

ACTION PLAN: Review of Children Not in School

No.	Recommendation	Proposed Actions / Progress	Success Measures	Responsibility	Date
Home and Hospital					
1- 4	1) That staffing capacity is reviewed to ensure provision remains, safe, responsive and broad enough in curriculum and that the staffing model adopted provides flexible and responsive provision in the most cost-effective way.	Pupils need and therefore staffing capacity to be reviewed on an ongoing basis alongside matched budget funding. These reviews to take place systematically within staffing supervision.	Provision is safe, responsive and matched to pupil need as well as staffing and budget capacity.	Sharon Stevens	½ termly
	2) That opportunities are explored and expanded for peer social interaction.	Pupil voice is captured; appropriate action is identified and implemented. For example, termly social mornings/variations of according to pupil voice feedback.	Pupil voice is captured, analysed and evaluated. Actions and timescales are identified and implemented alongside responsibility for action.	Kate Dumain/ Elizabeth Johnson	½ termly
	3) That opportunities for partnership working to enhance both curriculum and enrichment are explored.	Pupil voice and enrichment interest is captured; appropriate signposting is identified and shared with pupils and parent/carers. Partnerships are proactively sought with TVMS and SBC Culture Libraries and Events Service.	Pupil voice and enrichment interest is captured, analysed and evaluated. Actions and timescales are identified and implemented alongside responsibility for action.	Kate Dumain/Elizabeth Johnson	½ termly
	4) The re-integration pathways are explored.	Ensuring the pupil voice is instrumental in reintegration plans for pupils returning to their school following a period of home	Reintegration plans are informed by pupil voice	Kate Dumain/Elizabeth Johnson	Prior to reintegration

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		and hospital tuition. Pupils are supported at these meetings by their home and hospital key teacher.	and capture social emotional behavioural and/or cognitive need. Targeted support and intervention during reintegration ensures successful return.		
<i>Electively Home Educated</i>					
5 - 13	5) That a more relational approach be strengthened with EHE families with identification of dedicated staffing resource to promote this.	The establishment of termly EHE Parent Network meetings has created a valuable forum for meaningful dialogue, enabling parent voice to inform service development and improvement. We will continue to promote a supportive, strengths-based and collaborative approach to engagement, ensuring families feel heard, valued and actively involved in shaping services. Feedback received through these arrangements will continue to be used to drive service improvements through a clear co-production approach and demonstrate our commitment to building trust and positive relationships with the EHE community.	A minimum of three termly EHE Parent Network meetings are held annually. Feedback received from parents informs service development, evidenced through at least two documented "You Said, We Did" improvements each year. Parent participation and engagement levels are monitored, with evidence of continued dialogue and positive feedback from the EHE community.	Sharon Stevens/Carly Lupton	Termly
	6) That clearer information is provided to parents about: - Examination entry processes - Associated costs	Review and enhance information available to EHE families to ensure it is accessible, clear and responsive to parental need. Informed by feedback received through the EHE Parent Network and wider EHE community engagement, information provided to families will	Updated guidance covering examination entry processes, examination costs and available support services is published and made	Sharon Stevens/Carly Lupton	On notification of EHE

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	Available support services	include clearer guidance on examination entry processes, associated costs and available support services. This will be supported through improved signposting, Frequently Asked Questions (FAQs), information leaflets and online resources, ensuring families can readily access relevant advice and support. This work will form part of our ongoing commitment to co-production, ensuring information reflects the needs and experiences of EHE families.	available to all EHE families. A dedicated FAQ resource is developed and reviewed annually with input from EHE parents. Information regarding support services, including SENDIASS, SEND services, local opportunities and sources of advice, is routinely provided within EHE communications. Parent feedback demonstrates improved awareness and understanding of examination arrangements and available support, evidenced through engagement activities and Parent Network discussions.	Sharon Stevens	At point of notification of legislation change
	7) That work continues to prepare for legislative changes on compulsory registers and strengthened Local Authority powers.	Inclusion and Vulnerable Learners will continue to actively prepare for legislative changes relating to Elective Home Education, including the introduction of compulsory registers and any strengthened Local Authority duties and powers. Officers are active members of national and regional EHE networks, including the Association of Elective Home Education Professionals (AEHEP), and receive regular updates and communications from the Department for Education. This ensures the service	Relevant legislative and policy updates are monitored and disseminated to staff as required. Local policies, procedures and guidance are		

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	8) That the range of support shared via EHE networks is broadened.	remains informed of emerging policy developments and legislative change, enabling timely review and updating of local policies, procedures and practice to ensure continued compliance and effective implementation. IVL will continue to broaden the range of support, information and opportunities shared with Elective Home Education families through established EHE networks and engagement activities. Through ongoing dialogue with the EHE Parent Network and EHE Parent Champion, families will be provided with enhanced signposting to services, resources and opportunities available locally and nationally. This will include information relating to educational resources, SEND services, SENDIASS, health and wellbeing support, leisure activities, the Holiday Activities and Food (HAF) Programme, local support groups and other services identified through engagement with families. This work will continue to be informed by parent feedback to ensure the information shared is relevant, accessible and responsive to family needs.	reviewed and updated within agreed timescales following the publication of new legislation or statutory guidance. The service is able to demonstrate readiness for implementation of any new EHE legislative requirements through updated processes, staff briefings and operational plans. Information and support resources are shared with EHE families through regular communications and Parent Network meetings. Available information is reviewed annually with input from EHE families. At least two new sources of support, services or opportunities are identified and promoted to families each year. Parent feedback demonstrates improved	Sharon Stevens/Carly Lupton	½ termly

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	9) That opportunities for partnership working to strengthen intervention and support are explored.	That the Team Around the School be fully appraised of the needs of previously Electively Home Educated pupils who are returning to mainstream education to support and nurture them back into school.	awareness of available support and opportunities.	Caly Lupton	At point of reintegration to school roll
	10) That the capacity for schools to provide early intervention and support in response to emotional and mental health needs is reviewed.	Information is shared with schools relating to EBSA, emotional health and wellbeing resources are shared with schools, and school staff are encouraged to engage school support.	Successful transitions. Personalised intervention is identified in place and delivered at point of reintegration to mainstream education.	Carly Lupton/Eve Connor-McGill	Termly
	11) That best practice identified at the Attendance Networks on re-integrating vulnerable learners into school is widely and regularly shared.	Presentations and resources are shared widely with delegates following the Attendance Network Meeting via email and through the dedicated TEAMS channel. Wider dissemination via Termly PDN's	All schools are actively engaged with the EBSA Horizons Programme. Relevant information is shared via Attendance Networks and PDN Networks	Sharon Stevens	Termly
	12) That the support available to children and their families experiencing Emotional Based School Avoidance (EBSA) is widely and regularly shared.	Information is shared with schools relating to EBSA, emotional health and wellbeing resources are shared with schools, and school staff are encouraged to engage school support.	Schools are appraised of successful practise, useful resources and implement the strategies.	Carly Lupton/Eve Connor-McGill	Termly

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	13) That the Team Around the School be fully appraised of the needs of previously Electively Home Educated pupils who are returning to mainstream education to support and nurture them back into school.	Systematic communication protocols between IVL and TASS are in place and actively implemented.	All schools are actively engaged with the EBSA Horizons Programme. Relevant information is shared via Attendance Networks and PDN Networks Successful transitions. Personalised intervention is identified in place and delivered at point of reintegration to mainstream education.	IVL caseworkers	Prior to reintegration
Children Missing Education					
14 - 16	14) That off roll audits are maintained and expanded to prevent inappropriate removal from school rolls.	Off-roll audits will continue to be undertaken, with the frequency increasing to fortnightly. This will be supported by access to improved and more comprehensive data sets, enabling more timely identification and scrutiny of pupil roll movements. The enhanced audit process will strengthen oversight, support challenge where required, and help	All pupils will have a destination recorded.	Sharon Stevens/Dorothy Nelson	Fortnightly

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	15) That opportunities to work in partnership with the Voluntary and Community Sector are fully utilised to gather intelligence.	ensure that pupils are not inappropriately removed from school rolls. We will continue to maintain and expand our engagement with the Voluntary and Community Sector, maximising opportunities for partnership working and information sharing wherever they arise. Strengthening these relationships will support the effective gathering of local intelligence, enhance understanding of emerging issues affecting children and families, and facilitate a coordinated and timely response to identified needs. This collaborative approach will ensure that the expertise, knowledge, and community networks within the voluntary sector are fully utilised to inform decision-making, strengthen service delivery, and contribute to improved outcomes for children and young people.	Engagement with Voluntary and Community Sector partners will have increased, evidenced by termly partnership meetings, an agreed process for information sharing, and an increase in intelligence enquiries to ensure safeguarding,	Sharon Stevens	Termly
	16) That consideration is given to how the social care reforms can be used to reduce the number of children missing from education.	We will consider and maximise opportunities arising from the Children's Social Care Reforms to strengthen the identification and tracking of vulnerable children who may be at risk of becoming missing from education. This will include reviewing local processes, enhancing	Casework will evidence improved information sharing between agencies and earlier identification of children at risk of becoming missing from	Vanessa Housley/Sharon Stevens	Ongoing

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		multi-agency information sharing, and ensuring that education colleague participation and attendance are considered within early help and social care planning. By strengthening collaboration across services, we aim to identify concerns at an earlier stage, reduce barriers to education, and improve outcomes for children and young people.	education, contributing to a reduction in both the number of CME cases and the time taken to identify and support children at risk.		
<i>Education Other Than At School</i>					
17	17) That multi-agency working arrangements for children receiving EOTAS be strengthened, to ensure earlier, coordinated planning for children with complex needs, with education, health and social care partners jointly developing, owning and reviewing EOTAS packages to improve timeliness, quality and outcomes.	Continue monthly a multi-agency EOTAS Oversight Group involving SEND, Education, Health to oversee all new and existing EOTAS packages.	Oversight group established with agreed Terms of Reference and regular attendance from all key partners.	Strategic Lead SEND Practice / Designated Health Representative / Social Care Lead	Monthly ongoing
<i>Alternative Provision</i>					
18 - 20	18) That the new QA framework is implemented fully with follow up action plans for providers needing improvement.	Fully implement the new Alternative Provision (AP) Quality Assurance Framework across all commissioned providers, including the new providers	100% of framework providers assessed against the QA framework. Quality	Service Lead AP	

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	19) That AP networks continue to be expanded to promote consistent practice. 20) That action is taken to ensure that all AP placements have a clear education plan, regularly reviewed, with reintegration as a priority where appropriate.	joining the framework from September 2026. Develop and monitor follow-up action plans for providers identified as requiring improvement through QA activity, with additional support and monitoring where required. Maintain annual quality assurance reviews for all AP providers, with more frequent monitoring and challenge for providers where concerns are identified. Introduce and monitor a standardised Education Plan for all AP placements, setting out educational objectives, planned provision, outcomes and intended next steps.	assurance reports completed and shared. All providers requiring improvement have an action plan in place with measurable targets and evidence of progress. Annual QA programme completed. Improved provider performance evidenced through audits and monitoring visits. 100% of AP placements have a documented Education Plan in place.	Service Lead AP Service Lead AP Service Lead AP	January 2027
Admissions					
21	21) That processes and capacity for pupils with EHCPs who move into the Borough are reviewed to minimise time out of education.	Undertake a review of current processes for children and young people with EHCPs moving into the Borough, identifying barriers that contribute to delays in securing suitable education placements and provision.	Review completed with recommendations agreed and implemented.	Service Lead SEND Assessment and Review	December 2026
Safeguarding					
22-24	22) That caseworker training in professional curiosity is enhanced to seek to ensure that risks are spotted during educational monitoring visits.				

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	23) That multi-agency information sharing for EHE and CME cohorts is strengthened, to compensate for restrictions on direct safeguarding checks. 24) That CME processes continue to involve agencies such as Border Force, Police, Health and Housing to track and protect high risk pupils.				