progress.

English

- 94% of students made progress in English.
- 61% made better than expected progress.
- 78% made expected or better than expected progress.

94% of all students made expected or better than expected progress in BOTH maths and English.



Progress Vulnerable groups 2013-14

Category	No. Students	Maths 3+	Maths 2+	Maths 1+	Eng 3+	Eng 2+	Eng 1+
FSM (EV6)	6	5		1	5	1	
Statement	3	3			1		1
LAC	1	1			1		

- 83% FSM (EV6) students made accelerated progress in Maths and English
- 40% FSM made progress in Maths and expected progress in English
- 100% statemented students made Accelerated progress in Maths and 33% made accelerated progress in English, 33% made progress in English.
- 100% LAC student made better than expected progress in **both** Maths and English

Other progress;

A variety of assessments are carried out at 12 weekly intervals. The EBD scale is used to measure a student's emotional well-being. It looks at conduct behaviour, emotional state, and learning attitude.

Exam results;

Figures vary considerably from year to year due to;

- small numbers involved,
- how long they are with us (when did they start) Y11 and
- the complexity of their needs.

2013-14 shows an extreme of either exceeding expectations or not meeting them.

This is due to the nature of the students we had; either highly motivated and able or not motivated and less able.

Year	Number of students	Students achieving A*-C GCSE grades	Students achieving A*- G GCSE grades	Students gaining qualifications	Students with attendance over 85%	Post 16 status of students		
						College/ Sixth form	Apprenticeship / work	NEET
2010-2011	13	38%	92%	100%	62%	69%	23%	8% (1)
2011-2012	9	22%	67%	78%	67%	44%	11%	22%(2)
2012-2013	10	30%	100%	100%	70%	80%	0%	20%(2)
2013-2014	7	14%	71%	89%	78%	86%	14%	0%

Unfortunately not all students left with qualifications last year due to social difficulties and engagement. Our aim is to ensure all students leave with a qualification and we are increasing the curriculum offer with a focus on early entry Functional skills for the more vulnerable students.

Post 16

2013-14 saw a greater uptake of post 16 education by HEd students. This is the result of collaboration with The Porch to support HED post 16 students that remained vulnerable at the end of Y11. HEd have supported 5 year 11 students to transition to The Porch for their year 12. One student left to take up employment, 2 are securely attending The Porch and are progressing well, 1 is being supported to integrate at The Porch and 1 remains on HEd.

This post 16 collaboration also supports the lack of any NEET students for the first time in 3 years.

Attendance

The percentage attendance of students achieving the target of 85% or more has improved over the 3 year period, and continues to improve. 78% of students are achieving above the target.

Factors that impede reintegration and progress;

- Lack of available premises to offer small group work in a safe supportive environment/ extend curriculum offer
- Lack of a flexible 'safe zone' in schools to support reintegration
- Schools lack of understanding of anxiety/mental health and how to support students in school
- Limitations of CAMHs, excessive waiting time and lack of support and resources. Time dependant rather than needs led
- Lack of an attached systemic EP to The Reintegration Service –especially a problem where Elective home education students come onto single roll

Factors that would enhance reintegration and progress

- Greater use of Adviza for all Y10 and Y11 students.- use Morrisby testing
- Focused on work with parents in supporting children with anxiety – group sessions as well as 1:1 work with parents.
- Greater support from Help for Families (FSSW/FIT) where young people become stuck
- Linked EWO with experience of HED
- HED to work more collaboratively with colleges/Porch/post 16 provision
- Post 16 support has worked well – increasingly important as connexions intensive to diminish
- Greater focus on supporting social interactions of students using enrichment activities both by HED and offsite providers.
- More collaborative work with CAMHs to offer long term support and trauma therapy.
- Other therapeutic interventions/mental health support including; Art therapy, the use of systemic EP in 'stuck' cases

Appendix 1 FSSW

Small steps programme	Planned/supported small steps programmes to help parents to support young persons to begin to deal with anxiety situations. i.e. leaving the house
Individual Parent support	Work around boundary setting Common parenting skills Rewards Consequences Use of the star assessment
Liaising with support agencies	To co-ordinate support work of HED in collaboration with external agencies
Talk and draw	Working with YP to develop emotional language. Sharing with parent
Dealing with anxiety	Working with parents to establish routines that reduce anxiety i.e. picture daily timetables of activities, how to talk to anxious young people
Arranging parents groups sessions*	Understanding anxiety Emotional support Strategies for support
Liaising with providers	Establishment of enrichment places – setting targets Monitoring attendance Evaluation of impacts Risk assessment
Providing group enrichment activities	Bowling, sweet making, etc
Attending meetings/making referrals	FIT meetings/CP meetings
Keeping safe /Self harm	1:1 Delivering keeping safe work to YP 1:1 Delivering 'Flash' work to YP

*To develop

Costs (based on 2014-15 financial year expenditure of £324,500)

Core staff	£118,000
This includes the Home Education coordinator, admin, FSSW, IT support, exam support, part of the Headteacher and school business manager. All are part time. This is a fixed cost.	
Supply tutors	£134,000
All tutors are on a supply contract which is based on TMR/UPR plus SEN lowest allowance plus a % supply rate. This is a cost that can be varied according to need.	
Mileage	£17,500
Careers (Adviza)	£ 1,500
Premises	£17,000
Curriculum	£ 9,500
Non-curriculum	£17,500
Including recruitment, training, buy backs and insurances, staff laptops and phones	
Off Site provision/alternative activities	£ 9,500
This is worked out on approximately £60:00 per session and includes the activity and the monitoring, travel and administration costs. Pupil premium and EHC money is used where possible. Increasingly schools may be asked to support this cost.	