

## Officer comments on the deep dive recommendations

Recommendation to Cabinet	Officer comments
<p>a) That further analysis is undertaken to understand the reasons for higher numbers of EHE at years 5 and 9 through modifications to the EHE parent/carers questionnaire.</p>	<ul style="list-style-type: none"> <li>•Data analysis of this area to be completed in partnership with the data and performance team</li> <li>•Review the parent/carers questionnaire to focus on Y5 and Y9</li> <li>•Liaise with schools to gain an understanding for this trend.</li> </ul>
<p>b) Further analysis is undertaken by officers on a school level and locality basis to understand the trends associated with EHE in locality areas to see if there are links with social deprivation, gender, adoption or SEND provision. This should be reported to the Committee in 6 months' time.</p>	<ul style="list-style-type: none"> <li>•Data analysis of this area to be completed in partnership with the data and performance team</li> <li>•Liaise with schools to gain an understanding for this trend.</li> <li>•Utilise breakfast meetings to gain locality understanding against these links</li> <li>•Liaise with Early Help/SEND/SENDIASS/Social Care colleagues to work in partnership to build a greater understanding cross teams</li> </ul>
<p>c) That the concept of a 2-week cooling off period before taking pupils off the roll at a school is discussed as part of the attendance conference in July, or at another suitable occasion with head teachers, to gauge level of commitment from schools to understand whether it would be feasible to implement a system across Oxfordshire.</p>	<ul style="list-style-type: none"> <li>•The 2 week cooling off period has been spoken about at the Attendance conference in July and the Breakfast meetings.</li> <li>•School liaison officers have also been promoting this approach in schools.</li> <li>•Feedback to date shows schools are positive and we have had the opportunity to intervene successfully when notified by a school often requiring a call to the family and not a meeting, when discussing with the parent this has been more challenging and at times unsuccessful.</li> <li>•We continue to encourage this process where appropriate.</li> </ul>
<p>d) That the authority advocates that school leaders include information about numbers of EHE children in their termly reports to governors/directors governors or other reporting mechanism that may exist.</p>	<ul style="list-style-type: none"> <li>•Education Inclusion manager is working with governor services to ensure that governors are aware of requesting information relating to young person's being removed from their school for Elective Home Education.</li> <li>•EI manager will ensure that information is provided to governor services which will support governors to question the reasons for the decision being made highlighting the need to look closely at those with SEND.</li> </ul>
<p>e) That schools and colleges in the County are contacted and asked if they would be prepared to provide access to private candidates to expand the range of exam centres in the County for EHE pupils</p>	<ul style="list-style-type: none"> <li>•The work with the schools and colleges needs to continue, a platform needs to be identified. It may be that a pilot project needs to be set up.</li> </ul>
<p>f) That a named contact on the MASH is identified as a point of contact for EHE issues and concerns.</p>	<ul style="list-style-type: none"> <li>•There is now an Education worker in the MASH team who has met with the EHE team.</li> <li>•The manager of the MASH Pauline Morris needs to clarify the responsibilities within the role around EHE.</li> </ul>

g) That a briefing is organised for representatives on the MASH about EHE and the role of the County Attendance Team in EHE.	<ul style="list-style-type: none"> <li>•Joanna Goodey Education Inclusion Manager is attending a team meeting on September 18 to discuss the role of the County Attendance team and those issues relating to EHE.</li> </ul>
h) That the EHE questionnaire is further modified to give the ability to include a more detailed explanation from parents/carers, if they wish to share more detailed reasons for opting for EHE.	<ul style="list-style-type: none"> <li>•The questionnaire does allow for a written explanation from parents who often do not choose to complete it And this will be reviewed with parent .</li> </ul>
i) That the New College, Swindon example of good practice is investigated and any information is shared with Further Education establishments in Oxfordshire.	<ul style="list-style-type: none"> <li>•The Education and Inclusion Manager will be contacting Swindon College- this has not yet been completed.</li> </ul>

In addition to the above the following changes have been made:

- Young person's coming off a reduced timetable-the closure form allows for EHE as a reason which will help with data collection.
- A link has been created with school health nurses- the EHE officer sends letters to parents of young persons who are registered as EHE and requiring immunisations.
- EHE officer and the Education and Inclusion Manager are meeting with EHE parents to establish a link and explore ways of the local authority identifying EHE families and supporting them with exams etc.