

# **Children Absent from Education Scrutiny Board – November 2025**

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# Introduction



# Statutory Guidance

## **Working Together to Improve School Attendance – August 2024:**

*“The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.”*

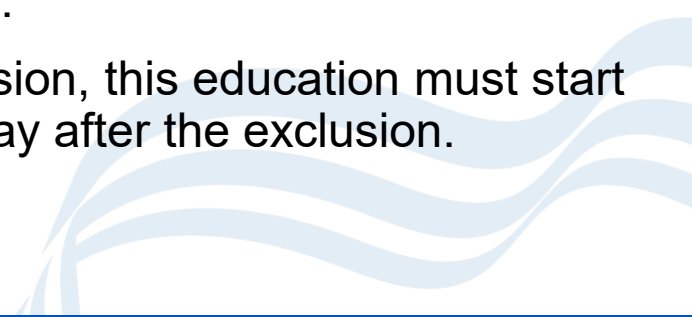
## **Local Authority Statutory Duties – Section 19 Education Act 1996**

Local Authorities must arrange suitable full-time education for children of compulsory school age who, due to exclusion, illness, or other reasons, cannot attend a mainstream or special school.

## **Children Missing Education - Education Act 1996:**

- Try to identify children of compulsory school age not registered at a school or receiving suitable education otherwise
- make informal enquiries with parents whose children are not registered at school to establish what education is being provided if they do not already know.


## **The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007**

- Local authorities must arrange suitable full-time education for permanently excluded pupils of compulsory school age.
  - For a permanent exclusion, this education must start from the sixth school day after the exclusion.
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# Education Partnership Priorities 2025/26

## A shared vision...

**All children and young people in Coventry deserve an education that enables them to flourish, now and into the future. As the Coventry Education Partnership, we are committed to ensuring all children and young people can reach their full potential and maximise their life chances as they move into adulthood.**



# Education Partnership Priorities 2025/26

2025-26  
Belonging

School to School Improvement Collaboration... Inclusion Strategy...  
Graduated Approach to Behaviour... Developing our People...  
Primary Belonging and Alternative Provision...  
...Evolving and Strengthening our Partnership

Long-term  
Priorities

Secure and deliver an ambitious and relevant curriculum that is designed to give all pupils, including disadvantaged pupils, the knowledge and cultural capital they need to succeed in life

Curriculum

Be ambitious for children and young people with SEND and effective in the provision that we make for them so that their educational outcomes improve across all key stages

Inclusion

Ensure early years provision is effective in providing children with successful foundations for learning

Early Years

Manage behaviour well so that schools and settings are calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive

Behaviour

Ensure that each school and setting has clear strategies and processes for attendance, underpinned by high expectations, which results in improving attendance for all pupils


Attendance

# Children and Young People (CYP) can miss education for a number of reasons

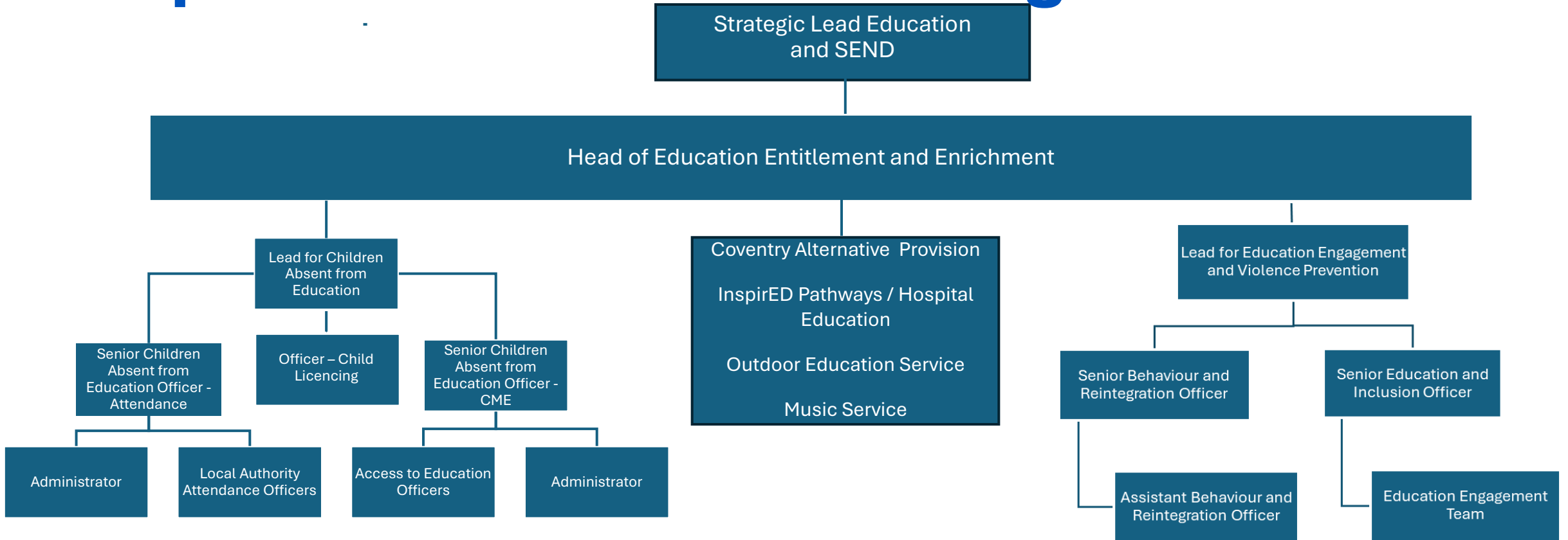
**We define Children Absent from Education under 3 distinctive areas:**

- Attendance
- Children Missing Education (including Special Educational Needs & Disability SEND)
- Permanent Exclusion / Suspensions

**Other areas which don't meet the definition of absent from Education**

- Education Other Than In School (EOTAS)
  - Elective Home Education (EHE)
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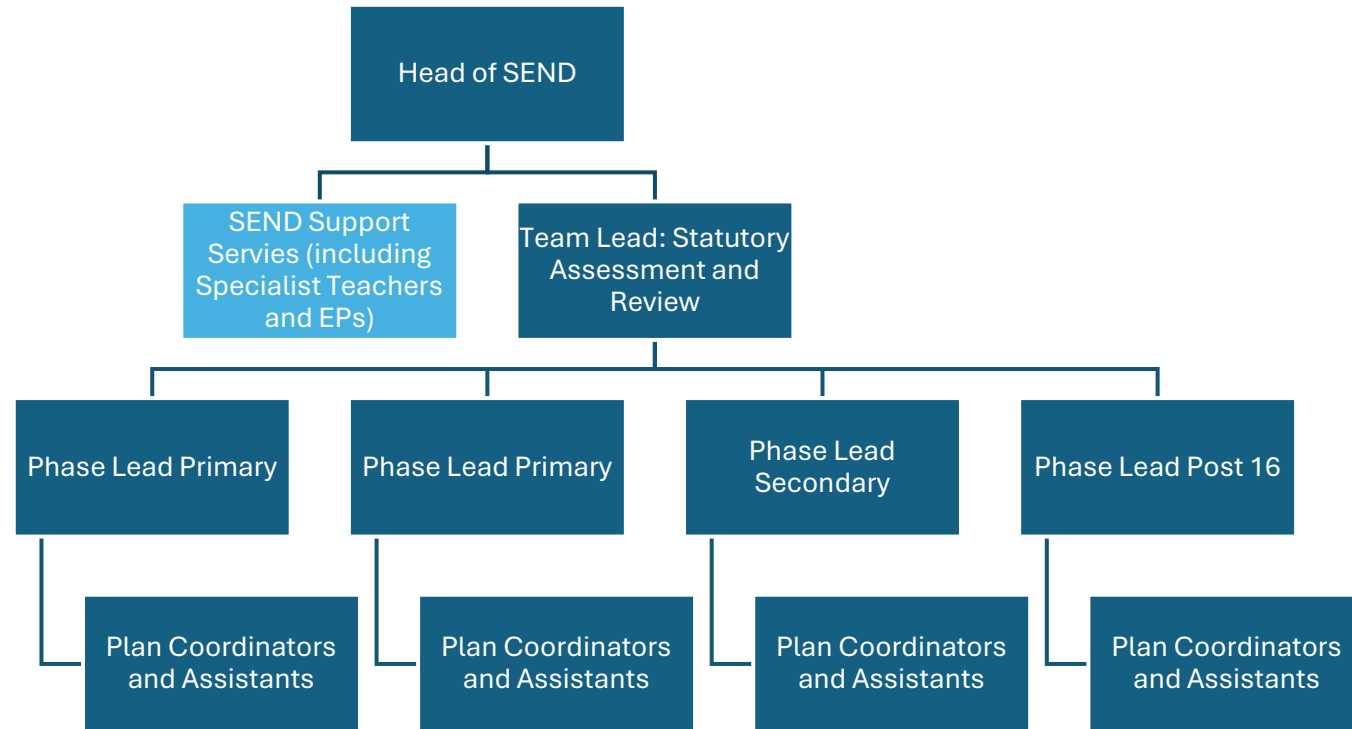
# Children Absent from Education Responsibilities and Staffing



The **Children Absent from Education Team** are responsible for ensuring that the Local Authority (LA) meets its statutory duties with regards to School **Attendance**, **Children Missing Education**.

The **Education Engagement Team** are responsible for ensuring that the LA meets its statutory duties to provide **6th day education for permanently excluded pupils**, and for supporting schools, pupils, and families to maintain engagement and inclusion in education.

# Special Educational Needs & Disabilities (SEND) Responsibilities and Staffing




The SEND Team are responsible for ensuring that all children with an Education, Health and Care (EHC) Plan access suitable education.

Usually this means securing a suitable school place. However, there are some situations where education provision needs to be secured through alternative means. This may be due to:

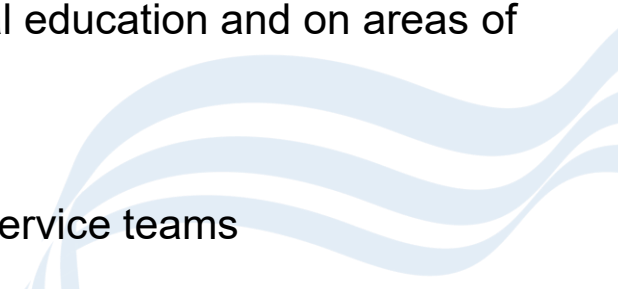
- The CYP requiring Education Otherwise than at School (EOTAS)
- The CYP requiring provision other than at school to be made for them whilst they await a placement at a school setting.

In both situations, the LA aim to help the CYP make a return to school as soon as they are able and closely monitor provision whilst a suitable school place is found.

# Strategic approach: Attendance and Children Missing Education in Coventry:

- **Data-Driven Early Intervention**
    - Use new DfE attendance dashboards and live data to identify schools/cohorts at risk
    - Review and strengthen the graduated response for attendance
    - Monitor trends and evaluate (including deep dives)
  - **Family-Centred Practice**
    - Embed attendance support within the Family First Partnership
    - Strengthen the Team Around the Family / School for coordinated early help
  - **Collaborative Accountability**
    - Establish School Attendance Partnership Panels for locality-based decision-making and shared learning
    - Strengthen cross service and wider partnership working (incl. health)
  - **Targeted Support for Vulnerable Groups**
    - A specific focus on SEND, children with social workers, and those in alternative provision or hospital education and on areas of disproportionality .
  - **System Leadership and Capacity Building**
    - Provide training on attendance coding, escalation pathways, and expectations.
    - Establish Attendance Champions across schools and LA services to drive consistency and collaboration.
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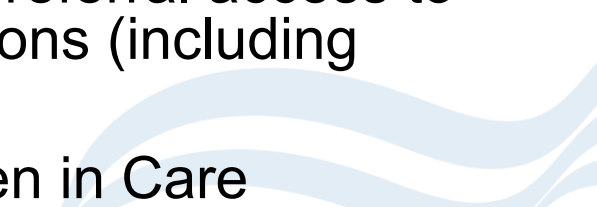
# Strategic approach: reducing suspensions and exclusions in Coventry:

- **Development of a City-Wide Belonging Strategy and a Graduated Support Approach**
    - Implement a city-wide strategy promoting *belonging, engagement, and wellbeing* as key levers to reduce exclusion
    - Embed relational and restorative practice across schools and services
    - Strengthen the Coventry Alternative Provision (CAP) Graduated Model of Support to ensure early targeted intervention, and consistent pathways
    - Align with Attendance Strategy to reinforce Team Around the Family/School
  - **Data-Driven Early Intervention**
    - Monitor and review local, national and regional data to assess impact and share learning through the Partnership
  - **Family-Centred Practice and Collaborative Approach**
    - Integrate behaviour and exclusion prevention within the Family First Partnership model
    - Strengthen the Team Around the Family/School approach to co-ordinate pastoral, SEND, and early help support
    - Enhance cross-service collaboration (education, social care, health, police and Youth Justice Service)
  - **Targeted Support for Vulnerable Group**
    - Focus on pupils with SEND, social workers, and those in alternative provision or hospital education and on areas of disproportionality
  - **System Leadership and Capacity Building**
    - Belonging and Inclusion Training Pathways for educational practitioners and specialist service teams
    - Inclusion Champions in schools and services to drive culture change
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# Attendance




# Attendance: Responsibility of Local Authorities (LAs)

- Take an active role in improving attendance: support schools in prioritising attendance and work with school leaders to set the culture
  - Use data to understand attendance patterns across schools/areas, compare with others, and identify areas needing greater focus
  - Provide each school with a named point of contact in the School Attendance Support Team and make available opportunities for schools to share effective practice
  - For cohorts with lower attendance than peers: proactively use data to identify them, develop strategies to support them, and track local attendance data to prioritise support and unblock area-wide attendance barriers
  - For pupils at risk of becoming persistently absent and those who are persistently /severely absent: hold regular conversations with schools, provide/referral access to services needed, and where support fails, consider legal interventions (including prosecution) as a last resort
  - Appoint a Virtual School Head for attendance monitoring of Children in Care
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# Attendance: Responsibility of Schools

- Publish and maintain a clear attendance policy understood by staff, pupils and parents.
  - Build a whole-school culture that promotes good attendance.
  - Accurately maintain admission/attendance registers with robust daily follow-up.
  - Regularly monitor data to spot trends and priority pupils/cohorts.
  - Appoint a senior leader to champion and drive attendance.
  - ***For pupils at risk of persistent absence:*** identify early, work with families to understand and remove barriers.
  - ***For persistently/severely absent pupils:*** provide targeted support, use formal options where needed, and work jointly with the LA and partners; escalate safeguarding concerns.
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# Attendance: Responsibility of Parents / Carers

- Ensure their child attends every day the school is open, except when a statutory reason applies
  - Notify the school as soon as possible when their child is unexpectedly absent (e.g., sickness)
  - Only request leave of absence in exceptional circumstances and do so in advance
  - Wherever possible, book medical appointments around the school day
  - Work with the school and/or LA to help understand their child's barriers to attendance; proactively engage with support offered
  - When absence becomes persistent or severe, engage informal support (e.g., parenting contracts or voluntary early-help plans), and be clear about the potential for legal intervention if non-engagement persists
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# Attendance: Coventry Arrangements

## **Statutory:**

- Track local attendance data
- Have a School Attendance Support Team
- Communication and advice to schools
- Targeting Support Meetings (once per term)
- Multi-disciplinary support for families
- Appointment of a Virtual School Head for monitoring of Children in Care
- Legal intervention
  - Attendance Contracts
  - Fixed Penalty Notices
  - School Attendance orders

## **Additional Traded Attendance Support Offer:**

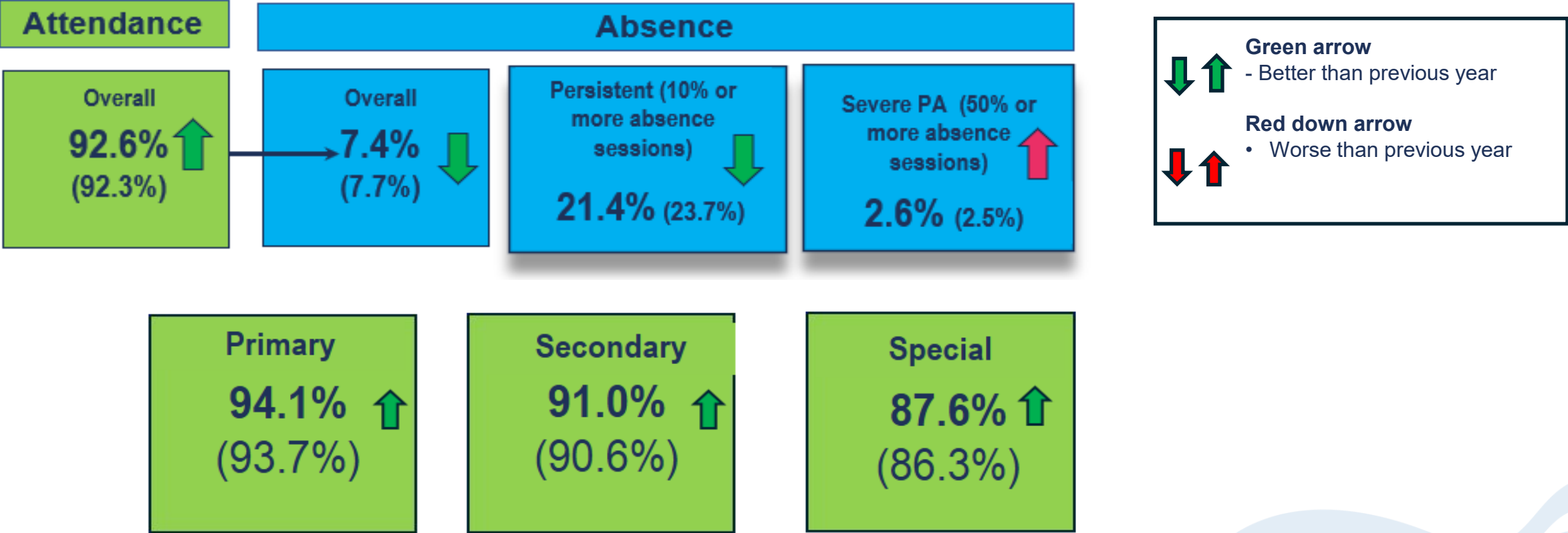
- LA Attendance Officers provide targeted attendance casework work with individual CYP and their families:
  - Maintaining contact over holiday periods
  - Working through and addressing barriers



# Attendance: Education Performance Indicators 2023/24

Published data

(Figures in brackets are numbers reported at previous year 2022/23) Full Year



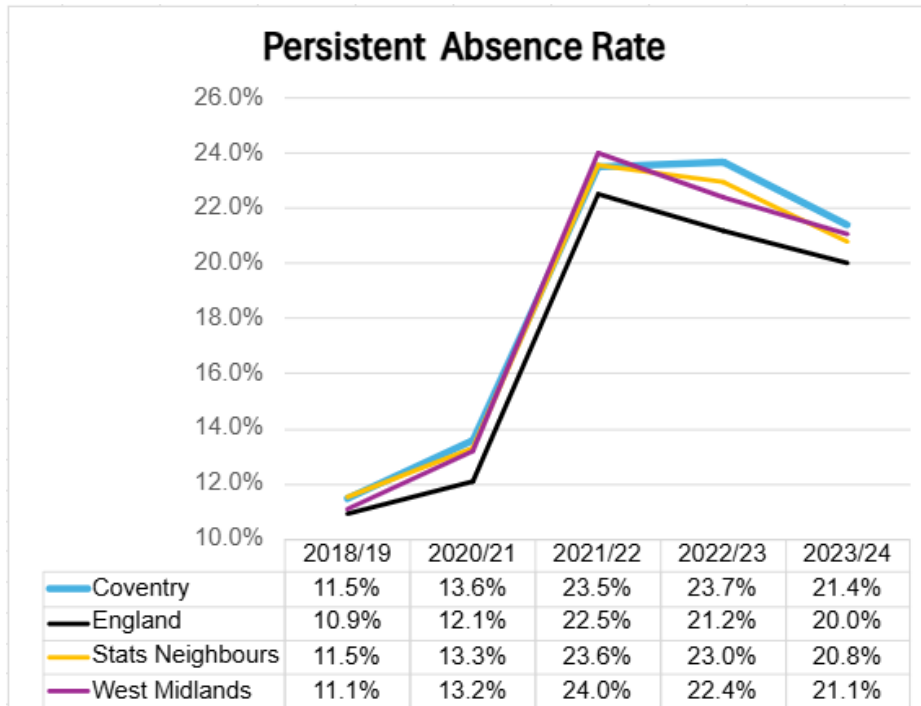
School phase includes both **authorised** and **unauthorised absences**

Data source: DfE Published Statistics for Attendance, Exclusions and Suspensions  
MRI One for CME and EHE

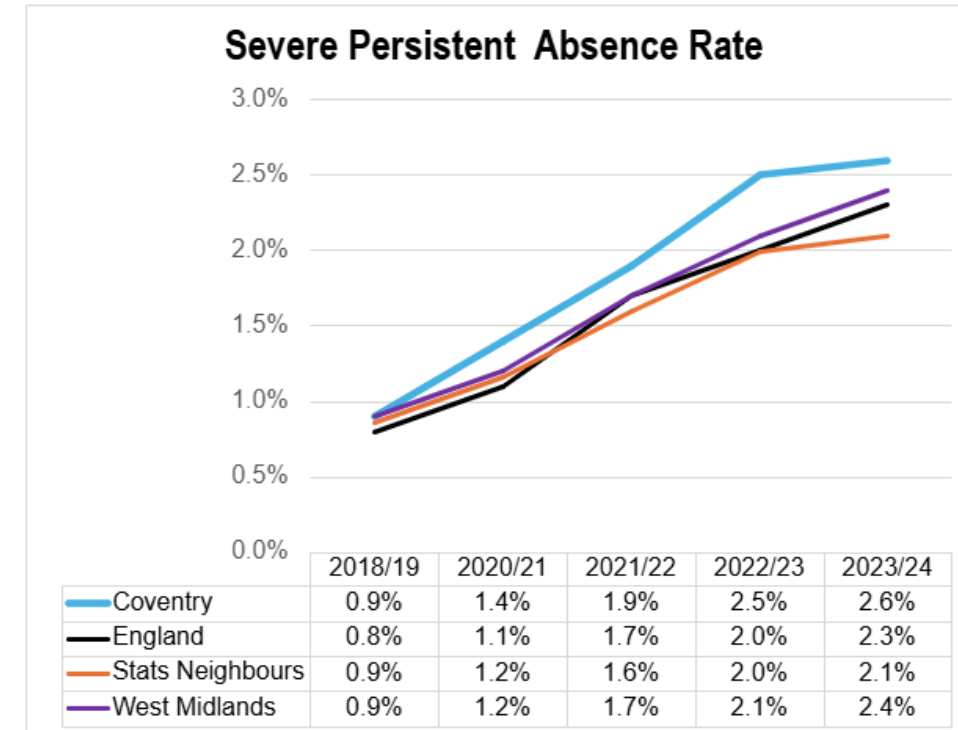
# Attendance: 2023/24 Data Commentary

- Coventry's overall attendance improved across all phases following post-pandemic declines.
- Primary attendance (94.1%) was improved from previous year, but was below national (94.5%), statistical neighbours (94.3%) and region (94.2%)
- Secondary attendance (91.0%) was improved from previous year, matched the region, but was slightly below both statistical neighbours and national (91.1%)
- Special attendance (87.6%) was improved from the previous year, and above the region (87.3%), national and statistical neighbours (87.0%)
- Persistent Absence (21.4%) was improved from the previous year, but was higher than national (20.0%), regional (21.1%) and statistical neighbours (20.8%)
- Severe Absence (2.6%) was slightly worse than the previous year and was higher than national (2.3%), regional (2.4%) and statistical neighbours (2.1%). The gap narrowed in 23/24

# Attendance: Absence Rates graphs



- Pre-COVID (18/19): Coventry higher than England and statistical neighbours
- Post-COVID :Rates broadly doubled in 21/22
- All comparators followed a similar trajectory with Coventry slightly higher than region, and higher than national and statistical neighbours



- Pre-COVID (18/19): Coventry slightly higher than England and the same as the region
- Post-COVID: Rates broadly doubled in 21/22
- All comparators followed an upward trajectory with Coventry above comparators (narrowed gap in 23/24)

# Attendance: Absence Reason code analysis: 2023/24

The **7.4% Absence Rate** can be broken down into :

- **4.6%** Authorised which is 0.1ppts lower than national
- **2.8%** Unauthorised which is 0.3ppts higher than national

The attendance codes are nationally defined, and school's input / categorise this information


## Top 3 reasons for Authorised Absence :

Illness (I)	2.4%
Exceptional Circumstances (C)	0.3%
Excluded (E)	0.1%


## Top 3 reasons for Unauthorised Absence:

Other Unauthorised (O)	1.6%
Unagreed Holidays (G)	0.2%
Late after Registration (U)	0.1%

# Attendance: Severe Absence

- Under Section 19 of the Education Act LAs have statutory duties in relation to extended absence
  - Policy reviewed and relaunched earlier in the year
  - In most cases, schools will effectively support pupils using their own resources
  - Sometimes the LA may need to coordinate the support that a pupil requires.
  - To fulfil this obligation, the LA operates a panel for CYP with extended school non-attendance (ESNAP).
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# Attendance: Extended School Non-Attendance Panel (ESNAP)

- The purpose of the panel is to:
    - consider action taken by schools to support CYP
    - recommend additional school action required, including recommendations to alternative provision (AP) procured via the Coventry Alternative Provision (CAP) Graduated Model of Support and framework or,
    - Provide education or intervention through the LA delivered InspirED Pathways (includes Hospital Education Service)
  - Extended Non-Attendance Panel: Referrals 2024/25
    - Total referrals: 138
    - Referrals into InspirED: 51
    - Requires further school action: 87
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# **Children Missing Education (CME)**



# CME: Definition

- **Children Missing Education (CME) are children of compulsory school age who:**
  - are not registered pupils at a school\*, and
  - are not receiving suitable education otherwise than at a school (e.g. home education, Alternative Provision).

- \* Can include CYP with an Education, Health & Care (EHC) Plan where:
  - new to Coventry and awaiting a place in a specialist school to be allocated
  - placement in a school has broken down or permanently excluded and they are awaiting a new school to be allocated
  - medically unfit to receive education



# A Child or Young person (CYP) is considered CME when they...

- are in the process of applying for a school place\*
- have been offered a school place for a future date but have not yet started
- are receiving elective home education (EHE) that has been assessed as unsuitable
- have been recorded as CME for an extended period, for example where their whereabouts is unclear or unknown (10 days+)

\* Can include CYP with an EHC Plan when awaiting a place in a special school to be allocated



# A Child or Young Person (CYP) is NOT CME when they are...

- on a school roll, even if persistently absent.
- home-educated and the LA has not assessed (or has deemed suitable) the provision.
- in alternative provision or hospital education (InspirED Pathways) judged suitable for their needs.
- has an EHC Plan and is considered as requiring Education Other Than At School (EOTAS)

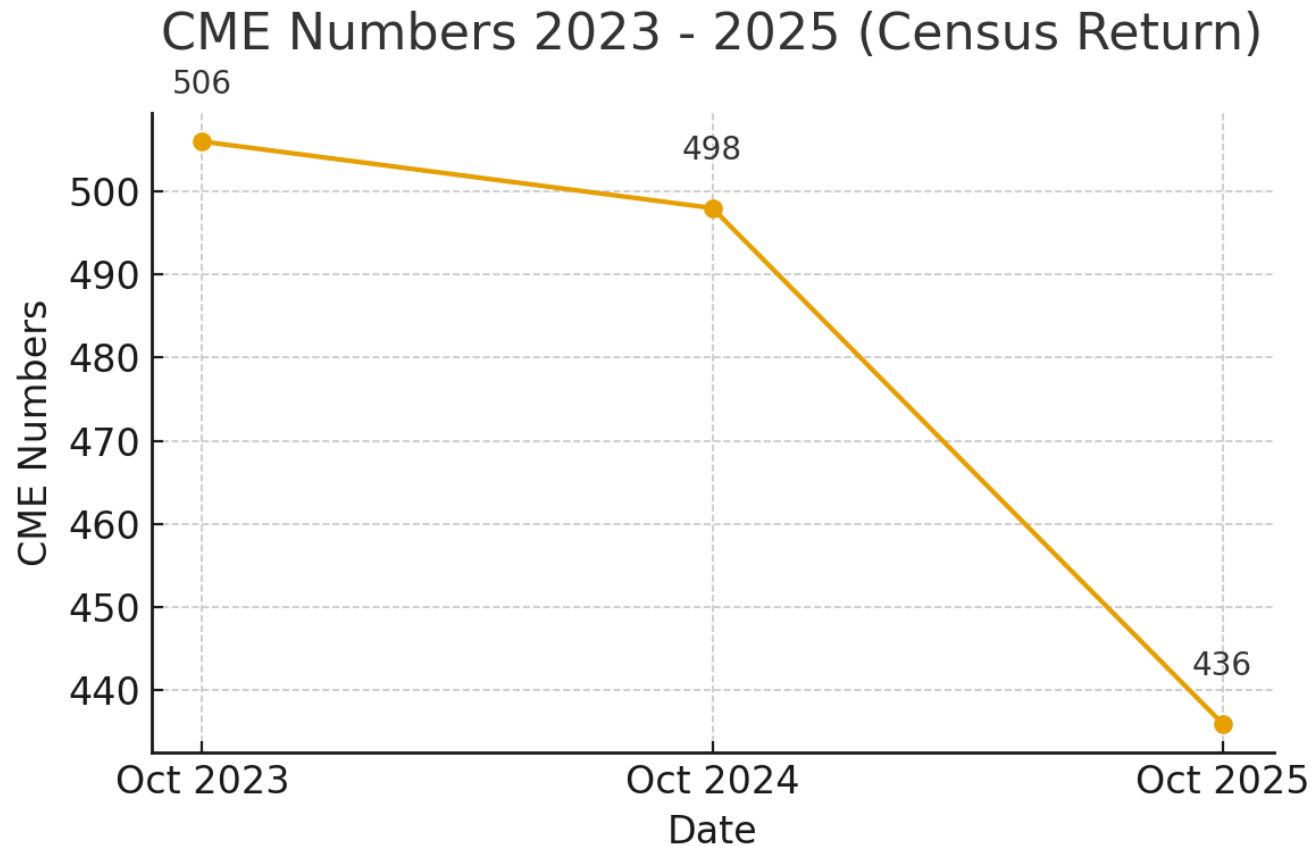


# CME: Coventry Arrangements

- Coventry has clear, coordinated systems in place to identify, investigate, and secure education for every child missing education.
  - Dedicated Team
  - Single Route of Referral
  - Robust Case Tracking
  - Multi-Agency Enquiries
  - Swift Action to Secure Education
  - Safeguarding Centred Approach

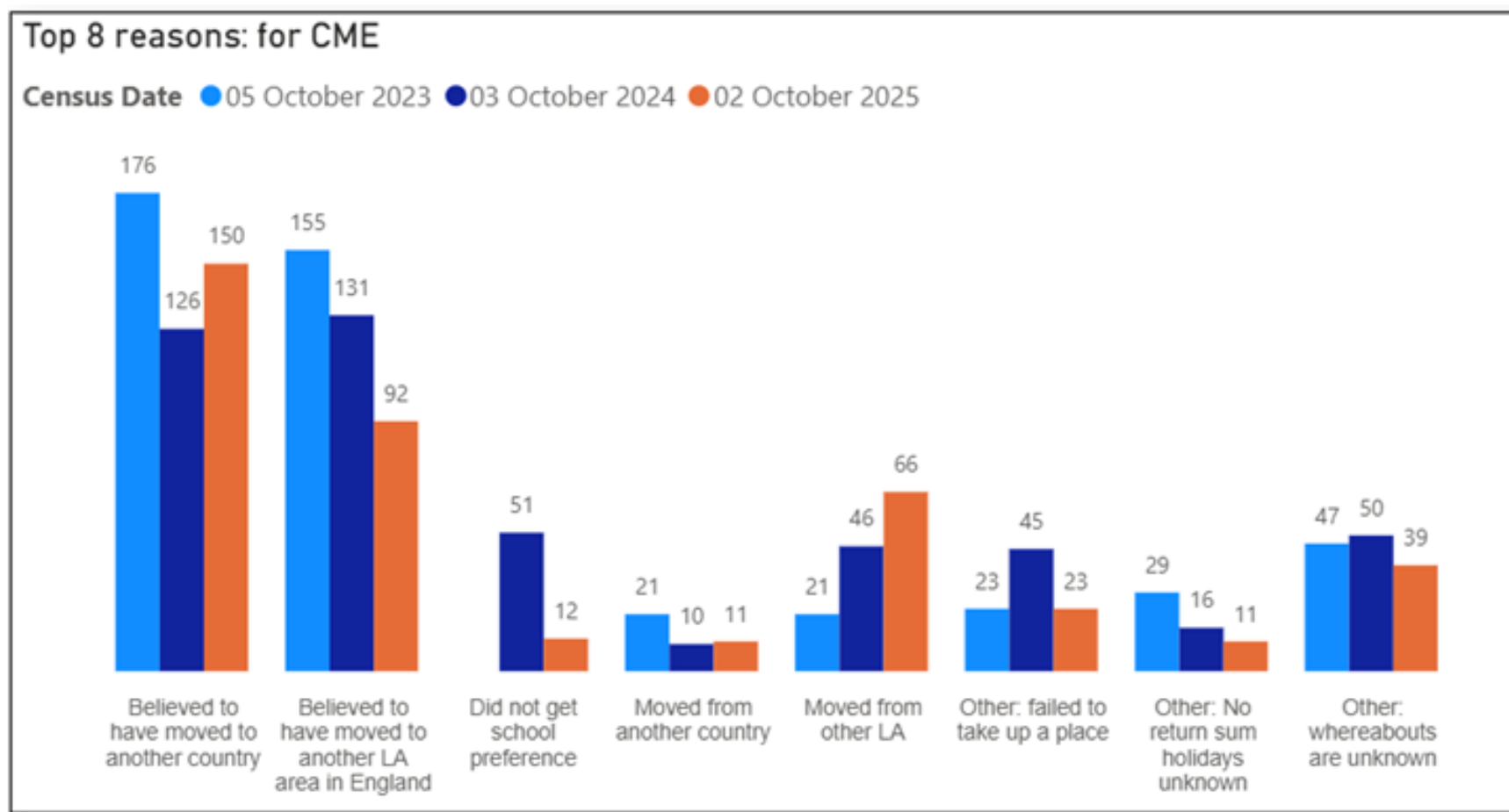


# CME: Coventry Data: 2023 – 2025



- Data shows a small decline in open CME cases as of October Census return.
- Data fluctuates throughout the year.

# CME: Coventry Main Reasons: 2023 - 2025




NB: This data is a subset of the total CME data, showing only the top 8 reasons for CME and will therefore not equate to the total CME numbers on the previous slide.

Data Source: MRI Education (CAPITA 1)

# CME: Data Commentary: 2023 - 2025

- 2024/25: 63% Primary age pupils, 37% Secondary age pupils
- Overall data as at October census suggests limited movement over 3 years – data does fluctuate throughout the year
- Most common reasons are where families believed to have moved abroad or to another Local Authority
- “Failed to take up a place” and “no return after summer holidays” categories remain persistent
- “Whereabouts unknown” cases have reduced slightly, but continued monitoring is vital for safeguarding and compliance
- System changes to improve tracking and data quality of school refusers from September 2024
- Further revision of systems implemented from September 2025


# CME with Education, Health & Care (EHC) Plan: Local Arrangements and good practice

- The situation of each CYP awaiting a school place is different – the SEND Team work closely with families to identify the best route back into school
  - This can include CYP 'newly arrived to city' with an EHC Plan
  - Interim support is secured through the provision of tuition, usually delivered in the home, or in some cases a community venue
  - The cases of all children awaiting a school place are closely monitored, to ensure safeguarding compliance, quality assure provision and identify suitable school provision as soon as possible
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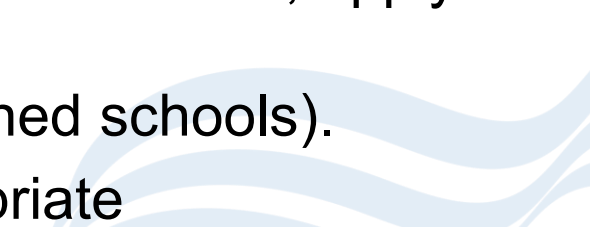
# **Permanent Exclusions (PEX) & Suspensions**



# PEX & Suspensions: Responsibility of Local Authorities (LAs)

- Must be notified of all permanent exclusions and suspensions
  - For a permanent exclusion, arrange suitable full-time education from day 6
  - For pupils with EHC Plans, review/reassess and secure an appropriate placement
  - Arrange and administer Independent Review Panels for maintained schools — secure trained panel members, clerk, venue, and meet statutory timescales.
  - Monitor permanent exclusion trends and support/challenge schools where practice is disproportionate; manage funding transfers after permanent exclusion.
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# PEX & Suspensions: Responsibility of Schools

- Should use permanent exclusion as a last resort, considering evidence, context, and whether other support could reasonably be used
  - Must ensure the decision is lawful, reasonable, fair, and proportionate
  - Provide and mark work for the first 5 school days of permanent exclusion and continued for longer suspensions.
  - Notify parents, the governing board and the LA immediately, giving clear reasons and next steps.
  - Work with the LA to transfer safeguarding information and support transition to new provision
  - Governing bodies must meet within 15 school days to consider reinstatement, apply equality duties, and ensure correct processes and recording
  - Arrange and administer Independent Review Panels (non-maintained schools).
  - Must notify social worker of suspension or exclusion where appropriate
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# PEX & Suspensions: Responsibility of Parents

- For the first 5 days, ensure the pupil is not in a public place in school hours, unless justified (from day 6 of a permanent exclusion should have returned to provision)
- Support the CYP to complete work and attend alternative provision once arranged
- Make representations and attend the governing body meeting as appropriate
- May request an Independent Review Panel within 15 school days (including a SEND expert if appropriate)
- May pursue Equality Act discrimination claims within 6 months.



# PEX & Suspensions: Coventry's Arrangements

- **Support & Engagement**

- Early intervention and support to schools and pupils prior to and during permanent exclusion (PEX) decisions
- Guidance and advocacy for families navigating the PEX process

- **6th Day Provision**

- Aims to ensure all pupils receive education from day 6 of exclusion.
- Alternative Provision (AP) through LA-commissioned providers or outreach to the new allocated school
- Focus on character/personal development, belonging, reintegration, and continuity of learning

- **Outreach Teams:**

- Coventry AP Academy and The Keys provide coordinate transition with the receiving school
- Education Engagement, Social Emotional & Mental Health (SEMH), Educational Psychology

- **Reintegration into Mainstream**

- Following an In-Year Admission application, cases are referred to the Fair Access Panel for placement
- Ensuring every Coventry CYP gets a place within a Coventry School following a permanent exclusion

## **EHC Plan Pupils**

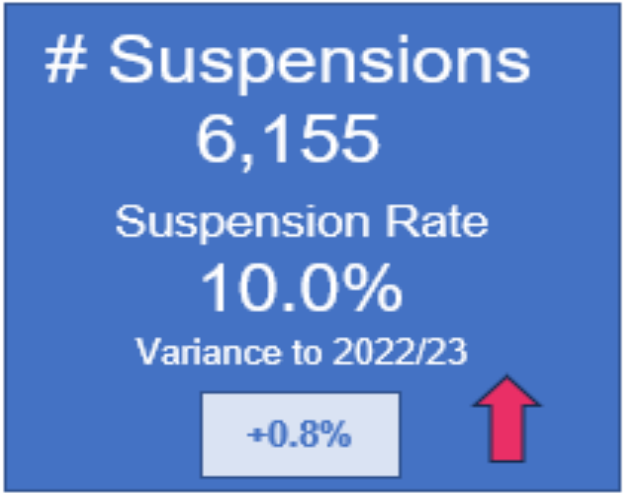
- Managed by the SEND Team and Plan Coordinator to ensure provision meets individual needs

## **Children in Care**

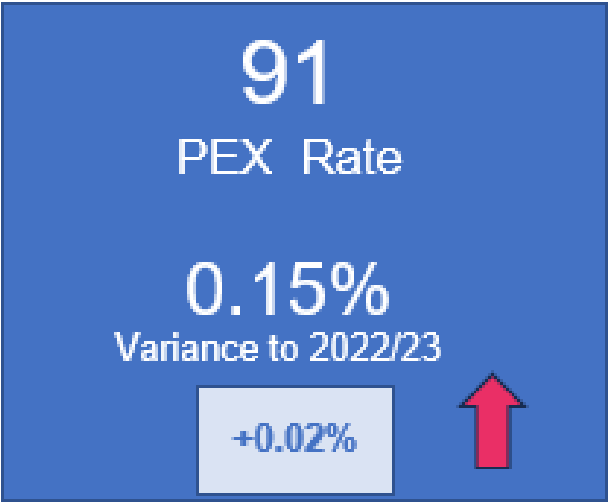
- Managed by the Virtual School Headteacher and Admissions Teams.

# Suspension and Permanent Exclusion (PEX): Education Performance Indicators 2023/24

## Suspensions

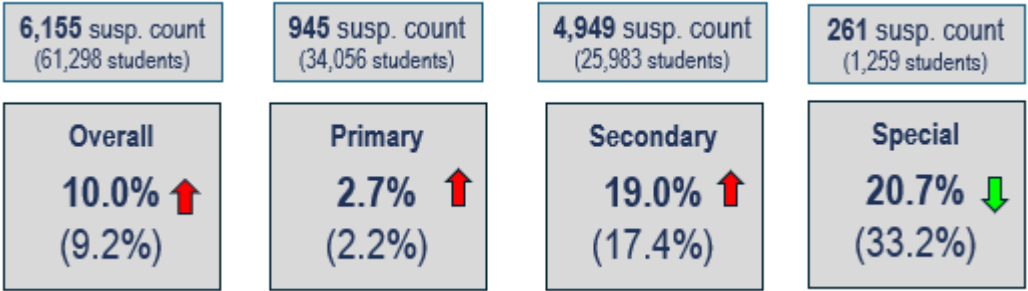


## Exclusions (PEX)

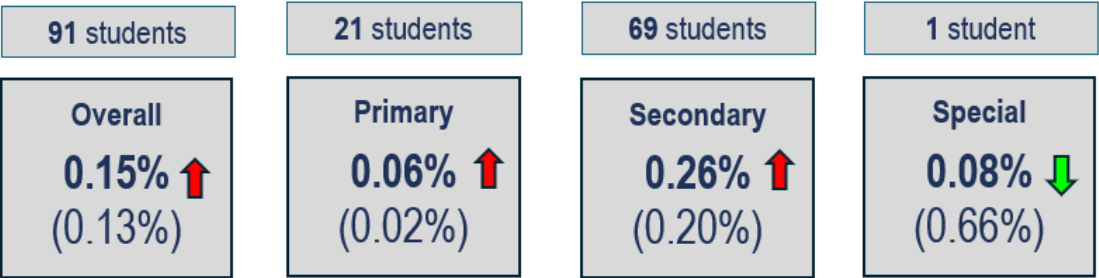


2756 individual students received 1 or more suspension

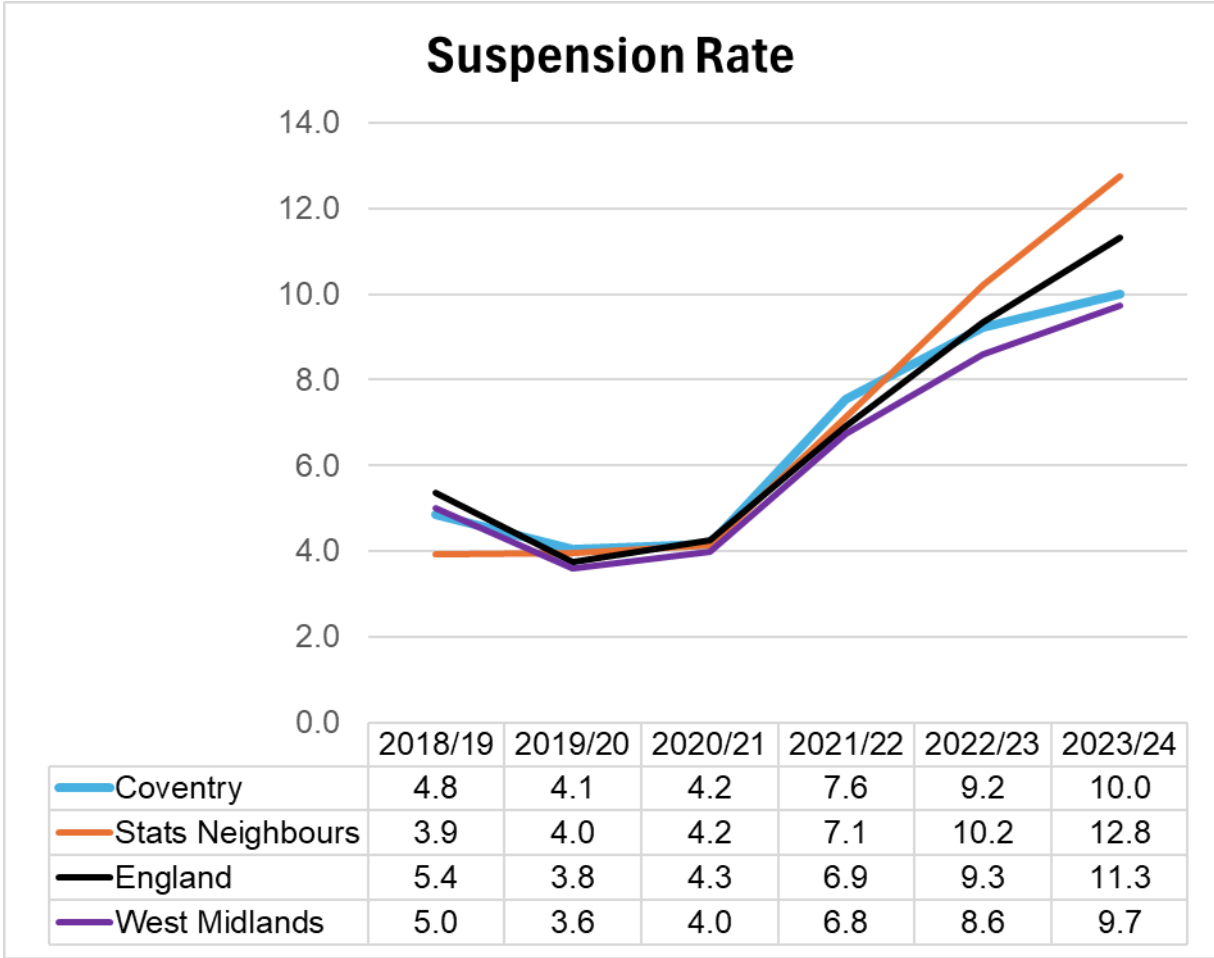
### 2023/24 Suspension Rate by Phase (previous year in brackets)



### 2023/24 PEX Rate by Phase (previous year in brackets)



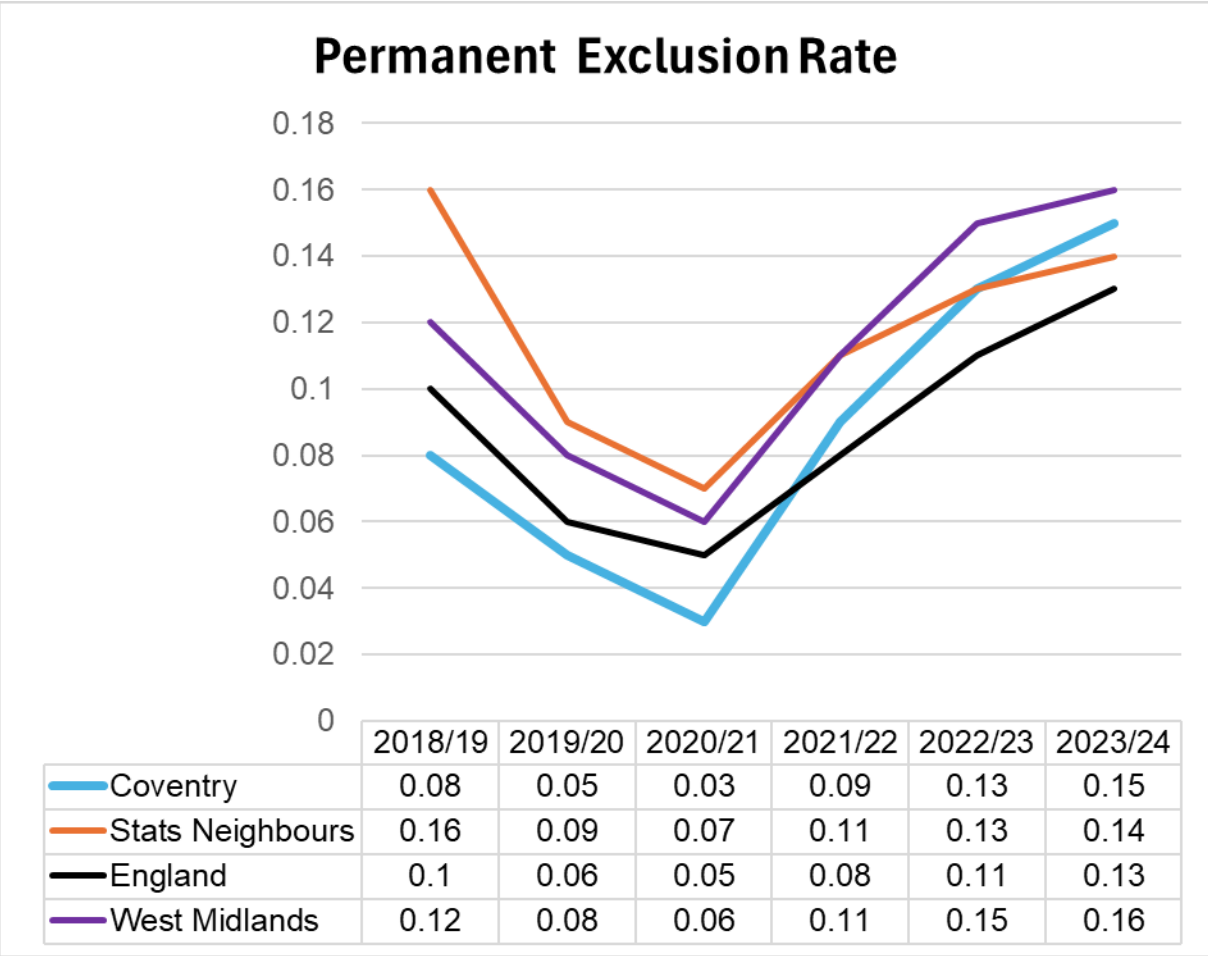
# Suspensions: Rate Trends 2018/19 – 2023/24 (Pre Covid – Post Covid)



**Suspension Rate (per 100 Pupils):**

- Pre-COVID: Coventry was lower than national and region (18/19).
- Post-COVID: Rates broadly doubled in 21/22 and continued to increase but Coventry is below national & statistical neighbours but above region.

# Permanent Exclusion: Rate Trends 2018/19 – 2023/24 (Pre Covid – Post Covid)



**Permanent Exclusion Rate (per 100 pupils):**

- Pre-COVID: Coventry was lower than national and region (18/19 and 19/20)
- Post-Covid: Rates increased in 21/22 and have broadly continued to increase. They are above national and statistical neighbours but below the region.

# PEX & Suspensions: Data Commentary – 2023/24


- **Suspensions**

- Coventry's Suspension rate (10.0%) increased from 22/23 but was below national (11.3%) and statistical neighbours (12.8%)
- Coventry's suspension rate increased at a lower rate than national and statistical neighbours
- Persistent disruptive behaviour 51.1%, Physical assault against pupil 21%, Physical Assault against Adult 9.6%, Verbal abuse against adult 17.9%

- **Permanent Exclusions (PEX)**

- Coventry's Exclusion rate (0.15%) increased from 22/23 and was above national (0.13%) and statistical neighbours (0.14%) but was below the region (0.16%)
- Coventry's Exclusion rate increased at the same rate as national, but faster than region and statistical neighbours.
- Persistent disruptive behaviour 44.9%, Physical assault against pupil 28.1%, Physical assault against adult 23.6%, Verbal abuse against adult 15.7%. Offensive weapon 15.7%

# Behaviour Pathway : New Approach

- 24/25 Academic Year was the pilot year for a new approach in Coventry to better support pupils before the point of Permanent Exclusion
  - Coventry Alternative Provision (CAP) Graduated Model of Support has been implemented (see next slide)
  - The capacity and diversity of Alternative Provision available through the CAP Framework was also expanded
  - A Multi-agency and trauma-informed approach underpins this work
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# Graduated Model of Support:

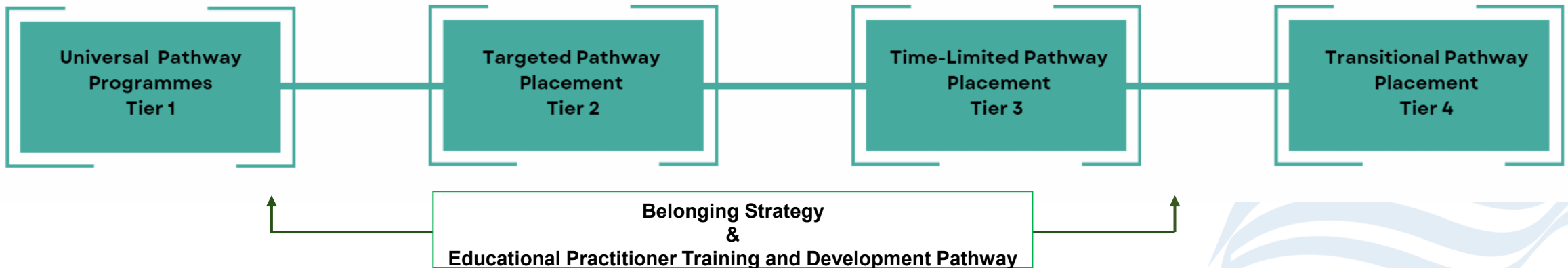
## Coventry Alternative Provision Education Partnership Aim:

To equip children and young people with the vital skills, qualifications, knowledge and experiences which assist them to flourish through education and in their transition to adulthood.

### Multi Agency Approach :

A graduated model to support **each young person to remain in Mainstream Education** wherever appropriate, through universal, targeted and specialist provisions that are suitable for the assessed need of the individual and which provide the right support, in the right place at the right time. This will be achieved through;

- **Universal support** as part of a broad and balanced curriculum.
- **Targeted support** placements.
- **Time-limited support** placements in an alternative provision setting.
- **Transitional support** return to mainstream or suitable Post-16 destination




# Graduated Model of Supports aims to:

## **All children and young people will:**

- feel they belong within Coventry and specifically within the education system
- have access to educational provision and support which is appropriate to their needs and ambitions.
- have improved academic and enrichment opportunities and outcomes
- successfully reintegrate into mainstream or specialist settings after intervention

## **As result of the above there will be a:**

- Reduction in suspensions and permanent exclusions
  - Reduced numbers of student missing out on full time education
  - Reduction in persistent and severe absence
  - Reduced risk of children missing from education
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# **Education Other Than At School (EOTAS)**



# EOTAS: Introduction

- For most CYP with an Education, Health & Care (EHC) Plan, being educated within a school or college and alongside their peers is the best way to ensure they learn independence, have equal opportunities and are well prepared for adulthood.
- However, for a very small number of children and young people with complex needs, it may not be possible for them to attend a mainstream or special school or college.
- EOTAS may be appropriate when:
  - pupils are unable to attend school due to **long-term illness** or **disability**
  - it **has not been possible to meet a pupil's needs within school**, even after adjustments have been made to meet their needs.
  - expectant mothers who cannot attend for **health and safety reasons**

# EOTAS: What is it?

- Under a EOTAS arrangement, the pupil is not on the roll of formal educational setting and is educated elsewhere. This can be a tailored range of provision that can provide for their needs



# EOTAS: Statutory Duties

- LAs follow national legislation when making decisions about providing Education Otherwise Than at School (EOTAS).
- There is a **high threshold** for Local Authorities to evidence before they can provide education through EOTAS as part of an EHCP.
- The legislative basis upon which Local Authorities can make provision for children through Education Otherwise than at School (EOTAS) is set out in **Section 61 of the Children and Families Act (2014)**. Which states that:

*A local authority in England may arrange for any special educational provision that it has decided is necessary for a child or young person for whom it is responsible to be made otherwise than in a school or post-16 institution or a place at which relevant early years education is provided.*

*An authority may do so only if satisfied that it would be inappropriate for the provision to be made in a school or post-16 institution or at such a place.*

*Before doing so, the **authority must consult the child's parent or the young person.***



# EOTAS: Local Arrangements and good practice


- Where agreed EHC Plan Coordinators work with CYP, parents and carers to
  - ensure provision complies with Section F of the EHC Plan
  - identify providers and liaise with them to set up and monitor the provision
- Alternatively, a parent may request a personal budget\* and be responsible for identifying and commissioning appropriate support (the LA will require evidence of the quality and suitability of provision)
- Regular contact is maintained through half-termly meetings to oversee and monitor the provision
- Where possible provision is secured through the **Coventry Alternative Provision (CAP) Framework**, which is already quality assured and meets our standards.
- The EOTAS package will be reviewed formally once a year through the annual review
- In most cases, an EOTAS package will be a short-term solution which will aim to support a child or young person to move towards accessing an educational setting.

*\*if it is funded through personal budget to parents the first review will take place after 3 months and then annually*


# **Elective Home Education (EHE)**



# EHE: Legal Position

- **DfE Elective Home Education Departmental Guidance for Local Authorities - April 2019**
  - Parents have a legal right to educate their child at home.
  - The underpinning law of all casework for the Elective Home Education Coordinator is Section 7 of the 1996 Education Act which requires parents to provide an efficient, full-time education suitable to the age, ability and aptitude of the child and any special educational needs which the child may have either by regular attendance at school or **otherwise**.
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# EHE: Statutory Framework & Duties (LA)

- LA should engage constructively, offering advice and support
  - Maintain oversight of children who are EHE
  - Assess suitability of education where concerns exist.
  - Take proportionate steps to engage and offer support.
  - Act where education appears unsuitable
  - Use School Attendance Orders (SAOs) as a last resort.
  - Share safeguarding information appropriately
- 

# EHE: Coventry's Approach

The LA discharges the role of an EHE Coordinator. This dedicated post is held by an experienced teacher

Coventry's EHE approach balances:

- Parental rights to home educate
  - Children's rights to a suitable education
  - LA duty to safeguard and ensure entitlement
  - Through collaborative, proportionate, and respectful engagement
- 

# EHE: Coventry's Arrangements

- Dedicated EHE Coordinator.
- EHE Register managed within LA's internal education database.
- Schools required to notify LA via secure webform when pupils deregister.
- Initial contact: welcome letter, information booklet, and offer of visit.
- Visits are supportive – *not inspections*.
- Parents given access to advice, resources, and signposting:

## **Safeguarding and Vulnerable Learners:**

- Collaboration with appropriate agencies.
- EHE may be deemed unsuitable if a child on a Child Protection Plan until risk is resolved.
- Children with a social worker and EHC Plan pupils monitored closely with relevant professionals.

## **Children with EHC Plans**

- Parents may home educate, but LA retains responsibility to maintain the plan
- Statutory Assessment & Review Team (START) reviews & annual monitoring continue.
- LA ensures suitability and will intervene if education becomes unsuitable.


# EHE: Coventry's Arrangements

## Escalation and Enforcement


Where there is information to suggest that the CYP is not receiving a suitable or full-time education:

- Informal education and advice are always prioritised
- 15 day missing education notice issued if no evidence of suitable education
- School Attendance Order (SAO) issued as last resort after attempts to engage fail

## Preventing Off-rolling

- Schools must not encourage EHE as an alternative to exclusion or attendance sanctions
  - Attendance and School Improvement Teams monitor EHE trends by school
  - Joint challenge where inappropriate patterns are identified
- 

# EHE: National versus local – Autumn 24 Census

- England LAs reported 111,700 children in elective home education (EHE) across the country. This was an increase of 21% from an estimated 92,000 in the previous autumn term.
  - The rate of EHE was 1.4% of the population of comparable ages (based on ONS for children aged 5 to 16 years).
  - Coventry reported 510 children in elective home education (EHE) in the city. This was an increase of 90 (21%) from an estimated 420 in the previous autumn term.
  - The rate of EHE was 0.9% of the city population of comparable ages (based on ONS for children aged 5 to 16 years).
  - Coventry had the lowest proportion of EHE in the WM region
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# EHE Pupil Group and Reasons : Coventry

## Elective Home Education: Aut 23 to Aut 24 by term - Gender, Year Group and Reason

WEST MIDLANDS CHILDREN'S SERVICES  
@TeamWest Midlands



### Year & Time period

2024/25 - Autumn term

### Local Authority

Coventry

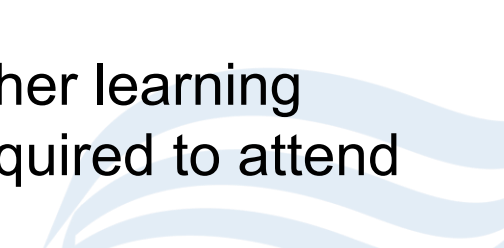
Gender	Number	% of Group
Male	240	47
Female	270	53
Total	510	100

Year Group	Number	% of Group
Year 11	80	16
Year 10	70	14
Year 9	70	13
Year 8	60	12
Year 4	40	8
Year 5	40	7
Year 6	40	8
Year 7	40	7
Year 1	30	0
Year 3	30	5
Year 2	20	0
Reception	0	0
Total	520	90

Reason	Number	% of Group
Philosophical	150	30
Mental health	110	22
Other	80	15
School dissatisfaction general	50	10
Did not get school preference	30	6
Difficulty accessing suitable school place	30	6
School dissatisfaction bullying	20	0
Lifestyle	10	0
School dissatisfaction send	10	0
Unknown	10	0
Health covid	0	0
No reason given	0	0
Permanent exclusion	0	0
Physical health	0	0
Religious	0	0
Risk of school exclusion	0	0
School suggestion	0	0
Total	500	89

Year group and reason data is rounded to the nearest 10. Reasons are defined nationally.

# EHE: Children's Well-being & Schools Bill

- Compulsory Children Not in School registers in each local authority area.
  - A duty on local authorities to provide support to the parents of children on their registers.
  - Changes to the School Attendance Order (SAO) process to make it more efficient.
  - A requirement whereby parents of some children for whom there are existing safeguarding concerns or attend special schools will need local authority consent to home educate (and where children subject to some child protection processes are already being home educated, the local authority will be able to require them to attend school).
  - A requirement for local authorities to consider the home and other learning environments when determining whether children should be required to attend school.
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# EOTAS and EHE: Further Actions

- Following the SEND & AP White Paper – implementation of EOTAS Policy (currently working to an internal position statement)
- Increase capacity within EHE team to support increased numbers
- Implement national changes when finalised (expect to include a new burdens assessment for Local Authorities)

