

Devon Association of Governance Conference



Common purpose

- Introduction: personal and professional
- Context :AS, CSCS, Education , SEND ; F&R
- Journey of Improvement :duties , responsibilities , partnership;
targets and timescales
- Knowing our Devon

Attendance 2022/23

		All	Primary	Secondary	Special
Absence rate	National	7.5%	6%	9.3%	13.1%
	Devon	8.4%	5.7%	12.6%	11.8%
Free School Meals	National	11.4%			
	Devon	13.1%	8.9%	19.7%	12.9%
EHCP	National	13.3%			
	Devon	14.7%	10.9%	22.5%	
SEN Support	National	11.1%			
	Devon	12.1%	7.4%	18.1%	

Red denotes poorer performance against national

- Our absence rate is higher than the national average.
- 6.3% of all absence was authorised by the school.
- Our absence rate is most concerning in the secondary sector where we are 3.3% above the national average.
- Vulnerable pupils – i.e FSM or SEND are more likely to be missing school than non send or FSM pupils

Persistent and Severe Absence

	All		Primary		Secondary		Special (State funded)	
PA = Persistent absence >10% SA – Severely absent >50%	PA	SA	PA	SA	PA	SA	PA	SA
All pupils	Cohort – 102,992		Cohort – 60,410		Cohort- 42,482		Cohort – 1,691	
	24,912 (24%)	2,469 (2%)	8,582 (14%)	301 (5%)	16,347 (38%)	2,172 (5%)	620 (37%)	83 (5%)
Free School Meals	Cohort – 18,837		Cohort – 11,176		Cohort – 7,683		Cohort – 762	
	7,852 (42%)	1,028 (5%)	3385 (30%)	136 (4%)	4, 477 (58%)	893 (12%)	316 (42%)	44 (6%)
EHCP	Cohort – 4,076		Cohort – 2,329		Cohort – 1,750			
	1,642 (40%)	431 (11%)	716 (31%)	108 (5%)	927 (53%)	324 (19%)		
SEN Support	Cohort – 17,246		Cohort – 9,568		Cohort – 7,696			
	5,925 (34%)	987 (6%)	2,096 (22%)	88 (1%)	3,836 (50%)	900 (12%)		

National persistent absence rate for 2022-2023 is:

- **17.2%** in state-funded primary schools
- **28.3%** in state-funded secondary schools
- **38.7%** in state-funded special schools

- Primary and Special schools are below the national average, but our secondary schools are significantly above national average.
- More than half of all pupils with SEND in secondary education are persistently absent, 1 in 5 at primary and 1 in 3 at special.

Suspensions

- Our highest number of suspensions and exclusions occur in years 9 and 10 for SEND and all other children.
- The most common reason for suspensions is persistent disruptive behaviour, this is mirrored nationally.

	Students suspended 22/23	No of suspensions 22/23	Days lost 22/23	Years lost 22/23	Devon	Devon	National
					Suspension rate 22/23	Suspension rate 21/22	Suspension rate 21/22
All	4,373	16,638	22,931.50	62.8	16.30%	9.86%	6.91%
EHCP	553	1,961	2,915.00	8	38.17%	26.99%	17.63%
SEN Support	1,738	7,459	10,110.50	27.7	47.70%	28.27%	18.59%
Secondary							
All	3,746	14,764	19,928.00	54.6	35.95%	20.46%	13.96%
EHCP	317	1,373	1,832	5	78.46%	51.26%	
SEN Support	1,407	6,361	8,480	23.2	82.65%	44.02%	
Primary							
All	483	1,214	1,910.00	5.2	2.08%	1.61%	1.42%
EHCP	146	373	602.50	1.7	16.02%	13.48%	
SEN Support	269	693	1,079.50	3	7.24%	5.43%	

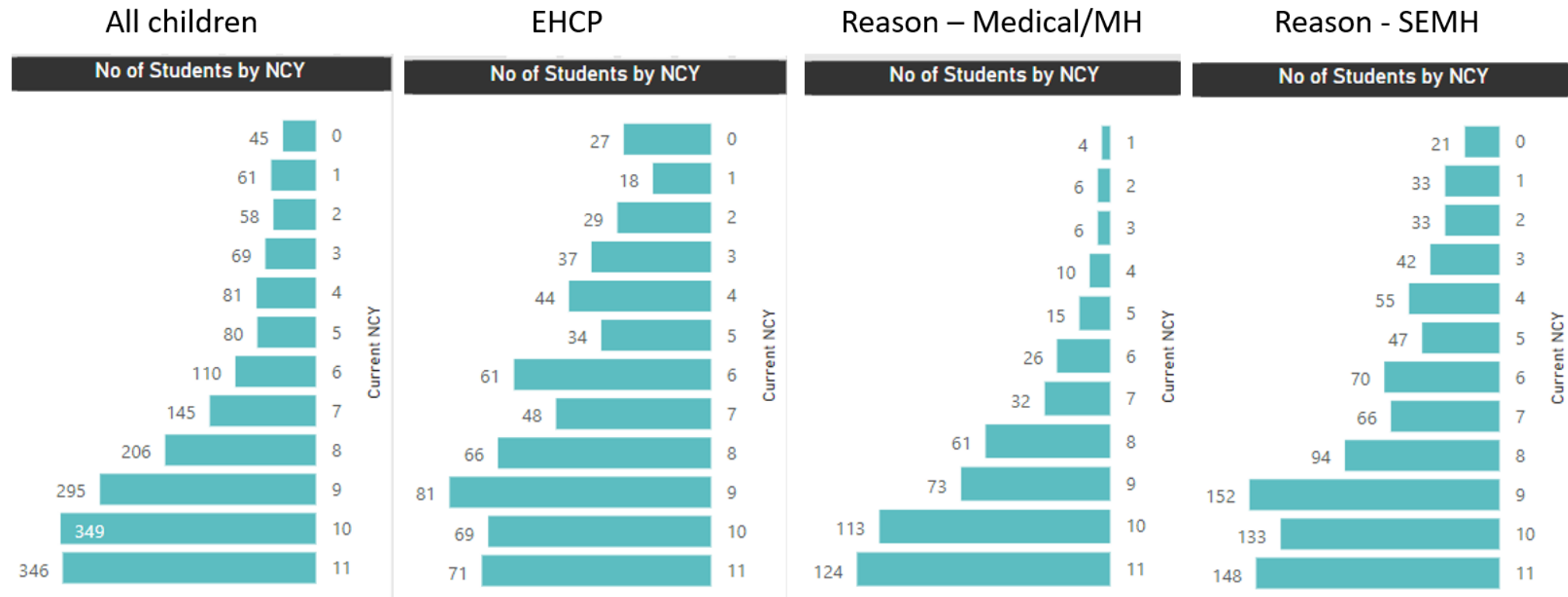
Exclusions

- Our permanent exclusion numbers for 2022-2023 are likely to increase as some summer exclusions are still being processed

	Devon PEx	Devon PEx	Devon PEx	National PEx
	Permanent Exclusions 22/23	Exclusion rate 22/23	Exclusion rate 21/22	Exclusion rate 21/22
All	190	0.19%	0.12%	0.08%
EHCP	28	0.54%	0.31%	0.13%
SEN Support	103	0.66%	0.50%	0.25%
Secondary				
All	155	0.38%	0.25%	0.16%
EHCP	16	1.12%	0.70%	
SEN Support	87	1.43%	1.13%	
Primary				
All	19	0.03%	0.02%	0.02%
EHCP	5	0.21%	0.17%	
SEN Support	11	0.12%	0.07%	

Part time timetables 2022-2023

- 1,845 children had a part time timetable in 2022-2023



Elective Home Education

	Devon	Statistical Neighbours	National
EHE	1.90%	1.50%	1.07%

Numbers of registered EHE children as a percentage of the school population:

Academic Year	Number of registered EHE children*	% of total school population**
2018/19	1940	1.7
2019/20	1907	1.9
2020/21	2389	-
2021/22	2502	2.0
2022/23	2951	3.1

*These figures represent all children and young people who were EHE at some point during 2022-23

**Data taken from the number of children aged 5-16 years in the Autumn school census

Number of registered EHE children with Education Health Care Plans

Academic Year	Number with EHCP
2018/19	123
2019/20	166
2020/21	197
2021/22	217
2022/23	240

*These figures represent all children and young people who were EHE with an EHCP at some point during 2022-23

•During 2022-23 the number of primary age children being home educated increased by 1.4% compared to the previous year; whilst the number of secondary age children being home educated increased by 29.5%. The overall numbers of secondary age children being home educated has seen year on year increases for the last 5 years

Working together to improve attendance

- Working with DFE advisor to implement new guidance – some of our approaches are being taken forward as models of good examples for other local authorities
 - <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- We have changed the role of the Educational Welfare Officer (EWO) who conducted mainly casework to Attendance Improvement Officers (AIOs) who will work in a more strategic manner with schools and lead termly 'Targeting Support' meetings which will focus only on persistent and severe absence
- In the autumn Targeting Support meetings will take place with every secondary school, each primary over 350 and any school with less than 90% attendance in 2022-2023
- Purpose of meeting is to identify what school/cultural/community barriers are preventing children from attending
- Multi-disciplinary meetings/referrals/family plans could follow from these meetings
- Meetings in Spring Term will include SEND partners such as EPs, inclusion team etc
- Clear guidance for schools on our website:
 - <https://www.devon.gov.uk/support-schools-settings/inclusion/attendance-improvement/working-together-to-improve-attendance/>

All partners should work together to

Expect

Aspire to high standards of attendance from all pupils. School's working with families and other external agencies or providers to develop a culture where all pupils feel safe and want to attend. Schools should ensure that attendance is prioritised across all areas of school life.

Monitor

Schools to rigorously use attendance data to support the early identification of patterns of poor attendance (at both an individual and cohort level). This allows all parties to work together to resolve barriers before they become entrenched

Listen and Understand

When a pattern is spotted it should be discussed with pupils and parents. Schools are expected to listen, to understand and to empathise. Barriers to attendance should be thoroughly investigated.

Facilitate Support

Remove barriers in school and support families to access the support they need to overcome any barriers outside of school. This might include early help or a whole family plan where absence is a symptom of wider issues.

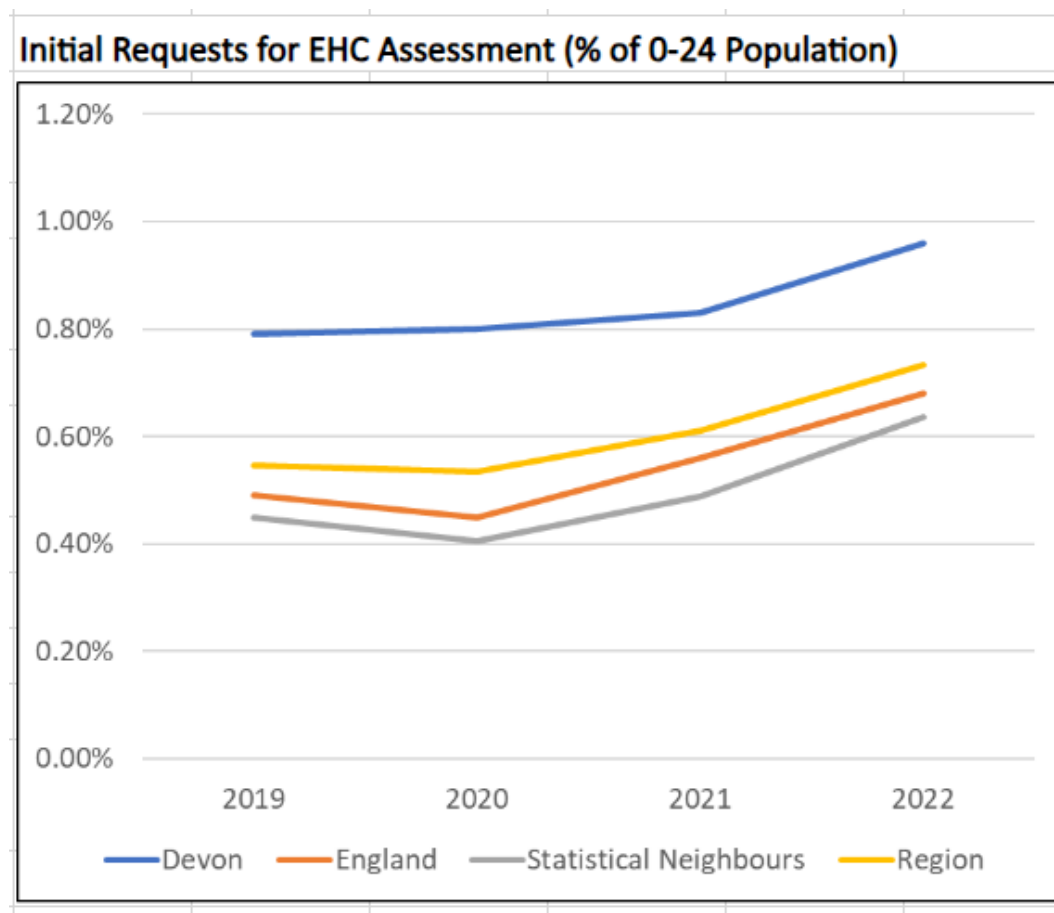
Formalise Support

Where absence persists and the appropriate voluntary support is not working or has not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond.

Enforce

Where all other avenues have been exhausted and the appropriate support is not working or has not being engaged with, the LA can enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education

Requests for EHC Assessment



Requests for EHC Assessment

EHC assessment request by National Curriculum Year (NCY)

Academic Year	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	99	Total
2022-2023	2	5	54	293	106	120	126	111	156	209	211	99	158	154	127	92	42	29	17	6	4	1	2	14	2,138
2021-2022	1	12	35	270	96	95	115	109	164	204	197	79	137	109	118	90	45	24	11	1		1		8	1,921
2020-2021	4	8	26	247	97	89	117	128	135	179	188	67	98	91	88	85	36	16	7	3				10	1,719
Total	7	25	115	810	299	304	358	348	455	592	596	245	393	354	333	267	123	69	35	10	4	2	2	32	5,778

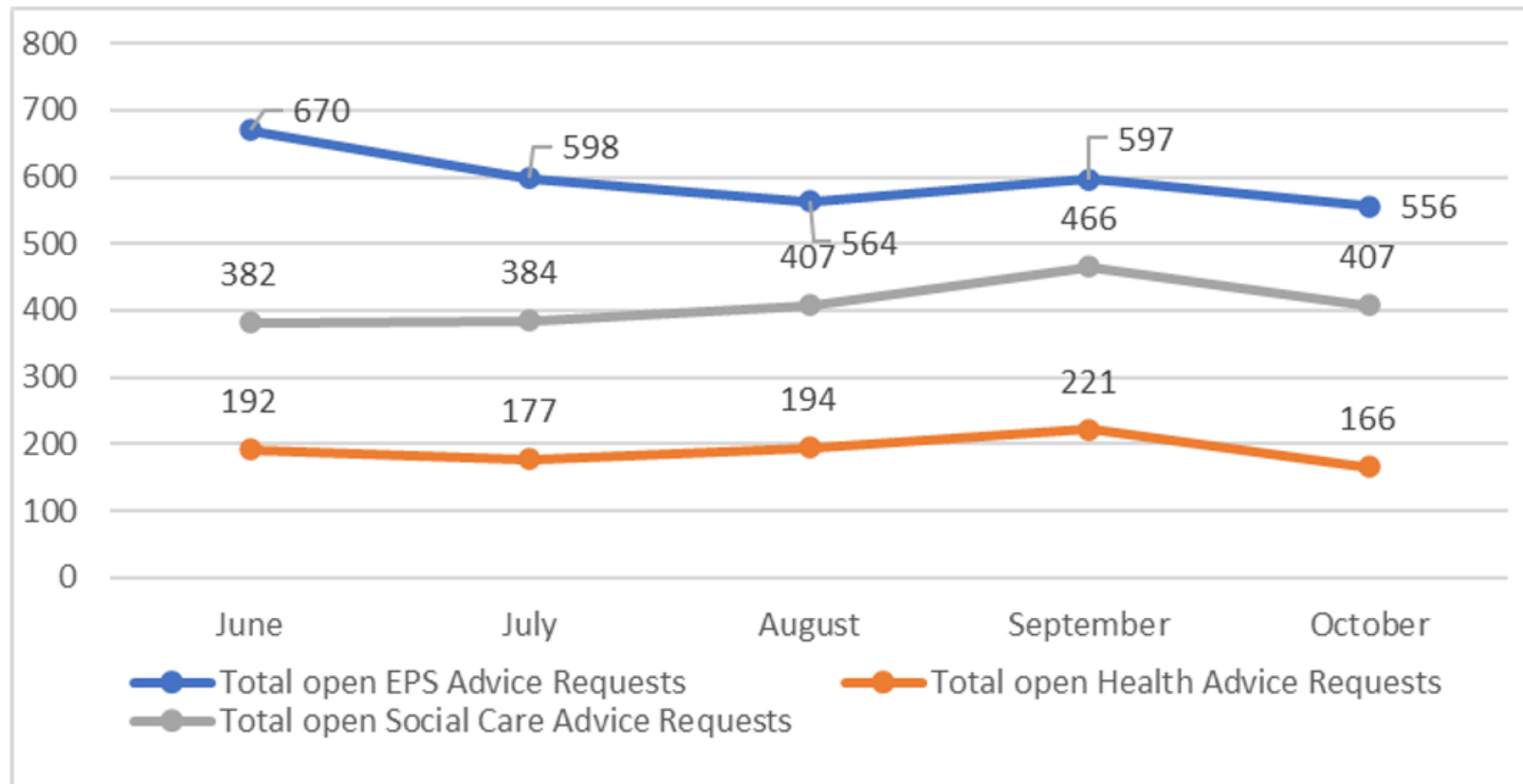
Timeliness and Quality of Assessments

Timeliness of 6 week decision making (2023 so far)

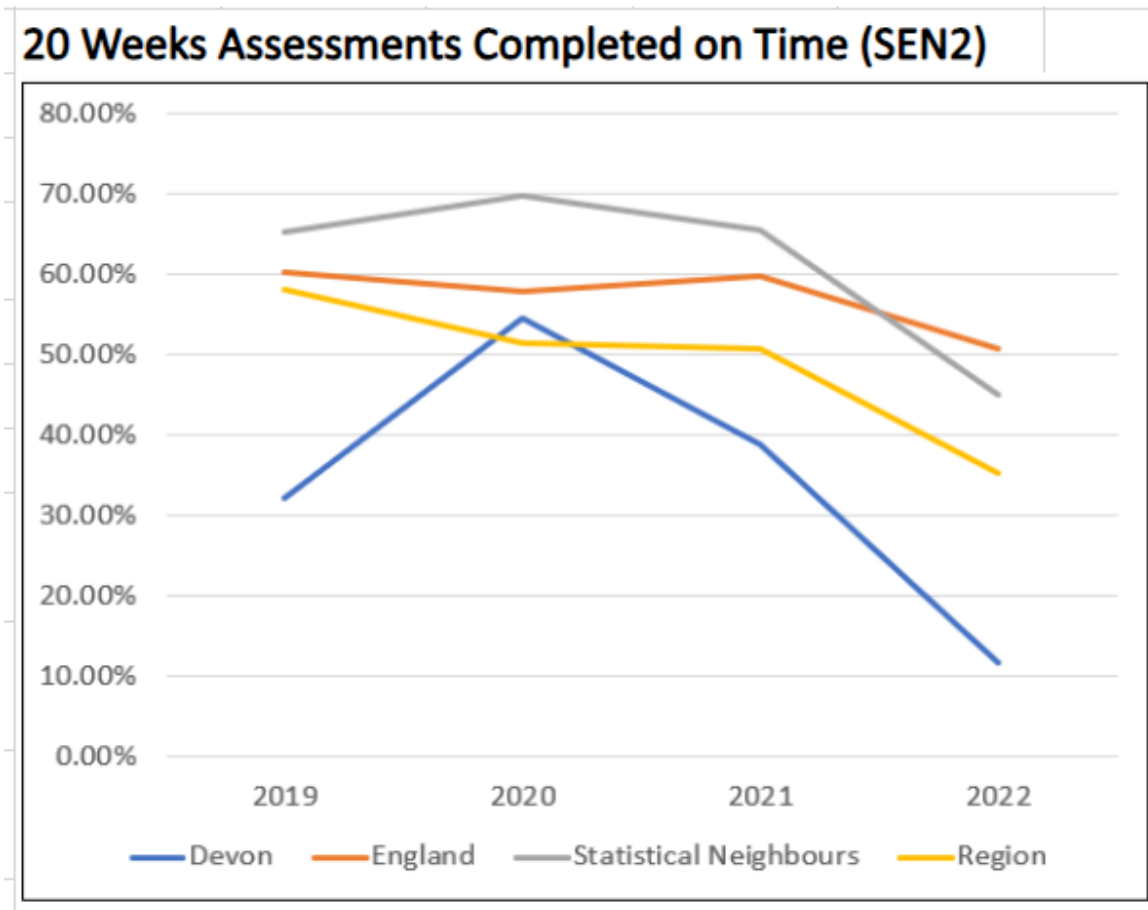
Year 2023	6 Week Decisions Completed	% of 6 Week Decisions Completed in Time	% Of 6-week Agreed	% Of 6 weeks Refused	% Of 6 Weeks Overturned*
October	111	98%	38%	62%	0%
September	72	93%	58%	42%	0%
August	271	98%	52%	48%	1%
July	152	92%	66%	34%	0%
June	189	80%	64%	36%	2%
May	170	82%	59%	41%	1%
April	239	69%	67%	33%	2%
March	240	66%	65%	35%	3%
February	114	73%	67%	33%	5%
January	227	52%	72%	28%	4%
2023 Total	1713	78%	63%	37%	2%

Timeliness and Quality of Assessments

Open advice requests for previous 5 months, as of 19th October 2023

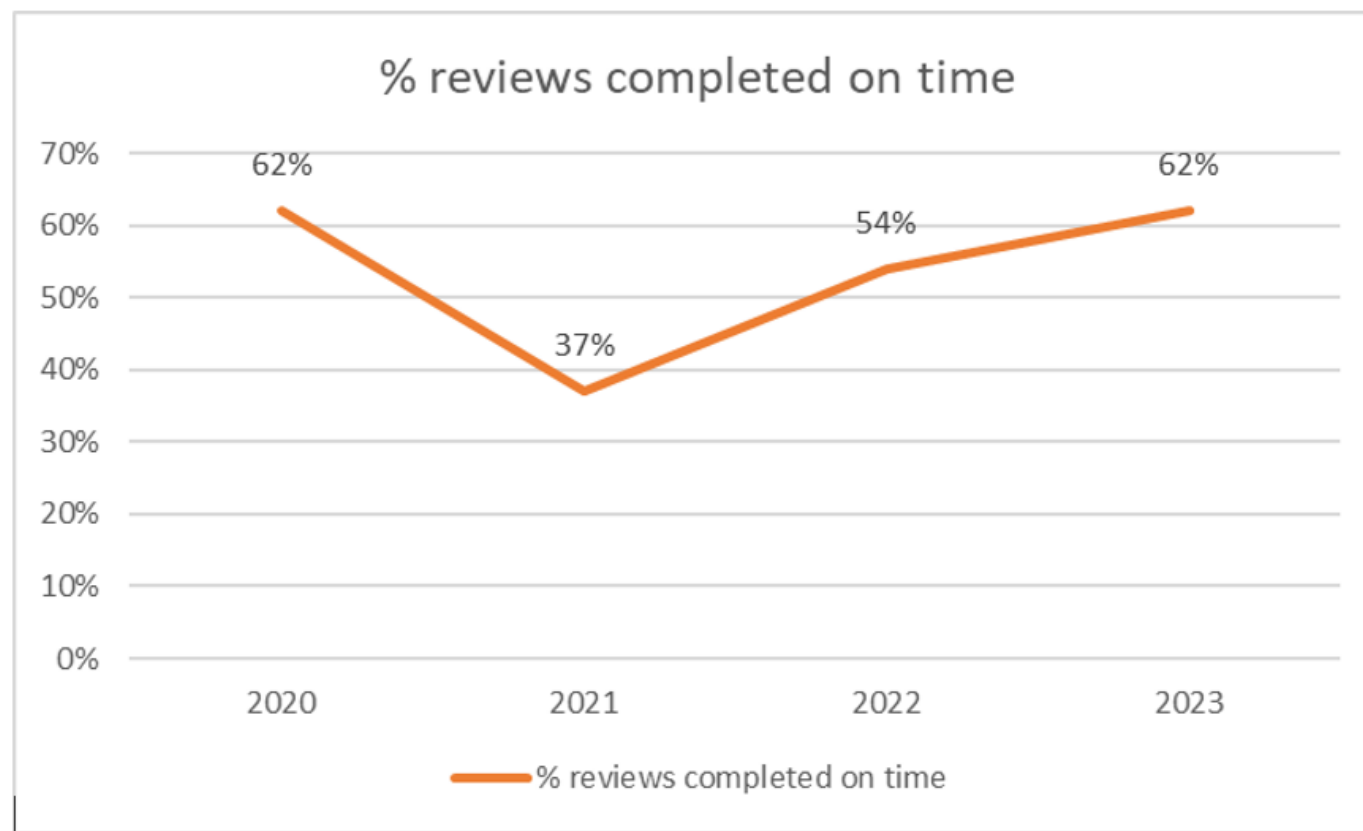


Timeliness and Quality of Assessments



Quality Assurance

Percentage of annual reviews completed on time 2020 – 2023 (at October 2023)



Finance and Resources

- Spending beyond our means – Devon as an outlier
- Spend above budget grant – was £42 m now £37 m
- Total debt = £180 m
- Focus on sufficiency , inclusion and collaboration

How is the context as detailed impacting upon your school and how do we work together to improve ?

Questions
