



CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY
COMMITTEE: 4 NOVEMBER 2025

INCLUSION IN LEICESTERSHIRE SCHOOLS

REPORT OF THE DIRECTOR OF CHILDREN AND FAMILY
SERVICES

Purpose of the Report

1. The purpose of this report is to provide the Children and Families Overview and Scrutiny Committee with an overview of the functions of the Inclusion Service.

Policy Framework and Previous Decisions

2. A report on Inclusion in Leicestershire Schools was presented to the Committee on 3 June 2023 which focused on the functions of the Inclusion Service and the rising demand within the Service.
3. Reports on Pupils Missing out on Education were also presented to the Committee on 4 June 2019 and 21 January 2020 which focused on the Council's response to the national reports Forgotten Children: Alternative Provision and the scandal of ever-increasing exclusions (2019) and Children Missing Out on Education Report (2020).

Background

4. In November 2013, Ofsted published a report entitled Pupils Missing out on Education which detailed how local authorities are required to fulfil their statutory duties regarding educational provision and safeguarding for those children who do not, or cannot, attend full time education. The report defined Pupils Missing out on Education (PME) as children of compulsory school age who are not accessing full-time education (either in school or in alternative provision). In its guidance to schools and local authorities, Ofsted advised that all schools (including academies, free, independent, private, and non-maintained schools), must monitor pupils' attendance through their daily register and must inform local authorities of pupils who are regularly absent from school or have missed 15 days or more (whether consecutive or cumulative) without permission.
5. The reports, Forgotten Children (July 2018) and Skipping School: Invisible Children (2019) highlighted concerns around the children who are missing out

on educational opportunities due to a rise in exclusions; an increase in the numbers of children having poor quality outcomes when accessing alternative provisions; families opting to home educate due to unmet SEN needs in mainstream settings; and children who are 'off rolled' when their needs are not being met within a mainstream setting.

6. Following these reports, there were two papers that set out recommendations in response:
 - The Timpson Review of School Exclusion (2019) highlighted 30 recommendations in which the Government, Department for Education, Ofsted, Local Authorities and Schools had to respond to in order to develop a consistent approach therefore minimising the need to exclude children. The Timpson Review concluded that there was more that could be done to ensure that every exclusion is lawful, reasonable, and fair and that permanent exclusions should always be a last resort, used only when nothing else will do.
 - An Ofsted research study within the East Midlands, 'Moving to home education in secondary School' (2019) raised concerns that the decision for parents to home-educate was not always a positive one for all involved and suggested there was an increasing evidence-base that home education can be a last resort for some families when relationships have broken down between schools and children or parents. The findings arising from this report strongly recommended that Local Authorities and schools should develop clear processes for working together as soon as there are indications that a family may be considering home education. Both reports highlighted the importance of children being visible to ensure they are safeguarded from potential harm and receiving an adequate education.

Statutory Duties of the Local Authority and Parental Requirements

7. Schools must monitor pupils who are missing out on education and in most cases, they will remain the responsibility of the school where they are on roll. However, in some cases the statutory duty for a child's education becomes the responsibility of the local authority, for example:
 - Children Missing Education (CME) - Children missing education are children of compulsory school age who are not registered pupils at school and are not receiving suitable education otherwise than at school. Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to establish the identities of children in their area who are not registered pupils at a school and are not receiving suitable education otherwise. Children Missing Education Statutory guidance for local authorities (2024) further outlines the duties held by the Local Authority to establish the whereabouts of children and to provide a point of contact for referrals for children missing education.

- Children with Medical Needs: local authorities must arrange suitable full-time education (or as much education as the child's health allows) for children of compulsory school age who, because of illness would otherwise not receive suitable education.
 - Elective Home Education: Since April 2019 Local Authorities' duties' have been further clarified by the Department for Education (DfE). There are no direct legal requirements for the local authority regarding Home Education: however, the local authority does have powers at its disposal if it appears that a child is not receiving an adequate, safe, or appropriate education.
 - Attendance: Working Together to Improve School Attendance (2024) outlines the Local Authority's strategic role in improving attendance across the county through supporting schools to take a strategic approach to attendance, monitoring attendance data across the County and targeting support where it is most needed. Joint working with schools and wider services is also required to provide formal support options for children and young people.
8. Section 13A of the Education Act 1996 – gives local authorities the duty to ensure that its relevant education functions and training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to:
 - promoting high standards;
 - ensuring fair access to opportunity for education and training; and,
 - promoting the fulfilment of learning potential by every person to whom this subsection applies.
 9. Section 7 of the 1996 Act requires parents to provide an efficient, full-time education suitable to the age, ability and aptitude of the child and any special educational needs which the child may have. Section 437(1) of the Education Act 1996 sets out that the Local Authority must act if it appears that parents are not providing a suitable education.
 10. Section 175 of the Education Act 2002 requires Local Authorities to make arrangements to ensure that their education functions are exercised with a view to safeguarding and promoting children's welfare.
 11. Within Leicestershire, DfE guidance is followed in that informal enquiries are made that include a request to see the child by the Inclusion Team, either in the home or in another location. However, the parents are under no legal obligation to agree to this simply in order to satisfy the local authority as to the suitability of home education. Although a refusal to allow a visit can, in some circumstances, justify the service of a notice to the parent or if safeguarding concerns exist, a referral to children's social care.

12. In terms of excluded pupils, The Education Provision of Full-Time Education for Excluded Pupils (England) Regulation 2007 states that for permanent exclusions, the local authority must arrange suitable full-time education for the pupils to begin no later than the sixth school day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority. In addition, where a pupil has an Education, Health and Care Plan (EHCP), the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

Leicestershire Inclusion Service

13. The Inclusion Service was created in September 2019; the primary purpose of the Service is to ensure the inclusion of all children and young people in education. The demand for the Service has grown over time; the after effects of the COVID-19 pandemic accelerated this but in 2025 there continues to be a growing need for support for children and young people who are experiencing barriers to attendance. The numbers of those children and young people classed as having medical needs (CMN) has increased significantly in this academic year. The electively home-educated cohort of children (EHE) has seen a further increase, as has the number of children missing education (CME).
14. The Service responds to the educational needs of children and young people who are missing out on education. Pupils missing out on education (PME) are children of compulsory school age who may be on the roll of a school or setting but aren't accessing full-time education, either in school or in alternative provision. These children and young people generally fall into one of the following categories:
 - Children Missing Education (CME): children who are on roll but not attending a school or an educational setting, and children who are not on a roll of a school.
 - Children with Medical Needs (CMN):
 - Young People Not in Employment, Education or Training (NEET)
15. The Service also works with schools who have children and young people who are Pupils Missing out on Education (PME) due to low attendance through supporting schools to adopt inclusive practices and providing challenges where necessary.
16. Families who have elected to home educate their children (EHE) are also the responsibility of the Service and the Local Authority's statutory duties are fulfilled through the work carried out.
17. Where children and young people are also known to the Special Educational Needs Assessment Service, Children's Social Care or Children and Families Wellbeing Service, a lead professional or service is identified, ensuring a coordinated approach to the management of the child's case. However, regular liaison with the Inclusion Service will take place through the Senior

Information support coordinator during the triage process - which is discussed with the Inclusion Manager who maintains oversight of these children and young people and ensures that the Inclusion Service takes ownership if appropriate when other service involvement is completed or no longer required.

18. The Inclusion Service is led by a service manager who is supported by four managers within the Service, with a new Prevention Manager role which has been appointed to. The Senior Information Support Coordinator is responsible for overseeing new cases received and ensuring that they are referred to the correct service, whether that is Inclusion or in another area. Two managers are Team Managers who each have an oversight of a team of Education Officers, Graduated Response Inclusion Practitioners (GRIPS) and Youth Workers. The Education Officers work with families and schools to ensure that a clear plan for education is in place and reviewed regularly. Education Officers meet children and young people in their homes or in public places, as well as attending meetings in schools.
19. In May 2022, the Court Team joined the Inclusion Service, having been previously a part of the Admissions Service. The same month, new government guidance was published outlining the increased duties of local authorities in the document Working Together to Improve School Attendance (2022).
20. The Court Team was renamed as The Attendance Team to reflect the new duties and to emphasize that their primary role is to support children and young people back into school, not to fine and prosecute families. This addition to the wider Inclusion Service has been an asset as both teams have the same objective: to get children into school.
21. Where the child has barriers, such as mental health difficulties for example, the Inclusion Education Officers and GRIPs provide support to help them to overcome these. Where the barrier to attendance is the parent or carer, the Attendance Team provide the necessary levers to encourage engagement with support. Many cases can sit between the two areas and so joint working is required. Having Inclusion and Attendance under the same umbrella has made joint working easier and more productive, allowing the service to streamline processes and facilitate multi-agency working where appropriate. The Attendance Team Manager role has developed to become the Cohesion and Compliance Manager. This role oversees the Attendance Team and is responsible for ensuring that the different areas within the whole of the Inclusion service work well internally, as well as being responsible for leading on work with other services across the Children and Families Department.
22. The table below provides the number of children on the roll of Leicestershire schools, split by primary, secondary and special schools, which gives some context for the numbers of children who are not accessing education through school, as outlined in the sections below.

Leicestershire Children

23. Current numbers of children on roll in a Leicestershire school as of 15 May 2025 (last available census data):

Primary	54,226	53.87%
Secondary	44,493	44.2%
Special	1,935	1.92%
Total	100,654	100%

Children Missing Education (CME)

24. There has been a marked increase in the number of CME over the past four years. The Inclusion Service holds the list of all children who do not have an education and health care plan and have no school place. The Service works closely with Admissions to secure school places for CME. The work involves advising parents on which schools have available spaces and encouraging them to take places up, rather than submit appeals to schools that are full. There has been a recent and significant increase in the number of children and young people classed as CME; this is due to the streamlined processes in the EHE team, where a suitable and efficient education is not in place for a child, the child is classed as CME and the Attendance team are involved swiftly; they will instruct families to apply for a school place or issue a school attendance order.

CME referrals Summer Term	2024/25	2025/26 (as of October 14th)
	285	324

25. During the 2024/25 academic year, the Service has further streamlined processes to ensure that any children who are not in receipt of a suitable and efficient education are identified quickly and classified as children missing education (CME). Families are then supported to secure a school place for their children either through the application process or through the issuing of a school attendance order (SAO) if necessary.
26. Where communication with parents has not been successful, the service will undertake checks with external agencies to ensure safeguarding duties are fulfilled. Service level agreements are in place with HMRC, Health services, and Border Controls to support investigations in cases where there are concerns about a child's welfare and indications that a child may have left the country.
27. As part of our standard process, Education Officers conduct home visits as the initial point of contact with families. These visits aim to establish engagement before any further checks with external partners are undertaken.

Primary reasons for children missing education:

Total number of Children	355
Child missing education	50
Awaiting School place	3
Believed moved to another LA	2
Bullying	5
Medical/SEND needs	1
Dissatisfaction	3
Moved from abroad	42
Did not receive school preference	14
Moved from another LA	136
Not recorded	20
Other	40
Unsuitable home education	19
Awaiting a school appeal	3
Waiting to start school	2
Low/non attendance	5

Pupils Missing Education (PME)

28. The numbers of children who are not attending their schools has continued to grow; while the pandemic had a significant impact on children, in 2025 we continue to experience high demand on the Inclusion Service through school referrals where children and young people are not attending. The mental health of some children and young people remains fragile and parental anxiety is high. During the past two years, the Service has developed its offer to PME in order to build resilience in the system and to reduce waiting times. Referrals coming into the Service now go through a rigorous triage process which has two steps: the PME Information and Support Coordinator, upon receipt of the referral will provide support and advice directly to the referring school and if necessary, remind them of their duties with regard to making reasonable adjustments for children and young people.
29. The Senior Information and Support Coordinator post, which is relatively new in the Service, is held by an ex-SENA/Inclusion Officer. Therefore, Information and Support Coordinators all have rigorous oversight of referrals to enable them to provide solid advice and next steps to schools or to know when the referral should be passed to the second stage of triage.
30. This is where the SENA/Inclusion officers provide direct support to the referring school. This support may be offered remotely or in person; they will convene team around the school (TAS) meetings and signpost schools to services that can provide further support. At times, an officer may act as an intermediary where relationships between school and family have broken down, working to restore these and to align expectations of what school can offer a child struggling to attend. The SENA/Inclusion Officer will hold the case, checking back in with the school until the latter feels confident to continue the support independently.

31. Where children and young people require further support, they will either be offered a course of online support group sessions with a youth worker or will be placed on a waiting list for the allocation of an Education Officer, as per the traditional offer from Inclusion. Due to the multi-layer support offered by Inclusion, waiting times are much improved for children.
32. The current waiting time for allocation is 68.5 days with just 27 children waiting for allocation, compared to 132.5 days and 92 children waiting for allocation compared to July 2024.

PME referrals	
2023/24	882
2024/25	739
2025/26 (as of October 13 th)	153

33. Reasons for CYP not attending school include:
- Incident in school that family feels is unresolved
 - School place in desired location not available
 - Family feel that the schools are not meeting their child's needs
 - Risk of exclusion
 - Family move (without notifying school/LA)
 - Other mental health concerns
 - Trauma experienced by CYP/family
34. Families, children and young people who have experienced trauma, are signposted to support services by education officers dealing with their case. The Inclusion Service is committed to the Council's trauma-informed approach to support and work closely with relevant services, such as the Virtual School and the Practice Excellence Team within Children's Social Care, to ensure that schools are offered relevant training and that the members of the Service itself are well informed on trauma-informed practice and utilise it within their work.

Exclusions

35. East Midlands and National data are taken from the DfE reporting using the School Census.

Academic year 2022/23	Fixed period suspensions	Permanent exclusions
National	9.3%	0.11%
East Midlands	10.7%	0.12%
Leicestershire	8.4%	0.07%

Academic year- 2023/24	Fixed period suspensions	Permanent Exclusions
National	11.3%	0.13%
East Midlands	13.4%	0.15%
Leicestershire	10.5%	0.07%

Breakdown of Leicestershire data

School Type	Exclusion/Suspension	2022/23	2023/24	24/25 (suspensions based on autumn and spring terms only)
Primary	Permanent	11	13	11
	Suspension	732	1089	852
Secondary	Permanent	56	59	85
	Suspension	7,672	9444	6371
Special	Permanent	0	0	0
	Suspension	40	89	82

36. The effects of the pandemic continue to impact children and young people at school. The cohort who missed their Year 6 to 7 transition are now in Year 11. The younger pupils, now in primary school, are seeing an increase in difficulties with speech and language due to the isolation they experienced. The closure of early years' settings also meant that additional needs in the very young were not identified at an early stage, resulting in a widening gap between them and their peers. Demand for support at primary level with behavioural support strategies has increased. This is also the case for younger secondary aged children.
37. The rise in permanent exclusions because of those factors continues. The rise in the number of children at Key Stage 3 (aged 11-14) being permanently excluded or directed to learn offsite led the Secondary Education Inclusion Partnerships (SEIPs) to develop their offer to cater for this cohort. All areas now offer a 'reset' program for KS3; this is aimed at supporting them to remain in school through part time provision that covers core subjects and pastoral work on self-management. As of the 25/26 academic year, the SEIPs have been brought into the Local Authority and now form part of Oakfield Short Stay School, which has extended its age range to enable this.
38. The Inclusion Service works alongside Oakfield Primary (Leicestershire's short stay school for those primary-aged children who have been or are at imminent risk of being excluded). Multi-service meetings are convened with schools to offer high support and high challenge where permanent exclusion of a younger child is being suggested by a head or in some cases, where an exclusion has been issued. The Inclusion Service provides robust challenge where necessary, attending governors' panel meetings in some cases to demonstrate an alternative path for a child facing exclusion.
39. Parents and carers are supported in making their decision for future provision for their child. Where an agreement can be reached to use alternative provisions for a child or young person, permanent exclusion can be avoided. However, financial pressures on schools do make alternative placements difficult to fund, particularly when the need amongst pupils in a school is high.

Children with Medical Needs

Annual total amount of referrals	
2022/23	174
2023/2024	178
2024/25	162
2025/2026 (active open referrals as of October 13 th)	31

40. There has been a significant rise in recent years of children with medical needs. Much of this increase relates to the mental health of children and young people who are struggling with anxiety and feel unable to cope with the large and noisy environment of school. Each month the service experiences some CYP previously classed as PME become CMN when they provide the level of medical evidence required to receive tuition through the Local Authority.
41. Children with medical needs are defined as those who are too ill to attend school and have medical evidence to support this. Some of these children may be in hospital and are tracked by the CMN coordinator and those based in their own homes are supported by education officers who plan and oversee provision.
42. The Service to support these children is through tuition which can be either in groups or one-to-one. Tuition can be delivered online or in person depending upon the needs of the individual. Progress meetings between the Inclusion Service, tutor and school help to ensure that the young person is following a suitable curriculum to support their transition back into school at the appropriate time.
43. Through the Local Authority's recoupment policy, the Inclusion Service can claim the Age Weighted Pupil Unit funding (AWPU) from schools to help meet the costs of tuition. Where schools do not agree to the recoupment policy, they may decide to put their own tuition in place, using staff from their school to maintain provision for the children and young people on their roll who are too unwell to attend.
44. The Service also has the offer of an AV1 Robot. The robot is placed in the classroom where the child would normally attend school. It acts as the eyes and ears of the child at home who can access the camera and microphone through an application on a mobile phone. While this technology is impressive and effective, the robot itself is better suited to use in a primary setting, where classes take place in the same room throughout most of the day.
45. Most of the CMN cases within Inclusion are for secondary aged young people. As a result, the AV1 robots are now offered to primary aged pupils who are missing education (PME), they are not able to attend school but there is no medical evidence in place to support their absence. Schools now identify children much earlier when signs of anxiety are the reason where there is a decline in attendance. We have seen schools use the AV1 robots as part of the transition back into school alongside schoolwork packages as an early intervention to encourage children back into school swiftly, before they reach

the status of CMN, due to being out of school for so long, their barriers are significant, and they need their learning to take place outside of a school setting. The Service holds termly CMN webinars to support schools to understand the referral process and what supporting medical evidence is required as part of the CMN criteria.

Young People Not in Employment, Education or Training (NEET)

46. Each Local Authority's post 16 data relating to children who are Not in Education, Employment or Training (NEET) is compared with that of other local authorities in England. In reporting, Local Authorities are placed in quintiles according to their performance.
47. For 2024, the performance for England was as follows:
- NEET & Not Known – Quintile 3 (4.7%)
 - NEET – Quintile 1 (0.7%)
 - Not Known – Quintile 5 (4%)
 - Participation in education or training – Quintile 4 (94.9%)
 - September Guarantee – Quintile 3 (96.3%)
48. Leicestershire's data remains the same as in previous years except for the 'Not Known' category where the 4% figure was slightly higher than usual and therefore placed us in the 5th Quintile compared to the 4th Quintile in 2023. (The Quintiles are on a scale of 1 being the best and 5 being the worst except for the Participation category where 5 is the best and 1 is the worst).
49. The September guarantee is where a Year 11 pupil has an offer for post 16 education. Those students classed as unknown are those who the Service holds no information about post 16 destinations. Information about destinations is reported to the Service by schools, colleges, and other providers, as well as from the families and young people themselves.

2024/2025	APR-24	May-24	June-24	Jul-24	Aug-24	Sept-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25
NEET%	0.87%	0.91%	0.92%	0.96%	1.01%	0.81%	0.85%	0.79%	0.97%	1.29%	1.32%	1.50%
NEET Number	132	137	139	145	153	127	133	123	151	201	206	235
Not Known	7.03%	4.14%	4.14%	4.15%	4.08%	89.97%	75.61%	28.44%	7.02%	3.70%	3.67%	4.00%
Not Known Number	608	624	624	627	616	14021	11787	4439	1096	577	572	625
Vulnerable NEET%	5.80%	5.75%	5.80%	5.85%	5.86%	5.35%	5.53%	5.35%	5.55%	6.04%	6.39%	6.45%
Vulnerable NEET Number	101	100	101	102	102	105	105	105	109	119	126	127

50. Work continues to encourage young people in Year 12 to engage with the Service when it reaches out to them to find out their status. The Service also works with secondary schools to source information which helps us to reduce.
51. Over the academic year, the number of EET cases have increased overall but the number of unknown students continues to fall. As data becomes available, the Service can identify the destination of students. Any students who are 19 without provision are signposted to appropriate resources and sources of support. Those who are vulnerable, either through having SEND needs that require an EHCP or having been in the care system, are eligible for intense support from Education Offices who specialise in EET.
52. The Inclusion Service offers a high level of support to these vulnerable young people, ensuring that they are aware of the opportunities open to them, through job, apprenticeship, and education provision searches. The officers then identify suitable opportunities as well as upskilling the young people to conduct their own searches. Further support is given to ensure that young people can make successful applications and perform well at interview.

Electively Home Educated Children (EHE)

53. EHE Children are those children who are educated at home through parental/carer choice. They are not on the roll of any school; families are responsible for planning, resourcing and delivering all aspects of their education. The annual figures covering the last three years of EHE children are:

Year	Annual Total
2021/22	880
2022/23	1050
2023/24	1272
2024/25	1424
2025/26	1271(to date)

54. Trend of new referrals coming into the Service for EHE:

Year	Annual Total
2022/23	437
2023/24	578
2024/25	608
2025/26	158 (to date)

55. The Service continues to see a rise in the number of referrals for EHE in line with the rest of the country. The DfE reported a national rise from Autumn 2023 when there were an estimated 92,000 children in elective home education to Autumn 2024 when there were 111,700 children in elective home education as reported by local authorities.
56. The referral forms used by the Inclusion Service require schools to confirm that they hold robust conversations with families looking to home educate. The

Service then triangulate this when making contact with families that are new to EHE. Webinars are still offered to all parents who are new to elective home education and a termly newsletter is sent directly to all home educating parents in an attempt to make sure that all offers for other agencies, for example Health, are made available to children who are not educated through school.

57. The autumn term webinar for parents and carers of Year 11 young people continues to run where advice and support on entering and sitting examinations as well as post 16 options is shared.
58. The main reason for families choosing this option over the past twelve months has been that education provision could not meet need; areas around school unable to meet needs with SEND and mental health being a significant factor to parental choice, which has then often led to attendance difficulties. The data below is taken from October 2025 which takes account of all children currently being electively educated at home:

Total number of Children	1271
Attendance Difficulties	94
Awaiting School place	15
Breakdown in relationships	89
Bullying	5
Medical/SEND needs	84
Cultural/Life choice	214
Provision not meeting need	103
Did not receive school preference	11
Mental Health	187
No reason given	221
Other	234
Emotional/Behavioural	11
No school place	3

59. Joint work with colleagues from other services strives to support schools to meet the needs of all children and our goal is that families choosing to electively home educate should only be doing this as the result of a positive choice rather than as a last resort. We want to enable schools to meet the complex learning needs of their pupils by ensuring that they can access support services in a timely way, whether that be to prevent exclusions or to adapt curriculum and teaching to enable pupils with specific learning needs to engage fully with mainstream education.

Background Papers

Inclusion in Leicestershire Schools, January 2022:

<https://democracy.leics.gov.uk/ieListDocuments.aspx?CId=1043&MId=6880&Ver=4>

Pupils Missing out on Education in Leicestershire, 21 January 2020:

<https://democracy.leics.gov.uk/ieListDocuments.aspx?CId=1043&MID=6179>

Pupils Missing out on Education in Leicestershire, 4 June 2019:

<https://democracy.leics.gov.uk/ieListDocuments.aspx?CId=1043&MId=5683&Ver=4>

Ensuring a good education for children who cannot attend school because of health needs (2013):

https://assets.publishing.service.gov.uk/media/657995f0254aaa000d050bff/Arranging_education_for_children_who_cannot_attend_school_because_of_health_needs.pdf

Supporting pupils at school with medical conditions (2015):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

Ofsted press release 2013: Local Authorities Failing Children who are Missing Education:

<https://www.gov.uk/government/news/local-authorities-failing-children-who-are-missing-education>

House of Commons Education Committee 2017-19 Forgotten children: alternative provision and the scandal of ever increasing exclusions:

<https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

Children's Commissioner 2019: Skipping School: Invisible Children:

<https://www.childrenscommissioner.gov.uk/report/skipping-school-invisible-children/>

Timpson Review of School Exclusion 2019:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf

Education Act 1996:

<https://www.legislation.gov.uk/ukpga/1996/56/contents>

Ofsted 2019: Exploring moving to home education in secondary schools: research summary:

<https://www.gov.uk/government/publications/exploring-moving-to-home-education-in-secondary-schools/exploring-moving-to-home-education-in-secondary-schools-research-summary>

Section 175 Education Act 2002:

<https://www.legislation.gov.uk/ukpga/2002/32/section/175>

Transparency data 2012 NEET and participation: local authority figures:

<https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures>

Elective Home Education Survey 2021, November 2021:

https://adcs.org.uk/assets/documentation/ADCS_EHE_Survey_2021_Report_FINAL.pdf

Working together to improve school attendance, May 2022:

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Explore Education Statistics: Elective Home Education December 2024:

<https://explore-education-statistics.service.gov.uk/find-statistics/elective-home-education/2024-25-autumn-term>

Circulation under the Local Issues Alert Procedure

60. None

Equalities Implications

61. There are no equality implications arising from this report. However, the work of the Inclusion Service actively seeks to reduce inequality.

Human Rights Implications

62. There are no human rights implications arising from this report.

Officers to Contact

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