

## **IMPROVING LIVES SELECT COMMISSION**

**Date and Time:-** Tuesday 22 July 2025 at 10.00 a.m.

**Venue:-** Rotherham Town Hall, The Crofts, Moorgate Street, Rotherham. S60 2TH

**Membership:-** Councillors Monk (Chair), Brent (Vice-Chair), Adair, Blackham, Bower, T. Collingham, Elliott, Fisher, Garnett, Harper, Hughes, Pitchley, Reynolds, Ryalls, Sutton, Ismail, Hickey, Hemmingway and Newman.

This meeting will be webcast live and will be available to view [via the Council's website](#). The items which will be discussed are described on the agenda below and there are reports attached which give more details.

Rotherham Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair or Governance Advisor of their intentions prior to the meeting.

### **AGENDA**

#### **1. Apologies for Absence**

To receive the apologies of any Member who is unable to attend the meeting.

#### **2. Minutes of the Previous Meeting (Pages 4 - 10)**

To consider and approve the minutes of the previous meeting held on 17 June 2025, as a true and correct record of the proceedings and to be signed by the Chair.

#### **3. Declarations of Interest**

To receive declarations of interest from Members in respect of items listed on the agenda.

#### **4. Exclusion of the Press and Public**

To consider whether the press and public should be excluded from the meeting during consideration of any part of the agenda.

**5. Questions from Members of the Public and the Press**

To receive questions relating to items of business on the agenda from members of the public or press who are present at the meeting.

**6. Children's and Young People's Service Annual Outturn Performance Report 2024-2025 (Pages 11 - 43)**

This item will include the performance outturn for the reporting year April 2024 to March 2025 for Children and Young People's Services. It will also include areas of performance that are working well, alongside other areas where a continued focus is required.

**7. Draft Elective Home Education Policy (Pages 44 - 80)**

The Department for Education recommends that every Local Authority has 'A written policy statement on elective home education, which is clear, transparent and easily accessible by using different formats as necessary, is consistent with the current legal framework and preferably drawn up in consultation with local families who educate children at home so that it can reflect both the challenges and rewards of educating children in this way'.

Rotherham's Elective Home Education Policy was last agreed in 2021, and a review has been initiated to ensure that it would be easy to navigate and understand, and would accurately reflect the current way in which the Elective Home Education Team works with home educators in the borough. Home educators and partners were key to this process with a period of public consultation taking place following informal stakeholder events.

This revised Draft Rotherham Elective Home Education Policy will be presented to the Commission for pre-decision scrutiny, prior to the presentation to Cabinet for consideration and approval.

**8. Work Programme (Pages 81 - 83)**

To consider and approve the Commission's Work Programme.

**9. Improving Lives Select Commission - Sub and Project Group Updates**

For the Chair/Project Group Leads to provide an update on the activity regarding sub and project groups of the Improving Lives Select Commission.

## **10. Urgent Business**

To consider any item(s) the Chair is of the opinion should be considered as a matter of urgency.

**The next meeting of the Improving Lives Select Commission  
will be held on Tuesday 16 September 2025  
commencing at 10.00 a.m.  
in Rotherham Town Hall.**

A handwritten signature in black ink, appearing to read 'John Edwards', with a stylized flourish at the end.

John Edwards,  
**Chief Executive.**

**IMPROVING LIVES SELECT COMMISSION**  
**Tuesday 17 June 2025**

Present:- Councillor Monk (in the Chair); Councillors Brent, Pitchley, Bower, T. Collingham, Elliott, Harper, Ryalls, Hickey and Hemmingway.

Apologies for absence:- Apologies were received from Councillors Blackham, Fisher, Garnett, Hughes, Sutton, Adair and Ismail.

The webcast of the Council Meeting can be viewed at:-  
<https://rotherham.public-i.tv/core/portal/home>

**1. MINUTES OF THE PREVIOUS MEETING**

**Resolved:** - That the Minutes of the meeting of the Improving Lives Select Commission, held on 22 April 2025, be approved as a correct record of proceedings.

**2. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**3. EXCLUSION OF THE PRESS AND PUBLIC**

There were no items of business on the agenda that required the exclusion of the press and public from the meeting.

**4. QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS**

There were no questions from members of the public or press.

**5. THE DRAFT KINSHIP LOCAL OFFER**

In October 2024, the Government issued statutory guidance on 'Kinship Care', which included a requirement for each local authority to publish a Kinship Local Offer. This update provided an overview of the Draft Kinship Local Offer for pre-decision scrutiny by the Commission, ahead of the offer being provided to Cabinet for approval in July 2025.

The Chair welcomed to the meeting Councillor Cusworth, Cabinet Member for Children's and Young Peoples Services, Monica Green, Assistant Director for Children's and Young Peoples Services and Chris Macdonald, Service Manager for the Central Locality Teams and Family Activity Base.

The Chair invited the Cabinet Member to introduce the report, during which the following was noted:

- The statutory guidance published in October 2024, defined kinship care as any situation where a child was raised by someone other than their parents, this could be a family member or a family friend.
- The Children's Wellbeing and Schools Bill mandated local authorities to publish a Kinship Local Offer, to extend support to kinship carers and children, and to extend the role of the Virtual School Headteacher to support kinship children.
- The Kinship Local Offer must include support groups, financial support, help with accommodation, education, family time, legal support and therapeutic support. The offer was required to be well publicised and mitigate the barriers to accessing support.
- In relation to the support structure, a Virtual Kinship Hub would be established within the Integrated Front Door and Family Help Navigators would be the first point of contact. Targeted help would be led by a professional via a partner agency or the Family Help Team, with specialised support provided for complex emotional needs.
- The Kinship Local Offer was required to be published within two months of the Children's Wellbeing and Schools Bill becoming Law, the Bill was had not yet become Law. Once approved, the offer would be published online and would be regularly updated.
- In relation to the recommendations on the report, the Commission was asked to consider the content and accessibility of the draft Kinship Local Offer and provide pre-decision scrutiny and feedback which could be incorporated within the final version.

The Chair invited the Service Manager for the Central Locality Teams and Family Activity Base to lead on the presentation, during which the following was noted:

### The National Context-

- The Department of Education's definition of kinship care was "any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term".
- The Department of Education's October 2024 Kinship Care Statutory Guidance required the local authority to:
  - Nominate a senior officer to be the lead for kinship.
  - Publish and regularly review the local authorities Kinship Local Offer.
  - Offer family group decision making to all families, before care proceedings.
  - That the Virtual School nominate an officer for educational outcomes, for children in kinship care arrangements.

## The Local Context and Progress-

- The local authority had updated the Kinship Care Policy, which was published in 2024.
- A nominated officer for kinship was identified as the Service Manager for the Central Locality Teams and Family Activity Base.
- The role of the Virtual School Head included providing advice and guidance regarding children in kinship care and children with a social worker.
- There was an uplift to kinship allowances following changes to the means testing model, this had been in effect from January 2025.

## Decisions and Scrutiny-

- An update on the Kinship Local Offer was presented to the Commission in March 2025.
- The draft Kinship Local Offer was being presented to the Commission for pre-decision scrutiny, ahead of being presented to Cabinet on 7<sup>th</sup> July 2025.

## The Kinship Local Offer-

- The Kinship Local Offer was expected to address and include the following:
- Support groups and training
- Financial support
- Help available to stay in work
- Accommodation
- Education
- Supporting family time
- Family group decision making
- Legal support
- Therapeutic support.

## Rotherham's Kinship Local Offer included the following-

- Support groups which were run fortnightly.
- Training which included dedicated training for kinship families.
- Family Help Navigators who were specialised in kinship arrangements.

- Educational advice and support, which also included the Virtual School.
- Connections to the Family Hub networks.
- Support with complexity and instability via the placement stability service which was called Empower. Empower worked with children in care and children in kinship care, the interventions were with therapeutic workers and were designed to improve the stability of unstable situations for children. There was a level of need required to access the service, due to the intensive interventions offered. This service also included accessing the Adoption and Special Guardianship Support Fund, the fund was government established and provided up to three thousand pounds per year, towards the cost of therapy for eligible families.
- Financial allowances for eligible families.
- Help with legal advice for eligible families.

The Chair thanked the relevant officer for the presentation and opened up to questions, during which the following was noted:

- Some kinship carers received the same level of support as foster carers, for example a dedicated Social Worker and six-week visits from a support worker. This would be the case in situations where the child or young person had progressed through the system as a child in care, before moving onto a longer-term special guardianship arrangement or kinship arrangement. There had also been occasions where foster carers had stepped down to enter a kinship arrangement, in these cases they would already have statutory foster carer training and an allocated social worker.
- For kinship arrangements, the right support was offered at the right time. Often kinship arrangements would avoid the child entering children's social care and statutory services, due to the intervention of the service, and the support provided at that point. An example was provided of a situation where an auntie wanted to support their niece or nephew via a kinship arrangement, to prevent them entering the care system and requiring a foster placement. However, the auntie could be unaware of the trauma and the impact it could have, therefore they would benefit from support relating to this, which would be provided as a bespoke offer for the individual situation.
- The service was aiming for children in kinship arrangements to be visible to all services such as health services and education services. They were aiming for services to recognise that children in kinship arrangements lived in different arrangements as may require additional support at times. Examples were provided of services being aware of events such as Father's Day and the impact of events such as these.

- There was a communication plan in place for the Local Kinship Offer to be publicised widely, once approved by Cabinet. This would be publicised via the Kinship Care Delivery Group which was attended by several agencies, such as health and education. The Education Safeguarding Lead would publicise the offer via Teachers Forums and the Deputy Designated Safeguarding Lead Forums. The Council's Communications Team would share the offer on social media.
- As part of daily practise, the service would make themselves aware of any family connections around child and any potential kinship options available. However, this would require parental consent. Every month there was Family Network Meetings across the service, the meetings assisted the service to understand what family connections were present and the value of them to the child.
- Once approved, the Kinship Local Offer would be reviewed as a minimum, on an annual basis. The Kinship Care Delivery Group would also test the efficiency of the offer.
- Health services wasn't a heading that was mandated to be included within the Kinship Local Offer, however the service had included this in Section's 16 and 17 of the draft offer, which included a focus on health, mental health, trauma and neurodiversity.
- The data captured for kinship care arrangements was complex and very robust in terms of the legal arrangements that the local authority would be aware of. Examples were provided of how the data captured children in special guardianship arrangements, children who were privately fostered and children who had a child arrangement order in place. All of the above would be known to the Virtual School and the Virtual School Headteachers would track the outcomes of the above cohorts of children in terms of educational outcomes. The Virtual School also offered advice and guidance to kinship carers.
- The vision behind the Kinship Local Offer was that any child or family who fit the definition provided by the Department of Education, would be statutorily entitled to the support offered via the Kinship Local Offer, and families could approach the service via Navigators. Some families would enter the service after intensive processes via statutory services, other families may not have had this level of exposure, so the publication and promotion of the Kinship Local Offer via schools and health services would ensure a graduated response, and that the right level of support would be provided where required.
- Members felt that the Draft Local Offer document would only work effectively as a digital resource, due to the hyperlinks added in and could exclude people who were not able to access the offer digitally. The service agreed and offered to develop a shorter



version in the form of a leaflet, which would provide a high-level overview of the support available and would direct people to the Navigators for further advice and guidance.

- There was a strong safeguarding partnership offer available relating to trauma, which helped to ensure that schools in the borough were trauma informed.
- Members felt that the language used within the officer was not widely accessible. As a result, the service agreed to review the language used and amend where required.
- The service was working alongside the Communications Team, who were assessing search engine optimisation and how to ensure that the local offer would be publicised as widely as possible.
- Members felt that further information should be added to specific section of the draft kinship local offer which included the support available for trauma trauma support, and that any policies referenced within the document should also include hyperlinks to those documents.

**Resolved:-** That the Improving Lives Select Commission:

- Considered the content of the draft Kinship Local Offer and associated presentation and acknowledge the updates to practice.
- Considered the content of the Kinship Local Offer and advised on the accessibility of the language in the offer.
- Request that a leaflet be developed to sit alongside the Kinship Local Offer, which includes an overview of the support available and signposts individuals to the Kinship Navigators for further support.
- Request that the language used within the draft Kinship Local Offer is reviewed to ensure that it is accessible to all, including young people.
- Request that additional information is added into the specific section which includes the trauma support.
- Request that hyperlinks to all policies referenced within the draft Kinship Local Offer are added in.
- Request that a progress update on the Kinship Local Offer is presented to the Commission at a later date, following the first annual review of the impact of the offer.

## **6. NOMINATION FOR HEALTH, WELFARE AND SAFETY PANEL**

The Commission was asked to nominate one representative to sit as a member of the Health, Welfare and Safety Panel for 2025/2026.

**Resolved:-** That Improving Lives Select Commission appointed Councillor Brent as it's representative on the Health, Welfare and Safety Panel for 2025/2026.

**7. WORK PROGRAMME**

The Committee considered its Work Programme, and the following was noted:

- The work programme for 2025-2026 was awaiting drafting.
- There would be a separate informal meeting following the conclusion of this meeting, for members to draft and discuss the 2025-2026 work programme.

**Resolved:** - That the update be noted.

**8. IMPROVING LIVES SELECT COMMISSION - SUB AND PROJECT GROUP UPDATES**

The Chair provided a progress report on sub and project group activity.

- It was advised that an update on the proposed scrutiny review relating to trauma and children missing education, would be provided to members during the informal work programme meeting.

**Resolved:** - That the update be noted.

**9. URGENT BUSINESS**

There was no urgent business.

Public Report  
Improving Lives Select Commission

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**Committee Name and Date of Committee Meeting**

Improving Lives Select Commission – 22 July 2025

**Report Title**

CYPS Performance Report 2024/2025 Outturn

**Is this a Key Decision and has it been included on the Forward Plan?**

No

**Strategic Director Approving Submission of the Report**

Nicola Curley – Strategic Director, Children & Young Peoples Service

**Report Author(s)**

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**Ward(s) Affected**

Borough-Wide

**Report Summary**

The report includes the performance outturn for the reporting year April 2024 to March 2025 for Children and Young People's Services. It includes areas of performance that are working well alongside other areas where a continued focus is required.

**Recommendations**

That the Improving Lives Select Commission:

1. Considers the CYPS Annual Performance Report and accompanying scorecard for the outturn 2024/2025.

**List of Appendices Included**

Appendix 1 CYPS Performance – Members Scorecard – Q4 (March 2025)

**Background Papers**

None

**Consideration by any other Council Committee, Scrutiny or Advisory Panel**

None

**Council Approval Required**

No

**Exempt from the Press and Public**

No

## CYPS Performance Report 2024/2025 Outturn

### 1. Background

- 1.1 This report evidences the council's commitment to improvement by providing performance information which enables the scrutiny of service achievement levels and the associated impact on the outcomes for children and young people. It should be read in conjunction with the appended performance data report, which provide trend data, graphical analysis, and benchmarking data against national and statistical neighbour averages.
- 1.2 The report provides a summary of performance under key themes across Children & Young Peoples Services (CYPS) including Early Help and Family Engagement, Social Care, Education and Inclusion at the end of the 2024/2025 reporting year (and Academic year 24/25) and represents the monthly report for March 2025.
- 1.3 Performance has been considered against local targets, including associated 'RAG' (red, amber, green) rating tolerances. These are reviewed annually and are set in consideration of available national and statistical neighbour benchmarking data and recent performance levels. It ensures focus on the effectiveness of services and achieving good outcomes for children and young people.
- 1.4 In addition to this annual report members are advised that strong operational performance management arrangements are in place across the service with a programme of service and team-based performance meetings which are well embedded across the directorate. On a monthly basis governance is provided by the CYPS Performance Board, chaired by the Director of Children's Services, and attended by the Directorate Leadership Team, Heads of Service from across the directorate along with the Head of Service, Performance and Quality and the CYPS Performance Manager. In addition to this an Assurance Board is held each quarter which also provides a quality focus as well as performance management including work undertaken by the Young Inspectors, the Practice Learning Days (PLDs) and the monthly audit programme. Scrutiny is also provided by the Corporate Parenting Partnership Board (CPPB) and Rotherham Safeguarding Children's Partnership (RSCP).

### 2. Key Issues

#### 2.1 Family Help

- 2.1.1 **Summary of what was working well against some key measures during 2023/2024**
- 2.1.2 In 2024/25 we saw an increase in the number of families engaged with Family Help, from 637 in the previous year to 817 this year. We maintained our timeliness of engagement with 91.4% meeting the target of 3 days.
- 2.1.3 We improved our assessment timeliness from 90.2% the previous year up to 92.6% completed within 45 working days in 2024/25. We also saw an increase

in the numbers complete by partners, such as schools and health colleagues, going from 27.5% up to 32.8%, ensuring support is provided at the earliest opportunity and appropriate level preventing escalation.

- 2.1.4 Our Outreach and Engagement team had an ambitious target of registering 95% of children aged 0-5, living in the 30% most deprived Super Output Areas with Rotherham Children's Centres by 31st March 2025 (Super Output Areas are small geographical areas developed from Census 2001 information). This year we continued our positive trajectory, reaching 98% of children registered. This is a significant improvement on previous years of 87% (2022), 92% (2023) and 94.5% (2024). This early engagement is important in ensuring children and their families are connected with appropriate support and resources or know where to find them should the need arise.
- 2.1.5 Following registration, 82.9% of these children accessed Childrens Centre activities, exceeding the target of 65% engaged within the year. Again, this was an improvement on the previous 3 years. We have been working hard this year on ways to improve data production to help us identify families early, using data from partners in Health.
- 2.1.6 Our Outreach and Engagement team also support our older children preparing for adulthood. The team work directly with young people to break down barriers and find suitable Education, Employment, and Training (EET) provision. The annual outturn figures, which is based on a 3-month combined average for statutory reporting, met set targets for Not in Education Employment or Training (NEET), and Not Known young people. For these figures, lower is better. Our NEET figure was 4.4%, within the target of 4.5% and similar to 4.31% last year. Our Not Known figure was 0.4% well below our target of 1.5% and a slight improvement on 0.64% last year. Our overall combined figure was 4.7% clearing our target of 6% and a slight improvement on 4.95% last year.
- 2.1.7 The Rotherham Youth Justice Service has a relentless focus on preventing young people entering the youth justice system, and ensuring that when they do, we work to 'child first' principles to ensure the best possible outcomes for young people and victims of crime. The rate of re-offending was 13.2, an improvement on 16.1 in the previous reporting year. This is a national measure to help compare data. Our performance is significantly below Statistical Neighbours at 34.8 and the national average of 32.6. This is positive and demonstrates the impact of good multi agency support being provided to first time entrants.
- 2.1.8 The use of custody in Rotherham reduced from 0.08 to 0.04 at the end of 2024/25 latest data. The national average is 0.07 with statistical neighbours at 0.13.
- 2.1.9 **Summary of areas of continued focus against some key measures during 2024/2025**
- 2.1.10 In the Youth Justice Service, we also measure reoffences by reoffenders. There were 53 young people in Rotherham's most recent cohort, of which 10

reoffended committing 20 further offences between them (a frequency rate of 2.86). This was compared to 62 young people in the previous year of which 10 reoffended at a frequency rate of 2.00. This suggests a small cohort of young people have re-offended more than once.

## 2.2 Children's Social Care

### 2.2.1 Summary of what was working well against some key measures during 2024/2025

2.2.2 To monitor and compare ourselves both nationally and to other local authorities like ours (known as statistical neighbours), we monitor rates of children against our 10,000 (k) population figure. Our rates of children open to social care are all within our set targets this year.

2.2.3 Our rate of Children in Need (CiN) at the end of 2024/24 was 310.7, a reduction from 316.8 in the previous year. This is below statistical neighbour average of 398.8 and the national average of 332.9

2.2.4 Our rate of children with a Child Protection Plan (CPP) at the end of 2024/25 was 54.2. Overall, our child protection population has safely and steadily reduced since 2022. In the last twelve months this has increased slightly but within tolerance levels. The latest available data indicates that although we are in line with stat neighbours (also 54.2), the rate continues to be above the National average (41.6) and so remains an area of focus.

2.2.5 Our rate of Children in Care (CiC) at the end of 2024/25 was 83.0 compared to 88.4 last year and is the lowest rate in Rotherham since 2016. This is below the statistical neighbour average of 100.9, but above the national average of 70.0. Children in care numbers continue to reduce through focussed work on rehabilitation and support to transition to Special Guardianship Order (SGO), with a number of older children reaching 18 and moving over to the Leaving Care service. Rotherham continues to support the National Transfer Scheme for Unaccompanied Asylum-Seeking Children (UASC), set up by the government to ensure a more equitable distribution across local authorities, meeting the overall best interests of these vulnerable children. Our CiC data includes unaccompanied children (25/482), making the cohort larger than it would otherwise be based on local children.

2.2.6 Our Leaving Care cohort continued to increase to 357 at the end of 2024/25, an increase from 348 last year, with 71 who were formally unaccompanied asylum-seeking children.

2.2.7 In 2024/25, 62% of contacts coming through the front door were identified as Social Care and 36.1% were identified as needing Early Help. This shows a slight increase into Early Help and reduction in those going to Social Care compared to 2023/24 (65.1% and 33.8% respectively). Accessing Early Help services means families can access the support earlier without the need to step up to Children's Social Care (CSC). Family Network Meetings (FNM) and the use of Family Group Conferences (FGC) support families to develop plans to support themselves without the need for CSC intervention.

- 2.2.8 From the beginning of a child's journey within CSC, we track and measure the timeliness of the contact response. For those contacts going through to Social Care, 86.8% had a contact decision within 1 working day, an improvement on the 69.3% the previous year, bringing us closer to our 88% target. This follows the work we talked about in last year's annual report to improve timeliness through service improvement and working with partners, developing new monitoring processes to monitor MASH information sharing contacts separately to give us deeper understanding of where delays are in returning the information.
- 2.2.9 Sometimes children will be re-referred into the service after a previous intervention. The learning following the direct work we reported last year continued into 2024/25, including strengthening the use of Family Network Meetings, reinforcing the plan prior to closure with everyone in the network, and implementation of some simple processes to ensure consistent management oversight at closure. We received 17.3% of re-referrals for the year, within the target of less than 22% (lower is better).
- 2.2.10 Once a child has a referral to Social Care and an assessment is deemed necessary, the timeline set in the Working Together Guidance is 45 working days for completion. We have a target which aims for 90% of assessments to be completed within that timeframe. In 2023/24 we did not reach our target with 88.2% and assessment timeliness was a topic of conversation at performance board. The improvements from that focus have been reflected with an increase of 4.3% in 2024/25, meeting our target with 92.5% of assessments in time. In comparison to other Local Authorities, this is good performance with our statistical neighbours performing at 84.7% and national average at 84.5%.
- 2.2.11 At the end of 2023/24 we had 4.6% of open child protection plans (CPP) lasting more than 2 years. This is above our target of 2.5% (lower is better). This triggered further work in February and March 2024 to do some focused auditing for all children on a plan for 18 months or more. Measures were put in place to track these plans including the continued use of midway reviews, check and challenge, and managerial scrutiny and oversight. This was presented back to Performance Board to provide assurance. For 2024/25, performance was good with a reduction back down to 0.6%.
- 2.2.12 Every looked after child must have a care plan. This is a detailed plan which covers how all a child's current needs will be met and the arrangements for the child's care now and into the future. We review these plans regularly and have targets set to monitor compliance. At the end of 2024/25, 95.8% of children in care had their care plan reviewed in time. This is above target and an improvement on the 89.2% in the previous year.
- 2.2.13 For our children with a permanence plan of adoption, we measure the timeliness of their adoption process. The average number of days between a child coming in to care and being placed with their prospective adopters was 345.1 days, an improvement on 387.2 in the previous year and surpassing our target of less than 487. The average number of days between a placement



order being granted and the child being matched to an adoptive family was 107.4 days, improving on 182.6 days in the previous year, and within the national target of 121 days.

**2.2.14 Summary of areas of continued focus against some key measures during 2024/2025**

2.2.15 When a child is subject to Section 47 (S47) investigation and they progress to an Initial Child Protection Conference (ICPC), we have a target to hold the ICPC within 15 days of the S47. In 2024/25, 80% of ICPCs were complete in time; below the target of 86%. We analysed the data and it agreed the cases going to ICPC were all appropriate. The reasons for those out of the 15-day timescale vary, but we are aware of the reason for every case. Whilst we are below our local target, we are in line with the national average of 79.7% but below statistical neighbours at 85%.

2.2.16 Throughout the year, we had an increasing trajectory of children on a CPP for a second or subsequent time within 2 years of their last plan. Whilst it started to decrease in the last few months, we ended 2024/25 at 17.3%, remaining above our 8% target (lower is better). In response to the rising numbers, an audit was undertaken sampling all 47 children (23 families) in the January cohort. The audit found that whilst most previous CP planning was appropriately managed, there were instances where interventions, particularly in cases of domestic abuse, were not fully implemented, and that recurring issues such as substance misuse, mental health problems, and domestic violence, continue to be significant factors leading to repeated CP plans. This highlights the importance of ensuring that all planned interventions are carried out, sustained, and monitored effectively.

The audit also identified areas where multi-agency collaboration could be strengthened. Effective safeguarding requires coordinated efforts from all involved agencies to ensure comprehensive support for children and their families.

The findings from this audit resulted in several recommendations, which will inform training and development programs for professionals involved in child protection. Ensuring that our staff are equipped with the latest knowledge and skills is essential for effective safeguarding.

2.2.17 In 2024/25, 95.8% of children on a Child Protection Plan (CPP) had their plan reviewed with timescale. This is below our ambitious target of 97% this year, but we are above our statistical neighbour average of 79.1% and national average of 88.1% evidencing that our performance is strong when comparing with other local authorities, but our high target keeps us focused on this area to aim to achieve more for Rotherham children.

2.2.18 At the end of March, 90.8% of children on a CPP had received a visit within the previous 2 weeks. This remains amber as our target is high at 95%. We have recently reviewed our targets and Performance Board agreed that this should remain high for our most vulnerable children. A focused response to

this continues to be followed up with team managers at service performance meetings.

- 2.2.19 At the end of March, 96.5% of children in care had up to date visits completed within timescale. This is an increase on the previous quarter but below our target of 98%. As part of our annual measure review, the Performance Board agreed that this target should remain high at 98%, stressing the importance of visiting our children within timescales. We will continue to closely monitor this within teams.
- 2.2.20 Placement stability for our children in care was rated as amber against our targets at the end of 2024/25. 62.1% of children in care for at least 2 years had remained in a stable placement, missing the target of 70%+ (higher is better). 12.7% of children in care had 3 or more placement moves missing the target of below 8% (lower is better). This was challenged at Performance Board, resulting in a dip sample of all children in care on 1st March 2025, who had experienced 2 or more placement moves. This involved 57 out of 480 children. 40% were over the age of 15 and 75% over the age of 10. We discovered 5 young people had not had a placement move, but there was a recording error.

The most prevalent themes were difficulties associated with the child or young person's complex needs or challenging behaviours. In recent years the resilience of foster carers has been problematic, and we have seen an increase in carers giving immediate notice on children's placements. This often leads to emergency placements being needed before an alternative placement can be found, increasing placement moves.

Another factor was the new processes in place for children who have not yet reached the best destination for them. This involves tracking children in Step Down Panel and 16+ Panel until they reach a destination which would be considered permanent. This has driven practice around children returning home and moving young people into independence. As this has not been a previous focus, there were several children who could have returned home, or moved on to independence previously. This created a momentum of planned moves for children, which impacted the placement stability measure. All these planned moves have been happening in the last 12 months. This will most likely have influenced the higher numbers of children with 2 or more placements. This is demonstrated in the 7 children who have now moved home or into family placements.

Stability and disruption meetings always happen for children where there are known concerns about the stability of the placement. What is not clear is how robust and effective these meetings are at identifying appropriate support for placement fragility. There are times when these happen at a stage when difficulties are not possible to reverse.

This dip sampling work has resulted in several actions including: review of the stability and disruption process; review of training and support to foster carers; work with health colleagues to understand the trauma pathway and how therapeutic intervention can be accessed; mitigation against multiple

moves during the step-down process for 16+; and training on recording placements accurately on the system. Alongside this, we will continue to dip sample children who have experienced 2 or more placement moves to determine themes and patterns and understand the issues better.

- 2.2.21 We have a target of placing 85% of children in care in family based settings. This had dipped at the end of 2023/24 due to children entering care over 16 years of age (children who are unaccompanied minors who have travelled from abroad) requiring supported accommodation. Through 2024/25, this has slowly increased to 77.6% but remains below the target of 85%.
- 2.2.22 Health and dental assessments continue to be an area of focus and this is being addressed via the refreshed children in care health and wellbeing meetings. At the end of March 2025, we had 84.5% of children in care with an up-to-date health assessment recorded on our case management system and 66.7% of children with an up-to-date dental assessment recorded. The last 12 months data for health and dental assessments shows that performance usually increases to around 90% for health assessments and 85% for dental once the time lag has elapsed. Data suggests the lag is around 3-4 months. Both measures have a target of 95%. We have some children (often teenagers) who decline health and dental checks, which remains a challenge and an area of focus.

Nationally, for the last 3 years, data has shown an average of 89% for Health Assessments and statistical neighbours latest data shows an average of 91%. For Dental Checks, the latest national data shows an average of 79% and statistical neighbours at 83%

As part of our annual measure review, it was proposed to reduce the targets to bring them closer to national averages. After deep discussion, it was agreed that we wanted to maintain our targets higher than both national and our own performance to keep our focus in this area, working collaboratively with partners to achieve better outcomes for our children's health. The agreed targets were set to 92% for both measures, starting in April 2025. We will continue to work with health colleagues to strive to achieve this target.

- 2.2.23 Within our Leaving Care Service, 94.1% of care leavers were in suitable accommodation, dipping below target by 1.9%. The highest reason recorded was emergency accommodation, and we had 6 young people in custody, where accommodation is categorised as unsuitable. Whilst this is below target, it remains above national average of 88% and statistical neighbour average of 91.1%. The national top quartile is 93.1%.
- 2.2.24 63.3% of our care leavers were in employment, education, or training (EET) at the end of 2024/25, below the target of 66%. A third of these young people not in EET was due to illness or disability, or pregnancy or parenting. We have an area of focus across all cohorts, to support our young people in securing appropriate EET in line with their aspirations. Whilst this is below our target, it remains above national average of 54% and statistical neighbour average of 52.7%. The national top quartile is 60.1%.

## 2.3 Education and Inclusion

- 2.3.1 The year-to-date figures referenced in the March 2025 Members Scorecard include Term 1 and Term 2, as we are still in Term 3. We will report on the full academic year end data and attainment results in the Members Scorecard, during the Autumn Term.
- 2.3.2 Whilst education data is reported termly, we continue to check and challenge our education performance at the monthly CYPS performance board, working collaboratively with colleagues across the service to take a whole service approach on impact and outcomes.
- 2.3.3 **Summary of what was working well against some key measures during 2023/2024**
- 2.3.4 International research shows that children who spend longer in early years provision have better educational outcomes later. It also shows that high-quality early years provision particularly benefits children from low-income backgrounds. At the end of Term 2, 85.7% of eligible 2-year-olds were taking up an early education place in Rotherham, just above the 85% target.
- 2.3.5 A preferred education setting is important for both children and their families in their everyday lives. This year, 99.2% of primary children were allocated a place at one of their 3 preferences on National Offer Day, above the national average of 98.3%. For secondary pupils, 97.1% were allocated one of their 3 preferences, performing above the national average of 95.6%.
- 2.3.6 The attendance data we have recorded shows slight improvement in term 2 at 94.6% for primary schools compared to 94.3% in the previous Term 2, and above the target of 94%. Secondary school attendance was the same as last year in Term 2 at 90.5%, sitting just below the target of 91%.
- 2.3.7 On the 1st of January 2025, attendance monitoring moved to our Access to Education team to enable a sharper focus on persistent and severe absence. The attendance action plan, strengthened from the recent Practice Learning Day, provides several measures to support attendance in Rotherham. The impact of the pilot for enhanced transition support from year 6-7 will be evaluated with learning shared across all settings in the Autumn. Persistent Absence remains within target at 15.4% in Term 2 for primary (17.7% target) and 23.7% for secondary (27.7% target). Persistent absence is where a child misses 10% or more of their sessions.
- 2.3.8 Our Virtual School provides Personal Education Plans (PEP) for our children in Care. This is a statutory document that outlines a child's educational progress, needs, and aspirations, as well as the support they receive in their educational setting. It's a key part of a child's care plan and is used to ensure looked-after children receive appropriate educational support. The PEP is a living document that is reviewed termly, to ensure it remains relevant and effective. At the end of term 2, 95.6% of children in care had received an up-to-date Personal Education Plan in the term.

- 2.3.9 The number of children with an Education Health Care Plan (EHCP) continues to increase, along with national trends. In Rotherham, we continued to improve compliance with 85.8% of EHCP's issued within 20 weeks, an improvement on 59.8% in the previous year. Newly published data shows that national performance decreased in 2024 to 46.4%.
- 2.3.10 EHCP Primary transition reviews completed by the statutory deadline of 15<sup>th</sup> February 2025 reached 99.5%, an improvement on 95.8% in 2024. Secondary transition reviews completed by the deadline of 31<sup>st</sup> March 2025 reached 93.6%, a significant improvement on 79.1% in 2024.
- 2.3.11 **Summary of areas of continued focus against some key measures during 2023/2024**
- 2.3.12 The latest attainment data is our 2023/24 outturn.
- 2.3.13 64.4% of early years foundation stage pupils achieved a Good Level of Development (GLD). This is 3.3% lower than the National average of 67.7%. is a decrease of 2.9% from the previous year. Schools report speech and language as being a primary barrier to children not achieving the expected standard.
- 2.3.14 78.5% passed the phonics screening check in Year 1, 1.5% lower than the National average of 80%. This was a reduction of 0.5% in 2022/23.
- 2.3.15 58.6% achieved the expected standard in Reading, Writing & Maths (RWM) in KS2, 2.4% lower than the National average of 61%. However, this was an increase of 3.3% on the previous year in Rotherham.
- 2.3.16 4.9% of KS2 pupils achieved higher standard in reading, writing and maths combined. This is 0.1% lower than last year and lower than the 8% national average. Our maintained schools had a higher percentage of pupils achieving the higher standard in reading and maths. This suggests that the work that we are doing around reading is starting to bear fruit.
- 2.3.17 Our schools are now focusing on the writing curriculum in the same forensic way that they did the reading. RoSIS are providing CPD around early writing, which we believe will begin to have an impact on writing throughout school in a similar way to phonics supporting improved reading results.
- 2.3.18 This year, to support improvements in writing, we are offering the following CPD opportunities:
- Strategic leadership of writing.
  - GPS subject knowledge
  - Writing networks for all primary year groups
  - Writing for pleasure conference
  - Early writing/writing bespoke reviews and CPD

- 2.3.19 38.5% of KS4 pupils achieved grade 5 or above in English and Maths. This is similar to last year and remains below our statistical neighbour average of 41%. Our target has been reset for this academic year to 41% following newly published data.
- 2.3.20 The average attainment 8 score was below target at 42.10, and a reduction on the previous year's performance. The national average has been published at 46.1.
- 2.3.21 Numbers of Elective Home Educated (EHE) children continue to rise with 747 at the end of term 2 compared to 523 at the end of term 2 last year. A permanent increase to the staffing establishment has now been agreed to support this area of work and to strengthen the preventative offer. Numbers of children returning to school and involvements not resulting in EHE have also increased on last year's performance and this has supported ongoing school based education for children when this is in their best interests. The Rotherham Elective Home Education Policy is currently under review and although this won't change the statutory framework, the aim is for Policy to be easier to navigate and understand for families to support their decision making.

**3. Options considered and recommended proposal**

- 3.1 Members to consider and accept the CYPS Performance Scorecard for March 2025 (Out-turn 2024/2025) as attached – Appendix 1

**4. Consultation on proposal**

- 4.1 N/A

**5. Timetable and Accountability for Implementing this Decision**

- 5.1 N/A

**6. Financial and Procurement Advice and Implications**

- 6.1 There are no financial implications with this report.

**7. Legal Advice and Implications**

- 7.1 There are no legal implications with this report.

**8. Human Resources Advice and Implications**

- 8.1 There are no human resource implications with this report.

**9. Implications for Children and Young People and Vulnerable Adults**

- 9.1 Performance and Quality assurance is a key element of the work of Children and Young Peoples services to ensure that outcomes are improved for Rotherham children and their families and that they are resilient, successful, and safe.

**10. Equalities and Human Rights Advice and Implications**

10.1 There are no Equalities and Human Rights implications with this report

**11. Implications for CO<sub>2</sub> Emissions and Climate Change**

11.1 There are no CO<sub>2</sub>, Emissions or Climate Change implications with this report.

**12. Implications for Partners**

12.1 Partners and other directorates are engaged in improving the performance and quality of services for children, young people, and their families, including via the Rotherham Safeguarding Children's Partnership (RSCP), the CYPS Performance Board, the Corporate Parenting Partnership Board, the Early Help Steering Group and the SEND Strategic Partnership Board. All boards receive performance reports on a regular basis.

**13. Risks and Mitigation**

13.1 Inability and lack of engagement in performance management arrangements by managers and staff could lead to poor and deteriorating services for children and young people. Strong management oversight by the Directorship Leadership Team and the continued development of the Performance Management Framework mitigates this risk by holding managers and workers to account for any decline in performance both at a team and at an individual child level.

**Accountable Officer(s)**

Kelly White, Assistant Director Family Help

Monica Green, Assistant Director, Children's Social Care

Niall Devlin, Assistant Director, Education & Inclusion

Helen Sweaton, Joint Assistant Director, Commissioning, Performance and Quality

This report is published on the Council's [website](#).

# Children's and Young People Services Members Performance Report

**As at month end : March 2025 (Quarter 4 - 2024/25)**

## Document details

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**Please note:** Data reports are not dynamic. Although care is taken to ensure data is as accurate as possible every month, delays in data input can result in changes in figures when reports are re-run retrospectively. To combat this at least two individual months data is rerun for each indicator where necessary.

***Our Vision***

*"Working with Rotherham's children, young people and families  
to be resilient, successful and safe"*



# CYPS Benchmark Indicators

\*DOT - Direction of travel represents the direction of 'performance' since the previous month showing if the number or percentage has gone up or down. Colours have been added to help distinguish better and worse performance with the exceptions of measures that are for information only. Key Below:-

- ↑ - increase/decrease in number/percentage = improvement in performance
- ↓ - increase/decrease in number/percentage = decline in performance
- - number/percentage remained same as previous month

| *REF NO.  | INDICATOR  | Council Plan Measures | TIMELINE  | DATA NOTE       | 2024/25 |        |                      |                      |                      |              |             |             |                |              | TARGET & TOLERANCES |       |   | YR ON YR PERFORMANCE |                | LATEST BENCHMARKING |                  |                  |                     |             |
|-----------|--|-----------------------|-----------|-----------------|---------|--------|----------------------|----------------------|----------------------|--------------|-------------|-------------|----------------|--------------|---------------------|-------|---|----------------------|----------------|---------------------|------------------|------------------|---------------------|-------------|
|           |  |                       |           |                 | Jan-25  | Feb-25 | Mar-25 (Q4)          | Q4                   | 2024/25 OUTTURN      | Good perf is | DOT (Month) | RAG (Month) | DOT (Yr on Yr) | RAG (Yr End) | Red                 | Amber | Green (target)  | 2023/24              | Yr on Yr trend | Stat neigh av.      | Best stat neigh  | Nat av.          | Top qtile threshold | RIA 2024/25 |
|           |  |                       |           |                 |         |        |                      |                      |                      |              |             |             |                |              |                     |       |   |                      |                |                     |                  |                  |                     |             |
| B.1 (SC)  | % of assessments for children's social care completed in 45 working days of referral                                   |                       | monthly   | %               | 91.4%   | 89.1%  | 94.8%                | 92.1%                | 92.5%                |              | high        | ↑           | ↑              | ↑            | <82%                | 82%+  | 90%+  | 88.2%                |                | 84.7%               | 99.8%            | 84.5%            | 90.5%               | 84.2%       |
| B.2 (SC)  | Rate of S47's per 10,000 population aged 0-17 - rolling 12 month performance   |                       | monthly   | Rate per 10,000 | 217.9   | 220.0  | 221.2                | 221.2                | 221.2                |              | low         | ↑           | ↑              | ↑            | 227.1+              | -     | <227.1  | 194.8                |                | 229.0               | 111.9            | 187.1            | -                   | -           |
| B.3 (SC)  | No. of children in need (CIN) per 10K population. (DfE definition)   | CH0 2                 | monthly   | Rate per 10,000 | 315.9   | 316.7  | 310.7                | 310.7                | 310.7                |              | low         | ↓           | ↓              | ↓            | 375.5+              | -     | <375.5  | 316.8                |                | 398.8               | 300.2            | 332.9            | -                   | 329.1       |
| B.4 (SC)  | % of initial child protection conference (ICPCs) completed within 15 days of S47                                       |                       | monthly   | %               | 79.4%   | 100.0% | 89.2%                | 88.5%                | 80.0%                |              | high        | ↓           | ↓              | ↓            | <78%                | 78%+  | 86%+  | 84.8%                |                | 85.0%               | 100.0%           | 79.7%            | 88.5%               | 83.2%       |
| B.5 (SC)  | Rate of children with a child protection plan per 10,000 population aged 0-17  | CH0 3                 | monthly   | Rate per 10,000 | 49.2    | 50.1   | 54.2                 | 54.2                 | 54.2                 |              | low         | ↑           | ↑              | ↑            | 85+                 | -     | <85   | 45.6                 |                | 54.2                | 28.5             | 41.6             | -                   | 50.0        |
| B.6 (SC)  | % of open child protection plans lasting 2 years or more   |                       | monthly   | %               | 0.0%    | 0.0%   | 0.6%                 | 0.6%                 | 0.6%                 |              | low         | ↑           | ↓              | ↓            | 3.5%+               | 2.5%+ | <2.5%   | 4.6%                 |                | 2.4%                | 0.0%             | 2.6%             | 3.0%                | -           |
| B.7 (SC)  | % of child protection cases which were reviewed within timescales  |                       | monthly   | %               | 95.3%   | 92.7%  | 93.9%                | 94.2%                | 95.8%                |              | high        | ↑           | ↑              | ↑            | <89%                | 89%+  | 97%+  | 95.7%                |                | 79.1%               | 100.0%           | 88.1%            | 96.6%               | -           |
| B.8 (SC)  | Rate of children in care per 10,000 population aged 0-17   | CH0 4                 | monthly   | Rate per 10,000 | 84.7    | 83.3   | 83.0                 | 83.0                 | 83.0                 |              | low         | ↓           | ↓              | ↓            | 95.2+               | -     | <95.2   | 88.4                 |                | 100.9               | 60.0             | 70.0             | -                   | 81.2        |
| B.9 (SC)  | % of long term children in care in placements which have been stable for at least 2 years                              |                       | monthly   | %               | 63.3%   | 63.7%  | 62.1%                | 62.1%                | 62.1%                |              | high        | ↓           | ↓              | ↓            | <62%                | 62%+  | 70%+  | 65.1%                |                | 65.6%               | 71.0%            | 68.0%            | 71.1%               | -           |
| B.10 (SC) | % of children in care who have had 3 or more placements - rolling 12 months  | OLD                   | monthly   | %               | 12.2%   | 11.8%  | 12.7%                | 12.7%                | 12.7%                |              | low         | ↑           | ↑              | ↑            | 16%+                | 8%+   | <8%   | 7.4%                 |                | 10.1%               | 7.0%             | 10.0%            | 9.0%                | -           |
| B.11 (SC) | Av. days between a child becoming looked after and having a adoption placement (A10)                                   |                       | monthly   | YTD Average     | 366.7   | 352.6  | 345.1                | 345.1                | 345.1                |              | low         | ↓           | ↓              | ↓            | 487+                | -     | <487  | 387.2                |                | 350.1               | 274.0            | 367.0            | 317.5               | -           |
| B.12 (SC) | Av. days between a placement order and being matched with an adoptive family (A2)                                      |                       | monthly   | YTD Average     | 114.6   | 113.1  | 107.4                | 107.4                | 107.4                |              | low         | ↓           | ↓              | ↓            | 121+                | -     | <121  | 182.6                |                | 160.4               | 90.0             | 175.0            | 135.5               | -           |
| B.13 (SC) | % of care leavers in suitable accommodation  |                       | monthly   | %               | 96.1%   | 94.7%  | 94.1%                | 94.1%                | 94.1%                |              | high        | ↓           | ↓              | ↓            | <88%                | 88%+  | 96%+  | 96.3%                |                | 91.1%               | 97.0%            | 88.0%            | 93.1%               | -           |
| B.14 (SC) | % of care leavers in employment, education or training   |                       | monthly   | %               | 65.4%   | 63.0%  | 63.3%                | 63.3%                | 63.3%                |              | high        | ↑           | ↓              | ↓            | <58%                | 58%+  | 66%+  | 66.4%                |                | 52.7%               | 60.0%            | 54.0%            | 60.1%               | -           |
| B.15 (SC) | % of agency staff in social care   | OLD                   | monthly   | %               | 4.2%    | 4.2%   | 3.3%                 | 3.3%                 | 3.3%                 |              | low         | ↓           | ↓              | ↓            | 10%+                |       | <10%  | 6.6%                 |                |                     |                  |                  |                     |             |
| B.16 (EH) | Young people aged 16 17 (academic age) whose current activity is 'not known'   | OLD                   | annual    | %               |         |        | -                    | -                    | 0.4%                 |              | low         | ↓           | ↓              | ↓            |                     |       | 1.5%  | 0.64%                |                | 2.3% (21/22)        | 0.0% (21/22)     | 2.2% (21/22)     |                     |             |
|           |  | OLD                   | monthly   | %               | 0.4%    | 0.3%   | 0.5%                 | 0.5%                 | 0.3%                 |              | low         | ↑           | ↓              | ↓            |                     |       |   | 0.7%                 |                |                     |                  |                  |                     |             |
| B.17 (EH) | Young people aged 16 17 (academic age) who are not in education, employment or training (NEET)                         | OLD                   | annual    | %               |         |        | -                    | -                    | 4.4%                 |              | low         | ↑           | ↑              | ↑            |                     |       | 4.5%  | 4.31%                |                | 3.5% (21/22)        | 2.0% (21/22)     | 2.6% (21/22)     |                     |             |
|           |  | OLD                   | monthly   | %               | 4.3%    | 3.9%   | 4.8%                 | 4.8%                 | 3.9%                 |              | low         | ↑           | ↓              | ↓            |                     |       |   | 4.8%                 |                |                     |                  |                  |                     |             |
| B.18 (EH) | Young people aged 16 17 (academic age) who are not in education, employment or training (NEET) or 'not known' combined | OLD                   | annual    | %               |         |        | -                    | -                    | 4.7%                 |              | low         | ↓           | ↓              | ↓            |                     |       | 6.0%  | 4.95%                |                | 5.8% (21/22)        | 4.2% (20/21)     | 4.7% (21/22)     |                     |             |
|           |  | OLD                   | monthly   | %               | 4.7%    | 4.2%   | 5.3%                 | 5.3%                 | 4.2%                 |              | low         | ↑           | ↓              | ↓            |                     |       |   | 5.4%                 |                |                     |                  |                  |                     |             |
| B.19 (EH) | No. of young people first time entrants (FTE) into the criminal justice system   |                       | quarterly | Rate per 10,000 | -       | -      | 171 Jan 24 - Dec 24  | 171 Jan 24 - Dec 24  | 171 Jan 24 - Dec 24  |              | low         | ↑           | ↓              | ↓            |                     |       | Lower than same qtr previous year & comparable with national trends | 186 Jan 23-Dec 23    |                | 179 Oct23-Sep24     | 94 Oct24-Sep24   | 161 Oct25-Sep24  |                     |             |
| B.20 (EH) | Use of Custody   |                       | quarterly | Rate per 10,000 | -       | -      | 0.04 Jan 24 - Dec 24 | 0.04 Jan 24 - Dec 24 | 0.04 Jan 24 - Dec 24 |              | low         | ↓           | ↓              | ↓            |                     |       |   | 0.08 Jan 23-Dec 23   |                | 0.13 Oct23-Sep24    | 0.03 Oct25-Sep24 | 0.07 Oct25-Sep24 |                     |             |
| B.21 (EH) | Rate of re-offending by young offenders (re-offending rates after 12 months aggregated qly cohort)                     |                       | quarterly | Binary rate     | -       | -      | 13.2 Apr22-Mar23     | 13.2 Apr22-Mar23     | 13.2 Apr22-Mar23     |              | low         | ↓           | ↓              | ↓            |                     |       |   | 16.1 Apr 21-Mar 22   |                | 34.8 Jan22-Dec22    | 20.6 Jan25-Dec22 | 32.6 Jan25-Dec22 |                     |             |
| B.22 (EH) | Re-offences by re-offenders (re-offending rates after 12 months aggregated qly cohort)                                 |                       | quarterly | Frequency rate  | -       | -      | 2.86 Apr22-Mar23     | 2.86 Apr22-Mar23     | 2.86 Apr22-Mar23     |              | low         | ↑           | ↑              | ↑            |                     |       |   | 2.00 Apr 21-Mar 22   |                | 3.86 Jan22-Dec22    | 2.25 Jan25-Dec22 | 4.23 Jan25-Dec22 |                     |             |

\* Reference Number - The letters within the brackets identifies which service within the CYPS Directorate the indicator relates to.

## KEY:

- (SC) - Social Care Service
- (EH) - Early Help Services

CYPs Activity Indicators

As at month end : March 2025 (Quarter 4 - 2024/25)

\*DOT - Direction of travel represents the direction of 'performance' since the previous month showing if the number or percentage has gone up or down. Colours have been added to help distinguish better and worse performance with the exceptions of measures that are for information only.

Key:   
 - increase/decrease in number/percentage = improvement in performance   
 - increase/decrease in number/percentage = decline in performance   
 - number/percentage remained same as previous month

| *REF NO.  | INDICATOR  | Council Plan Measures | TIMELINE | DATA NOTE     | 2024/25 |        |             |       |             |              |             |             |                |              | TARGET & TOLERANCES |       |                | YR ON YR PERFORMANCE |                | LATEST BENCHMARKING |                 |         |                     |             |
|-----------|--|-----------------------|----------|---------------|---------|--------|-------------|-------|-------------|--------------|-------------|-------------|----------------|--------------|---------------------|-------|----------------|----------------------|----------------|---------------------|-----------------|---------|---------------------|-------------|
|           |  |                       |          |               | Jan-25  | Feb-25 | Mar-25 (Q4) | Q4    | 2024/25 YTD | Good perf is | DOT (Month) | RAG (Month) | DOT (Yr on Yr) | RAG (Yr End) | Red                 | Amber | Green (target) | 2023/24              | Yr on Yr trend | Stat neigh av       | Best stat neigh | Nat av. | Top qtile threshold | RIA 2024/25 |
| A.1 (SO)  | No. of all contacts (children) received  |                       | monthly  | Count         | 1456    | 1391   | 1464        | 4311  | 16971       | info         | ↑           |             | ↓              |              |                     |       |                | 18371                |                |                     |                 |         |                     |             |
|           | No. of all contacts (children) identified as social care (inc. harm, not sure, info only & view files)                                 |                       | monthly  | Count         | 913     | 835    | 654         | 2402  | 10518       | info         | ↓           |             | ↓              |              |                     |       |                | 11962                |                |                     |                 |         |                     |             |
| A.2 (SO)  | No. of all contacts (families) identified as social care   |                       | monthly  | Count         | 484     | 450    | 344         | 1278  | 5573        | info         | ↓           |             | ↓              |              |                     |       |                | 6329                 |                |                     |                 |         |                     |             |
|           | % of all contacts identified as social care  |                       | monthly  | %             | 62.7%   | 60.0%  | 44.7%       | 55.7% | 62.0%       | info         | ↓           |             | ↓              |              |                     |       |                | 65.1%                |                |                     |                 |         |                     |             |
| A.3 (SO)  | No. of all contacts (children) identified as early help (inc. help, step down/co-working, EHA partner)                                 |                       | monthly  | Count         | 496     | 515    | 760         | 1771  | 6128        | info         | ↑           |             | ↓              |              |                     |       |                | 6216                 |                |                     |                 |         |                     |             |
|           | No. of all contacts (families) identified as early help  |                       | monthly  | Count         | 266     | 252    | 378         | 896   | 3067        | info         | ↑           |             | ↑              |              |                     |       |                | 3044                 |                |                     |                 |         |                     |             |
|           | % of all contacts identified as early help   |                       | monthly  | %             | 34.1%   | 37.0%  | 51.9%       | 41.1% | 36.1%       | info         | ↑           |             | ↑              |              |                     |       |                | 33.8%                |                |                     |                 |         |                     |             |
| A.4 (SO)  | No. of contacts (children) with decision within 1 working day (social care target)   |                       | monthly  | Count         | 576     | 450    | 437         | 1463  | 6498        | high         | ↓           |             | ↑              |              |                     |       |                | 5264                 |                |                     |                 |         |                     |             |
|           | % of contacts with decision within 1 working day (social care target)  |                       | monthly  | %             | 84.8%   | 72.2%  | 83.7%       | 80.2% | 86.8%       | high         | ↑           |             | ↑              |              | <82%                | 82%+  | 88%+           | 69.3%                |                |                     |                 |         |                     |             |
| A.5 (SO)  | % of re-referral in 12 months - in current month   | CHD 6                 | monthly  | %             | 20.9%   | 15.9%  | 25.3%       | 20.7% | 17.3%       | low          | ↑           |             | →              |              | 30%+                | 22%+  | <22%           | 17.3%                |                |                     |                 |         |                     |             |
| A.6 (SO)  | No. of children currently supported by the Evolve service at risk of child sexual exploitation (CSE)                                   | CHD 7                 | monthly  | Count         | 12      | 13     | 15          | 15    | 15          | info         | ↑           |             | ↓              |              |                     |       |                | 23                   |                |                     |                 |         |                     |             |
| A.7 (SO)  | No. of children currently supported by the Evolve service at risk of child criminal exploitation (CCE)                                 |                       | monthly  | Count         | 41      | 43     | 44          | 44    | 44          | info         | ↑           |             | ↓              |              |                     |       |                | 59                   |                |                     |                 |         |                     |             |
| A.8 (SO)  | No. of open children in need (CIN) cases   |                       | monthly  | Count         | 830     | 830    | 774         | 774   | 774         | info         | ↓           |             | ↓              |              |                     |       |                | 846                  |                |                     |                 |         |                     |             |
| A.9 (SO)  | No. of children with a child protection (CP) plan  |                       | monthly  | Count         | 286     | 291    | 315         | 315   | 315         | info         | ↑           |             | ↑              |              |                     |       |                | 261                  |                |                     |                 |         |                     |             |
| A.10 (SO) | % of child protection plans (CPP) with visits in the last 2 weeks  |                       | monthly  | %             | 92.5%   | 92.4%  | 90.8%       | 90.8% | 90.8%       | high         | ↓           |             | ↓              |              | <87%                | 87%+  | 95%+           | 91.8%                |                |                     |                 |         |                     |             |
| A.11 (SO) | % of children becoming the subject of a child protection plan (CPP) for a second or subsequent time within 2 years - rolling 12 months | OLD                   | monthly  | %             | 18.3%   | 17.9%  | 17.3%       | 17.3% | 17.3%       | low          | ↓           |             | ↑              |              | 16%+                | 8%+   | <8%            | 12.5%                |                |                     |                 |         |                     | 9.1%        |
| A.12 (SO) | No. of children in care  |                       | monthly  | Count         | 492     | 484    | 482         | 482   | 482         | info         | ↓           |             | ↓              |              |                     |       |                | 502                  |                |                     |                 |         |                     |             |
| A.13 (SO) | % of children in care visits up to date & completed within timescale of national minimum standard                                      |                       | monthly  | %             | 98.6%   | 95.8%  | 96.3%       | 96.3% | 96.3%       | high         | ↑           |             | ↓              |              | <90%                | 90%+  | 98%+           | 97.6%                |                |                     |                 |         |                     |             |
| A.14 (SO) | % of children in care care plans reviewed within timescales  |                       | monthly  | %             | 93.8%   | 100.0% | 97.0%       | 96.6% | 95.8%       | high         | ↓           |             | ↑              |              | <87%                | 87%+  | 95%+           | 89.2%                |                |                     |                 |         |                     |             |
| A.15 (SO) | % of children in care having an initial health assessment within timescale   |                       | monthly  | %             | 81.8%   | 100.0% | 100.0%      | 90.9% | 65.5%       | high         | →           |             | ↑              |              |                     |       |                | 63.1%                |                |                     |                 |         |                     |             |
| A.16 (SO) | % of children in care with a up to date health assessments   |                       | monthly  | %             | 86.8%   | 86.8%  | 84.5%       | 84.5% | 84.5%       | high         | ↓           |             | ↑              |              | <87%                | 87%+  | 95%+           | 83.7%                |                |                     |                 |         |                     |             |
| A.17 (SO) | % of children in care with a up to date dental assessments   |                       | monthly  | %             | 73.1%   | 72.5%  | 66.7%       | 66.7% | 66.7%       | high         | ↓           |             | ↑              |              | <87%                | 87%+  | 95%+           | 61.8%                |                |                     |                 |         |                     |             |
| A.18 (SO) | % of children in care in a family based setting  | OLD                   | monthly  | %             | 75.8%   | 77.3%  | 77.6%       | 77.6% | 77.6%       | high         | ↑           |             | ↑              |              | <77%                | 77%+  | 85%+           | 75.3%                |                |                     |                 |         |                     |             |
| A.19 (SO) | No. of care leavers  |                       | monthly  | Count         | 361     | 359    | 357         | 357   | 357         | info         | ↓           |             | ↑              |              |                     |       |                | 348                  |                |                     |                 |         |                     |             |
| A.20 (SO) | % of eligible children in care & Care Leavers with an up to date pathway plan  |                       | monthly  | %             | 77.0%   | 80.8%  | 84.6%       | 84.6% | 84.6%       | high         | ↑           |             | ↑              |              |                     |       |                | 80.5%                |                |                     |                 |         |                     |             |
| A.21 (SO) | Av. caseload of social workers in key safeguarding teams (exc. Children's Disability Team)   |                       | monthly  | Average count | 18.6    | 18.2   | 18.7        | 19    | 18.7        | low          | ↑           |             | ↓              |              | 23+                 | 19+   | <19            | 19.4                 |                |                     |                 |         |                     |             |




| *REF NO.   | INDICATOR  | Council Plan Measures                        | TIMELINE                    | DATA NOTE | 2024/25 |        |             |       |             |              |             |             |                |              | TARGET & TOLERANCES |       |                | YR ON YR PERFORMANCE |                         | LATEST BENCHMARKING |                 |         |                     |             |  |
|------------|--|--|-----------------------------|-----------|---------|--------|-------------|-------|-------------|--------------|-------------|-------------|----------------|--------------|---------------------|-------|----------------|----------------------|-------------------------|---------------------|-----------------|---------|---------------------|-------------|--|
|            |  |  |                             |           | Jan-25  | Feb-25 | Mar-25 (Q4) | Q4    | 2024/25 YTD | Good perf is | DOT (Month) | RAG (Month) | DOT (Yr on Yr) | RAG (Yr End) | Red                 | Amber | Green (target) | 2023/24              | Yr on Yr trend          | Stat neigh av.      | Best stat neigh | Nat av. | Top qtile threshold | RIA 2024/25 |  |
| A.22 (EH)  | Early Help families where engagement target of 3 days was met  |  | monthly                     | Count     | 73      | 66     | 79          | 218   | 817         |              | info        | ↑           |                | ↑            |                     |       |                | 637                  |                         |                     |                 |         |                     |             |  |
|            |  |  |                             | %         | 92.4%   | 90.4%  | 89.8%       | 90.8% | 91.4%       |              | high        | ↓           |                | ↑            |                     | 70%   | 75%            | 80%+                 | 91.3%                   |                     |                 |         |                     |             |  |
| A.23 (EH)  | Early Help assessments completed within 45 working days. (EHA complete in 48 days from triage decision date (3 days IC plus 45 days for EHA)) (exc. Step down cases) |  | monthly                     | Count     | 63      | 58     | 54          | 175   | 605         |              | info        | ↓           |                | ↓            |                     |       |                | 797                  |                         |                     |                 |         |                     |             |  |
|            |  |  |                             | %         | 91.3%   | 93.5%  | 91.5%       | 92.1% | 92.6%       |              | high        | ↓           |                | ↑            |                     | <75%  | 75%+           | 85%+                 | 90.2%                   |                     |                 |         |                     |             |  |
| A.24 (EH)  | Early help assessments completed by partners   |  | monthly                     | Count     | 33      | 38     | 23          | 94    | 413         |              | info        | ↓           |                | ↑            |                     |       |                | 402                  |                         |                     |                 |         |                     |             |  |
|            |  |  |                             | %         | 29.7%   | 35.8%  | 21.1%       | 28.8% | 32.8%       |              | high        | ↓           |                | ↑            |                     |       |                | 27.5%                |                         |                     |                 |         |                     |             |  |
| A.25 (EH)  | No. of early help step ups to social care  | Families                                     | monthly                     | Count     | 23      | 13     | 21          | 57    | 239         |              | info        | ↑           |                | ↓            |                     |       |                | 275                  |                         |                     |                 |         |                     |             |  |
|            |  | Children                                     | monthly                     | Count     | 55      | 25     | 45          | 125   | 488         |              | info        | ↑           |                | ↓            |                     |       |                | 594                  |                         |                     |                 |         |                     |             |  |
| A.26 (EH)  | % of children aged 0-5 living in the 30% most deprived SOA's in Rotherham who are registered with a Children's Centre  |  | monthly                     | Count     | 7886    | 7974   | 8102        | 8102  | 7974        |              | info        | ↑           |                | n/a          |                     |       |                |                      | New measure 2024/25     |                     |                 |         |                     |             |  |
|            |  |  |                             | %         | 96.9%   | 98.0%  | 99.6%       | 99.6% | 98.0%       |              | high        | ↑           |                | ↑            |                     |       |                | 95%+                 | 94.5%                   |                     |                 |         |                     |             |  |
| A.27 (EH)  | % of children aged 0-5 living in the 30% most deprived SOA's in Rotherham who have accessed Children's Centre activities   |  | monthly                     | Count     | 6248    | 6743   | 6932        | 6932  | 6743        |              | info        | ↑           |                | n/a          |                     |       |                |                      | New measure 2024/25     |                     |                 |         |                     |             |  |
|            |  |  |                             | %         | 76.8%   | 82.9%  | 85.2%       | 85.2% | 82.9%       |              | high        | ↑           |                | ↑            |                     |       |                | 65%+                 | 80.6%                   |                     |                 |         |                     |             |  |
| A.28 (INC) | No. of children with an Education Health & Care plan   | CHI 0  | Monthly                     | Count     | 3652    | 3684   | 3721        | 3721  | 3721        |              | info        | ↑           |                | ↑            |                     |       |                | 3360                 |                         |                     |                 |         |                     |             |  |
| A.29 (INC) | No. of Education Health & Care plans issued in 20 weeks (YTD and year on year figure is January 1st to December 31st in line with DfE reporting)                     | OLD  | Monthly                     | Count     | 31      | 39     | 39          | 109   | 109         |              | high        | →           |                | ↑            |                     |       |                | 380                  | Reporting changed 23/24 |                     |                 |         |                     |             |  |
|            |  |  |                             | %         | 81.6%   | 92.9%  | 83.0%       | 85.8% | 85.8%       |              | high        | ↓           |                | ↑            |                     | <47%  | 47%+           | 58%+                 | 59.8%                   |                     |                 |         |                     |             |  |
| A.30 (INC) | No. of Education Health and Care Plan (EHCP) PRIMARY transition reviews completed by the Stat Deadline (15th Feb)  | Number due                                   | Annually                    | Count     | -       | 207    | -           | 207   | 207         |              | high        | ↑           |                | n/a          |                     |       |                |                      | Reporting changed 23/24 |                     |                 |         |                     |             |  |
|            |  | Number Finalised                             | Annually                    | Count     | -       | 206    | -           | 206   | 206         |              | high        | ↑           |                | n/a          |                     |       |                | 158                  | New measure 23/24       |                     |                 |         |                     |             |  |
|            |  | % on time at Stat Deadline                   | Annually                    | %         | -       | 99.5%  | -           | 99.5% | 99.5%       |              | high        | ↑           |                | n/a          | n/a                 | <50%  | 50-70%         | 70%                  | 95.8%                   | New measure 23/24   |                 |         |                     |             |  |
|            |  | Number Outstanding Cases after Stat Deadline | Monthly after Stat Deadline | Count     | -       | 1      | 1           | 1     | 1           |              | low         | →           |                | n/a          |                     |       |                | 4                    | New measure 23/24       |                     |                 |         |                     |             |  |
| A.31 (INC) | No. of Education Health and Care Plan (EHCP) SECONDARY transition reviews completed by the Stat Deadline (31st March)  | Number due                                   | Annually                    | Count     | -       | -      | 314         | 314   | 314         |              | high        | ↑           |                | n/a          |                     |       |                | 235                  | Reporting changed 23/24 |                     |                 |         |                     |             |  |
|            |  | Number Finalised                             | Annually                    | Count     | -       | -      | 294         | 294   | 294         |              | high        | ↑           |                | n/a          |                     |       |                | 186                  | New measure 23/24       |                     |                 |         |                     |             |  |
|            |  | % on time at Stat Deadline                   | Annually                    | %         | -       | -      | 93.6%       | 93.6% | 93.6%       |              | high        | ↑           |                | n/a          | n/a                 | <50%  | 50-70%         | 70%                  | 79.1%                   | New measure 23/24   |                 |         |                     |             |  |
|            |  | Number Outstanding Cases after Stat Deadline | Monthly after Stat Deadline | Count     | -       | -      | 20          | 20    | 20          |              | low         | n/a         |                | n/a          |                     |       |                | 49                   | New measure 23/24       |                     |                 |         |                     |             |  |
| A.32 (INC) | No. of Education Health & Care Plan (EHCP) tribunal cases open at the end of the month   |  | Monthly                     | Count     | 36      | 32     | 34          | 34    | 34          |              | info        | ↑           |                | ↑            |                     |       |                | 24                   | New measure 23/24       |                     |                 |         |                     |             |  |


































\* Reference Number - The letters within the brackets identifies which service within the CYPs Directorate the indicator relates to.  
**KEY:**  
(SC) - Social Care Service  
(EH) - Early Help Services  
(INC) - Inclusion Services

## CYPS Education Indicators

As at month end : March 2025 (Quarter 4 - 2024/25)

\*DOT - Direction of travel represents the direction of 'performance' since the previous month showing if the number or percentage has gone up or down. Colours have been added to help distinguish better and worse performance with the exceptions of measures that are for information only.

Key:  - increase/decrease in number/percentage = improvement in performance  
 - increase/decrease in number/percentage = decline in performance  
 - number/percentage remained same as previous month

| *REF NO.  | INDICATOR   | Council Plan Measures | TIMELINE            | DATA NOTE | 2024/25 |        |        |        |             |   |   |   |   | TARGET & TOLERANCES   |                |         | YR ON YR PERFORMANCE |   | LATEST BENCHMARKING   |         |                     |                    |        |  |
|-----------|---|-----------------------|---------------------|-----------|---------|--------|--------|--------|-------------|---|---|---|---|---|----------------|---------|----------------------|---|---|---------|---------------------|--------------------|--------|--|
|           |   |                       |                     |           | Term 2  | Term 3 | Term 1 | Term 2 | 2024/25 YTD | Good perf is  | DOT* (term)   | RAG   | Red   | Amber   | Green (target) | 2023.24 | Yr on Yr trend       | Stat neigh av.  | Best stat neigh   | Nat av. | Top qtile threshold | Yorkshire & Humber |        |  |
| ED.1 (B)  | % of all eligible 2 year olds taking up an early education place  | CH08                  | Termly              | %         | 90.9%   | 83.6%  | 96.6%  | 85.7%  | 85.7%       |  | high  |  |  | <80%  | 80%+           | 85%+    | 83.6%                |  | 77.9%   | 87.5%   | 74.8%               | 83.3%              | 75.8%  |  |
| ED.2 (B)  | % of primary children who were allocated a place at one of their 3 preferences on National Offer Day        |                       | Annual              | %         | -       | 99.2%  | -      | -      | -           |  | high  |  |  | <98%  |                | 98%+    | 99.2%                |  | 98.5%   | 99.6%   | 98.3%               |                    | 98.6%  |  |
| ED.3 (B)  | % of secondary children who were allocated a place at one of their 3 preferences on National Offer Day      |                       | Annual              | %         | 97.4%   | -      | -      | 97.1%  | 97.1%       |  | high  |  |  | <94%  |                | 94%+    | 97.4%                |  | 96.0%   | 98.8%   | 95.6%               |                    | 94.1%  |  |
| ED.4 (B)  | % of overall attendance (Statutory school aged children)  | Primary               | Termly              | %         | 94.3%   | 93.6%  | 94.1%  | 94.6%  | 94.3%       |  | high  |  |  | <93.7%  |                | 93.7%+  | 93.9%                |  | 94.2%   | 94.8%   | 94.1%               |                    | 94.0%  |  |
|           |   | Secondary             | Termly              | %         | 90.5%   | 89.6%  | 90.7%  | 90.5%  | 90.5%       |  | high  |  |  | <91%  |                | 91%+    | 90.4%                |  | 90.6%   | 91.7%   | 91.0%               |                    | 90.3%  |  |
| ED.5 (B)  | % of persistent absence - 10% or more sessions missed (Statutory school aged children)                      | Primary               | Termly (cumulative) | %         | 17.8%   | 22.3%  | 16.8%  | 15.4%  | 14.7%       |  | low   |  |  | 17.7%+  |                | <17.7%  | 19.5%                |  | 15.8%   | 13.4%   | 16.2%               |                    | 16.9%  |  |
|           |   | Secondary             | Termly (cumulative) | %         | 21.6%   | 26.1%  | 23.8%  | 23.7%  | 23.8%       |  | low   |  |  | 27.7%+  |                | <27.7%  | 23.2%                |  | 27.5%   | 23.5%   | 26.5%               |                    | 28.60% |  |
| ED.6 (B)  | % of severe absence - 50% or more sessions missed (Statutory school aged children)                          | Primary               | Termly (cumulative) | %         | 0.7%    | 0.7%   | 0.7%   | 0.7%   | 1.4%        |  | low   |  |  |   |                |         |                      | New measure 2024/25   |   |         |                     |                    |        |  |
|           |   | Secondary             | Termly (cumulative) | %         | 2.7%    | 2.7%   | 3.3%   | 3.7%   | 3.7%        |  | low   |  |  |   |                |         |                      | New measure 2024/25   |   |         |                     |                    |        |  |
| ED.7 (B)  | % of early years foundation stage (EYFS) pupils achieving a good level of development (GLD)                 |                       | Annual              | %         | -       | 64.4%  | -      | -      | -           |  | high  |  |  |   |                | 66.1%   | 64.4%                |  | 66.1%   | 69.0%   | 67.7%               | 69.8%              | 66.1%  |  |
| ED.8 (B)  | % of pupils passing the phonics screening check in year 1   |                       | Annual              | %         | -       | 78.5%  | -      | -      | -           |  | high  |  |  |   |                | 80.8%   | 78.5%                |  | 80.8%   | 87.0%   | 80.0%               | 82.1%              | 80.0%  |  |
| ED.9 (B)  | % of key stage 2 (KS2) pupils achieving expected standard (EXS+) in reading, writing and maths combined     | OLD                   | Annual              | %         | -       | 58.6%  | -      | -      | -           |  | high  |  |  |   |                | 61.5%   | 58.6%                |  | 61.5%   | 65.0%   | 61.0%               | 64.1%              | 60.0%  |  |
| ED.10 (B) | % of key stage 2 (KS2) pupils achieving higher standard (HS) in reading, writing and maths (R,W&M) combined |                       | Annual              | %         | -       | 4.9%   | -      | -      | -           |  | high  |  |  |   |                | 7.0%    | 4.9%                 |  | 7.0%  | 9.0%    | 8.0%                | 9.1%               | 7.0%   |  |
| ED.11 (B) | % of key stage 4 (KS4) pupils achieving grade 5 or above in English and maths                               |                       | Annual              | %         | -       | 38.5%  | -      | -      | -           |  | high  |  |  |   |                | 41.0%   | 38.5%                |  | 41.0%   | 47.3%   | 46.2%               | 51.0%              | 43.6%  |  |
| ED.12 (B) | Average attainment 8 score (attainment at Y11)  | OLD                   | Annual              | Av.       | -       | 42.10  | -      | -      | -           |  | high  |  |  |   |                | 42.90   | 42.10                |  | 42.9  | 45.3    | 46.1                | 48.1               | 44.2   |  |
| ED.13 (A) | No. of suspensions during the term  | Primary               | Termly              | Count     | 110     | 119    | 179    | 203    | 382         |  | low   |  |  |   |                |         | 399                  |  |   |         |                     |                    |        |  |
|           |   | Secondary             | Termly              | Count     | 1659    | 1580   | 2393   | 1919   | 4312        |  | low   |  |  |   |                |         | 5521                 |  |   |         |                     |                    |        |  |
| ED.14 (A) | No. of permanent exclusions during the term (excluding rescinded and withdrawn)                             | Primary               | OLD                 | Termly    | Count   | 3      | 2      | 3      | 3           | 6   |  | low   |  |  |                |         |                      | 13  |  |         |                     |                    |        |  |
|           |   | Secondary             | OLD                 | Termly    | Count   | 27     | 19     | 32     | 24          | 56  |  | low   |  |  |                |         |                      | 94  |  |         |                     |                    |        |  |
| ED.15 (A) | No. of elective home educated (EHE) children at period end  |                       | Termly              | Count     | 523     | 501    | 662    | 747    | 747         |  | low   |  |  |   |                |         | 501                  |  |   |         |                     |                    |        |  |
| ED.16 (A) | % of children in care (CIC) with an up-to-date Personal Education Plan (PEP) in term                        | Reception > Y11       | Termly              | %         | 93.5%   | 98.3%  | 98.7%  | 95.6%  | 95.6%       |  | high  |  |  | <90%  | 90%+           | 95%+    | 99.3%                |  |   |         |                     |                    |        |  |

\* Reference Number - The letters within the brackets identifies which type of indicator it is.

KEY:  
 (B) - Benchmark indicator  
 (A) - Activity indicator

## A-Z Glossary

| Term  | Definition  |
|---|---|
| Academic year   | The academic year runs from September to July over 3 terms (Autumn, Spring & Summer).   |
| Adoptions   | Following a child becoming looked after, it may be deemed suitable for a child to become adopted which is a legal process of becoming a non-biological parent. The date this is agreed to be in the best interests of the child is known as their 'SHOBPA'. Following this a family finding process is undertaken to find a suitable match based on the child's needs, followed by placement with their adopter(s). Placement are monitored and assessed before the final adoption order is granted.  |
| Assessment  | If a child meets the Children's Act definition of 'Child in Need' or is likely to be at risk of significant harm, authorisation will be given for an assessment of needs to be started to determine which services to provide and what action to take. National Working Together guidelines state that the maximum timeframe for the assessment to be completed is 45 working days from the point of referral.  |
| Benchmarking  | Comparing ourselves to others to help evaluate performance, efficiency of processes and value for money. It is always important in any comparison work that we consider whether the context of that authority or group (see statistical neighbours/comparators).  |
| Care Leavers  | A care leaver is, a person 25yrs or under; has been looked after by a LA for 13wks+ since 14yrs; and has been looked after by a LA at school-leaving age or after.  |
| CCE   | Child Criminal Exploitation   |
| Child Protection (CP) Visits                                | Local standards state that any child subject to a child protection plan should be visited at least every two weeks (exc. children on a CPP for less than a week).   |
| Child Protection Conferences (initial & review conferences) | Following a S47 investigation a child protection conference may be convened to consider all the information obtained under the Section 47 enquiry and to determine the best course of action.   |
| Child Protection Plan (CPP)                                 | Following a child protection conference where information is considered the best course of action is agreed leading to a child protection plan. The aim of a child protection plan is to ensure the child is safe from harm and remains that way. As long as it is in the best interests of the child, this will involve offering support and services to the family. Child protection plans remain in force until the child is no longer considered at risk, moves out of the local authority area (in which case the receiving authority should convene its own child protection conference) or reaches the age of 18.  |
| Children in Need (CiN)                                      | If a child is found to be disabled or the assessment finds that their health and development is likely to suffer without local authority intervention, the child will be classed as 'in need', as defined by Section 17 of the Children Act 1989. This means that the local authority is now legally obliged to provide the necessary services and support.   |
| Children missing from education (CME)                       | A child missing from education is a child of compulsory school age who is not on a school roll, and is not receiving suitable education otherwise than at a school.   |
| Contact   | A contact is where an LA receives a contact about a child, and where there is a request for general advice, information or a social care service.   |
| CSE   | Child Sexual Exploitation   |
| Custody   | In the law, custody is used in criminal and family law. In criminal law, a person is in custody when—after being arrested or convicted of a crime—they are held in jail or prison. Such persons are under state control until they are acquitted of their alleged crime or the conclusion of their prison sentence.   |
| Dental assessment   | A dental assessment will be requested by the Social Worker every six months for children under 5 years old and annually for those over 5 and up to 18 years.  |
| DfE   | The Department for Education is responsible for education and children's services in England.   |
| Direction of Travel (DOT)                                   | Has performance improved or declined? Remembering that 'high' figures are not always related to better performance. So on occasion direction of travel can be positive when the data has decreased.   |
| Edge of care  | The aim of the service is to support children to continue to live at home and prevent family breakdown. It is a resource for families where practitioners have significant concerns that a child or young person is on the edge of care - and may need to become looked after.  |
| Education, Health and Care Plan (EHCP)                      | An EHCP involves parents, carers, young people and children in decisions about what support a child or young person needs, now and in the future. It's prepared in partnership with professionals working across education, health and social care specialist services.   |
| Education, employment or training (EET)                     | This indicator presents the share of young people who <u>are</u> in employment, education or training (NEET), as a percentage of the total number of young people.  |
| Elective Home Educated (EHE)                                | Elective home education is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time.   |
| Episode   | An episode is the timeframe of a family working with Early Help.  |
| First time entrant (FTE)                                    | First time entrants (FTE) into the Criminal Justice System A FTE is an offender who has. received their first reprimand, warning, caution or conviction for an offence processed by a police force in England or Wales or by the British Transport Police.  |
| Health assessment   | Following an initial health assessment when entering care a review health assessments (RHA) will be requested by the Social Worker every six months for children under 5 years old and annually for those over 5 and up to 18 years.  |
| Indicators  | A measure which helps quantify the achievement of a desired outcome.  |
| Initial health assessment                                   | Initial Health Assessment identifies existing health problems and deficits in previous healthcare and provides a baseline for managing the child's future health needs. The forms must be raised as soon as the child becomes Looked After to ensure that Statutory Guidance is met.  |
| Local Standards   | These are agreed within local policy and outline our expectations of service for our customers. These should, match or preferably be higher than the minimum outlined in National Standards (where applicable).   |
| Children in Care (CiC)                                      | Children in care are children who have become the responsibility of the local authority either voluntarily by parents struggling to cope or through an intervention by children's services because a child is at risk of significant harm. CiC review meetings are convened to consider the plan for the welfare of CiC and how to achieve permanence for them within a timescale that meets their needs. The LA is responsible for visiting CiC wherever they are living to ensure his/her welfare continues to be safeguarded and promoted and the LA should ensure that every CiC has his/her health needs fully assessed and a health plan clearly set out. |
| Multi-Agency Safeguarding Hub (MASH)                        | MASH provides triage and multi-agency assessment of safeguarding concerns - in respect of vulnerable children and adults. It brings together professionals from a range of agencies into an integrated multi-agency team.   |
| Measures  | Performance measures are how well a particular service or system is working as opposed to the impact on whole populations – 'Management Information'.   |
| National offer day  | There are 2 National offer days each year, one for Primary school and one for Secondary School. These are the dates that the Primary/Secondary school allocations are communicated to parents. Parents will find out if they have secured a place at their chosen school for their children, or if they have one of their other preferred choices.  |
| National Standards  | The minimum level of service we are required to delivery based on government guidelines. Where these are not applicable local standards should be set.  |

| Term  | Definition  |
|---|---|
| Not in education, employment or training (NEET) | This indicator presents the share of young people who <u>are not</u> in employment, education or training (NEET), as a percentage of the total number of young people.  |
| Ofsted  | Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.  |
| Outcomes  | A statement of well-being for our local people. Whether it be children, adults, families or communities.  |
| Permanent Exclusions                            | Permanent exclusion is the most serious sanction a school can give if a child does something that is against the school's behaviour policy (the school rules). It means that the child is no longer allowed to attend the school and their name will be removed from the school roll.   |
| Persistent absence                              | Persistent absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions.   |
| Personal education plan (PEP)                   | A PEP is a statutory requirement for all looked after children to ensure that a record is maintained regarding the child's educational progress and thus it forms an integral part of the child's overall care plan.  |
| Placements                                      | A CiC placement is where a child has become the responsibility of the local authority (CiC) and is placed with foster carers, in residential homes or with parents or other relatives. A foster care family provide the best form of care for most looked after children. Rotherham would like most of its children to be looked after by its own carers so that they remain part of their families and community.  |
| Quarter/Quarterly                               | Formal performance reporting follows a three monthly (quarterly) reporting schedule based on the financial year. Shown in the annual reporting wheel. <ul style="list-style-type: none"> <li>· 1st Quarter – April to June</li> <li>· 2nd Quarter – July to September</li> <li>· 3rd Quarter – October to December</li> <li>· 4th Quarter – January to March</li> </ul>   |
| RAG Status                                      | When monitoring progress on either plans or performance indicators a colour coded assessment of risk is undertaken against each item to assess whether we are on track to meet our target. This risk status is known by the acronym 'RAG'. Standard definition for this is as follows; <ul style="list-style-type: none"> <li>· Red – Off track</li> <li>· Amber – Satisfactory progress but not fully reaching target set</li> <li>· Green – On track</li> </ul>   |
| Rate per 10,000                                 | A rate gives an indication of an amount that can be equivalent to the rate for a geographical indicator set, enabling the indicator to be comparable. For example, if a children's & young peoples service is being accessed by 500 per 10,000, it means that 500 children are accessing the service for every 10,000 children in Rotherham. This can then be compared to the rate per 10,000 in other LA's or even national.   |
| Referral  | Contacts received are screened against an agreed multi-agency threshold criteria and where a manager agrees these thresholds have been met then the contact progresses to a 'referral' for consideration of an assessment and/or other services which may be required for a child.  |
| Re-offending                                    | The underlying principle of measuring re-offending is that someone who has received some form of criminal justice sanction (such as a conviction or a caution) goes on to commit another offence within a set time period.  |
| Reporting year                                  | The standard reporting year follows the financial year and runs from April to March. However there are exceptions to this where due to the nature of indicators they follow a calendar or academic year. This should be clearly stated in any plan or performance scorecard.  |
| Rolling 12 months                               | Indicators that are 12 months rolling take into account the current month and the previous 11 months. For example, a measure being reporting in January 2022 will also include February 2021 to December 2021   |
| Section 47 (S47)                                | The Strategy Discussion may then decide to launch a Section 47 enquiry. This means the local authority must investigate the case further.   |
| Severe absence                                  | Severe absence is when a pupil enrolment's overall absence equates to 50 per cent or more of their possible sessions.   |
| SOA's   | SOAs (Super Output Areas), are small areas designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households. They were produced by the Office for National Statistics for the reporting of small area statistics.  |
| Statistical neighbours/comparators              | Authorities which due to the size and similar needs of their population have been grouped together. There are various groupings available which specialise in specific services for example Ofsted for Children's services and CIPFA for finance related measures. It is important when comparing ourselves to others we use the most appropriate group for that service.<br><br><b>Rotherham Statistical Neighbours</b> - Barnsley, Doncaster, Dudley, North East Lincolnshire, North Lincolnshire, Redcar and Cleveland, Tameside, Telford and Wrekin, Wakefield, Wigan |
| Statutory                                       | Something which the Council has to do by law.   |
| Step down                                       | Step down is the process where an episode is stepped down from Social Care intervention to Early Help   |
| Step up   | Step up is the process where an episode is stepped up to Social Care intervention from Early Help.  |
| Strategy Meeting                                | If there is reasonable cause to suspect a child is suffering or likely to be suffering significant harm; a Strategy Discussion will be convened between child protection staff and other relevant bodies.   |
| Suitable Accommodation                          | Accommodation is to be regarded as suitable if it provides safe, secure and affordable provision for young people.  |
| Suspensions                                     | Suspension is where a child is temporarily removed from school for a fixed period of time. It is important that a continuation of education occurs during this time.  |
| Targets   | Where we want to be and by when. This can be at indicator level or against actions within a delivery plan.  |
| Threshold                                       | The criteria required to meet a specific requirement.   |
| Transition                                      | Transition is where a child is moving from Primary to Secondary school.   |
| Tribunal  | A tribunal is responsible for handling appeals against local authority decisions regarding special educational needs, including a refusal to: assess a child or young person's educational, health and care (EHC) needs. reassess their EHC needs. issue an EHC plan. change what's in a child or young person's EHC plan.  |
| Validation                                      | Processes to ensure data quality  |
| Year to date (YTD)                              | Refers to performance from the beginning of the current financial year up to and inclusive of the reporting period.   |
| Youth Justice Service (YJS)                     | The primary aim is to prevent offending and re-offending by young people aged 10-17 years as well as supporting young people who are involved in the Criminal Justice system.   |

Improving Lives Select Commission

# **CYPS Performance Report 2024/2025 Outturn**

**Our Children – Resilient Successful Safe**

# Introductions

- Helen Sweaton, Joint Assistant Director, Commissioning, Performance and Quality
- Cathryn Woodward, Performance and Business Intelligence Manager, Performance and Quality
- Kelly White, Assistant Director, Family Help
- Monica Green, Assistant Director, Children's Social Care
- Stuart Williams, Head of Service, Children's Social Care
- Sarah Whitby, Head of Service, Access to Education



# Overview

- Performance is considered against local targets, including associated 'RAG' (red, amber, green) rating tolerances. Reviewed annually and set in consideration of available national and statistical neighbour benchmarking data, and recent performance levels. It ensures focus on the effectiveness of services and achieving good outcomes for children and young people.
- Robust governance and accountability in place, including monthly Performance Board and Quarterly Assurance Board in addition to service level performance clinics, Practice Learning Days and Quality Assurance processes.
- Links to the Council Plan, Year Ahead Delivery Plan, Corporate Parenting Partnership Board, Place Board.
- Scorecard circulated quarterly to Members of ILSC, with an option to request Officers to attend with any key areas of interest.

# Scorecard Overview

- Benchmarking Indicators – how do we compare?
- Activity Indicators – how much have we done?

# Scorecard Overview

- Monthly, Quarterly and Annual Data
- Direction of Travel
- RAG Rating
- Targets and Tolerances
- Year on Year Performance
- Latest Benchmarking

| 2024/25 |        |             |       |                 |              |             |             |                |              | TARGET & TOLERANCES |       |                | YR ON YR PERFORMANCE |                | LATEST BENCHMARKING |                 |         |                     |             |
|---------|--------|-------------|-------|-----------------|--------------|-------------|-------------|----------------|--------------|---------------------|-------|----------------|----------------------|----------------|---------------------|-----------------|---------|---------------------|-------------|
| Jan-25  | Feb-25 | Mar-25 (Q4) | Q4    | 2024/25 OUTTURN | Good perf is | DOT (Month) | RAG (Month) | DOT (Yr on Yr) | RAG (Yr End) | Red                 | Amber | Green (target) | 2023/24              | Yr on Yr trend | Stat neigh av.      | Best stat neigh | Nat av. | Top qtile threshold | RIA 2024/25 |
| 91.4%   | 89.1%  | 94.8%       | 92.1% | 92.5%           | high         | ↑           | Green       | ↑              | Green        | <82%                | 82%+  | 90%+           | 88.2%                |                | 84.7%               | 99.8%           | 84.5%   | 90.5%               | 84.2%       |
| 217.9   | 220.0  | 221.2       | 221.2 | 221.2           | low          | ↑           | Green       | ↑              | Green        | 227.1+              | -     | <227.1         | 194.8                |                | 229.0               | 111.9           | 187.1   | -                   | -           |
| 315.9   | 316.7  | 310.7       | 310.7 | 310.7           | low          | ↓           | Green       | ↓              | Green        | 375.5+              | -     | <375.5         | 316.8                |                | 398.8               | 300.2           | 332.9   | -                   | 329.1       |
| 79.4%   | 100.0% | 89.2%       | 88.5% | 80.0%           | high         | ↓           | Green       | ↓              | Yellow       | <78%                | 78%+  | 86%+           | 84.8%                |                | 85.0%               | 100.0%          | 79.7%   | 88.5%               | 83.2%       |

# Family Help – What's Working Well

- 36.1% of contacts coming through the front door were identified as Family Help, compared to 33.8% in 2023/24.
- Increase in families engaged from 637 to 817 with timeliness of engagement maintained at 91.4% within 3 days.
- Improved assessment timeliness to 92.6% completed within 45 working days.
- 98% of children in deprived areas registered with Children's Centres, with 82.9% accessing activities.
- Reduction to 4.7% of young people Not in Education, Employment, or Training (NEET) or Not Known
- Reduction in youth re-offending rate to 13.2, below national and statistical neighbour averages.

# Children's Social Care – What's Working Well

- Rate of Children in Need (CiN) reduced to 310.7, below statistical neighbour and national averages.
- Rate of Child Protection Plans (CPP) at 54.2, in line with statistical neighbours but above the national average.
- Rate of Children in Care (CiC) reduced to 83.0, the lowest since 2016.
- Contact Timeliness improved to 86.8% with a decision within 1 working day
- Reduction in re-referrals from 22% down to 17.3% this year

# Children's Social Care – What's Working Well

- Improved assessment timeliness to 92.5% completed within 45 working days.
- Reduction in Child Protection Plans over 2 years from 4.6% to 0.6%
- Increased to 95.8% of Children in Care plans reviewed within timescales
- Significant improvements in adoption timeliness with 345 days between entering care and placement; and 107 days between Placement Order and Matching to a family

# Education – What's Working Well

- 85.7% of eligible 2-year-olds taking up early education places.
- High percentage of children allocated to one of their top three school preferences (99.2% primary and 97.1% secondary).
- Slight improvements in primary school attendance to 94.6%; and secondary attendance remains stable at 90.5%.
- 95.6% of Children in Care had an up-to-date Personal Education Plan

# Inclusion – What's Working Well

- We continued to improve compliance with 85.8% of Education Health Care Plans (EHCP) issued within 20 weeks, an improvement on 59.8% in the previous year.
- EHCP Primary transition reviews completed by the statutory deadline reached 99.5%, an improvement on 95.8% in 2024.
- Secondary transition reviews completed by the deadline reached 93.6%, a significant improvement on 79.1% in 2024.



# Areas of Challenge and Focus

- Initial Child Protection Conferences (ICPC) within 15 days of S47 was 80% (target is 86%)
- Children on a Child Protection Plan for a second or subsequent time within 2 years was 17.3% (target is 8%).
- Placement stability for children in care. Long term placements are 62.1% (target is 70%), and placement moves is 12.7% (target is 8%)
- Percentage of up-to-date health and dental assessments. Health assessments are 84.5% and dental 66.7% (both targets 95%)

# Areas of Challenge and Focus

- Supporting schools to increase attainment through CPD opportunities
- Continuing Elective Home Education preventative offer to reduce increasing numbers (747 compared to 523 at the same time last year)

# Questions

Public Report  
Improving Lives Select Commission

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**Committee Name and Date of Committee Meeting**

Improving Lives Select Commission – [Click here to enter a date.](#)

**Report Title**

Proposed Elective Home Education Policy

**Is this a Key Decision and has it been included on the Forward Plan?**

Yes

**Strategic Director Approving Submission of the Report**

Nicola Curley, Strategic Director of Children and Young People's Services

**Report Author(s)**

Sarah Whitby, Head of Service Access to Education  
[sarah.whitby@rotherham.gov.uk](mailto:sarah.whitby@rotherham.gov.uk)

**Ward(s) Affected**

Borough-Wide

**Report Summary**

The Department for Education recommends that every Local Authority has 'A written policy statement on elective home education, which is clear, transparent and easily accessible by using different formats as necessary, is consistent with the current legal framework and preferably drawn up in consultation with local families who educate children at home so that it can reflect both the challenges and rewards of educating children in this way'.

Rotherham's Elective Home Education Policy was last agreed in 2021 and a review was initiated to ensure that it was easy to navigate and understand, and reflected accurately the current way in which the Elective Home Education Team works with home educators. Home educators and partners were key to this process with a period of public consultation taking place following informal stakeholder events.

The report seeks pre-decision scrutiny of the revised Rotherham Elective Home Education Policy by the Improving Lives Select Commission, prior to presentation to Cabinet for approval.

## **Recommendations**

1. That Improving Lives Select Commission consider the contents of the report and the draft revised Elective Home Education Policy and endorse the draft revised Elective Home Education Policy to go forward for Cabinet approval.

## **List of Appendices Included**

Appendix 1 Summary of consultation responses

Appendix 2 Proposed Elective Home Education Policy

## **Background Papers**

[Elective home education: departmental guidance for local authorities](#) (April 2019)

[Education Act 1996](#)

## **Consideration by any other Council Committee, Scrutiny or Advisory Panel**

None

## **Council Approval Required**

No

## **Exempt from the Press and Public**

No

## Proposed Elective Home Education Policy

### 1. Background

- 1.1 Rotherham's Elective Home Education Policy was last agreed by Cabinet in September 2021. This review was initiated as part of the agreed cycle of review of the Policy.
- 1.2 Elective home education (EHE) is the term used to describe a choice by parents to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time.
- 1.3 The Department for Education issues non statutory guidance for Local Authorities [Elective home education: departmental guidance for local authorities](#) (2019) and the Council follows this guidance in discharging duties in respect of EHE.
- 1.4 Additionally, the Council has a statutory duty under s436a of the [Education Act 1996](#) to 'establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school who are missing education. This forms the basis for enquiries to be made to satisfy the Council that children who are known to be electively home educated are in receipt of suitable, efficient and full-time education.

### 2. Key Issues

- 2.1 Although legislative changes are proposed through the Children's Wellbeing Bill, these have not yet been enacted and are therefore not reflected within the proposed draft Policy. A decision was made to review the Policy at this point given that there is no defined timeline for proposed legislative changes to come into force. A subsequent report to Cabinet will request consideration that any changes required by the proposed Bill are approved via an Officer Delegated Decision to reflect in a timely manner any such changes as they are made.
- 2.2 Numbers of children who are electively home educated are rising both locally and nationally. Source: [Elective home education, Autumn term 2024/25 - Explore education statistics - GOV.UK](#)

Number of children on census data reported by Local Authorities via the Department for Education collection.

|           | 2022/23 |        |        | 2023/24 |        |        | 2024/25 |
|-----------|---------|--------|--------|---------|--------|--------|---------|
|           | Autumn  | Spring | Summer | Autumn  | Spring | Summer | Autumn  |
| England   | 80900   | 86200  | 97600  | 92000   | 103500 | 117900 | 111700  |
| Rotherham | 370     | 400    | 450    | 410     | 480    | 560    | 560     |

Alongside this, the number of children in Rotherham for whom the Council cannot be satisfied of provision of suitable, efficient and full-time education has also risen from 25 in the 2023/24 academic year to 35 in terms 1 and 2 of academic year 2024/25.

2.3 Parents and carers cite a number of reasons for the decision to home educate, these include:

- Ideological or philosophical views which favour home education, or wishing to provide education which has a different basis to that normally found in schools;
- Religious or cultural beliefs, and a wish to ensure that the child's education is aligned with these;
- Dissatisfaction with the school system, or the school(s) at which a place is available;
- Bullying of the child at school;
- Health reasons, particularly mental health of the child;
- As a short-term intervention for a particular reason;
- A child's unwillingness or inability to go to school, including school phobia;
- Special educational needs, or a perceived lack of suitable provision in the school system for those needs;
- Disputes with a school over the education, special needs or behaviour of the child, in some cases resulting in 'off-rolling' or exclusion;
- Familial reasons which have nothing to do with schools or education (eg using older children educated at home as carers);
- As a stopgap whilst awaiting a place at a school other than the one allocated.

2.4 The relationship between home educators and the Council is of upmost importance to the EHE team, and it is therefore crucial that the Policy is accessible and understandable to anyone who needs to access it. Through the Policy review attempts were made to remove unnecessary jargon and to set out clearly the responsibilities of each party in the processes relating to EHE.

2.5 Views of elective home educators in Rotherham were invited through informal stakeholder engagement prior to the commencement of the formal review. 2 drop-in sessions on 21 and 27 January 2025 were offered in the Riverside Café with an invite sent to all home educators known to the Council by Email. Three parents attended events in person with a further five providing feedback

by e-mail. Additionally, the views of parents, carers and young people are also sought on an ongoing basis through visits and contacts undertaken by members of the EHE team.

2.6 Members of Improving Lives Select Commission were invited to an engagement sessions held on TEAMS on 28 February 2025 to share information and views ahead of the formal consultation taking place.

2.7 A stakeholder event was held on 27 January 2025 and the following partners invited to share experiences, themes and priorities in advance of the formal Policy review being initiated:

- Rotherham Parent Carer Forum
- Family Help
- Rotherham Special Education Needs and Disabilities teams
- Virtual School
- Health services
- Schools
- Social Care

2.8 Following the engagement events, a proposed Policy was drafted taking into account all feedback and comments received. Key changes proposed within the draft Policy are as follows:

- Guidelines for indicators the Council is looking for when making judgements about the provision of suitable education. The proposed draft Policy is clear that this does not seek to be prescriptive but offers guidance to parents and carers based upon the content of the Department for Education Guidance to Local Authorities.
- Simplification and removal of some of the process information detailing Council internal actions and systems.
- Clearly stating the responsibilities of all parties involved in the process.
- Providing clarity about the actions of the Council where we cannot be satisfied that suitable education is being received by a child.
- The addition of specific information about Flexi Schooling

2.9 A period of formal consultation was agreed by an Officer Delegated Decision on 15 April 2025 and was hosted on the Council's consultation webpages between 16 April- 17 June 2025. This was publicised via the following means:

- Notification to all schools in the Education Bulletin
- Inclusion in Neighbourhood Bulletins
- Direct Email to all known home educators in Rotherham



- Promotion with internal Council services
- Promotion at relevant stakeholder events, including Children Not In School Governance Group. Locality Partnership Panels and the Strategic Fair Access Panel.

2.10 There were 11 responses received to the formal consultation. These are summarised at Appendix 1. Following the consultation no changes were made to the proposed draft Policy.

### **3. Options considered and recommended proposal**

3.1 The current EHE Policy remains in place, this is outdated, wordy and could be difficult for parents to navigate.

3.2 **Recommended-** That Improving Lives Select Commission consider the contents of the report and the draft revised Elective Home Education Policy and endorse the draft revised Elective Home Education Policy to go forward for Cabinet approval.

### **4. Consultation on proposal**

4.1 A range of stakeholder engagement sessions were hosted, as detailed in the body of the report.

4.2 Formal consultation was hosted on the Council's website between 16 April- 17 June 2025.

### **5. Timetable and Accountability for Implementing this Decision**

5.1 October 2025- Seek Cabinet endorsement of the proposed draft Policy

5.2 November 2025- Agreed Policy launched with home educators, schools and other stakeholders through direct communications and appropriate forums.

### **6. Financial and Procurement Advice and Implications**

6.1 There are no direct financial implications.

### **7. Legal Advice and Implications**

7.1 There are no direct legal implications.

### **8. Human Resources Advice and Implications**

8.1 There are no direct Human Resources implications

### **9. Implications for Children and Young People and Vulnerable Adults**

- 9.1 The implementation of a revised Elective Home Education Policy will support the Council in continuing to discharge statutory education and safeguarding duties in respect of Children and Young People

## **10. Equalities and Human Rights Advice and Implications**

- 10.1 Consideration to Equality has been given in the drafting of the revised Policy. The right of every child to access education is promoted by the proposed Policy, as it the right of parents and carers to provide this in a way they decide.
- 10.2 An Equality Impact assessment in respect of the proposals will be submitted to Cabinet.

## **11. Implications for CO2 Emissions and Climate Change**

- 11.1 There may be a climate impact from staff travel if the number of children electively home educated continues to rise, however this may be mitigated as the revised Policy attempts to support parents and carers in making informed decisions through a 'support first' approach.

## **12. Implications for Partners**

- 12.1 The Policy aims to set out clearly the responsibilities of all parents in relation to elective home education. These have not changed since the previous Policy was agreed in 2021. Partners have been involved in the Policy review.

## **13. Risks and Mitigation**

- 13.1 The Council has a statutory duty under s436a of the Education Act 1996 (to identify as far as possible) children of statutory school age in the Rotherham area who are missing education.
- 13.2 An effective and enforceable Elective Home Education Policy is crucial in discharging this duty effectively.

## **14. Accountable Officers**

Sarah Whitby, Head of Service Access to Education  
Rebecca Braithwait, Principal Officer Elective Home Education and Children Missing Education

Approvals obtained on behalf of Statutory Officers: -

|  | <b>Name</b>  | <b>Date</b>                                 |
|--|--|---|
| The Strategic Director with responsibility for this report | Nicola Curley – Strategic Director, Children & Young Peoples Service | <a href="#">Click here to enter a date.</a> |
| Consultation undertaken with the relevant Cabinet Member   | Cabinet Member for Children and Young People -                       | <a href="#">Click here to enter a date.</a> |

|  |                        |  |
|--|------------------------|--|
|  | Councillor<br>Cusworth |  |
|--|------------------------|--|

*Report Author:* Sarah Whitby, Head of Service Access to Education  
*sarah.whitby@rotherham.gov.uk*

This report is published on the Council's [website](#).

## **Elective Home Education Policy Review**

### **Stakeholder engagement and Consultation feedback**

#### **1. Stakeholder engagement**

##### **Parent/ carer drop in sessions**

Two sessions were offered at Riverside House Café (afternoon and early evening). Three home educators attended the sessions. Feedback was generally positive, with attendees commenting on the positive working relationships with RMBC. Comments about what suitable education should mean in Rotherham were that it should include information about which subjects, how many times a week, what went well and at what level, including progress and outcomes. One attendee commented that a template may be supportive. Two attendees commented that the cost of GCSEs was prohibitive to some families and that any support RMBC could offer in terms of activities and drop-in sessions may be useful.

A further five responses were received via Email from parents who could not attend, three highlighted positive experiences of working with the Elective Home Education (EHE) Team, one made comments about a poor experience of communicating with the team and one felt that contact directly with the team had been 'limited but reasonable'.

These comments were taken into account in the drafting of the 'suitable education' section of the draft Policy that was consulted upon. Although there is no support RMBC can offer in respect of the cost of examinations, the Elective Home Education Team ensure that all parents contemplating EHE or new to EHE are provided with this information at the earliest opportunity, either through direct contact with the team or via resources provided to all schools. A drop-in session is being considered by the team.

##### **Partners event**

A stakeholder event was held for partners and was well attended. Rotherham Parent Carer Forum presented the views of 49 parents and carers, which concluded that dissatisfaction with how schools meet Special Educational Needs (SEN) was the primary reason for these families choosing EHE (45%). Families found EHE beneficial in terms of personalised learning and flexibility, but challenges such as lack of support and social opportunities persist. Addressing these issues through enhanced training, support networks and resource allocation could significantly improve the EHE experience for families.

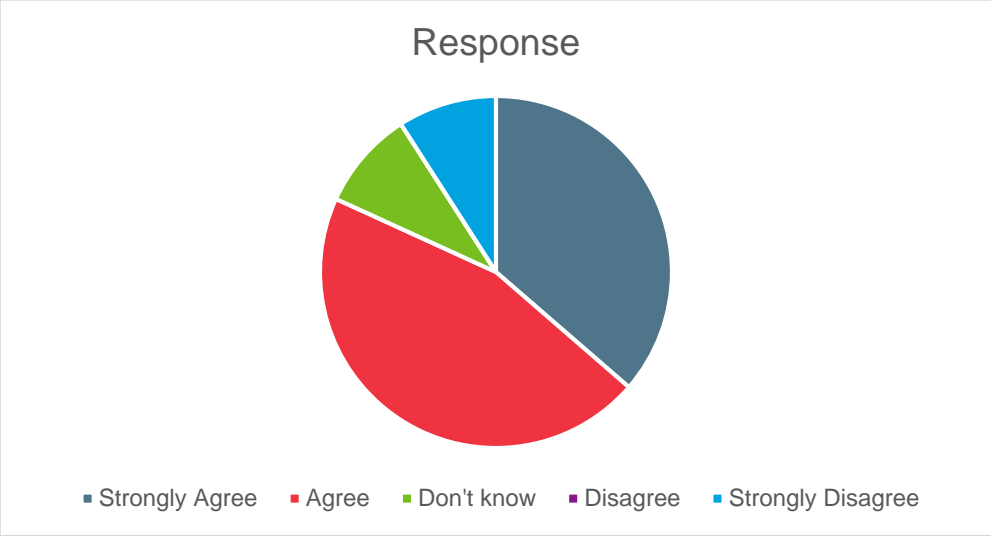
A key comment regarding suitability of education was that whilst a prescriptive definition shouldn't be adopted in Policy, guidelines in relation to intended outcomes regarding preparation for adulthood may be useful and that learning environment and access to social opportunities were of importance. Comments about parental engagement included consideration to drop-in or meet and greet type events, with information accessible to home educators in a range of formats. Views were sought about Rotherham's approach to situations where EHE appears unsuitable, with attendees highlighting the importance of considering the wider context, being alert to any potential safeguarding issues and the possibility of educational neglect. A multi-agency approach to such situations was thought to be most beneficial.

The proposed Policy places a heavy focus on early and ongoing support, over and above the statutory obligations placed on the Local Authority. This commitment is reinforced by the recent agreement for additional staffing to the team. Training for schools in relation to SEN continues to be provided by education support services on request. Guidelines in relation to suitability were consulted upon within the revised Policy and wording has been revised to ensure that actions in the event that EHE is thought to be unsuitable are clearly defined. Parent and carer drop-in sessions are being considered.

## **2. Formal consultation**

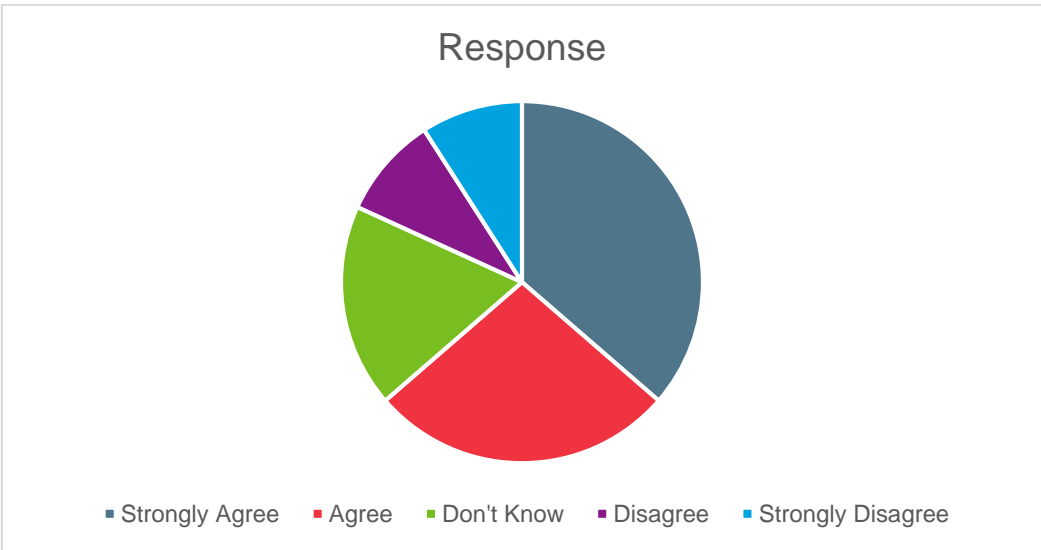
A period of formal consultation was held 16 April- 17 June 2025 via the Council's website. There were 11 responses received through the consultation hub.. The consultation asked 4 questions and the responses to each are summarised below.

- i. **How strongly do you agree that the proposed Rotherham EHE Policy reflects the recommendations set out in the Department for Education guidance?**



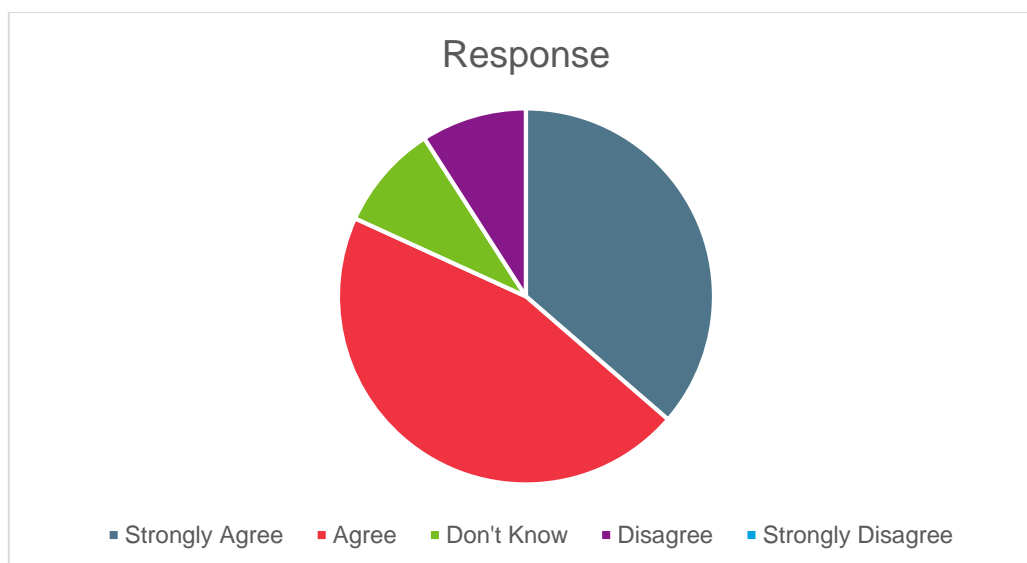
- The majority of respondents (9) either agreed or strongly agreed that the proposed Policy reflects the recommendations set out in the Department for Education guidance.
- Three respondents complimented the EHE team on the service they provide to home educators.
- One respondent expressed strong disagreement and commented that ‘home education isn’t monitored neither is it compulsory to do 25 hours’. The proposed Policy seeks to enable RMBC to discharge statutory duty as set out in Section 436a Education Act 1996 and not to monitor home education, neither does it make suggestion that 25 hours of education is what is expected of home educators as full-time education is not defined in the proposed Policy.

ii. **How strongly do you agree that the ways of working described in the proposed Rotherham EHE Policy promote partnership working between home educators and the Local Authority?**



- 7 respondents either agreed or strongly agreed that the proposed Policy promoted partnership working between home educators and the Local Authority.
- 2 respondents complimented the ongoing partnership working with the EHE team.
- 2 respondents answered that they 'Did not Know', with one of these commenting that when decisions are made for further actions such as enforcement the decision is made by the Local Authority and is done to them not decided with them. Although the EHE service will continue to work collaboratively with families where provision is unsuitable, it does need to be recognised that the Local Authority has a statutory duty in line with s436a of the Education Act 1996 and is therefore obliged to act in such circumstances, with or without parental agreement.
- 2 respondents expressed disagreement or strong disagreement with this statement, commenting that they hardly heard anything from the Local Authority and that they felt that the Local Authority could do more to support home educators, for example by supporting with exam provision arrangements or holding events at transition points. RMBC currently ensures that all year 11 students are referred on for post 16 advice and this offer is included within Policy.

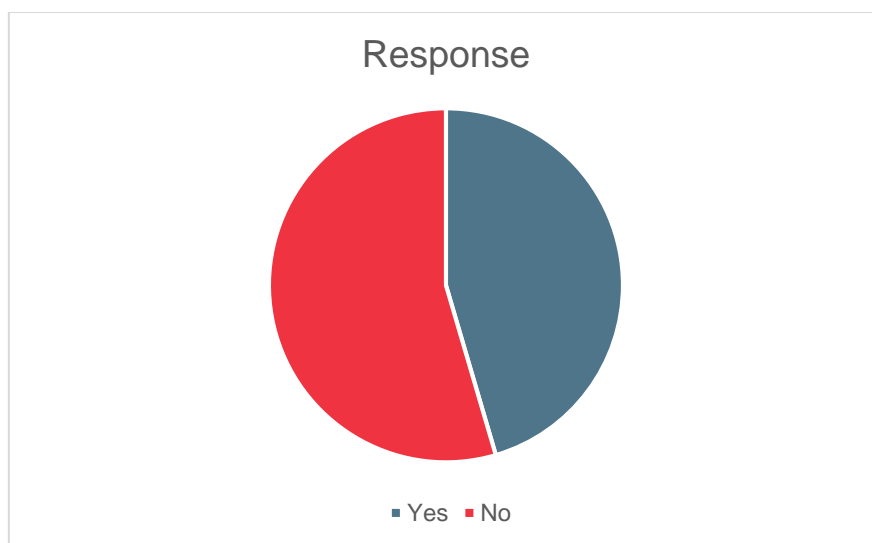
iii. **How strongly do you agree that the guidelines in Section 7 describe the components that should be considered when determining suitability of education?**



- The majority of respondents (9) either agreed or strongly agreed that the components that should be considered when determining suitability of education were described.
- One respondent disagreed with this statement, commenting that 'the guidelines are currently a one size fits all' and 'do not break down at what stage certain information is necessary to provide or is required'. The proposed Policy is intentional is not being prescriptive about what is required, as this position is not support by DfE Guidance. The proposed Policy aims to make clear what factors may be considered in decisions regarding suitability, but that these will be made based on individual circumstance.

### **Do you feel there is anything missing from these guidelines?**

A supplementary question asked respondents to identify if they believed anything to be missing.

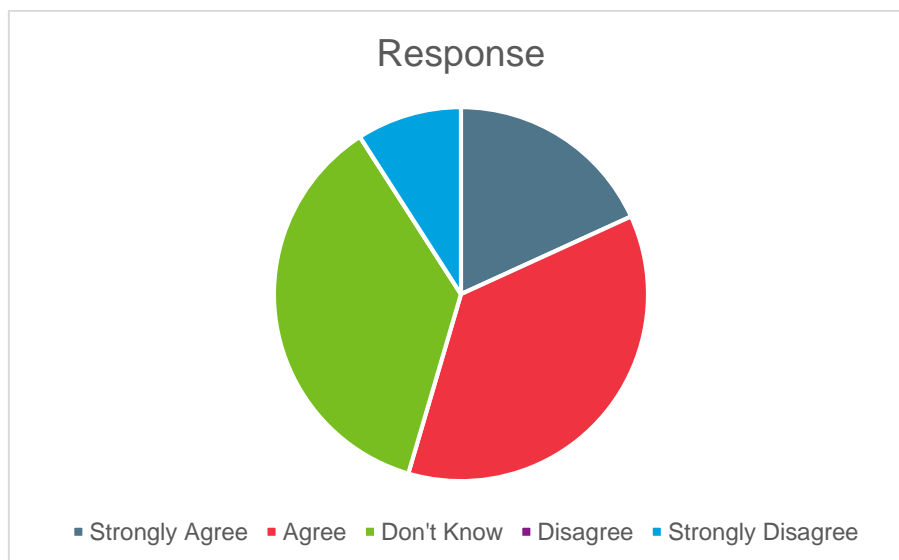


- 6 respondents answered 'no'
- 5 respondents answered 'yes', with comments:
  - Fully state whether or not it is just English and maths that have to be done;
  - Frequent visits/ communication and stronger guidelines for parents and care givers;
  - Guidelines should have a foundation of additional needs children and how EHE is different;
  - Situations where parents are incapable or unwilling to provide children with an education need to be addressed;
  - The guidelines are a one size fits all.



- All comments received have been taken into consideration and there is assurance that the comments raised are either addressed within the proposed Policy or sit outside of the statutory duty of the Local Authority.

**iv. How strongly do you agree that the 'Situations where EHE is unsuitable' in Section 8 reflects this approach?**



- The majority of respondents (6) either agreed or strongly agreed that the 'Situations where EHE is unsuitable' section reflects the support first approach adopted in Rotherham. One comment was received that the proposed Policy still appears weighted towards EHE being a negative choice, and more should be done to demonstrate EHE in a positive light, such as networking events or subsidised activities. These sit outside the statutory duty of the EHE team, but a drop-in event is being considered in response to feedback received.
- 3 compliments were received regarding the way that the EHE team works with home educators.
- 1 respondent strongly disagreed with this statement, stating that 'the section on unsuitable education simply does not outline what it means to the Local Authority for it to be deemed so'. It was suggested that some real life examples of scenarios could be shared. Whilst RMBC appreciates that the proposed

Policy is not prescriptive about what may constitute unsuitable education this is the approach supported by the DfE guidance. Decisions are made on an individual basis taking many factors as described in the proposed Policy into account and RMBC does not seek to prescribe the education that should be received by children who are EHE.

## Children's and Young People Services

# ELECTIVE HOME EDUCATION POLICY

March 2025



[www.rotherham.gov.uk](http://www.rotherham.gov.uk)

Rotherham's Elective Home Education Service works in a way that is underpinned by the Rotherham Co-production and Inclusion pledge.

The pledge is based on the **Four Cornerstones** which came from Rotherham children and young people with special educational needs and their families.

More information is available at [www.genuinepartnerships.co.uk](http://www.genuinepartnerships.co.uk).

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## 1. Purpose of this Policy

Parents have a right to educate their children outside the school system if they so wish. Elective Home Education is the term used to describe a parental decision to provide education for their children at home instead of sending them to school. This is different to home tuition provided by a local authority or education provided by a local authority other than at school (EOTAS – Education Other Than at School). Rotherham Council recognises and respects the rights of parents to electively home educate when this provides children with suitable education, promotes their well-being and where it supports them effectively into adulthood.

This Policy aims to set out Rotherham’s approach to Elective Home Education and the basis for this approach. Parents and Carers should be able to read the Policy and understand rights, roles and responsibilities in relation to Elective Home Education, alongside what they can expect from the Council. It should be clear to all partners the role they play in relation to children who are home educated, whilst maintaining regard for the legal framework that allows a parental decision to home educate their child(ren).

This Policy refers to children of compulsory school age. Although parents may elect to provide education at home to their child at any time, local authority statutory duty is relevant to compulsory school age children only.

## 2. Terminology

The term ‘parent’ is used to describe all parents and carers who have the authority to make educational decisions for their child(ren).

Elective Home Education (EHE) is the term used to describe a parental decision to provide education for their children at home instead of sending them to school.

Reference to “**Informal**” refers to support, advice, and requests for information to demonstrate that a suitable education is being provided and is prior to any action under section 437 of the Education Act.

Reference to “**Formal**” refers to notice and action served under section 437 of the Education Act.

### 3. Statutory framework and relevant guidance relating to Elective Home Education

#### Education Act 1996

The Education Act 1996 sets out at Section 7 the right of a parent to home educate their child as long as this is suitable to the age, ability and aptitudes of the child, and any special educational needs they may have. The Education Act 1996 also specifies at Section 436a the duty placed upon the Local Authority to identify children in their area of statutory school age who are not registered in school and are not in receipt of suitable education and Section 437 describes the duty upon the Local Authority to act in such situations.

- [Elective home education - GOV.UK](#)

The Department for Education (DfE) non statutory guidance (2019) sets out expectations of Parents and Local Authorities in relation to Elective Home Education.

- [Elective home education: departmental guidance for local authorities](#) (Updated August 2024)
- [Elective home education: guide for parents](#)

Rotherham's local Policy is based upon this national guidance, which offers further advice about responsibilities in relation to Elective Home Education

- [Goodred v Portsmouth City Council | \[2021\] EWHC 3057 \(Admin\) | England and Wales High Court \(Administrative Court\) | Judgment | Law | CaseMine](#)

This 2021 High Court judgement in respect of the application of the 2019 DfE guidance has been considered in this Policy revision.

Rotherham Council recognises that the Children's Wellbeing and Schools Bill that is currently progressing through parliamentary approval may bring changes for EHE and any such changes will be assimilated into local Policy as they are made.



## 4. Responsibilities

### a) Parents/ Carers

Parents may elect to home educate their child(ren) at any point of their compulsory school age. They must ensure that their children receive suitable and efficient full-time education, for as long as they have elected to educate them at home. This applies equally where a child has Special Education Needs, although permission must be sought from the Local Authority if a child attends a special school arranged by the Local Authority.

There are many reasons why a family may consider EHE for their children. Although not an exhaustive list, one or more of the following reasons may be a contributing factor in a parent's decision making:

- Dissatisfaction with the school system.
- A desire to ensure that a child's education aligns with the family religious or cultural beliefs.
- As a short-term intervention if a child is unwilling or unable to attend school temporarily.
- A desire for the child to be educated outside of the standard curriculum.
- Concerns relating to a child's wellbeing and ability to learn in a school environment.
- Special educational needs or concerns over lack of provision at the current school.
- Concerns for a child's physical or mental health.

Rotherham Council strongly recommends that parents consider all available advice in considering whether EHE is appropriate for their individual child and family circumstances before deciding whether to withdraw their child from the school's school admissions register. Rotherham Council recommend arranging a meeting with the child's school as part of this process of consideration.

Parents seeking to remove a child from school to home educate should notify the Head Teacher of the school in writing of the decision and to request that the child's name is removed from the school admissions register. A letter signed and dated by all adults with parental responsibility is recommended. The date is then used as the date the child should be removed from the school's admissions register and indicates the date EHE commenced.

In line with 2019 Government guidance, where a child has never attended a school, parents are encouraged to notify the LA of the EHE status of a child. EHE support will be offered, depending on the child's age, ability, aptitude and needs of the family.

Parents electing to educate their child at home should be prepared to assume full responsibility for planning and financing education delivery.

### ***Parental Disputes***



In some cases, a dispute may occur between two parents who are divorced or separated and disagree as to whether EHE is suitable or is being provided sufficiently. In such cases, Rotherham Council will work to obtain full details of parental responsibility. Control over a child's education will normally fall to the parent with whom the child resides. However, if both parents have parental responsibility, both will be kept informed of any concerns relating to the child's education.

### **b) Rotherham Council**

Rotherham Council takes responsibilities in relation to EHE very seriously, from advice and guidance where parents are considering EHE, support and assurance of suitable education where children are known to be EHE, through to taking required action where EHE is not thought to be suitable. The EHE team is comprised a skilled group of staff who aim to build effective working relationships with families to promote the best possible outcomes for all of Rotherham's children and young people. RMBC will ensure that EHE Officers access relevant training and networking opportunities regarding EHE statutory duties, practice, safeguarding, health and safety and any other relevant procedures and practices relevant to their EHE duties. EHE Officers will always seek to ensure that the voice of the child is heard in all decisions that are made.

Rotherham Council records all children known to be EHE within the Borough, and follows advice set out in the DfE 2019 guidance and this EHE Policy. This includes making at least annual contact with home educated parents so the authority may reasonably inform itself of the current suitability of the education provided. This is usually through the offer of a home visit to meet with home educators to discuss the education being received by the child(ren) and offer advice and guidance about any issues raised by them. Where parents decline a visit, this preference is respected, and contact is made in writing or via the offer of a virtual visit as part of the Local Authority's informal enquiries. The EHE team exhaust all routes of informal enquiry where the Local Authority cannot be satisfied that suitable education is being received by the child(ren) before proceeding to formal enquiries.

The EHE team ensure that post 16 advice is offered to all year 11 students in order to support them in attaining a positive destination in employment, education or training.

### **c) Schools**

Information is regularly provided to schools to support conversations with parents who are considering EHE. Schools should provide impartial information but must not present EHE to parents as an alternative to school-based education or seek to encourage a withdrawal to EHE. This would constitute 'off rolling' and is always challenged by the EHE team where suspected. We strongly recommend that any parent considering EHE requests a meeting with school staff to discuss this decision

in depth. If parents or young people are dissatisfied with some aspect of the school provision, this can often be resolved.

All schools or other education providers must, on receipt of a parental withdrawal letter, remove the child from the school admissions register in-line with the parental notification as well as notifying the LA by the relevant means set out in the Rotherham Council EHE protocol. The only exception to this is where a child attends a special school, in which case permission must be sought from the Local Authority to remove the child from the admission register. These notifications must be sent through to the EHE team in the same way, but the child must remain on roll until instructed to remove.

#### **d) Other partners**

Partners, other than schools, may become aware of children who are EHE and may not be known to the LA. Partners are required to refer this information to the LA in order that the education status of the child can be confirmed, and support offered.

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## 5. Children with Special Educational Needs

Parents' right to EHE applies equally where a child has special educational needs (SEN). This applies whether or not the child has an Education, Health & Care Plan (EHCP).

Where parents elect to home educate a child with an EHCP who is registered at a mainstream school, the school will remove the pupil from roll following receipt of written confirmation from parents that education is being provided otherwise than at school. Local Authority approval is not required regardless of whether or not the child has an EHCP unless registered at a special school.

If a child is registered at a special school under arrangements made by the Local Authority, parents cannot de-register them to be home educated without permission. Parents are encouraged to contact the SEND team for advice in this instance.

Where a child who is home educated has an EHCP, the Local Authority retains a duty to maintain and review the plan annually, following the procedures set out in the SEND Code of Practice. Parents should always be involved in the review process but it is not mandatory to see the child or the home as part of the review. Where parents wish for only minimal contact and there are no other concerns, the annual review can serve as the contact for EHE purposes.

Whilst parents have a duty to provide an education suitable to their child's age, ability and any special educational needs, they do not have to arrange provision detailed in the EHCP. Where parents elect to home educate a child with an EHCP, this will be reflected in the plan and the Local Authority may identify and secure provisions where necessary to assist parents to fulfil their responsibilities.

## 6. Gypsy, Roma and Traveller Children

Rotherham Council has an understanding of and is sensitive to the distinct ethos and needs of Gypsy, Roma and Traveller communities.

It is important that these families who are electively home educating are treated in the same way as any other families. Home education should not be regarded as less appropriate than in other communities.

When a Gypsy, Roma or Traveller family move to the area, they are strongly encouraged to contact the Admissions Team or the Elective Home Education Team for advice and help to access local educational settings and resources.

## 7. What does suitable education mean in Rotherham?

The current legislative framework for EHE is relatively permissive and acknowledges that parents' education provision will reflect a diversity of approaches, methods, and interests.

Some parents may provide education in a formal and structured manner which follows a traditional school curriculum and uses a fixed timetable that mirrors school hours and terms. Other parents may decide to make more flexible provision that is responsive to the developing interests of their child.

EHE officers appreciate families may choose to educate their child(ren) in different ways and this will be acknowledged. To aid home educators in understanding the factors that will be taken into account in considering whether the education being received by a child amounts to 'suitable, efficient and full time' Rotherham Council has developed through consultation with home educators and other partners a list of key considerations. This list is not intended to be prescriptive, and the absence of one or more of these in a child's education will not automatically mean it is unsuitable, as each child and family will be treated individually. However, the factors considered have been informed by the DfE non statutory Guidance and are intended to provide guidance to parents on the type of assurances being sought by Rotherham Council. The individual identify of children will be considered in all decisions made by the EHE team in Rotherham. This may include, but is not limited to, Special Education Needs and Disabilities, Cultural diversity, Religion, Gender, Sexual orientation.

- The home education provision supports the child to prepare for adulthood and independence and acknowledges their aspirations, wishes and feelings.
- The programme is matched to the learner's interests and strengths.
- A range of learning opportunities are provided across a variety of subjects, topics, areas suitable to the learner's age, ability, strengths and individual needs.
- There is a planned approach to literacy and numeracy suitable to the learner's age, ability, strengths and individual needs.
- There are planned learning outcomes and parents are assured that progress is being made.
- Sufficient time is allocated to the home education programme, and this is appropriately supervised and supported.
- There is a safe and suitable learning environment that allows for comfortable and confident learning to take place.
- There are opportunities to develop interpersonal skills and experience social inclusion.
- Opportunities for physical activity, appropriate to the learner's ability, form part of the home education.
- The learner's physical, social and emotional health and wellbeing are being promoted and any risk factors are being appropriately supported.

- The learner's thoughts on the home education programme are being sought and taken into consideration.
- If any formal qualifications form part of the learner's journey to adulthood, there is a plan in place for how these will be arranged.
- Education at home should not directly conflict with the Fundamental British Values as defined in government guidance.
- If education is arranged by the parent from a third party, that the parent has assumed responsibility for ensuring that this is a suitable person(s) to have access to children, any premises being used are safe and suitable for education to be delivered in and that their child is not attending an unregistered setting. Further information about unregistered settings can be found at [Report an unregistered school - GOV.UK](#)

### **Flexi Schooling**

Although children educated at home are not normally registered at a school, parents may wish for a child to attend school or an alternative setting to receive part of their educational provision. The purpose of this will often be to provide education in specific subjects which parents may be unable to teach at home.

It is important to note that schools are under no obligation to agree to flexi schooling but if they do agree then the child should be added to the admission register and marked as an authorised absence on the days that they are being educated at home.

## 8. What to expect from the EHE service

### Parents considering a decision to EHE

Rotherham Council will offer advice and guidance through the provision of online information, dissemination of information resources to schools and direct contact with parents where service capacity allows.

### Children who are new to EHE

Rotherham Council will offer an initial contact to new home educators to offer advice and guidance regarding EHE and seek assurance that the child(ren) is/are in receipt of suitable education. Parents are welcome to contact the EHE Officer at any point to seek advice and support but are aware that there is no direct teaching, assessment of work, provision of learning equipment or examination arrangements available through Rotherham Council's EHE team.

### Children known to be EHE

Timescales for ongoing contact with families are not set in law giving Rotherham Council staff and families the flexibility to work with a child's best interests in mind.

DfE 2019 Guidance recommends that the Local Authority '*ordinarily makes contact with home educated parents on at least an annual basis so the authority may reasonably inform itself of the current suitability of the education provided*' and Rotherham Council follows this guidance in undertaking informal enquiries. The purpose of this contact is to maintain a positive relationship, offer ongoing support and communication and seek assurance that the education provided appears suitable for the age, ability, and aptitude of the child.

Home educators are welcome to contact the EHE Officer at any stage throughout their EHE journey to seek advice and support but are aware that there is no direct teaching, assessment of work, provision of learning equipment or examination arrangements available through Rotherham Council's EHE team.

### Situations where EHE is unsuitable

Where, following informal enquiries, Rotherham Council cannot be satisfied that a child is in receipt of suitable education, parents will be asked to either provide further information that gives this assurance or apply for a school place. If neither happens, escalation to the Local Authority School Attendance Panel will take place with the intention of initiating formal action.

This formal action ordinarily takes the form of service of a notice under s.437(1) of the Education Act - *"If it appears to a local authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at*

*school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education."*

It should be noted that Rotherham Council endeavours to avoid the need to pursue any enforcement by working in partnership with parents and with the child's best interests at heart. A legal enforcement route is only ever pursued in a small percentage of cases, and where all reasonable attempts have been made to seek assurance of the suitability of the education being received by the child(ren).

### **Children returning to school**

Where home educators wish for a child to return to school or EHE is unsuitable, the EHE team will support the process of school applications and will monitor these until a place is made available. Once a school is allocated, support may be available from the EHE team to discuss and agree transition back to school. It is important to note that once a child is de-registered from a school there is no obligation on that school to offer a place back to the child if an application is made to return. Some schools are oversubscribed and may have already offered the place to another child.

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## 9. EHE and safeguarding

The welfare and protection of all children and young people (both those who attend school and those who are educated by other means) is of paramount importance.

As with school educated children and young people, safeguarding issues may arise in relation to home educated children and young people, this can include situations where suitable education is not being received by the child and this is impacting their intellectual, emotional, social or behavioural development.

Officers within the EHE Team have a statutory duty to refer any concerns in relation to safeguarding in line with the Rotherham Safeguarding Children's Partnership processes.

Where a need for support is identified that does not meet the threshold for a referral to statutory services, then the EHE team will offer to liaise with other agencies to source this. This could include Family Help, Health and Voluntary Sector services.

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## 10. Governance

The implementation and effectiveness of this Policy will be monitored through the EHE Governance arrangements, which sit within the Children Not In School Governance Group. This is a Rotherham Council led multi agency group that meets termly and offers strategic oversight to the work of a number of key services, including the EHE team.

A termly statutory return is made to the Department for Education in relation to the number of children known to be EHE in the area.

A yearly update report will be provided to Rotherham Council's Improving Lives Scrutiny Committee.

## 11. Record keeping

Rotherham Council maintains a record of all children and young people known to be EHE in Rotherham and details of all contacts with home educators.

Information is kept securely and processed in line with the requirements of UK General Data Protection Regulation and Data Protection Act 2018.

Retention of records is in line with Rotherham Council's [retention and disposal of records schedule](#)

## 12. Review arrangements

This Policy will be reviewed formally on a three-yearly basis, with the next review due to take place in 2028.

The Policy will be reviewed prior to this date if there is any change to Department for Education guidance, the legislative framework or Rotherham Council organisation that require changes.

## 13. Complaints

Most concerns can be resolved informally by contacting the EHE service by emailing [electivehomeeducation@rotherham.gov.uk](mailto:electivehomeeducation@rotherham.gov.uk)

If this is not the case, information about [how to pursue a formal complaint can be found on the Council's website](#).

# Elective Home Education Policy Review

July 2025

Sarah Whitby, Head of Service Access to  
Education

# The need for Policy

[Elective home education: departmental guidance for local authorities](#) (April 2019)

The Department for Education recommends that every Local Authority has ‘A written policy statement on elective home education, which is clear, transparent and easily accessible by using different formats as necessary, is consistent with the current legal framework and preferably drawn up in consultation with local families who educate children at home so that it can reflect both the challenges and rewards of educating children in this way’.

# Rotherham's Policy

- Last updated in 2021
- Unnecessarily wordy and could be difficult for parents to navigate
- Although new Children and School's Wellbeing Bill proposes some changes for Elective Home Education Policy, it was felt Policy review presented a good opportunity to collaborate with home educators. Any changes brought about by the Bill can be assimilated into Policy at a further date and are not predicted to fundamentally change the Rotherham approach

# What we did

- Informal engagement with Home Educators- all invited to attend sessions at Riverside Café on 21 and 27 January 2025
- Stakeholder event with key partners- 27 January 2025
- Engagement session with Improving Lives Select Commission 28 February 2025
- Formal consultation via the Council's webpage 16 April- 17 June 2025

# Feedback

- The majority of responses were positive and in agreement with the proposals put forward
- Where there was disagreement, some of this was in relation to duties sitting outside of the statutory role of the LA, for example funding of examinations

Rotherham seems to have a good balance & way of working with Home Ed families. Keep up the good work!

More could be done to support EHE as a positive choice. For example, supporting EHEs with exam provision arrangements or holding events at transition points - accessing higher education or apprenticeships for example.

I prefer to keep my correspondence in writing and have had nothing but polite, professional and respectful communication.

My experience of the EHE team & policy has been very positive

I think it's vitally important that the EHE team remain approachable and working with Home Educators rather than against them.

Frequent visits / communication & stronger guidelines for parents and care givers.

The EHE policy still appears weighted towards EHE being a negative choice which is viewed with suspicion...More needs to be done to demonstrate EHE in a positive light

# Next steps

- Policy is on forward plan for Cabinet agreement in October 2025
- Any changes mandated by changes to the National framework will be assimilated into the Policy by way of further update
- Revised Policy will be launched with schools and other stakeholders in November 2025, subject to agreement



### Appendix 3: Improving Lives Select Commission –Summary Work Programme 2025/26

**Chair: Councillor Monk**

**Governance Advisor: Natasha Aucott**

**Vice-Chair: Councillor Brent**

**Link Officer: Kelly White**

The following principles were endorsed by OSMB at its meeting of 5 July 2023 as criteria to long/short list each of the commission's respective priorities:

#### Establish as a starting point:

- What are the key issues?
- What is the outcome that we want?

#### Agree principles for longlisting:

- Can scrutiny add value or influence?
- Is it being looked at elsewhere?
- Is it a priority – council or community?

#### Developing a consistent shortlisting criteria e.g.

- T: Time: is it the right time, enough resources?
- O: Others: is this duplicating the work of another body?
- P: Performance: can scrutiny make a difference?
- I: Interest – what is the interest to the public?
- C: Contribution to the corporate plan

| Meeting Date | Agenda Item   |
|--------------|---|
| 17-Jun-25    | Draft Kinship Local Offer - pre-decision scrutiny<br><br>Closed session following meeting to discuss and draft 2025-2026 work programme |
| 22-Jul-25    | CYPS Performance Report 2024-2025<br><br>EHE Revised Policy   |
| 16-Sep-25    | CAMHS Update (Joint with C& V-C of HSC) including:  |

|                           |  |
|---------------------------|--|
| 1 substantive agenda item | <ul style="list-style-type: none"> <li>• <b>Annual update</b> on children's social, emotional and mental health- updates on all provision for children with SEMH needs, CAMHS services including pathways, interventions and waiting lists, and support children are able to access from wider provisions such as the education and voluntary sector.</li> <li>• <b>Neurodiversity Report</b>- service update, Choice and the Peer Support Service.</li> </ul> |
|---------------------------|--|

|          |  |
|----------|--|
| Date TBC | Family Help Update and Family First Partnership - Refreshed Action Plan and New Government Guidance (pre-decision scrutiny via off-agenda briefing or workshop). |
|----------|--|

|          |   |
|----------|---|
| 4-Nov-25 | <p>CPPB Annual Report 2024-2025 (date TBC, may move to another meeting)</p> <p>Care Leavers Sufficiency Strategy Update</p> |
|----------|---|

|          |  |
|----------|--|
| Date TBC | Unpaid Carers Strategy Revision- Workshop (Joint with HSC) |
|----------|--|

|          |   |
|----------|---|
| 2-Dec-25 | <p>Revised SEND Sufficiency Strategy (Date TBC- Cabinet in February)</p> <p>Community Cohesion Projects Update- (Building Bridges Together Project and the Together for Tomorrow Project- Date TBC)</p> |
|----------|---|

|           |  |
|-----------|--|
| 10-Feb-26 |  |
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|           |  |
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| 17-Mar-26 |  |
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|           |   |
|-----------|---|
| 28-Apr-26 | Domestic Abuse Strategy Progress Update (date TBC, may move to another meeting) |
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### Substantive Items for Scheduling

|          |   |
|----------|---|
| Date TBC | RSCP Annual Report- for information only- (on FP for Cabinet for October, but may be delayed) |
| Date TBC | Revised Neglect Strategy- For Information only (2026 onwards)                                 |

### Reviews for Scheduling

|          |  |
|----------|--|
| Date TBC | Identifying and addressing the impact of trauma on children finding it difficult to access education (awaiting bespoke trauma training session). |
|          |  |
|          |  |

### Items to be Considered by Other Means (e.g. off-agenda briefing, workshop etc)

|                                   |  |
|-----------------------------------|--|
| Visit/ workshop-<br>Early 2026    | RPCF Update- RPCF vision and plans, voice of the community and the impact of the work completed with partners. |
| Potential workshop-<br>early 2026 | Support available for women who have had one or more child removed, following cessation of PAUSE Project.      |
|                                   |  |

### Items for Future Consideration

|                                |  |
|--------------------------------|--|
| Date TBC (awaiting inspection) | Ofsted Inspection Outcome (including any action plans/ improvements)   |
| Date TBC (awaiting inspection) | Youth Justice Service update/ HMIP Inspection Outcome (including any action plans/ improvements)                                 |
| Date TBC- 2026                 | Education Attainment - Children Missing Education Update (EHE, exclusions, part-time timetables, children missing education etc) |
|                                |  |
|                                |  |