

1. EXECUTIVE SUMMARY

The Home and Continuing Education Service is Wirral's response to its statutory duty to provide a suitable education for children who cannot attend school because of their medical needs. 1 in 10 school children will suffer from a diagnosable mental health disorder¹ which is reflected in the referrals to the service (approximately 90% are through CAMHS).

This report is an update of the proposal that was presented to Schools Forum in May 2018 for a renewed service that will cater for the needs of the young people, families and schools of Wirral by providing the appropriate level of resources, facilities and accommodation that allow the effective running of the service in accordance with our statutory duties.

2. BACKGROUND

The Home and Continuing Education Service aims to respond to the changing needs of Wirral's children who cannot attend school for physical or mental health reasons by:

- Providing a suitable education for the children of Wirral who have medical needs that prevents them from attending school by ensuring that: that they make the best educational progress that their health needs allow and that they achieve outcomes that allow them to access the most suitable pathway to prepare them for their future success.
- Providing sufficient hours of continuing education in line with statutory guidance; the equivalent of full-time or for the number of hours the child's health condition allows. "Full-time education" is not defined in law but it should equate to what the pupil would normally have in school – for example, for pupils in Key Stage 4 full-time education in a school would usually be 25 hours a week. When education is delivered via one to one tuition it is not, necessarily, expected to be 25 hours a week.² One to one teaching is, by its nature, more intense than class teaching.
- Developing a multiagency approach to a graduated pathway for sick children that enables access to a full or fuller time education in the most appropriate education setting for that child, e.g. 1:1 teaching, small group teaching, part or full time within a mainstream or special school. The overarching aim is that the child should be as fully included in the education process as their health condition allows.

¹ Future in Mind: Promoting, protecting and improving our children and young people's mental health and wellbeing NHS England DoH 2015 Chapter 3 page 25

² Ensuring a Good Education for Children who cannot attend school because of health needs. May 2013 DFE-00307-2013 page 4

3. Progress Towards Revised Service Structure

	Proposed	Actual
Head of Service	Full time	No change
Deputy Head of Service	Full time	0.8 Remains on casual basis
General admin/exam officer	0.6 days	0.4 with 0.3 casual
Finance clerk	0.6 days	Not appointed
1 learning mentor	0.8	Remains casual
Contracted teacher	FTE 1.0	2 x 0.2 2 x 0.3 From September 2018
1 HLTA	Full time	0.6 casual

	F2	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	
2016/17	2	3	3	0	0	4	3	8	7	19	20	31	8	4	1	113
2017/18	0	2	2	5	2	3	7	11	17	17	22	43	12	2	3	147
2018/19	0	0	2	1	1	3	3	8	7	15	24	32	17	2	2	117
Waiting list	0	0	0	2	0	1	1	1	6	4	8	3	0	0	0	26
Total to 03/05/19	0	0	2	3	1	4	4	9	13	19	32	35	17	2	2	143

In the last report it was assumed that no further referrals would be made between May and July, however 10 referrals were made between May and the end of the academic year.

If a similar number is assumed this year the service will have supported a total of 153 pupils.

4. Pupils for whom Funding is Unavailable

Electively Home Educated Pupils

The guidance (DFE-00307-2013) states that provision should be available to pupils whether or not the child is on the roll of a school. Consequently, if a pupil who is electively educated by their parents is referred by a consultant doctor, they are entitled to HES support. They come with no funding to claim charges against at any time.

This year there are 5 pupils in this category.

	Pupils with EHC Plans	Electively Home Educated
2016 - 2017	18	2
2017 - 2018	38	1
2018 - 2019	41	5

Post 16 Pupils

There is no available funding for young people who are unable to transition into Post 16 education, employment or training because of their health and do not have GCSE Maths and English grade 4 or above. HES has supported a number of these young people by absorbing them into small groups at the base. However there is more and more demand in this sector.

27 pupils have been supported by HES either by direct teaching in groups or through the learning mentor.

5. Update on the Impact of the Changes to Funding and Structure

Action	Impact
<ul style="list-style-type: none"> provide a core offer of up to 10 hours tuition per week per pupil in at least English, Maths and Science 	<p>KS2 pupils are receiving as many hours as their health and stage allows. KS3 and Yr 10 pupils are receiving up to 7 hours a week GCSE pupils are receiving 6-8 hours per week</p>
<ul style="list-style-type: none"> ensure continued progress, achievement and attainment, within the capability of the pupil, while they are out of full time education 	<p>All pupils were entered for appropriate qualifications. (GCSE, BTEC, Functional Skills, Entry Level Certificate)</p> <p>100% passed qualifications they were entered for. 87.5% pupils passed GCSE grades 9-1 English and Maths 5 pupils took only GCSE English 1 pupil took GCSE Maths only 1 pupil did not take GCSE Maths or English</p> <p>19/24 (79%) pupils transitioned into EET</p>
<ul style="list-style-type: none"> make an important contribution to the safeguarding of pupils 	<p>Since September 2018, 0 requests for services have been submitted to social care. HES has contributed to the TAF process for 13 families, HES is Lead Professional for 1 of these families. 2 pupils are Child in Need Learning Mentor continues to carry out home visits to pupils who struggle to engage with home education consistently. She offers support to the families and targeted PSE/social skills/building resilience/drug and alcohol awareness to the pupils. This has tended to be aimed at Year 11 and Post 16 pupils to facilitate them being able to cope with GCSE exams and move into college as and when they are ready.</p>
<ul style="list-style-type: none"> provide accurate and regular data regarding attendance and progress to the pupil's main school 	<p>The data collected on the pupil tracking system is used to inform schools about pupil attendance and progress. Face to face and phone contact with named people in schools also contributes to the effective communication between HES and referring</p>

	schools.
<ul style="list-style-type: none"> • reduce the time between referral and start of teaching and enable the efficient reintegration of pupils into full/fuller time school. 	<p>This continues to be a challenge due to the demand on the service. Demand includes greater numbers of pupils with complex difficulties encompassing their health, learning and social situation.</p>
<ul style="list-style-type: none"> • work with schools and the LA to facilitate pupils' timely re-integration into a full/fuller time place within an appropriate educational setting e.g. their home school, resourced base, special school 	<p>23 pupils have fully reintegrated into school. The rate of reintegration into full/fuller time school has slowed due to the number of pupils with an EHC Plan waiting to be placed. (7 pupils)</p>

6. Summary of Budget / Staffing Changes from 2016 to 2019

- Admin support has been fairly consistent with a slight increase in hours and additional hours worked to cover need above contractual hours on a "as needs" basis. The salary has risen by 1.75% & 2% over 2 years which has not been covered by increased funding.
- Learning Mentor covers group session work, co-ordination of CIEAG, and transition to Post 16 provision if this is appropriate for the pupil. Therefore, the demand on her time has significantly increased from original agreed hours- result of demand.
- Cost of Invigilators has increased as the service is now become a stand-alone exam centre and as a result of the increased number of pupils taking external examinations.
- Apprenticeship Levy costs – introduced automatically as part of payroll costs in April 2017 - no extra budget allocated to cover costs.
- Pension deficit increased costs as part of payroll- no extra budget allocated to cover costs.
- Head of Service pay increased due to being placed on the leadership spine and has received normal teacher pay rises over past 3 years - no extra budget allocated to cover costs.
- Contracted Teacher post increased by FTE 1.0 September 18 – additional £50,000 budget given in 2018 was to cover this increase- pay rises also included over 3 years to increase costs.
- Casual Teacher hours pay increased from
 - £204,717 in 2017/18 to £ 339,822 in 2018/19- as a direct result of demand led needs and significant increase in pupil referrals from schools, delays in placing pupils with EHC Plans, delays in transition back to schools, increase Year 11 and Post 16 pupils. Charging schools £80/week/child started in

- September for pupils who had been in receipt of Home Teaching for 12 weeks before the end of July 2018.
- 2 terms have been charged to schools, the final term in is in financial year 2019/20 and is always going to be accrued. It has to be borne in mind that teacher salaries and on-costs rise year on year.
 - PFI Rental costs for the CLC building go up each year by RPI but the budget allocation has not increased. HES was allocated £40,000 extra in 2017, but the costs are now up to £45,676 and will go up again 2019/20.
 - Expenditure on other supplies and services are kept to a minimum of average £4500 per annum which is not excessive.
 - In 2017/18 Hilbre charged the service £15,000 for fees to support HES's operation. In 2018/19 however they only charged £4228 as Hilbre's Business Director knew the budget could not afford more. However, she spends a great deal of time and effort to provide financial management and financial administration support. Pressure on the budget has meant the part time finance clerk has not been appointed.
 - Year 11 Exam fees average £12,500, fees go up as pupil numbers increase.
 - LA Re-Charges remain static at £10,100. No ideas what these cover so queried with the LA.

Income- basic LA allocation has only increase from £308,900 in 2016/17 to £348,900 in 2017/19 (£40,000 to cover PFI rent), then to £400,500 in 2018/19 - which is only an extra £50,000 - this is clearly not enough to cover the demands of the service.

Claimed from schools:

2016/17 - £133,399 for Year 11 AWPU

2017/18 - £153,422 for Year 11 AWPU

2018/19 - £207,913 for Year 11 AWPU and £80 per week charges to schools from 1st September 2018 to 28th March 2019.

7. RECOMMENDATIONS

That the Forum notes the report

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