

West Berkshire Home Education Entitlement

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_needs_guidance_-_revised_may_2013_final.pdf

The Home Education Service 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.

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'.

The key features of the statutory guidance are;

Local Authorities must:

- Arrange suitable¹ full-time^{2 3} 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.
- Provide such education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative.

Local Authorities 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.

Local Authorities should not:

- Have processes or policies in place which prevent a child from getting the right type of provision and a good education⁴.
- 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).

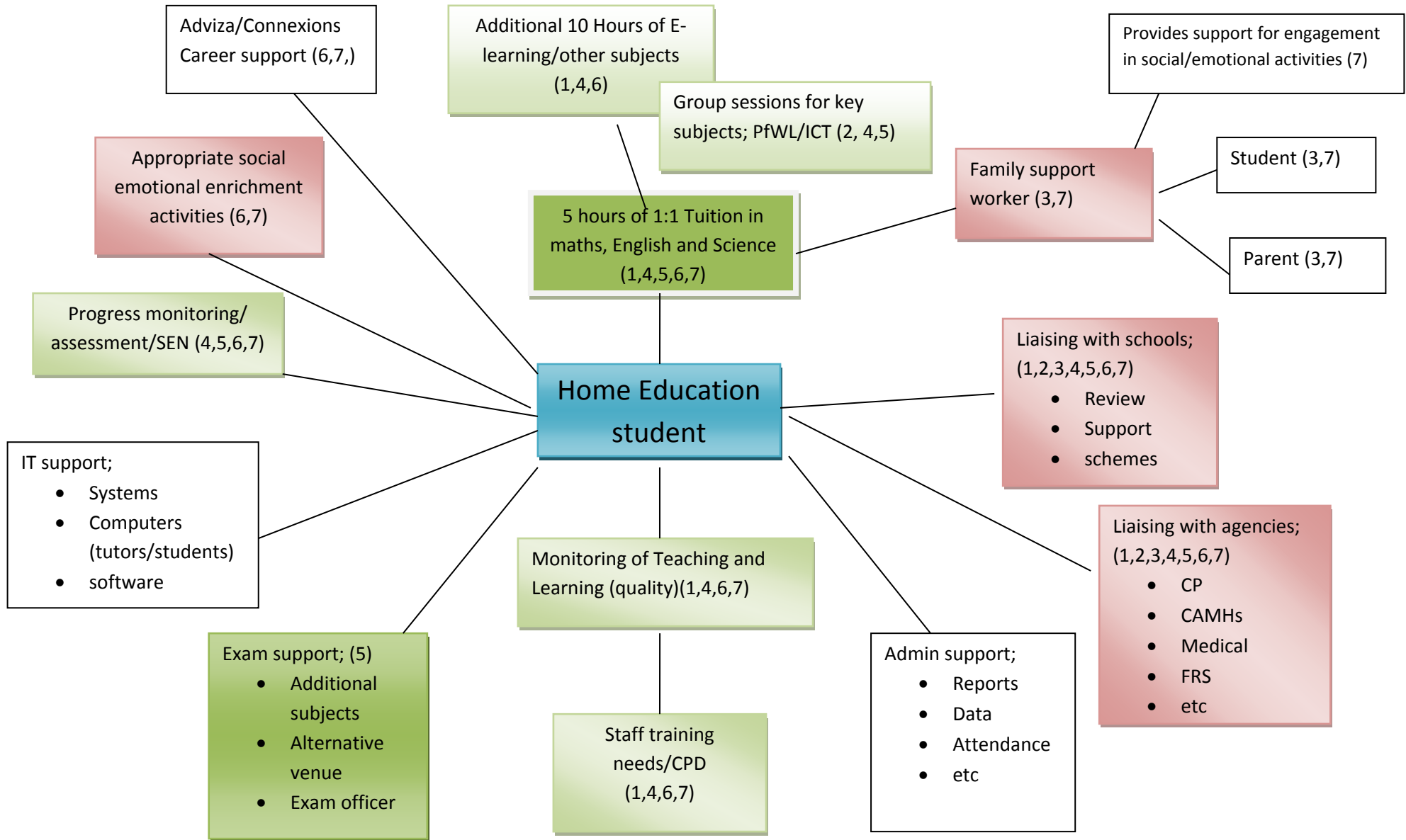
1 "suitable" means suitable to the child's age, aptitude, ability and any special educational needs that he or she may have.

2 Unless the pupil's condition means that full-time provision would not be in his or her best interests.

3 "Full-time education" is not defined in law but it should equate to what the pupil would normally have in school – for example, for pupils in Key Stage 4 full-time education in a school would usually be 25 hours a week.

4 For further guidance on providing a good education to pupils in alternative provision, see 'Alternative Provision: a guide for local authorities, head teachers and governing bodies of schools, pupil referral units and other providers of alternative provision.

Ensuring Quality Provision of Home Education for Students with Health needs



Home Education Review 2014-15

Ensuring Quality Provision

Highlights;

Total number of students accessing home education has been rising over the last 3 years. The main medical reason for referral is anxiety (68%)

The number of students reintegrated into school continues to increase, (20%- 52% over 4 year period). 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%- 35% over a 4 year period)

Next year projections for students staying one year plus are that there will be a significant increase as we have an unusually high number of Y10/Y11 students who are notoriously difficult to reintegrate. At present 70% of our referrals are years 10/11.

91% of students made progress in Maths by at least 1 sub level during their period of time in the service, 78% of students made 2 levels or more sublevels of progress in a year.

91% of students made at least 1 sub level of progress in English. 73% made 2 sub levels or more levels of progress in a year.

91% of students made progress in BOTH Maths and English.

2014-15 saw a greater uptake of post 16 education by HEd students.

No NEET students for the second year running.

The percentage attendance of students achieving The Reintegration Service attendance target of 85% or more has improved over the 4 year period, and continues to improve. (62% - 86%).

67% of year 11 students left with 5+ GCSE A*-C

100% of year 11 students left with Maths qualifications, 99% with English. All moved onto appropriate placement.

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In addition

The Home Education Service has been developing their provision to extend student access to education. While alternative provision to promote areas such as self esteem has been evidenced as positive, increases of on-line learning for anxious students has actually been shown to reduce their overall attendance.

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. (2014-15).

Condition	Number of students
ASD (Anxiety)	12
Anxiety (non ASD)	13
Anxiety all	25
Eating disorders	3
Crohn's	1
Surgery	2
Chronic fatigue	3
Head Injury	1
Cancer	1
Total	37

Number of students

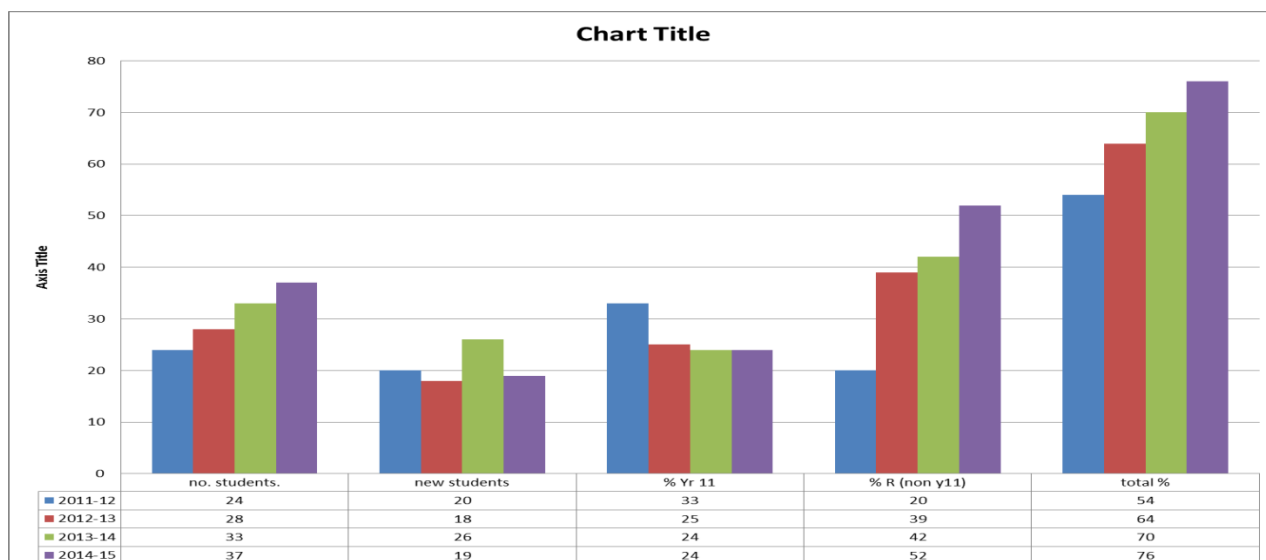
	Total No. students.	New students in academic year
2011-12	24	20
2012-13	28	18
2013-14	33	26
2014-15	37	19

The number of students receiving HEd has been rising over the last 4 years

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 relative number of students being reintegrated.

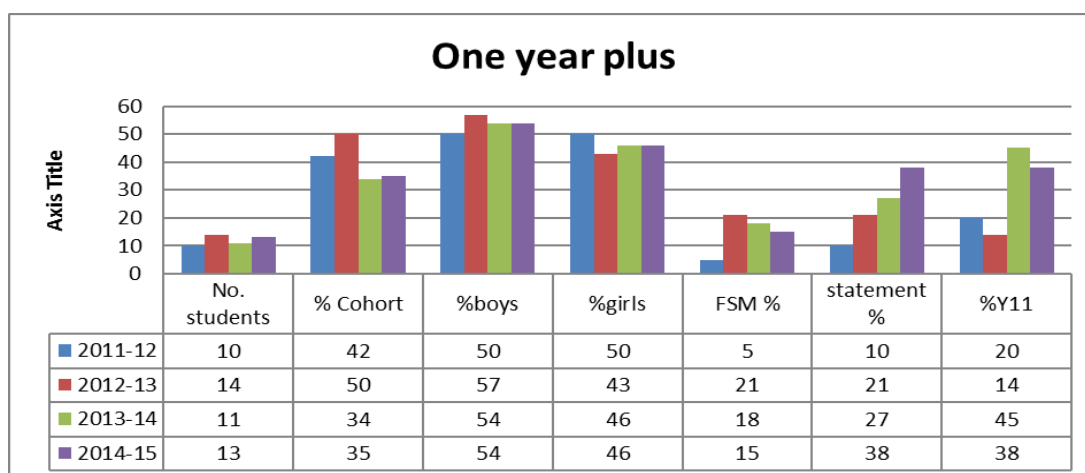
The overall number of students reintegrated in an academic year has steadily increased each year from 20% (2011-12) to 52% (2014-15). If you also include the Y11 leavers then the % turnover of students has increased yearly from 54% (2011-12) to 76% (2014-15). More of the students referred to home education each year are reintegrated now than was the case each previous year from 2011-12.

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One year plus;

The number of students on roll for more than one year has declined even though overall 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 (appendix 1) and access to a family support worker, FSSW (appendix 2) provided by HEd. Where possible additional funding to support the activities is gained through PP, PP+ or SEN/EHC. 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. Statemented/EHC students and year11 students form the main group of long term students for HEd, accounting for 76% of the cohort.



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 is a reducing component of one year plus due to a focus on intervention and enrichment.
- Statemented/EHC students figure highly as they await specialist placements/assessments from the Local Authority. The reason for this is that these students have complex needs and are reliant on a range of factors including external services to support and move students to appropriate placements.

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- Numbers of year11 students create difficulties in reintegration due to time restraints and the pressure to achieve academically for these young people. Preparation for next step is a main priority to prevent NEET status.
- Next year projections for one year plus are that there will be a significant increase as we have an unusually high number of year10/Y11 students who are notoriously difficult to reintegrate. At present 70% of our referrals are year10/11.

Progress 2014-15;

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

Academic progress is recorded as;

- Accelerated progress - more than 3 sub levels a year.
- Better than expected progress - 3 sub levels a year
- Expected Progress - 2 sub levels a year
- Other progress

No Students achieving 12 weeks +	Maths	%	English	%
3+ Levels	3	14	5	23
2 levels	14	64	11	50
1 Level	3	14	4	18
other progress	2	9	2	9
total	22	22	22	22

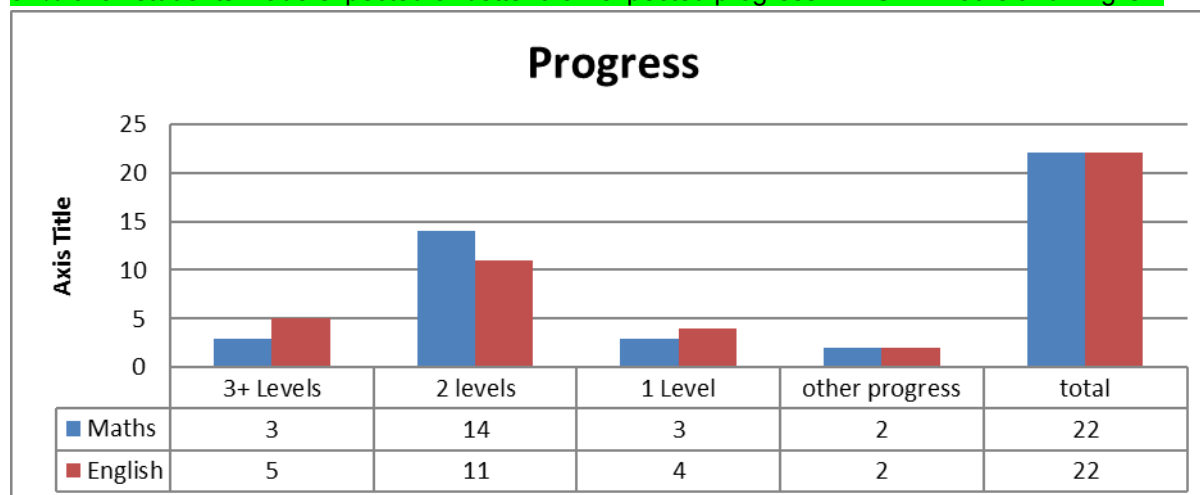
Maths;

- 91% of students in Maths made progress in 2014-15.
- 78% made better than expected progress and
- 91% made expected or better progress.

English

- 91% of students made progress in English.
- 73% made better than expected progress.
- 91% made expected or better than expected progress.

91% of all students made expected or better than expected progress in **BOTH** Maths and English.



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The 2 students who did not make academic progress in Maths, 1 was a boy other a girl. The boy was SEND. Of the 2 that did not make progress in English both were boys and not in category.

Progress Vulnerable groups 2014-15

Category	No. Students	Maths levels achieved				English levels achieved			
		3+	2+	1+	0	3+	2+	1+	0
FSM (EV6)	3			2	1	1		2	
Statement	6		5		1		2	4	
LAC	2		1	1				2	

- 2/3 FSM (EV6) students made progress in Maths 3/3 made progress in English
- 5/6 statemented students made progress in Maths and English.
- All LAC student made progress in **both** Maths and English

Other progress;

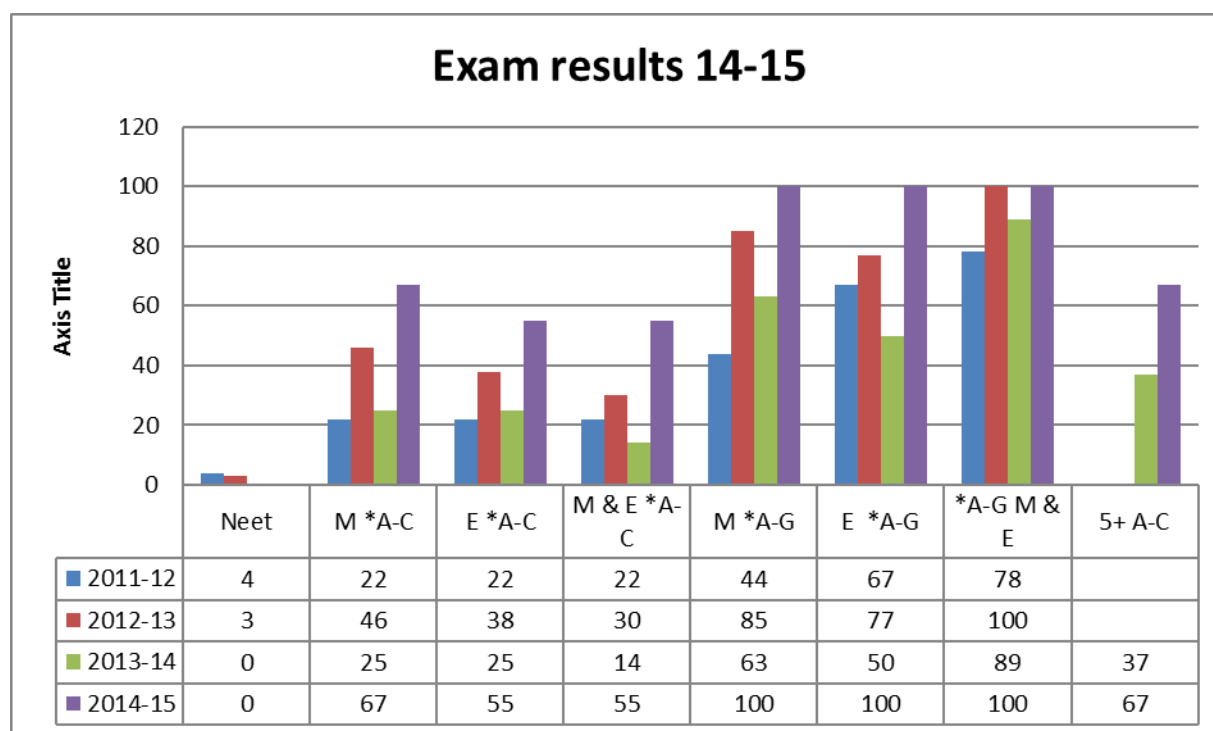
A variety of assessments are carried out at 12 weekly intervals. Looking a progress in literacy for HED students;

Assessment	Males	Females	Total	More than 2yrs <CA	Progress made
<CA Reading	57%	31%	44%	22%	90%
<CA Spelling	57%	78%	57%	26%	100%

Exam results;

Figures vary considerably from year to year due to;

- small numbers involved,
- how long they are with us(when did they start) year 11 and
- the complexity of their needs.

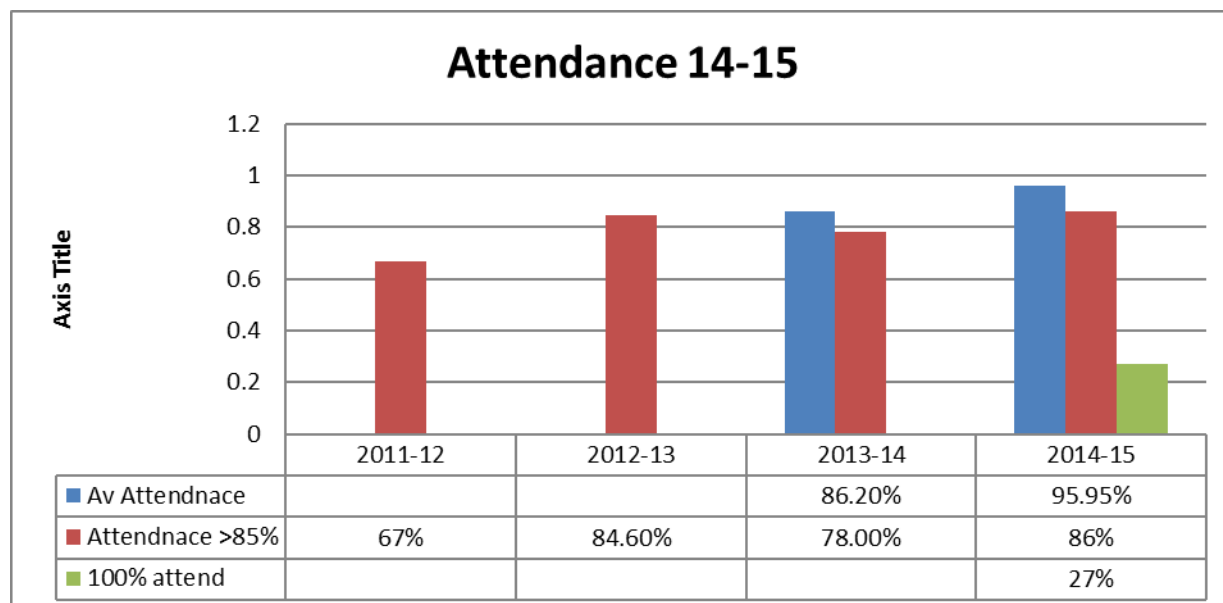


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- Exam results this year were much improved due to academic ability of the cohort. 67% of cohort left with 5+ GCSEs levels A-C.
- For second year running we had no NEET students. Students all meet with Adviza and draw up a career plan. Transition starts in March. All students sat and passed level 2 Preparation for Working Life, external qualification.
- Continued collaborative working with The Porch post 16.

Attendance

The percentage attendance of students achieving The Reintegration Service target of 85% or more has improved over the 4 year period, and continues to improve.



Full time equivalent provision;

In response to the statutory guidance '*Ensuring a good education for children who cannot attend school because of health needs* Statutory guidance for local authorities January 2013' which states that;

*LAs are responsible for arranging suitable **full-time education** for pupils, who – because of illness or other reasons – would not receive suitable education without such provision.*

LAs are responsible for arranging suitable full-time education for permanently excluded pupils, and for other children who – because of illness or other reasons – would not receive suitable education without such provision

HEd have developed on-line provision policy to extend a student's access to the curriculum. Where possible students are encourage to complete units of work set up on Ed-lounge and Doodle in addition to 1:1 support offered for core subjects.

To date the impact of this on anxiety students has not been positive. It has increased students anxiety and has negatively affected attendance. Without 1:1 support anxious students feel unable to cope with the pressures of working independently. We will continue to develop in this area and evaluate impact.

Factors that impede reintegration and progress;

- Lack of available premises to offer small group work in a safe supportive environment/ extend curriculum offer.

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- 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 the schools single roll.

Factors that would enhance reintegration and progress

- Greater use of Adviza for all year 10 and year 11 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 (FSW/FIT) where a young person has become 'stuck'.
- Linked EWO with experience of HEd.
- HEd to work more collaboratively with local FE colleges/Porch etc.
- Post 16 support by HEd has worked well – increasingly important as connexions intensive has diminished.
- 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; Art therapy, the use of systemic EP in 'stuck' cases.
- Designated EP/ emotional well-being worker.

Appendix 1 Enrichment

Activity	Focus/targeted work
Upper lodge Farming project	Social interaction with other young people Therapeutic interaction with animals 1:1 counselling with mentor
Mentor	Life skills Physical activity mental health
Ceramics	Art – self expression Group socialisation Normalisation of anxiety for young person and parent Reducing isolation
Parent mornings	While students engaged in activity, parents are invited for coffee Normalisation Reduces isolation
Outdoor Academy	Physical activities Team building Therapeutic engagement with nature
Bowling	Social activity Reduces isolation Team building Normalisation
Christmas sweet	Social activity

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making	Reduces isolation Team building Normalisation
Preparation for Working Life	Curriculum developed Group skills Interview skills CV etc
Adviza	Future careers Preparation for Working Life 1:1 support
Volunteer activities	Nursery placement at local primary school IT support at Guru An area for development
Draw and talk	Development of emotional awareness Emotional literacy and verbal cuing Social isolation
Music (RS)*	Self expression Learning an instrument Engagement in collective music group

*To offer

Appendix 2 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 young person 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

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Providing group enrichment activities	Bowling, sweet making, etc
Attending meetings/making referrals	FIT meetings/CP meetings etc
Keeping safe /Self harm	1:1 Delivering keeping safe work to young person 1:1 Delivering 'Flash' work to young person etc

*To develop