

CHILDREN AND ADULTS OVERVIEW AND SCRUTINY COMMITTEE

25 MARCH 2010

HOME EDUCATION

Report from: Rose Collinson – Director of Children and Adults Learning and Caring

Author: Juliet Sevir – Assistant Director Inclusion

Summary

This report seeks to brief members on the current position in regard to 'elective home education' in Medway. The context for considering home education includes the recent recommendation made by Graham Badman who was commissioned by the DCSF to look at the safeguarding aspect of home education. The position currently in law is that education is compulsory but school is not. The Local Authority has no right of access to monitor the quality of education being delivered to children who are home schooled and neither is there any curriculum framework which can be imposed on home educators. The decision to educate one's child at home is often made for clear ideological reasons, which would preclude the wish for involvement with the Local Authority.

The recent case in another local authority where a child died while being home educated is likely to result in the Badman recommendations being adopted in statute. In Medway the 21st Century Schools Partnership Group which is a sub group of the Children's Trust has set up a working group to have oversight of this area.

1. Budget and Policy Framework

- 1.1 The group of children who are home educated are diverse. The policy framework for ensuring that they have the best opportunities and that their welfare needs are considered, sits clearly within the Children and Young People's Plan. As a group they are less likely than their peers to be in Education, Employment or Training – although this is by no means an issue for all of them.
- 1.2 Historically there has not been a great deal of resource devoted to supporting home educated children. The recommendations from the Badman report are also for the DCSF who are asked to consider how local authorities can access further funding to be able to support those who are educated at home instead of in school. Currently the methodology around drawing down funding for pupils requires that they are on a school roll at the time of a pupil census. This has always meant that the resources for supporting home educated pupils have been limited.

- 1.3 Given the tragedy in Birmingham, there is likely to be an additional sense of urgency from both the public and the DCSF, to ensure that Medway as a local authority (LA) can demonstrate its support to this group of pupils.

2. Background

2.2.1 The right of a parent to use home education or 'home schooling' for their child(ren) has become a contentious subject. The general public's knowledge within this area is often sketchy in relation to the role of the local authority.

2.2.2 Graham Badman carried out his review after the DCSF had implemented a consultation with local authorities into the issues they felt were pertinent in regard to home education. He was asked to review the area as many LAs raised concerns which related to safeguarding and quality of outcomes. As a result he made 28 recommendations, some of which were for the DCSF and concerned funding arrangements.

2.2.3 A letter has been sent to all Directors of Children Services about the duties of a local authority in relation to the special educational needs of home educated children. The letter indicates that it is possible to register and draw down funding for home educated pupils by registering those who are receiving LA support as being in alternative provision.

2.2.4 An appendix is attached setting out the recommendations, the position in relation to Medway and shows any implications attached to each recommendation.

2.2.5 In June 2009 Graham Badman was commissioned by the DCSF to write a report on the current issues surrounding the context of elective home education in England. This followed on from a consultation they had carried out two years earlier where some local authorities had raised concerns about safeguarding children who were not on any school role. The current legal framework is such that parents do not have to notify the LA that they are educating their child at home, they do not have to follow a defined curriculum, the LA must monitor the 'suitability' of any education but has no right of access to the child to monitor.

2.3 Current Medway Context

2.3.1 In Medway, as in other LAs, there has been disquiet about how the LA can be accountable for outcomes for all children but not have the authority to monitor thoroughly a group of children and young people who *could* be at risk. There is no intent to suggest that a child being home educated is necessarily at greater risk than any other child. Rather the concern is that the systems and professional observations, which are useful triggers for other children, are not available to be used for this group.

- 2.3.2 There are approximately 65,500 children and young people in Medway¹. At the start of this current academic year (09/10) there were 132 children registered as home educated. At the time of collecting data for this report there were 139. This compares to a figure of 224 at the start of last academic year. Funding for pupils is drawn down into an LA via the numbers of children who feature in the pupil level annual school census (PLASC). No funding is enabled for those not on a school roll and being educated at home.
- 2.3.3 There is one part time teacher (0.4 full time equivalent) employed as the home education advisor and one full time Connexions Intensive PA who both work within the Inclusion Team. In addition, administration is provided by the Information Officer within the Inclusion Team.
- 2.3.4 With the number of young people who are being home educated this resource is spread very thinly. It had not been possible to make an annual monitoring visit to each child on the dataset and priorities have been made on the basis of those whose parents have found it more of a challenge to meet need.
- 2.3.5 There is a concern that outcomes for children where the choice to home educate may not have been made as a positive choice may suffer. The destination data shows that for last year:

Year 11 leavers:

- 15 to full time education
- 6 to full time training
- 4 to full time employment (although none in to employment with Level 2 training)
- 17 to NEET
- 1 to teenage parent
- 1 recorded as not seeking EET (other reason)
- 12 not contactable

This gives a percentage 'not in education employment and training' (NEET) of 30% for this cohort with a general figure of below 6% for Medway young people.

2.4 Reason for Home Education

- 2.4.1 There are many reasons for why a parent might elect to educate their child at home. For some it is a positive choice in that they feel that they can deliver a richer and more personalised education which is sensitive and non conformist. For others the choice is in response to a negative experience or because the school they wanted did not have a place for their child.
- 2.4.2 In Medway, when a school alerts us that a child is being withdrawn to be home educated, a form is used to gather information and it includes the reason for that choice. These are presented below:

¹ Medway's children and young people's plan 2009-2010

Numbers currently

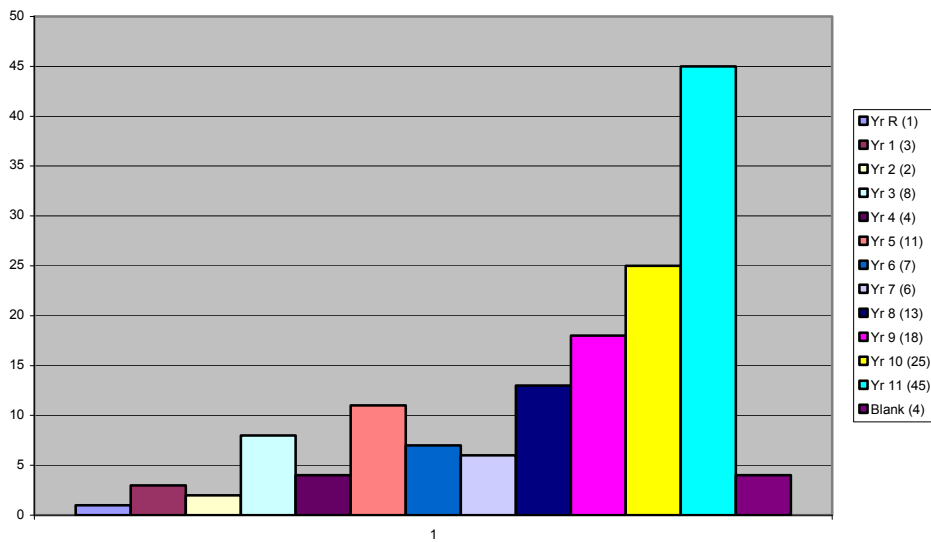
26
6
13
13
60
7
9
1
1
1
2

Reasons for HE

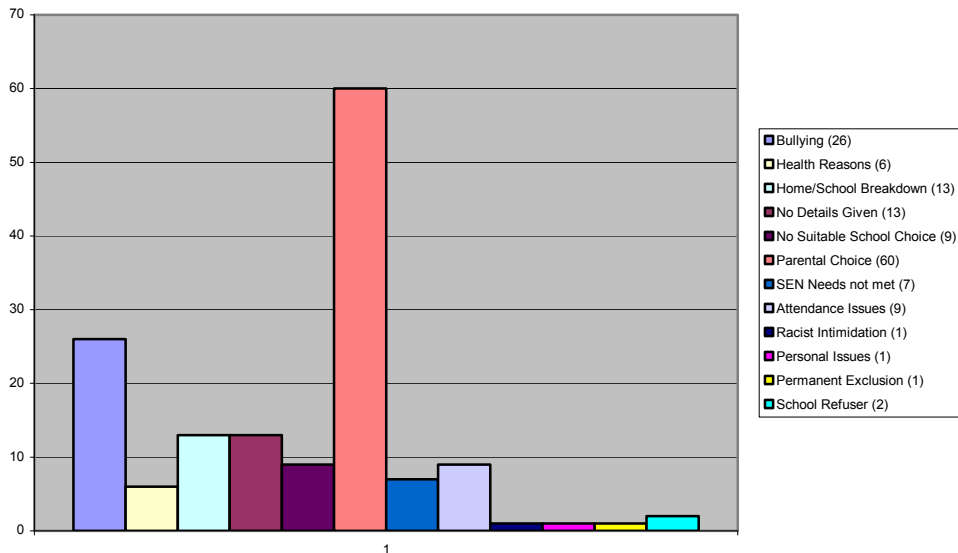
Bullying
Health reasons
Home school breakdown
No details
Parental choice
SEN not met
Attendance issues
Racist intimidation
Personal issues
Permanent exclusion
School refuser

2.4.3 The 'peak' age for home education is secondary rather than primary as can be seen in the chart below.

Number of Home Educated by Year Group



Number of Home Educated by Reason



2.4.5 The reasons given by our parents for choosing to home educate are given above. The number who cite bullying as a reason is a concern and work must be done sooner to identify issues and support parents/ young people to feel confident in school prior to making that decision. In some cases when this has been followed up, it was clear that school didn't know about the concerns and were then able to put plans in place which reassured the parents and enabled the child to remain in school.

2.5 Relationship to the Children's Trust

2.5.1 One of the sub groups of the Children's Trust is the 21st Century Schools. In September a briefing paper was circulated to the partnership highlighting the implications of the Badman report and our concerns about home education. They requested further information in January and have now set up a small task group to be the mechanism for taking forward relevant recommendations from the Badman report.

2.5.2 The tragic case from Birmingham where a child died while being home educated will probably mean that the government moves quickly to make the recommendations statutory.

3. Risk Management

Risk	Description	Action to avoid or mitigate risk
Safeguarding	A child or young person known to Medway as being home educated suffers serious harm	<p>Information gathering at the start of the process and careful targeting of the home education advisor's time to ensure Medway is satisfied that children being home educated are safe. However, under the current legislation, there is no right of access to the child.</p> <p>Greater use of the existing home school workers to include home educated pupils.</p> <p>Adopting the Badman recommendations enabling greater access to extended services and after school opportunities thereby giving less opportunity for isolation.</p>
Financial	The recommendations in the Badman report do have (unquantified) financial implications and there is as yet no additional resource identified	Explore how to draw down additional funding through the use of flexi schooling and using alternative curriculum provision as category when completing the PLASC

4. Implications for looked after children

- 4.1 There are no implications for looked after children in this report, none of Medway's looked after children are educated at home.

5. Financial and legal implications

Legal Implications

- 5.1 There are no additional legal implications attached to this report. The current legislation gives the LA little authority to intervene with children who are educated at home. There is an opportunity should the education advisor judge the education offered to be inadequate to apply to the Magistrates Court for a school attendance order.

- 5.2 The position will change should the Badman recommendations be adopted and then there will be greater right of access to the child and the monitoring role of the LA will become far stronger.

- 5.3 The important concept here is that education is compulsory, but school is not. The fundamental piece of legislation regarding education in England and Wales is the Education Act 1996 (a consolidating act which incorporates the 1944 Education Act and later legislation).

- 5.4 The relevant sections are:

5.4.1 Parental Duties: Section 7

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

5.4.2 LA Duties:

The LA's duties and powers in relation to home-educated children are contained in the Education Acts, 1944 to 1996. These are fully set out in sections 437 to 443 of the 1996 Act and (except in relation to special educational needs) are limited to the provisions of those sections.

"437. - (1) **If it appears** to a local education 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 a 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."

5.4.3 Parental Responsibilities

Under section 576 of the Education Act 1996, a parent is defined in relation to a child or young person as also including any individual:

- (a) who is not a parent of his but who has parental responsibility for him, or
(b) who has care of him.

As parents are responsible for ensuring that their children are properly educated, **it is their decision** whether to use schools or provide education at home.

It is important to note that the duty to secure education is stated entirely in section 7 and nowhere else. Provided the child is not a registered pupil at a school, the parent is bound by no other constraints. In particular, there is no obligation:

- to seek permission to educate 'otherwise';
- to inform the LEA;
- to have regular contact with the LEA;
- to have premises equipped to any particular standard;
- to have any specific qualifications;
- to cover the same syllabus as any school;
- to adopt the National Curriculum;
- to make detailed plans in advance;
- to observe school hours, days or terms;
- to have a fixed timetable;
- to give formal lessons;
- to reproduce school type peer group socialisation;
- to match school, age-specific standards.

Financial Implications

5.4.4 It is not yet clear what, if any, financial implications the Badman Report will have for local authorities or to what extent additional funding will be made available by Central Government in response to the recommendations.

5.4.5 There is a need to ensure that the monitoring role of the LA is adequately resourced. In order to carry out the number of visits necessary to ensure robust monitoring, a full time officer is needed. Should the DCSF make funding available as a result of the recommendations, some of the funding will need to be top sliced to enable the monitoring role to be carried out.

6. Recommendations

6.1 Members are asked to consider and note the report.

Lead officer contact

Juliet Seviar
Assistant Director Inclusion
Juliet.seviar@medway.gov.uk 01634 332201

Background papers

Graham Badman – a report into elective home education 2009

Appendix – The Badman Recommendations

The Badman recommendations showing Medway’s position

Recommendation	Medway position	Implications and action needed	Completed
<p>1</p> <ul style="list-style-type: none"> • That the DCSF establishes a compulsory national registration scheme, locally administered, for all children of statutory school age, who are, or become, electively home educated. • This scheme should be common to all local authorities. • Registration should be renewed annually. • Those who are registering for the first time should be visited by the appropriate local authority officer within one month of registration. • Local authorities should ensure that all home educated children and young people already known to them are registered on the new scheme within one month of its inception and visited over the following twelve months, following the commencement of any new legislation. • Provision should be made to allow registration at a local school, children’s centre or other public building as determined by the local authority. • When parents are thinking of deregistering their child/children from school to home educate, schools should retain such pupils on roll for a period of 20 school days so that should there be a change in circumstances, the child could be readmitted to the school. This period would also allow for the resolution of such difficulties that may have prompted the decision to remove the child from school. • National guidance should be issued on the requirements of registration and be made available online and at appropriate public buildings. Such guidance must include a clear statement of the statutory basis of elective home education and the rights and 	<p>Medway places children on a home education register when schools alert the LA that a child is to be withdrawn. New registrations receive a visit from the home education advisor.</p> <p>Schools keep the pupil on roll for 10 days to allow time for an ‘information gather’ to determine if there are any alerts and to see if issues can be solved with a mediated approach.</p> <p>Parents provide an education plan to the education advisor but the detail is variable and is voluntary. Written guidance is available and is sent to all parents when they first indicate a wish to home educate. The education advisor is viewed as a ‘support’ by</p>	<p>Schools would need to keep students on roll for 20 days and cannot remove them as soon as parent has indicated a desire to home educate.</p> <p>The current part time resource may be insufficient. Currently it is known that LA registers are under representative – the 2 day a week resource is not able with the current numbers to carry out new visits and annual monitoring.</p>	

	<p>responsibilities of parents.</p> <ul style="list-style-type: none"> • At the time of registration parents/carers/guardians must provide a clear statement of their educational approach, intent and desired/planned outcomes for the child over the following twelve months. • Guidance should be issued to support parents in this task with an opportunity to meet local authority officers to discuss the planned approach to home education and develop the plan before it is finalised. The plan should be finalised within eight weeks of first registration. • As well as written guidance, support should encompass advice from a range of advisers and organisations, including schools. Schools should regard this support as a part of their commitment to extended schooling. • Where a child is removed from a school roll to be home educated, the school must provide to the appropriate officer of the local authority a record of the child's achievement to date and expected achievement, within 20 school days of the registration, together with any other school records. • Local authorities must ensure that there are mechanisms/systems in place to record and review registrations annually. 	<p>most families.</p>		
2	<p>That the DCSF review the current statutory definition of what constitutes a "suitable" and "efficient" education in the light of the Rose review of the primary curriculum, and other changes to curriculum assessment and definition throughout statutory school age. Such a review should take account of the five Every Child Matters outcomes determined by the 2004 Children Act, should not be overly prescriptive but be sufficiently defined to secure a broad, balanced, relevant and differentiated curriculum that would allow children and young people educated at home to have sufficient information to enable them to expand their talents and make choices about likely careers. The outcome of this review should further inform guidance on registration. Home educators should be engaged in this process.</p>	<p>Medway would welcome this clarity</p>	<p>Unknown but likely to place more demands on the range of services required to be offered to those educating at home.</p>	

3	<p>That all local authorities analyse the reasons why parents or carers chose elective home education and report those findings to the Children's Trust Board, ensuring that this analysis contributes to the debate that determines the Children and Young People's Plan.</p>	<p>Data is currently collected on the reasons why a parent withdraws a child from school but with the current system a significant number of parents do not give a reason.</p>	<p>New registration processes would need to be drawn up – relatively simple task Additional administrative time would be needed to undertake the analysis and to put the information into an agreed format to report to the children's trust.</p>	
4	<p>That the local authority should establish a Consultative Forum for home educating parents to secure their views and representative opinion. Such a body could be constituted as a sub-group of the Children's Trust with a role in supporting the development of the Children's Trust, and the intentions of the local authority with regard to elective home education.</p>	<p>There is no current capacity to do this and relates back to recommendation 1. A solution might be locating any such group within the 21st Century school work stream as it links with other recommendations to use community and school facilities. A sub group is now set up</p>	<p>A consultative user group would need to be established with clear terms of reference and remit.</p>	
5	<p>That the DCSF should bring forward proposals requiring all local authorities to report to the Children's Trust Board making clear how it intends to monitor and support children and young people being educated at home, in accord with Recommendation 1.</p>	<p>There have been no reporting lines for home education other than the Assistant Director quarterly report. However this briefing is a starting point as it is raising the level of awareness across the children's trust partnership.</p>		

6	<p>That local authorities should where appropriate commission the monitoring and support of home education through the local Children's Trust Board, thereby securing a multidisciplinary approach and the likely use of expertise from other agencies and organisations including the voluntary sector.</p>	<p>As the current data set is likely to be an under representation of the true picture it is difficult to quantify the level of support needed. However, the range of reasons for home education cluster around a belief that the curriculum offered to a child does not meet their needs – social emotional or SEN.</p>	<p>Possible to do if / when statutory registration is put in place Relates to recommendation 3 in as much as the Children's Trust needs to collectively work towards overcoming the issues which lead to a child being withdrawn to be home educated. The Children's Trust have begun this task by asking the 21stCentury School Partnership Board to look at this area.</p>	
7	<p>The DCSF should bring forward proposals to change the current regulatory and statutory basis to ensure that in monitoring the efficiency and suitability of elective home education:</p> <ul style="list-style-type: none"> • That designated local authority officers should: <ul style="list-style-type: none"> – have the right of access to the home; – have the right to speak with each child alone if deemed appropriate or, if a child is particularly vulnerable or has particular communication needs, in the company of a trusted person who is not the home educator or the parent/carer. In so doing, officers will be able to satisfy themselves that the child is safe and well. • That a requirement is placed upon local authorities to secure the monitoring of the effectiveness of elective home education as determined in Recommendation 1. • That parents be required to allow the child through exhibition or other means to demonstrate both attainment and progress in accord with the statement of intent lodged at the time of registration. 	<p>There are few professionals who have automatic right of entry to a property without a warrant. The home education officer is seen by many parents as an ally – sometimes in contrast to an Education Welfare Officer who has been clear about prosecution for non attendance. There is a strong national and local home education lobby who will contest this recommendation and who will involve solicitors as test cases should this recommendation be adopted by government.</p>	<p>This will change the nature of the relationship with the home education advisor who currently gains access to parents / children and has a good relationship with them as he is not seen as 'statutory'.</p> <p>There will be implications for lone working as this changes the perceived 'power' within the relationship and is a potential area for conflict now.</p> <p>There are time / resource implications for this as the current arrangements are for a 0.4 full time equivalent officer.</p> <p>Further training in safeguarding in its widest sense will be necessary.</p>	

11	<p>That in addition to Recommendation 10 above, local authorities should, in collaboration with schools and colleges:</p> <ul style="list-style-type: none"> • Extend and make available the opportunities of flexi-schooling. • Extend access to school libraries, sports facilities, school visits, specialist facilities and key stage assessment. • Provide access to specialist music tuition on the same cost basis. • Provide access to work experience. • Provide access to post 14 vocational opportunities. • Signpost to third sector support where they have specialist experience and knowledge, for example, provision for bullied children. 	<p>This happens rarely. Flexi schooling has been used as a way to prevent permanent exclusions where a pupil is in a critical year eg Yr 11 and is being excluded. Signposting also happens via the Connexions PA.</p>	<p>There are logistical implications for schools having 'ghost' pupils on their roll to enable them to access the full range of school facilities and potential timetable clashes.</p> <p>If every home educated pupil could be put on a school roll to facilitate flexi schooling it would actually solve several difficulties</p> <ul style="list-style-type: none"> • Could attract an AWPU • Could be included in the news letters / offers of specialist music tuition, school visits etc • Could be included in the work experience set up and post 14 vocational opportunities. • Schools would be providing support / giving access to services for pupils they do not know and have not been able to risk assess • This is likely to impact on work loads in school re managing additional timetabling / sorting additional experiences.
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12	<ul style="list-style-type: none"> • BECTA considers the needs of the home educating community in the national roll out of the home access initiative • That local authorities consider what support and access to ICT facilities could be given to home educating children and young people through the existing school networks and the use of school based materials <p>That the QCA should consider the use of ICT in the testing and exam process with regard to its impact on home educated children and young people</p>	A recent bid for equipment for vulnerable groups was accepted with a small allocation of ICT hardware for home educated young people.	<ul style="list-style-type: none"> • This will depend on the response of BECTA in terms of how many machines • It will take significant work to identify which home ed pupils need it , to maintain the ICT equipment and to add in new as new CYP become eligible 	
13	That local authority provision in regard to elective home education is brought into the scope of Ofsted's assessment of children's services within the Comprehensive Area Assessment through information included in the National Indicator Set (Recommendation 25), the annual LSCB report (Recommendation 21) and any other relevant information available to inspectors.	We do not have a comprehensive picture of the outcomes at different key stages for home educated CYP. We will need to resource this issue adequately to enable systems and processes to be established.	<ul style="list-style-type: none"> • We need to analysis and be on top of the information in time for an OFSTED Inspection – linking any changes we've made to outcomes of analysis 	
14	That the DCSF require all local authorities to make an annual return to the Children's Trust Board regarding the number of electively home educated children and young people and the number of School Attendance Orders and Education Supervision Orders as defined in the 1996 Education Act, issued to home educated children and young people.	The inclusion team and the educational welfare team have established a pathway ensuring that children not suitably in receipt of home education are passed appropriately into the EWO system.	<ul style="list-style-type: none"> • There may be more pupils being passed into the system via EWO who are difficult to place in a school • Schools are going to have to accept students at difficult times through out the year and where students may have had a difficult previous school history. With National Challenge schools, Grammar schools and Academies it will be important to have an accepted mechanism for this. 	

15	That the DCSF take such action as necessary to prevent schools or local authorities advising parents to consider home education to prevent permanent exclusion or using such a mechanism to deal with educational or behavioural issues	There is an association between the older children (Yr 9 above) withdrawn to home educate and their exclusions record.	<ul style="list-style-type: none"> • This 'action' needs specifying. However it would be advisable for the LA to work closely with the school improvement partner where the record of a pupil suggests home education being used as an alternative to exclusion • There needs to be careful thought as to how this will not adversely impact on exclusion rates. • Any agreed process has to link into Recommendation 11 where greater use of flexi schooling and access to school facilities / events is advocated. 	
16	That the DCSF bring forward proposals to give local authorities power of direction with regard to school places for children and young people returning to school from home education above planned admission limits in circumstances where it is quite clear that the needs of the child or young person could not be met without this direction.	It has been very difficult to enable YP to return to the school system once they have been withdrawn to home educate. The older they are the more difficult this has been.	<ul style="list-style-type: none"> • Powers of direction exist elsewhere so this could be an extension • An agreement is needed on the position with National Challenge school and the Academies. The LA has no power to direct an Academy. 	
17	That the Ofsted review of SEN provision give due consideration to home educated children with special educational needs and make specific reference to the support of those children.	The only 'support service' that has been made available to home educated pupils with SEN is the educational psychology service.	<ul style="list-style-type: none"> • This could have significant resource implications as the main document refers to School Action Plus as well as statement. Clarity about 'provision' is not given in the 	

		However they are not resourced to do so.	document. <ul style="list-style-type: none"> • Many pupils being home educated have SEN which led to parental dissatisfaction and the withdrawal. Parents will have a view at being offered the same / similar support to that which they viewed as ineffective in the first place. 	
18	That the DCSF should reinforce in guidance to local authorities the requirement to exercise their statutory duty to assure themselves that education is suitable and meets the child's special educational needs (where a child has a statement of SEN). They should regard the move to home education as a trigger to conduct a review and satisfy themselves that the potentially changed complexity of education provided at home, still constitutes a suitable education. The statement should then be revised accordingly to set out that the parent has made their own arrangements under section 7 of the Education Act 1996. In the wake of the Ofsted review, changes to the SEN framework and legislation may be required.	Currently it is only statemented children in a special school where the local authority can refuse to allow a child to be home educated. Other statemented pupils can be withdrawn. The LA must still monitor the statement.		
19	That the statutory review of statements of SEN in accord with Recommendation 18 above be considered as fulfilling the function of mandatory annual review of elective home education recommended previously		Need to review the quality of Annual Review for home educated students Need to ensure that a range of SEN expertise is available to support the monitoring of home educated children who have an special educational need. Sensitivity is needed where the parent also has a degree of SEN.	

20	<p>When a child or young person without a statement of special educational needs has been in receipt of School Action Plus support, local authorities and other agencies should give due consideration to whether that support should continue once the child is educated at home – irrespective of whether or not such consideration requires a new commissioning of service.</p>	<p>Children withdrawn lose all access to specialist school support services (except rarely educational psychology).</p>	<ul style="list-style-type: none"> • There are resource implications as currently SEN support is all directed to the schools. • Could the schools forum enable an amount of money to be ring fenced for this? • This could be a very inefficient use of resources as currently SEN support is delivered in a large setting and is not spread out across the LA at an individual level. 	
21	<p>That the Children’s Trust Board ensures that the Local Safeguarding Children Board (LSCB) reports to them on an annual basis with regard to the safeguarding provision and actions taken in relation to home educated children. This report shall also be sent to the National Safeguarding Delivery Unit. Such information should be categorised thereby avoiding current speculation with regard to the prevalence of child protection concerns amongst home educated children which may well be exaggerated. This information should contribute to and be contained within the National Annual Report.</p>	<p>Currently it is not possible to do this as the resource does not allow for an accurate report to be made.</p>	<p>This is reliant on the resource implications highlighted in Recommendation</p>	
22	<p>That those responsible for monitoring and supporting home education, or commissioned so to do, are suitably qualified and experienced to discharge their duties and responsibilities set out in Working Together to Safeguard Children to refer to social care services children who they believe to be in need of services or where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.</p>	<p>We are satisfied that our current post holder is able to do this – but there does need to be better partnership working and understanding of thresholds. Due to the resource constraints of the current post he is unable to make the recommended annual monitoring visits.</p>		

23	<p>That local authority adult services and other agencies be required to inform those charged with the monitoring and support of home education of any properly evidenced concerns that they have of parents' or carers' ability to provide a suitable education irrespective of whether or not they are known to children's social care, on such grounds as</p> <ul style="list-style-type: none"> • alcohol or drug abuse • incidents of domestic violence • previous offences against children <p>And in addition:</p> <ul style="list-style-type: none"> • anything else which may affect their ability to provide a suitable and efficient education <p>This requirement should be considered in the Government's revision of Working Together to Safeguard Children Guidance.</p>	<p>The initial information gather that goes to all agencies picks up some of this already. The form will need to be reviewed to make certain that it is as comprehensive as possible.</p>	<p>Review form to ensure it is able to comply with the recommendation</p>	
24	<p>That the DCSF make such change as is necessary to the legislative framework to enable local authorities to refuse registration on safeguarding grounds. In addition local authorities should have the right to revoke registration should safeguarding concerns become apparent.</p>		<p>This is yet to be clarified</p>	
25	<p>That the DCSF, in its revision of the National Indicator Set indicated in its response to the recent Laming Review, should incorporate an appropriate target relating to the safeguarding of children in elective home education.</p>		<p>This is yet to be clarified</p>	
26	<p>DCSF should explore the potential for Centre for Excellence and Outcomes in Children and Young People's Services (C4EO) and other organisations, to identify and disseminate good practice regarding support for home education.</p>		<p>This is yet to be clarified</p>	
27	<p>It is recommended that the Children's Workforce Development Council and the National Safeguarding Delivery Unit include the needs of this group of officers in their consideration of national training needs.</p>		<p>This is yet to be clarified</p>	
28	<p>That the DCSF and the Local Government Association determine within three months how to provide to local authorities sufficient resources to secure the recommendations in this report.</p>		<p>This is yet to be done.</p>	

Year 11 leavers:

- • 15 to full time education
- • 6 to full time training
- • 4 to full time employment (although none in to employment with Level 2 training)
- • 17 to NEET
- • 1 to teenage parent
- • 1 recorded as not seeking EET (other reason)
- • 12 not contactable

Yr 12:

- • 1 to full time training

Yr 13:

- • 1 to full time education