

Review of Education Outcomes and Destinations of Children Who Are Not Entered for Examinations, Including Those Electively Home Educated (EHE)

1.0 Introduction

- 1.1 On 26th September 2023 there were 509 pupils registered as being electively home educated in Barnsley. The largest year group is year 11 with 134 pupils registered, this data informs us that there is a need to identify and track the journey of pupils during the period they are registered and post 16.

2.0 Government Guidance

- 2.1 Government guidance is clear that parents who have chosen to EHE have made to decision take on the full responsibility of providing their child with a suitable education. Parents are not under any obligation to follow the school curriculum or to enter their children for formal examinations, but in cases where they chose to do so they take on the full financial responsibility for the examination process.
- 2.2 The Education Welfare Service employs an EHE advisor and a dedicated Education Welfare Officer (EWO) who are instrumental in providing advice and guidance to all parents who chose to register their children as EHE. Targeted information in relation to pupils who are in Y11 is also provided in relation to examinations and how parents can access support and enter their children.
- 2.3 The Education Welfare service also work in close partnership with Barnsley College and Y10 and 11 pupils who are enrolled at college alongside their EHE education. This cohort of pupils will be entered for functional skill examinations and will be offered a place at Barnsley College post 16.

3.0 Operational Practice Overview

- 3.1 To ensure that we have full oversight of our safeguarding responsibilities in relation to all pupils registered as EHE the education welfare service also delivers the following through policy procedure and targeted resource:
- An Education Welfare Officer (EWO) visit to the family home at the point of notification of EHE to outline the responsibilities of parents in EHE and to capture the child voice in relation to EHE. The EWO will also seek to establish if there are any barriers to consider which has resulted in the parents making the decision to EHE their child.
 - Partnership working with schools to ensure a pathway back to education in school if EHE is re-considered following the EWO visit.
 - Agreed Fair Access Protocol to ensure that any parent applying to return to school following a period of EHE will be accepted back on the school roll from which they withdrew regardless of numbers on roll.
 - Development of training for professionals in education, health, and children's social care to ensure all professionals are aware of EHE and the responsibilities they have for supporting and safeguarding the cohort.
 - Annual visit by the EHE advisor to all children and young people to assess the suitability of education being provided.
 - Revised process for enforcing attendance at school, utilising School Attendance Orders where education is assessed as not being suitable.

- EHE advisor with access to the Education, Health and Care Hub system to support the process of Education, Health and Care Plan Annual Reviews.
- Improved links with Barnsley College to track the attendance of EHE pupils. This includes a half termly meetings between the EHE Advisor and College SENDCO to discuss the cohort and follow up any concerns.
- EHE is a key priority for the Barnsley Alliance and termly reports are therefore provided for scrutiny and challenge.
- EHE Advisor or EWO attendance at Child Protection and Child in Need meetings to report on the suitability of the education provided.
- Creation of a young person's guide to EHE in digital format. This will include links to where young people can gain access to emotional and health support.
- Revisions to EWS home visit record to state whether the child was seen alone where age appropriate.
- Additional recourse allocated through an EWO responsible for EHE with a focus on returning children to school-based education and safeguarding those with additional vulnerabilities.
- Attendance from EWS at the Social work forum to raise awareness of EHE and the context with Barnsley.
- Co- creation of an education neglect strategy to incorporate co- working with children's social care when EHE is not suitable and is used a mechanism to avoid engagement in education.
- Regular meeting between EWS and the Education representative in the Integrated Front Door to ensure that we effectively share information and provide a multi-agency response to this cohort.
- Minimum practice standards have been created to respond to Children who are EHE. These have been agreed by the Safeguarding partnership board and shared across children's services for implementation.

4.0 Information, Advice and Guidance (IAG) Support for Young People who are EHE

- 4.1 The Targeted Information, Advice and Guidance (TIAG) Service provides bespoke IAG for those young people for whom the Local Authority has a statutory duty.
- 4.2 Currently, there is no statutory duty to provide IAG for young people who are EHE unless they have an Education, Health and Care Plan (EHCP); are a looked after child (LAC) or are working with Youth Justice Services.
- 4.3 TIAG do not currently offer any IAG service to young people who are not entered for examinations: if they are in school, this responsibility sits with the school.
- 4.4 It is worth noting that, under the Education and Skills Act 20028, Local Authorities have a broad duty to 'encourage, enable and assist' **ALL** young people to participate in post-16 learning up to the end of the academic year in which they are 18. There are a number of activities that Local Authorities must do to fulfil these duties:
- Maintain a tracking system to identify the education, employment and training destinations of all young people in years 12 and 13: the TIAG Service, supported by the MI Officer, maintains and manages a Client Caseload Information System (CCIS) as specified by the DfE and uploads monthly data to the National Client Caseload Information System (NCCIS) in line with our statutory duties
 - Provide IAG support for those who are Y12 or 13 and not in education, employment or training (NEET) to re-engage in learning: any young person who is identified as NEET post-16 is allocated a

named TIAG Personal Adviser who will contact the young person and provide support to help them re-engage with education, employment or training

- Secure sufficient suitable post-16 education provision: this duty is delivered through the Provision and Partnerships Service
- Ensure every young person in Y11 and Y12 has an offer of an appropriate place in learning through the September Guarantee: see Fig 1

Fig 1 Annual September Guarantee %

	2019	2020	2021	2022
England	95%	94.3%	95.5%	94.9%
Barnsley	99.9%	99.8%	99.9%	100%

- In 2019, The Isles of Scilly achieved 100%; and only Thurrock and Barnsley achieved the next highest with 99.9%
- In 2020, The City of London achieved 100%; and Barnsley achieved the next highest with 99.8%
- In 2021, The City of London, Thurrock and the Isles of Scilly achieved 100%; and Barnsley achieved the next highest with 99.9%
- In 2022, Barnsley, The Isles of Scilly, Thurrock and The City of London all achieved 100%

- 4.5 The data above shows that over time Barnsley performs well and it's worth noting that both the City of London and the Isles of Scilly have a Y11 and Y12 cohort of less than 100.
- 4.6 Despite not having a statutory duty, with increased numbers of young people becoming EHE and with these young people over-representing in the borough's Not in Education, Employment or Training (NEET) figures, external funding has been utilised through a European Social Funded (ESF) project called Ambition: this project brings additional IAG capacity into the TIAG Service and, because the project targets those in Y11 who are at risk of not making a positive progression into post-16 learning, is deployed to provide young people in Y11 who are EHE with an offer of 1:1 careers guidance and support to progress into post-16 learning.
- 4.7 When this funding ceases in December 2023, IAG support will continue to be delivered to those young people in Y11 who are at risk of becoming NEET, as per funding specifications, through the UK Shared Prosperity Fund until March 2025 initially.
- 4.8 To identify those young people who may need this 1:1 support to make a positive progression into post-16 learning, the TIAG Service works closely with the EHE Advisor and the designated EWO and, where necessary, initial joint home visits have been undertaken to engage with young people and their parents/carers.
- 4.9 Young people who take up this support are signed up to the ESF Ambition project and allocated a named TIAG Personal Adviser who will then support them to explore their career and post-16 options; visit providers; make applications; attend open evenings and transition days and enrol together with any support to help them overcome barriers to learning.
- 4.10 All young people who are referred to TIAG are followed up and the offer of IAG re-made. Unfortunately, despite joint working and follow-up work, many young people don't take up this offer.

5.0 First Destination Data

- 5.1 Analysis of the Activity Survey data (the first destinations of those leaving compulsory education as at 1st November annually) over the last 4 years clearly shows that young people who were EHE pre-16 have a higher risk of becoming NEET or Not Known post-16 when compared to their peers who have been in compulsory education. (NB The Not Known category details those young people whose destination cannot be established).

Fig 2: First Destinations for young people who are EHE

EHE 1 st Destinations	2019		2020		2021		2022	
	Number	%	Number	%	Number	%	Number	%
NEET	12	10.9%	0	0%	4	3.6%	13	10.4%
NK	18	16.4%	45	45.5%	37	33.3%	25	20.0%
Participation	73	66.4%	52	51.5%	60	54.1%	79	63.2%

Fig 3: First Destinations for the total Barnsley cohort

Barnsley 1 st Destinations	2019		2020		2021		2022	
	Number	%	Number	%	Number	%	Number	%
NEET	35	1.5%	17	0.7%	25	1.0%	44	1.7%
NK	23	1.0%	64	2.7%	62	2.5%	47	1.9%
Participation	2175	96.2%	2242	95.8%	2185	89.4%	2409	95.2%

Additionally, the data shows that fewer young people who were EHE participate in post-16 learning.

Further analysis of this data can be seen in Fig 4 which details a breakdown of the participation figures.

Fig 4: Difference in Participation Pathways

Participation Pathways	2019		2020		2021		2022	
	EHE	Barnsley	EHE	Barnsley	EHE	Barnsley	EHE	Barnsley
FE	50%	89.2%	49.5%	89.2%	53.2%	88.2%	58.4%	87.7%
FT Training	6.4%	1.3%	1%	1.2%	0%	1.3%	2.4%	2.3%
Apprenticeship	4.5%	4%	1%	4.1%	0%	4.1%	1.6%	4.4%
Job with Training	5.4%	1.45%	0%	1.1%	0%	1.7%	0%	0.59%
Job without Training*	4.5%	0.9%	2%	0.7%	0.7%	0.4%	4.8%	0.95%

*Jobs without training does NOT count as participating in learning

Compared to their peers who were in compulsory education pre-16:

- Fewer young people who were EHE progress into full time Further Education post-16
- Since 2020, fewer young people who were EHE progressed into an apprenticeship
- More young people who were EHE enter jobs without training (highlighted in red in Fig 4)

6.0 The Importance of Good Careers Guidance on Aspirations and Participation in Learning

6.1 Research undertaken by the Careers and Enterprise Company has proven that a good careers guidance programme has a positive impact on young people's aspirations and destinations.

6.2 In 2013, The Gatsby Foundation commissioned Sir John Holman to undertake research to set out what 'good' careers guidance would be like compared to international standards. This research resulted in the Good Careers Guidance Report and identified 8 'benchmarks' providing a framework for the delivery of world-class careers provision (see below). The research also stated that:

"Every young person needs good career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from a strong career guidance system."

6.3 Since 2012, schools have had a statutory duty to provide careers guidance which now extends to all pupils from Y7-13. To drive quality in the delivery of careers guidance in schools, the Government has implemented a number of duties:

- All schools must have a named Careers Leader and this person's name and contact details must be published on the school website
- All pupils must be able to access support from a qualified Careers Adviser (Level 6 and above)
- All schools must publish a Provider Access Policy Statement detailing 'how' they will comply with the Provider Access Legislation introduced in January 2023: this legislation specifies that schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:
 - Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
 - Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
 - Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend
- All schools must work towards the 8 Gatsby benchmarks of Good Careers Guidance:
 - A stable careers programme
 - Learning from career and labour market information
 - Addressing the needs of each pupil
 - Linking curriculum learning to careers
 - Encounters with employers and employees
 - Experiences of workplaces
 - Encounters with further and higher education
 - Personal guidance

6.4 To support schools, the Raising Participation Service has two Enterprise Co-ordinators (ECs), part funded by the South Yorkshire Careers Hub, who work with Careers Leaders to ensure they are delivering good careers guidance and fulfilling their statutory duties including encouragement and support for all young people to participate in post-16 learning.

6.5 Unless parents and carers are delivering a good careers curriculum for their child, young people who are EHE miss out.

6.6 Working in partnership with the EHE Adviser and the EWO, the Raising Participation Team have been bringing together and sharing information to help young people who are EHE, and their parents, carers, at least understand the post-16 options open to them and what employers want. This includes:

- The Start Platform, funded through the South Yorkshire Careers Hub (SYCH) to help young people and their parents/carers understand the post-16 options in Barnsley and South Yorkshire as well as gain an insight into employment trends and requirements: <https://southyorkshire.startprofile.com/page/home-page>
- Panjango, another SYCH funded IAG platform, which uses gamification to bring the world of work to life: <https://panjango.com/pages/panjango-online>
- The on-line Takeover Day activities have been shared with the EHE Adviser for sharing with young people and their families
- A new webpage created by the IKIC Team, to be launched in Autumn 2023, aimed at young people who are EHE to explain their post-16 options and signposting to provider websites: <https://www.barnsley.gov.uk/transitions>. A post card containing a QR code has just been finalised and will be sent out via the EHE Adviser to all young people who are EHE and plans include expanding the website into a 'mini' careers education programme based on the DOTS model of career planning (Law and Watts, 1996) with information about:

- **Decision making**
- **Opportunity Awareness**
- **Transition**
- **Self-Awareness**

6.7 However, the lack of access to consistent careers guidance for young people who are EHE in line with their peers who attend school could be a key contributory factor in this group of young people not making as positive a progression into post-16 learning compared to their peers.