



**Directorate of Children's Services Policy**  
**Elective Home Education (EHE)**

## Background Information

<b>Document Purpose</b>	The Local Authority (LA) believes that it is in the best interests of children and young people to be educated in a school environment. However, it is recognised that parents and guardians have a right to provide education at home. Where this occurs, it is the duty of the local authority to work together with parents to develop trust, mutual respect and a positive relationship that will result in the best provision possible for the young people. This policy has been created so that it is compliant with the Department for Education's updated statutory guidance for Elective Home Education (2019)
<b>Last Review and Publication Date</b>	September 2021
<b>Subject</b>	Elective Home Education
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## Contents

- [Introduction and Context](#)
- [Aims](#)
- [Objectives](#)
- [Related Documents](#)

## Introduction and Context

North East Lincolnshire Council's policy on elective home education is to support the right of every child to receive full-time education suitable to his/her age ability and aptitude considering any special educational needs, but with regard to the general principle that

“Young people receive world class education which allows them to reach their full potential, and live a more fulfilled life, regardless of background. That education should be provided in a safe environment, whether at school or home”

*DfE Elective Home Education Departmental Guidance for Authorities April 2019*

This policy is written in line with the Corporate Equalities Strategy, which seeks to value diversity and promote equality through practice and procedures.

This policy is written in line with corporate criteria in accordance with Section 17 of the Crime and Disorder Act 1998 which places a duty on the Local Authority to prevent young people in their area committing offences.

## Aims

The Local Authority believes that it is in the best interests of children and young people to be educated in a school environment. However, it is recognised that parents and guardians have a right to provide education at home. Where this occurs, the local authority has a moral and social obligation to ensure that a child is safe and being suitably educated by:

- ensuring that their statutory responsibilities for these young people are met in respect of addressing the five outcomes of Every Child Matters agenda;
- working together with parents to develop trust, mutual respect and a positive relationship that will result in the best provision possible for the young people;
- ensuring that parents are aware of their responsibilities, including full legal and financial responsibility for their child's educational provision and understand how these responsibilities can be fulfilled when they elect to home educate.

## Objectives

### Local Authority responsibilities

The local authority will:

1. make arrangements to identify children not in school (Education and Inspection Bill 2006 Clause 4;)
2. gather evidence from the school or other agencies by making informal enquiries which will indicate whether there is cause for concern over the withdrawal including;
  - the parent's capacity to be able to offer full-time education, suitable for the age and aptitude of their child.
  - the standards achieved in the core subjects,
  - attendance levels,
  - referrals to Children's Services and Humberside Police,
  - where the young person is identified as receiving support for social care
- whether the young person is subject to a supervision order
3. arrange for an IAG Officer, Education Welfare Officer (EWO) or Inclusion Lead (QTS) to discuss with parents their rights and responsibilities regarding Elective Home Education;
4. ask the parents/carers to provide information on their philosophy, educational resources that will be made available, opportunities for social mixing and how they will organise and manage home education;
5. provide information, advice and guidance for parents/carers on their responsibilities as well as keeping in touch with families through an EHE newsletter
6. inform parents of their entitlement to the Young Person's Support Service (YPSS) for career and personal support for young people aged 14 – 19
7. enter all pupils educated at home on the Capita data base and provide them with identification explaining that they are home educated;
8. offer a supportive initial visit, telephone call, or Teams meeting, to offer information, advice and guidance around EHE, followed by visits or Teams calls which are differentiated according to need and support requested by the family;
9. provide a report which is sent to parents and entered on the Capita database;

10. intervene where there appears to be reason to believe that parents are not providing a suitable education, in the first instance through providing support and advice through interim visits;
11. where provision is deemed not to be suitable by the Inclusion Lead (QTS), the LA may initiate support from other agencies and will, if necessary, put in place either an Education Supervision Order or a School Attendance Order. (Education Act 1996 – section 437(3))

### **Local Authority Responsibility (SEN)**

Where a child has an Education and Health Care Plan and has attended a special school, the withdrawal from school to electively home educate constitutes a major change in provision requiring amendments to the outcomes on the plan, and how they will be achieved. Therefore, it is good practice that schools and academies arrange an early annual review, with attendance from an inclusion officer who will be able to provide information, advice and guidance about elective home education. Parents should agree to the continuation of a full annual statutory review for their child, providing reassurance to all parties that the parent is electing to home educate on an informed basis.

### **School responsibilities:**

- Where the young person is being withdrawn from school or academy, they will be required to provide information for the LA and parents. (Point 2 in LA Responsibilities). This should reach the Local Authority within the ten school days immediately following the date on which the pupils' name is deleted. (Education Pupil Registration Regulations 1995).

### **Parents' responsibilities**

The parents will inform the school in writing of their decision to withdraw their child from school. Following the offer of an informative, supportive telephone or Teams call, the local authority will then assess the provision on its efficiency and suitability, focusing on the suitability of the education provided for the young person's 'age, ability and aptitude'. The Inclusion Lead (QTS) will assess, or quality assure the provision based on the following characteristics:

- consistent involvement of parents or significant other carers
- showing signs of commitment and enthusiasm, and recognition of the child's needs, aptitude, and future aspirations,
- opportunities for the child to be stimulated by their learning experiences,
- involvement in a broad spectrum of activities which cater for interests appropriate to the young person's stage of development,
- the progress made between one yearly visit and the next,
- access to appropriate resources and materials.

The evidence for the educational provision need not be in terms of a Teams call, home visit or meeting but must be in a form sufficient enough to convince the Education Team of the appropriateness of the provision for the child's age, aptitude and ability. This could include one or more of the following;

- visit to the home
- Teams video call
- meeting on neutral ground
- report from the parents
- philosophical report
- examples of work
- letter or report from a third party with sufficient expertise

The parent is fully responsible for managing their child's education if they choose to educate them at home.

This means that it is a parental responsibility to financially fund the education (textbooks/tutors/exam fees etc.). Examination costs are the responsibility of parents, and it is important that parents understand virtual learning will not be provided for them.

### **Related Documents**

- The Children Act 1989
- Corporate Equalities Policy
- The Human Rights Act 1998
- Data Protection Act 1998
- Freedom of Information Act 2000
- Disability Discrimination Act 1995
- Race Relations (Amendments) Act 2000
- United Nations Convention on the Rights of the Child
- Every Child Matters – Change for Children Agenda
- Elective Home Education Guidance
- Children Missing in Education