

Elective Home Education Policy

Author	Melanie Archibald
Consultees	Irene Yendle, Huw Davidson, Dermot McChrystal, Sian Griffiths
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A greener place
Man gwyrddach



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1.0 Introduction

1.1 Defining Elective Home Education

Elective Home Education (EHE) or Home Education are terms used to describe when parents choose to educate their children at home instead of sending them to school. EHE or Home Education will reflect a diversity of approaches to learning experiences.

Children who are home educated are not required to follow the national curriculum or any other specified curriculum or meet criteria for the number of learning hours. The home education approach can be anywhere on a continuum from a formal, structured, schedule-based and mostly within the home environment, through to autonomous or child-led education. Moreover, it can vary over time and subject. For example, a child might move from a more autonomous approach when younger to one that is more structured for GCSEs (if the child chooses to sit them).

‘Our National Mission: high standards and aspirations for all’ sets out the Welsh Government and the education system’s priorities to ensure the success, high standards and wellbeing of all learners. The principles set out in ‘Our National Mission’ apply to all children, including those who are home educated.

1.2 Purpose of the Policy

The purpose of this policy is to encourage good practice by clearly setting out the legislative position and the roles and responsibilities of the local authority, schools and parents/carers in relation to children who are electively home educated.

This is different to home tuition provided by a local authority or education provided by a local authority other than at a school (EOTAS). This policy is intended for use in relation to EHE only.

The local authority takes a supportive approach to ensure that all parties involved in elective home education should be aware of their roles, rights and responsibilities.

The local authority continues to promote mutual understanding, trust and respect as we build positive and effective relationships with home educators to safeguard the educational interests of children and young people.

2.0 Key Guidance and Legislation

This policy takes into account Welsh Government, statutory guidance on EHE (document 292/2023 issued in October 2023) and observes the principles of the Well-being of Future Generations (Wales) Act 2015. This policy also recognises the United Nations Convention on the Rights of the Child (UNCRC).

3.0 Definitions

- Throughout this document the term **parents** should be taken to include all those with parental responsibility, including guardians and carers.
- The term **child** used throughout this policy should be taken to include a child or children, a young person or young people.
- **Elective home education (EHE)** will be used throughout this document to refer to all variations of the process of home education.

4.0 Reasons for Elective Home Education

Elective home education is a term used to describe when parents choose to take a direct responsibility for educating their children instead of enrolling them in a school. This education may take place within a variety of community settings, as well as at home. The home educating community in Wales is a diverse population with families choosing to home educate for a variety of reasons. These may include:

- ideological or philosophical
- health (including emotional health, well-being and bullying)
- cultural
- religious
- additional education provision
- language choice
- length of school journey
- awaiting a place in the school of their choice
- flexibility and tailoring of teaching approach.

5.0 The Law Relating to Elective Home Education

Parents have a right to educate their children at home. Section 7 of the Education Act 1996 indicates that:

'The parent of every child of compulsory school age shall cause him to receive efficient full-time education a) suitable to his age, ability and aptitude, and b) to any special educational needs or additional learning needs he may have, either by regular attendance at school or otherwise.'

Article 2 of Protocol 1 of the European Convention on Human Rights states that:

'No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the state shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions.'

Parents may decide to home educate their child from a very early age and so the child may not have been previously enrolled at school. They may also decide to home educate at any stage up to the end of compulsory education age. While

parents must provide a full-time education, they do not need to follow school hours or term times as contact time is almost continuous and opportunities for learning can arise at any time. Home education does not need to look like school and may incorporate a variety of different approaches, including more autonomous and child-led learning.

6.0 Children's Rights and The Voice of the Child

The Welsh Government has adopted the United Nations Convention on the Rights of Child (UNCRC) as the basis for all its work for children and young people. Article 12 of the UNCRC provides a right for children to be able to express their views and for due weight to be given to those views, in accordance with the age and maturity of the child. This does not, however, give children authority over parents.

Wherever possible, when parents have chosen to electively home educate, the views of the child should be obtained. All children have a right to participate in decision making that affects their lives and their views relating to the suitability of their education should be given due weight in accordance with their capacity as per Article 12 of the UNCRC. This will help the local authority to meaningfully take into account the views of the child when making a judgment as to the suitability of education. Person centred approaches will underpin discussions with parents and children, but individual circumstances will be discussed on initial contact with the family.

Article 28 of the UNCRC states that all children have a right to an education and that primary education should be compulsory and free. Article 29 states that education should develop each child's personality and talents to the full. However, one of the underlying principles of the UNCRC is the best interests of a child, and Article 3 of the UNCRC requires all adults to think about how their decisions will affect children and to do what is best for the child.

7.0 Roles and Responsibilities of Parents

Parents may decide to exercise their right to home educate their child from a very early age. This may mean that the child may not have been enrolled at school and therefore will not be known to the local authority. Parents may also elect to home educate at any other stage of their child's education up to the end of compulsory school age. Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations. Examinations must be taken at an approved examination centre, identified by the local authority, to enable home educating families to access WJEC examinations.

Parents must also ensure that their child receives suitable education for as long as they are being educated at home. Parents do not need any qualifications to home educate. The first contact between local authorities and home educators often occurs when parents decide to home educate and approach the school (at which the child is registered) and/or the authority to seek guidance about withdrawing their

child from school. Parents will need to state their intentions to home educate in writing to the school.

7.1 Efficient and suitable education

Parents are required to provide an efficient, full-time education suitable to the age and ability of the child. The term 'efficient' refers to an education that achieves what it sets out to achieve. The approach home educating parents take to ensure their child is receiving a suitable education is likely to be dictated by their own philosophy or views, and in many cases, the absence of formal assessment may be a feature of the education provision. Progress, over the long term, may take a variety of forms. There is currently no legal definition of 'full-time'. Children normally attend lessons between 22 and 25 hours a week for 38 weeks of the year, but this measurement of 'contact time' is not relevant to elective home education where there is often almost continuous one-to-one contact and education may take place outside normal 'school hours'.

Learning can take place in a range of locations, including the home. It can also be supplemented through other experiences such as visits to places of interest and facilities such as libraries, museums and galleries. A feature of home education is the ability to be flexible and adapt to events and circumstances on a daily basis.

7.2 Suggested characteristics of a suitable and efficient education

The local authority's position on EHE is in line with that of the Welsh Government and UNCRC in that a suitable education aims to ensure that the child is able to develop the skills to participate and function in society.

Regardless of the approach taken to deliver a suitable education, it is important for all to consider whether the approach implemented is suited to the needs of the individual child which means efficient education suitable to the child's age, ability and aptitude and to any SEN/ALN the child may have.

Home educating parents should provide education that offers opportunities for the child to develop their physical, intellectual, emotional, spiritual, moral, social and cultural development. It would include provision in numeracy, literacy and language skills, suitable to the child's age, ability and aptitude and to any SEN/ALN the child may have. Suitable education is not simply a matter of academic learning but should also involve opportunities to develop social skills in their interactions with others. These are essential in preparing the child to participate and function in society. Some possible characteristics that a suitable education may provide, develop or include:

- Language, literacy and numeracy skills
- Consistent involvement of parents or other significant carers
- Responding to the needs and the best interest of the child, taking into account areas of learning that interest the child, and should enhance the child's potential

- Ensuring the child has opportunities to engage in a reasonably broad range of learning experiences
- Providing opportunities to develop personal and social skills to help prepare them for later life and become engaged citizens
- Ensuring the child has opportunities to develop basic skills (taking into consideration any SEN/ALN they have)
- A philosophy or ethos with parents showing commitment, enthusiasm, and recognition of the child's needs, attitudes and aspirations
- Opportunities for the child to be stimulated by their learning experiences
- Involvement in a broad spectrum of learning opportunities and activities appropriate to the child's stage of development
- Access to appropriate resources and materials
- Opportunities to develop digital literacy
- Opportunities for an appropriate level of physical activity and play
- Opportunities to interact with other children and adults.

There is no expectation that home educators will:

- Teach according to the Curriculum for Wales
- Have a timetable
- Have premises equipped to a particular standard
- Mark work done by their child
- Set hours during which education will take place
- Have any specific qualifications
- Cover the same syllabus as any school
- Make detailed plans in advance
- Observe school hours, days or terms
- Have formal lessons
- Reproduce school type peer group socialisation
- Match school age specific standards.

The local authority's information booklet for parents provides information and advice on all aspects of EHE. Parents will receive a copy of this at the initial home visit by the designated Elective Home Education (EHE) Officer. It is also published on the local authority's website www.caerphilly.gov.uk .

8.0 Roles and Responsibilities of Schools

8.1 Removing a child from the school admission register

When schools become aware that parents may be considering elective home education it is good practice to meet with parents to discuss the reasons for their decision and notify the local authority. Parents must be informed that if they wish to electively home educate their child, they must confirm this in writing to the Head Teacher of the school.

Upon receipt of written notification from the parents the school must remove the child's name from their admissions register unless the child has a Statement of SEN / school based or LA maintained IDP or attends a special school. In this case, the

decision to remove the child's name from the register must be delayed until an interim review of the Statement / IDP has taken place and the child will remain on school roll.

Schools must immediately notify the local authority (giving the child's name, address and the ground upon which their name is to be deleted from the register) as soon as the grounds for removal are met. They should also copy the parents into the notice to the local authority.

If legal proceedings are already in process that relate to irregular attendance at school parents should be advised that removal from the school roll may not prevent the process from continuing. On no account should parents be encouraged to remove their child from the school register to avoid exclusion or prosecution for failing to ensure that their child has attended school or to improve school performance results

A child with a Statement / IDP, or a child that attends a special school

If a child has a Statement / IDP or attends a special school, parental rights to home educate remain the same, however a child's name must remain on the school register until an interim review / PCP meeting has been completed and an agreement has been made with the LA that EHE is appropriate in meeting the child's needs. If there is agreement that the child with a Statement / IDP can be electively home educated, then the Statement / IDP will be amended to reflect this provision. Parents can home educate a child who has a Statement or an IDP.

Where it is brought to its attention or otherwise appears to a local authority that a home educated child (other than a looked after child) for whom it is responsible, may have ALN, the local authority must decide whether or not the child has ALN and, if it decides that the child has ALN, prepare and maintain an IDP and secure the additional learning provision (ALP) described in that plan.

A local authority preparing or reviewing an IDP for a home educated child, should work with the child and child's parent to identify the appropriate ALP and then secure it. This involves identifying the type of ALP called for by the child's needs and whether the parent will be able to deliver it (either directly or by arranging for someone else to deliver it). Subsequently, if the parent is to deliver it as part of the child's home education, in order to secure the ALP set out in the IDP, the local authority will need to satisfy itself that it is being delivered. Where parents are not able to provide all of the ALP called for by the child's needs, the local authority will need to consider how the ALP can be secured.

A LA may only stop maintaining a Statement of SEN / IDP if it is no longer necessary for them to maintain it in respect of an EHE child. The determination of whether or not this is the case will depend on whether the parents are able to make suitable provision for the child's additional needs. That provision may be different from that outlined in the Statement / IDP. Parents need only provide an efficient education suitable to the child's age, ability and aptitude, and to any SEN /ALN the child may have, as set out in Section 7 of the Education Act 1996.

If it is satisfied that the parents' arrangements are suitable, the LA may be relieved of its duty to arrange the provision specified in the Statement / IDP. If, however, the parent's arrangement falls short of meeting the child's needs, then the parents are not making suitable arrangements then the LA is not absolved of its responsibility to arrange the provision in the Statement / IDP. In some cases, a combination of provision by parents and the LA might best meet the needs of the child. At any point in this process, once the young person transitions to post-16 provision, they can withdraw their consent to the IDP.

While the Statement / IDP is maintained, it must be reviewed annually, following the procedures set out in Chapter 9 of the Special Educational Needs Code of Practice for Wales / Section 23 of the ALNET (Wales) Act 2018.

Where it is brought to its attention or otherwise appears to a local authority that a home educated child (other than a looked after child) for whom it is responsible, may have ALN, the local authority must decide whether or not the child has ALN and, if it decides that the child has ALN, prepare and maintain an IDP and secure the additional learning provision (ALP) described in that plan (section 18.21 of the Additional Learning Needs Code (ALN Code), within a 12 week timescale.

9.0 Roles and Responsibilities of the Local Authority

The local authority EHE process is attached as Appendix 1. The local authority will maintain a register of children who are EHE and complete an annual summary report, which includes a range of information including numbers of known pupils electively home educated over the academic year, breakdown of numbers of EHE pupils by gender and age and reasons given for EHE.

When a decision is made to educate electively home, a designated local authority officer will contact the parent(s) to discuss this and explain the support available, including advice on guidance on how families can access universal services. Parents and children are not currently legally obliged to meet in person, but the local authority has a duty to establish that a pupil is receiving a suitable education. The local authority aims to work with parents to support a suitable education, should they so wish, whilst being open and sensitive to individual teaching approaches.

In order for a local authority to satisfy itself of the suitability of education provided by the parents, the local authority may see and communicate with the child, though there may be occasions where it is not in the best interests of the child, or in some circumstances, the local authority can conclude without seeing and communicating with the child that they are receiving a suitable education. It is for the local authority to decide in each individual set of circumstances whether it needs to meet with the child. In some instances, it may be possible that the local authority can satisfy itself of the suitability of the education on the material provided by the parent/guardian, at the request of the local authority. Where such a conclusion is reached, the LA will set a date for a review to take place and inform the parents and the child. Parents may choose to communicate through other means, such as email, or in writing, to

provide evidence of a suitable education. Seeing the child to discuss their education provision and access to resources accords with a number of articles in the UNCRC, such as a child's right to an education and to fulfil their potential, including their rights to express their views and to receive appropriate information in order to make informed choices, to support and provision, to play and leisure activities and to be kept safe. Should a child decide that they do not wish to meet with a local authority EHE Officer, the local authority will need to decide whether it is satisfied of the suitability of the education provided by the parents / guardian on the information available. It may well be that having decided to request a meeting with a child on the basis it was necessary to make a decision about suitability, if that request is refused the local authority may not be in a position to be satisfied that the education being provided is suitable.

The local authority will provide at least one EHE review and support meeting from a local authority officer per year. This meeting is designed to offer support to the family, as well as obtain details about the planned education and the pupil's progress. A summary report containing this information will be sent to the parent after the meeting. If a child has a Statement of SEN / IDP, additional visits may be required to ensure the ALP identified remains appropriate and the annual review / PCP meeting will be arranged in line with guidance in the SEN / ALN Code of Practices for Wales.

10.0 Privacy Notices

Information received by the EWS, together with any additional information received from schools, pupils, parents/cares or other organisations, will be recorded and processed by the LA in accordance with the legal obligations placed on CCBC and our duties under the Education Act 1996, Education and Inspections Act 2006 and The Children Act 1989.

Further information on how the information will be processed and used is available in the form of a full privacy notice and can be found at www.caerphilly.gov.uk

11.0 Monitoring Arrangements

As indicated in section 8 the local authority will undertake at least annual monitoring visits to children who are electively home educated. If it appears that parents are not providing a suitable education the local authority has powers under Section 437(1) of the Education Act 1996 to intervene. This section states that: *'If it appears to a local education 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.'*

If the local authority considers that a suitable education is not being provided, then a written report of the findings will be made and copied to the parents within 10 days of the contact with the designated local authority officer. The report will specify the

grounds for concern and any reasons for concluding that provision is unsuitable. Parents will be given a reasonable opportunity to address the identified concerns and report back to the authority.

The local authority is expected to make all reasonable efforts to provide help and/or support to the family. This may include providing parents with information about preventative services and where appropriate gaining parental consent for a referral to those preventative services available locally. This is an offer of support, and the parents are under no obligation to accept it.

If the local authority has continued concerns about the suitability of education, it will need to consider whether to see the family on a more frequent basis to assure itself that the child is receiving a suitable education. The local authority may need to liaise with other relevant partners of the local authority dependent upon the circumstances of the child when deciding on the frequency of meetings with the family.

If parents fail to address concerns the local authority is required to consider sending a formal notice to the parents under section 437 Education Act 1996 before moving on, if needed, to the issuing of a school attendance order.

A school attendance order will only be served after all reasonable steps have been taken to try to resolve the situation. At any stage following the issue of the order, parents may present evidence to the local authority that they are now providing an appropriate education and apply to have the order revoked (see School Attendance Order flow chart, Appendix 2).

12.0 Safeguarding Children and Young People

According to the Welsh Government, there is no evidence to suggest that home educated children are at greater risk of neglect or abuse than children who are educated at school. Schools and education settings play an important role in safeguarding children. It is important, therefore, that all children enjoy the right to be safe, regardless of how and where they receive their education.

A parent's decision to home educate is not considered, in itself, a ground for concern about the safety and well-being of the child. However, as with any child regardless of where they are educated, there may be circumstances which, individually or combined, give practitioners cause to seek further information about a child.

There may be circumstances where a child has not had direct contact with universal public services for a significant period of time. This is not in itself evidence that a child is at risk of harm but should make practitioners think about what further action they may need to take in discussion with the senior officer responsible for home education.

The welfare and protection of all children is of paramount concern and is the responsibility of the whole community. The local authority EHE process (Appendix 1) highlights the steps that will be taken if there are any concerns regarding the welfare and safeguarding of a child being electively home educated. In accordance

with EHE statutory guidance, the EHE Officer will ensure they comply with All Wales procedures.

13.0 Elective Home Education and Gypsy, Roma and Traveller Communities

Caerphilly Local Authority is sensitive to the distinct culture, ethos and needs of Gypsy, Roma and Traveller communities. GRT parents have the same right to educate their children at home as other families and will be treated in exactly the same way as any other families.

The local authority will take a broad and holistic view of the education being provided with reference to their communities' culture and lifestyle, when considering the suitability of the education. Caerphilly Local Authority will therefore seek to positively assist traveller families (in the same way as other families) who do not appear to be providing a suitable education for their children, before taking action.

14.0 Child Employment

Regulations regarding child employment apply to all children of compulsory school age, whether they attend a school or are home educated. Children may not work until they reach the age of 13 years and even then, they cannot work during school hours. Before a child commences any form of employment, they must be in possession of a work permit, which the child's employer should apply for.

15.0 Children in Entertainment

Regulations regarding children in entertainment apply to all children of compulsory school age whether they attend a school or are electively home educated. A performance licence is required if a child is engaged in paid work in modelling sport or in theatre, film or television performances outside of school hours. A licence is also required if the engagement is unpaid and takes place during normal school hours, whether this is a one-off event or an on-going commitment.

16.0 Flexi Schooling

Flexi-schooling or flexible school attendance is an arrangement between the parent and the school, where the child is registered at school in the normal way but attends the school on a part-time basis. The remainder of the time the child is home-educated but remains on the school roll.

Flexi-schooling is generally a short-term measure to address a particular issue or concern, with the best interests of the child at the heart of decision making and may address potential challenges with:

- Reintegration into mainstream education

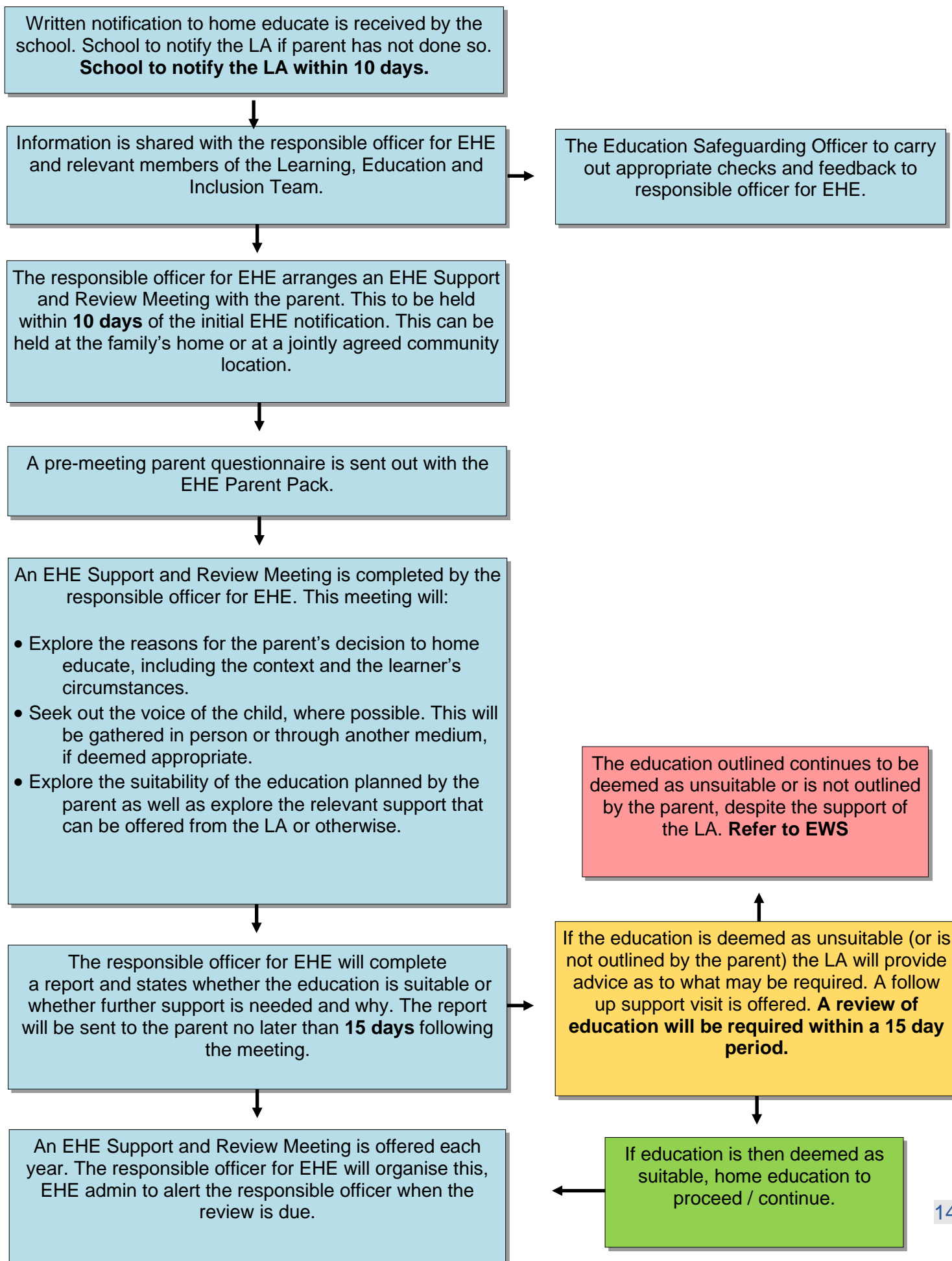
- Transition into school for the first time
- Emotionally Based School Avoidance (EBSA)
- Anxiety related to school attendance
- Pervasive neurodiversities and / or social communication
- Physical / medical conditions

The decision and provision of flexi-schooling is an arrangement between the parents and the school, often with agreement from the LA. It is the Head Teacher's decision whether this arrangement is made.

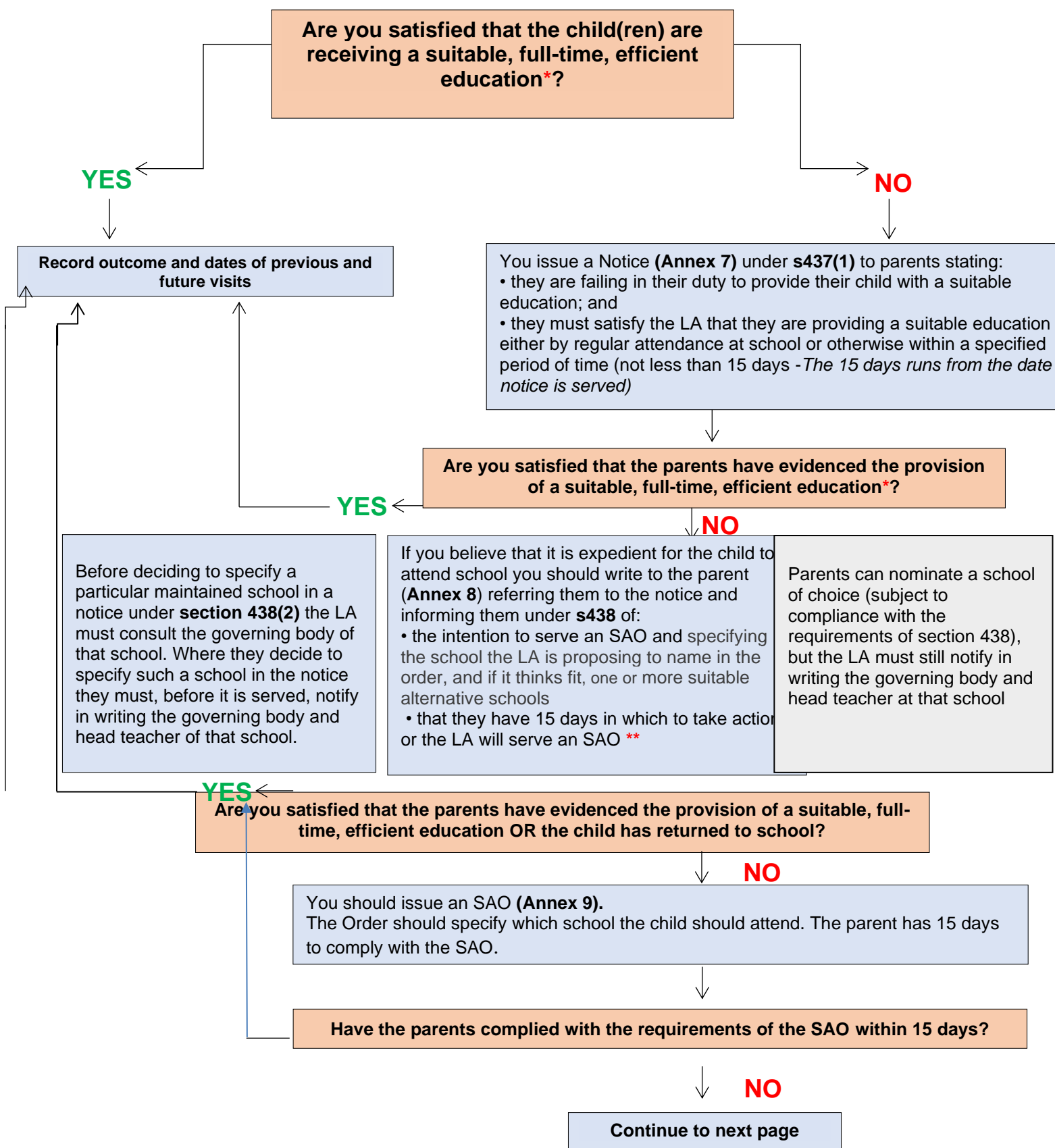
17.0 Review of the EHE Policy

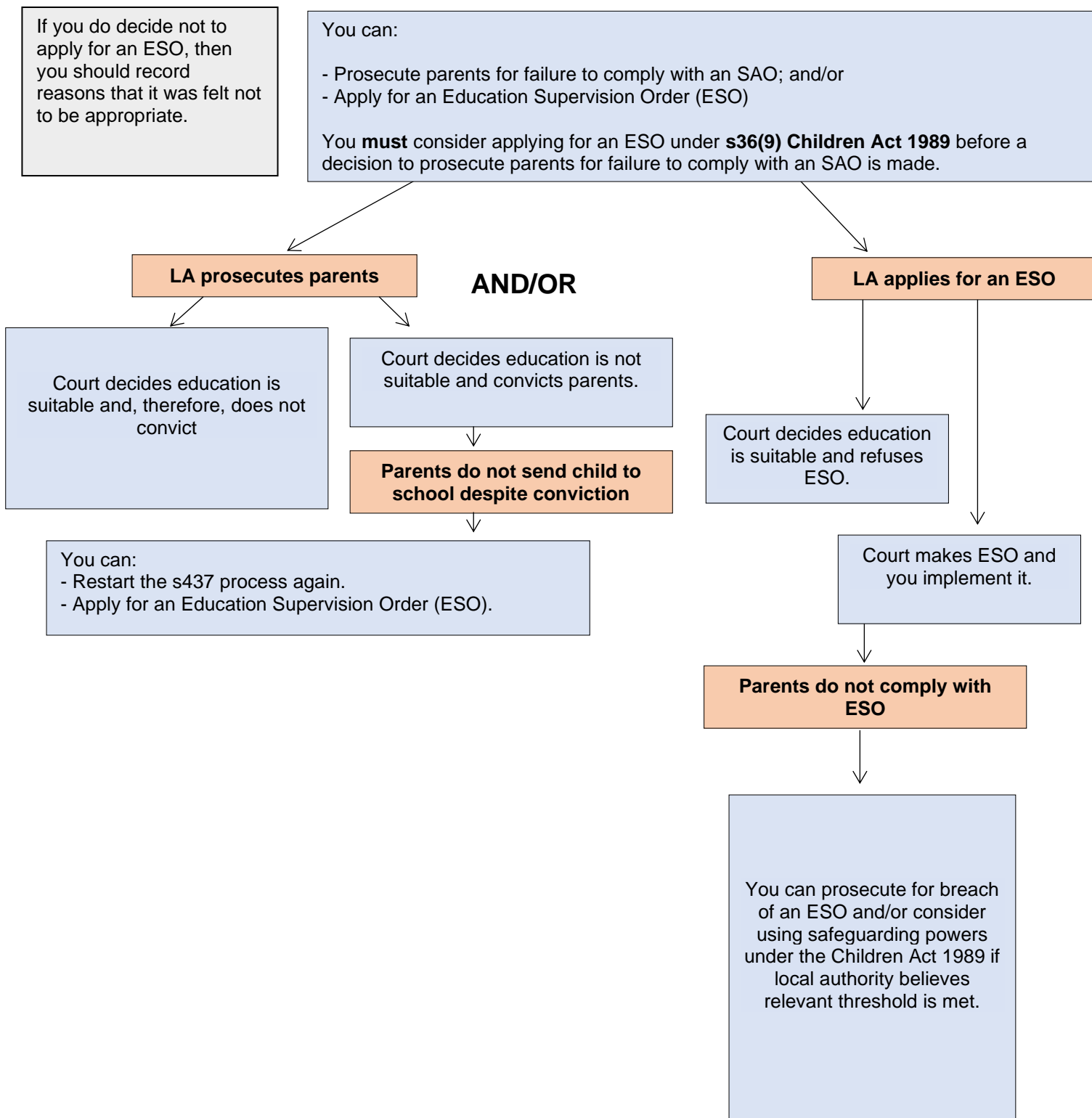
This policy and associated documents will be reviewed every two years to ensure that current legislative requirements are reflected and to see if improvements can be made to further develop efficient and effective working practice. The review will be achieved through the involvement of key stakeholders including home educating parents.

Appendix 1: Order of notification.



Appendix 2: school attendance order and education supervision order flowchart





*In the absence of seeing the child, has the parent provided evidence they are providing an efficient full-time education which is suitable to the age, ability and aptitude of the child and any additional learning needs the child may have.

**Where a local authority indicates that an SAO will be issued, and the family is working with the local authority to re-engage child with an agreed school, the expectation is that the child attends their new school within 20 days.

Welsh Government [Elective home education guidance](#) (7.15) states that local authorities should approach all cases where the suitability of home education is in doubt using their powers in the Education Act 1996 but they should also be prepared, if a lack of suitable education appears likely to impair a child's development, to fully exercise their safeguarding powers and duties to protect the child's well-being, which includes their suitable education. 16

Annex 3: Initial EHE letter

Name
Address

Date

Dear [name of parent or guardian]

Home education of [name of child/ren]

My name is **[insert name]** and I am writing to introduce myself as the home education contact in **[name of local authority]**.

Local authorities have a duty under section 436A of the Education Act 1996 to make arrangements to enable them to establish the identities of children in their area who are of compulsory school age but who are not a registered pupil at a school and who are not receiving suitable education otherwise than at school.

I would like to arrange to meet you and **[name of child/ren]** on **[date]** at **[time]** to discuss the education you are providing and to explore whether the local authority can support you in providing that education, such as providing details about online resources and details about home educating groups in your area. I could arrange for the visit to take place at your home or, if you would prefer, at [LA venue] or another venue of your choice.

If the date/time is inconvenient, please contact me to arrange a mutually convenient time/date/place to meet.

It would be useful if you and **[name of child/ren]** could complete the attached forms **[Annex 6, Annex 7/8]** before our meeting as this will help inform the discussion.

If you have any questions before our meeting, please contact me on the email address/telephone number **[below]**.

I look forward to meeting you and **[name of child/ren]**

Yours sincerely

Home education officer
Email:
Telephone:

Annex 4: Follow up letter to initial EHE letter

Name
Address

Date

Dear [name of parent or guardian],

Home education of [name of child/ren]

Further to my letter of **(Insert date)** in which I requested a meeting with you to discuss the education you are providing and to explore whether the local authority can support you in providing that education. The local authority must make arrangements to enable them to establish the identities of children in their area who are of compulsory school but are not a registered pupil at a school and who are not receiving a suitable education otherwise than at school. This meeting is an opportunity for you to provide information about the education you are providing for your child(ren).

You have not responded to my letter or

We arranged to meet and discuss your child's education on (Insert date) but you **were not available / you informed me by text / email to say that you would not be available.**

I am now proposing that we meet on _____ at _____ am/pm at [LA venue]. If this time and date is not convenient or if you would rather meet at an alternative place, please contact me by email address/ telephone number below.

It would be useful if you and **[name of child/ren]** could complete the attached forms **[Annex 6, Annex 7/8]** before our meeting as this will help inform the discussion.

I look forward to meeting you and **[name of child/ren]**

If you have any questions before our meeting, please contact me using the email address/telephone number **[below]**.

Yours sincerely,

Home Education Officer
Email:
Telephone:

Annex 5: Second follow up letter to initial EHE letter

Name
Address

Date

Dear [name of parent or guardian]

Home education of [name of child/ren]

With reference to my letters of **(Insert date)** and **(Insert date)** in which I requested with you to discuss the education you are providing as you are now home educating your child. You have not responded to either my initial letter or my follow up letter **or**

We arranged to meet on (Insert date) and then rearranged to meet on (insert date) but you **were not available / you informed me by text / email to say that you would not be available.**

The local authority has a legal obligation to ensure that all learners are receiving a suitable and full-time education, which is why we request a meeting and information about the education you are providing.

To enable the local authority to fulfil its statutory duties, I am proposing that I now meet with you at your home/ County Hall or at a neutral place on _____ at _____am/pm.

If this time and date is not convenient or if you would rather meet at an alternative place, please contact me using the email address/ telephone number below.

Without information about the education you are providing, the local authority may need to seek a School Attendance Order under the 1996 Education Act.

Yours sincerely,

Home Education Officer
Email:
Telephone:

Annex 6: Template for parents

The information you provide in this form will help us understand the reasons why you chose to educate [name of child here] and the type of education you have decided is suitable for [name of child here]. If you are unsure about how to answer any of the questions, please call Catherine Evans-Lugg on 07355021850 or via email luggc@caerphilly.gov.uk **If you are home educating more than one child, a separate template will be required for each child.**

Your name	
How would you like to be contacted? Please provide details	
Name of your child	
Their date of birth	
Sex of learner	
Gender of learner (if different)	
Did [name of child] previously attend a school(s)? If yes, please provide the name(s) of the school and the location(s) of the school(s)	
Why did you decide to home educate [name of child]?	
How long have you been home educating [name of child]?	
What is [name of child] learning about or taking part in? Please list these– this could include: <ul style="list-style-type: none"> • activities such as being involved in sports, music or other activities • learning about things of interest • areas of learning experience being covered 	
Do you feel you need support in providing education for [name of child]? If yes, what type of help do you feel you need?	

<p>Additional Learning Needs</p> <p><i>Do you think your child has an additional learning need?</i></p> <p><i>If yes, why do you think this?</i></p> <p><i>Have you contacted [name of local authority] to request the local authority decides if [name of child] has an additional learning need?</i></p>		
<p><i>Has the local authority decided your child has additional learning needs?</i></p>		(Yes/No)
<p><i>Does your child have a local authority maintained individual development plan (IDP)?</i></p>		(Yes/No)
<p><i>If yes, what additional learning provision (ALP) is the local authority providing?</i></p>		
<p><i>Is the local authority preparing an IDP for your child?</i></p>		(Yes/No)
<p>How well do you think [name] is progressing with their learning?</p> <p><i>What do you think [name] is doing well?</i></p> <p><i>What are they able to do now that you feel they couldn't do before they were home educated?</i></p>		
<p>What are your child's hopes for the future?</p> <p><i>What are they aiming to learn next?</i></p> <p><i>Have they any areas of interest that they want to know more about?</i></p> <p><i>Do they know what they would like to do when they are older?</i></p>		
<p>Where does your child receive their education? Please tick all that apply</p> <p>At home</p> <p>Home educator groups</p> <p>In libraries</p> <p>Educational trips e.g., museums, castles, theatre etc.</p> <p>Other</p>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<p>Who provides the education/sessions for your child? Please tick all that apply</p> <p>Parent/Carer <input type="checkbox"/></p> <p>Other family member(s) <input type="checkbox"/></p> <p>Friends of the family <input type="checkbox"/></p> <p>Home education groups <input type="checkbox"/></p> <p>Privately employed tutor <input type="checkbox"/></p> <p>Online tutor(s) <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>If you employ a tutor, have you enquired whether they have a Disclosure and Barring Service (D.B.S.) check? (Yes/No)</p>	
<p>Experiences</p> <p><i>Please outline the opportunities for your child to:</i></p> <p><i>Learn from real-life experiences</i></p> <p><i>Discuss personal, social, wellbeing and health issues</i></p> <p><i>Experience a broad range of activities such as music and art</i></p>	
<p>Physical activity and play</p> <p><i>How do you ensure that your child has opportunities to participate in physical activity and play?</i></p>	
<p>Meeting with other children</p> <p><i>Please outline the opportunities for your child to socialise with other children and make friends.</i></p>	
<p>Resources</p> <p><i>Please list some of the resources or facilities you use to facilitate your child's learning e.g., online resources, educational workbooks, libraries or community facilities.</i></p> <p><i>Are there any additional resources you feel could benefit your child?</i></p>	

Links with other organisations	
<i>Does your child belong to any clubs, associations or organisations?</i>	

Access to local services	
<i>Are you aware of the local services available to home educated children? e.g., health nurse, careers advice, ALN advice, youth support service etc</i>	Yes/No
<i>Would you like further information about any of these services?</i>	
<ul style="list-style-type: none"> • <i>Advice from local Health Nurse, access to health initiatives e.g., period dignity grant</i> • <i>Careers advice</i> • <i>ALN Advice</i> • <i>Youth Support Services</i> • <i>Counselling</i> 	Yes/No Yes/No Yes/No Yes/No Yes/No
<i>Would you like us to share your details with any of these services if you would like more information?</i>	Yes/No

This information, together with other evidence, such as any planning, records of visits/activities, examples of your child’s work will enable the local authority to determine whether your child is receiving a full-time efficient and suitable education. Once we have taken into consideration the evidence you have provided, we will be contacting you:

(i) *If we have concerns about the suitability of education provided for your child or*

(ii) *To arrange the next year’s discussion where you will again be required to provide evidence of how you are delivering a suitable and efficient education in line with your child's age and ability and how you are providing for any ALN that they may have.*

Annex 7: Template to secure child's view (aged 5–10)

Name:	
What do you enjoy learning about? <i>What do you enjoy doing?</i> <i>What kind of things are you interested in?</i> <i>Are you enjoying home learning?</i> <i>What do you enjoy about home learning?</i> <i>Are you learning well at home?</i> <i>What are you good at?</i> <i>What do you find difficult?</i> <i>Is there something you like to do but haven't been able to?</i>	
What are you proud of? <i>What work are proud of?</i> <i>Are there any things you have enjoyed learning that you would like to show me?</i> <i>Do you belong to any clubs?</i> <i>Do you have any talents? e.g., are you able to play any musical instruments?</i>	
What is the favourite thing you have learned recently? <i>Have you been learning about things that interest you?</i>	

<p><i>How have you been learning about this?</i></p>	
<p>What are you learning about next?</p> <p><i>Is there something you want to learn about next?</i></p> <p><i>How are you going to learn about this?</i></p>	
<p><u>Meeting other children?</u></p> <p><i>Do you play with other children?</i></p> <p><i>Where do you play with them?</i></p>	

Annex 8: Template to secure child's view (aged 11-16)

Name:	
What do you enjoy learning about? <i>What do you enjoy doing?</i> <i>What kind of things are you interested in?</i> <i>Are you enjoying home learning?</i> <i>What do you enjoy about home learning?</i> <i>Are you learning well at home?</i> <i>What are you good at?</i> <i>What do you find difficult?</i> <i>Is there something you like to do but haven't been able to?</i>	
What are you proud of? <i>Is there any work that you are really proud of?</i> <i>Is there any of your work you would like to share with me?</i> <i>Have you received any awards from clubs that you belong to?</i> <i>Do you have any talents? e.g., are you able to play any musical instruments?</i>	
What is your favourite thing you have learnt recently?	

<p><i>Have you been learning about anything that interests you?</i></p> <p><i>How have you been learning about this?</i></p>	
<p>What are you learning about next?</p> <p><i>Is there something you want to learn about next?</i></p> <p><i>How are you going to learn about this?</i></p>	
<p>Meeting other children</p> <p><i>Do you meet with other children?</i></p> <p><i>Where do you meet with them?</i></p>	
<p>Is there anything that you feel you could benefit from?</p> <p><i>Do you have any questions for me?</i></p> <p><i>Is there anything you would like help with?</i></p>	

<p>Access to local services</p> <p><i>Are you aware of the local services who can support you?</i></p> <p><i>Do you feel that you need help from any of the following services: -</i></p> <ul style="list-style-type: none"> • <i>Advice from local Health Nurse, access to health initiatives e.g., period dignity grant</i> • <i>Careers advice</i> • <i>ALN Advice</i> • <i>Youth Support Services</i> 	<p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
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<ul style="list-style-type: none"> • <i>Counselling</i> <p><i>Would you like us to share your details with them if you would like more information?</i></p> <p><i>Are you going to be sitting examinations?</i></p> <p><i>Would you like some advice on where you could sit your examinations?</i></p>	<p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
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Annex 9: Local Authority Report

Date of discussion/information provided by parent	
Parent/carer name*	
Preferred contact method and contact details	
Name of learner	
D.O.B. of learner	
Sex of learner	
Gender of learner (if different)	
School(s) and town(s) that child previously attended (if any)	
Seeing the child <i>Was/were the child/ren seen?</i> <i>Were they spoken with and asked about their views on home education?</i> <i>Is there any follow up required following discussion with the child?</i>	YES/NO YES/NO YES/NO (If YES, what was this, who is following up and when?)
Reasons given by parent for home educating their child	
Date that parent withdrew child from school and commenced home education	
What evidence of planning have parents shared to demonstrate	

<p>how they are going to home educate their child?</p>		
<p>Child's Current Knowledge and Skills</p> <p><i>What are they learning in relation to: -</i></p> <p>(i) Numeracy (ii) Literacy</p> <p><i>Have they any specific areas of interest, e.g., humanities, expressive arts, science and technology</i></p>		
<p>Additional Learning Needs</p> <p>(i) Does the child have an additional learning need?</p> <p>(ii) Have parents brought it to the attention of the local authority the child may have an additional learning need?</p> <p>(iii) Has the local authority decided the child has additional learning needs?</p> <p>(iv) Does the child have an IDP?</p> <p>(v) If yes, what ALP is the local authority providing?</p> <p>(vi) is the local authority preparing an IDP?</p>		<p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p> <p>YES/NO</p>
<p>Child's development and progress</p> <p><i>What has the child done well in the past year?</i></p> <p><i>Is the parent able to articulate what their plans are for the next year and what they see as the next steps in their child's educational development and what next steps have they identified?</i></p>	<p>YES/NO</p>	

<p>Does the child have clear hopes and aspirations for their future?</p> <p><i>What are they aiming to learn next?</i></p> <p><i>Have they any areas of interest that they want to know more about?</i></p> <p><i>Do they know what they would like to do when they are older?</i></p>	
<p>Where does the child receive their education?</p> <p>At home <input type="checkbox"/></p> <p>Home educator groups <input type="checkbox"/></p> <p>In libraries <input type="checkbox"/></p> <p>Educational trips e.g., museums, castles etc. <input type="checkbox"/></p> <p>On-line tuition <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p>	
<p>Who provides the education/lessons for the child?</p> <p>Parent/Carer <input type="checkbox"/></p> <p>Other family member(s) <input type="checkbox"/></p> <p>Friends of the family <input type="checkbox"/></p> <p>Home education groups <input type="checkbox"/></p> <p>Privately employed tutor <input type="checkbox"/></p> <p>Virtual tutor tuition <input type="checkbox"/></p> <p>Other <input type="checkbox"/></p> <p>If the parent employs a tutor, have they enquired whether the tutor has had a Disclosure and Barring Service (D.B.S.) check? (YES/NO)</p>	
<p>Experiences</p> <p><i>Is it possible to determine from the evidence provided that the child is benefiting from:</i></p> <ul style="list-style-type: none"> • <i>Learning from real-life experiences</i> • <i>Being supported with personal, social, wellbeing and health issues</i> • <i>A broad range of activities such as music and art.</i> 	<p>YES*/NO</p> <p>YES*/NO</p> <p>YES*/NO</p> <p>*if Yes give brief exampl</p>

<p>Physical activity and play</p> <p><i>Is it possible to determine from the evidence provided that the child is benefiting from participation in physical activity and play?</i></p>	<p>YES*/NO</p> <p>*if Yes give brief example</p>
<p>Meeting with other children</p> <p><i>Is it possible to determine from the evidence provided that the child is benefiting from:</i></p> <ul style="list-style-type: none"> • <i>social experiences with other children</i> • <i>having opportunities to make friends.</i> 	<p>YES*/NO YES*/NO</p> <p>*if Yes give brief example</p>
<p>Resources</p> <p><i>Is it possible to determine from the evidence provided what resources and facilities the parent is using to facilitate their child's learning e.g., online resources, educational workbooks, arts and craft materials, libraries or community facilities.</i></p> <p><i>Did the parents identify whether there were any additional resources that could benefit their child?</i></p>	<p>YES/NO</p> <p>YES*/NO</p> <p>*if Yes give brief example</p>
<p>Links with other organisations</p> <p><i>Does the child belong to any clubs, associations, organisations?</i></p>	<ul style="list-style-type: none"> • <i>Careers advice</i>
<p>Access to local services</p> <p><i>Is the parent aware of the availability of local services?</i></p>	<p>YES/NO</p>

<ul style="list-style-type: none"> e.g., health nurse, access to health initiatives (e.g., period dignity grant), careers advice, ALN advice, youth support service etc. <p>Would the parent like us to share their details with these services to enable the parent to have more information?</p> <p>*(If YES, this will be actioned by LA EHE Officer)</p>	YES*/NO
<p>Is the local authority able to determine whether the child is in receipt of a suitable and efficient education?</p> <p>Does the local authority believe the education provided is suitable and efficient?</p> <p><i>Please outline why the local authority has arrived at the above decision.</i></p>	<p>YES/NO?</p> <p>YES/NO?</p>
<p>Any further action required?</p> <p><u><i>If yes define action, by whom and when</i></u></p>	<p>YES/NO</p>
<p>Next discussion with parents</p> <p>To follow up on actions identified above Date--/--/----</p> <p>Annual discussion to determine suitability of education provision Date--/--/----</p>	

Home education Officer Name:

Signature:

Date:

Final report shared with parents on --/--/----

<p>Child's view of report</p>

Date	Child's signature
Parental view of report	
Date	Parent's signature

Annex 10: Annual EHE discussion contact letter

Name
Address
Date

Dear [name of parent/guardian]

Home education for [name of child/ren]

You will recall when we met on **[insert date]**, I explained the local authority has a duty to establish that children in their area who are of compulsory school age are receiving a suitable education.

Suitable education means full-time efficient education suitable to the child's age, ability, and aptitude and any additional learning needs the child may have.

To enable the local authority to determine whether your child is receiving suitable education, the local authority would like to discuss the education that you are providing.

We would like to discuss **[name of child's]** education and progress, any plans and aspirations that you or your child may have. We propose that we meet with you and **[name of child]** at your home/ the County Hall or a neutral place on **(Date)** at **(Time)** and anything else that you would like to discuss, such as support that may be available to you from the local authority or from other local home educating groups.

If this time and date is not convenient or if you would rather meet at an alternative place, please contact me using the email address/ telephone number below.

If you have any queries prior to our discussion, please contact me on the number [below].

I look forward to seeing you and **[name of child]**.

Yours sincerely

Home Education Officer
Email:
Telephone:

Annex 11: Initial school attendance order notice template

Dear [parents' name]

Re: home education for [child's name]

It appears to **[name of the local authority]** that you are the parent* of **[name & DOB of child]** (the child) of compulsory school age living at **[address of child]** within the local authority area.

[Name of local authority] recognises and respects the rights of parents to educate their children at home and is committed to working with those parents.

[Section 7 of the Education Act 1996](#) states that: 'The parent of every child of compulsory school age shall cause him to receive an efficient full-time education suitable

- a) to his age, ability and aptitude, and
- b) to any special educational needs [(in the case of a child who is in the area of a local authority in England) or additional learning needs (in the case of a child who is in the area of a local authority in Wales)] he may have, either by regular attendance at school or otherwise.

A suitable education would include provision in numeracy, literacy and language skills, appropriate to the child's age, ability and aptitude and any additional learning needs/special educational needs they may have. These are essential in preparing the child to participate in, and function in, society.

I refer to letters issued to you recently offering to meet with you to discuss the education you are providing and to share advice and support for your provision of home education for your son/daughter. As I received **[no response/ a refusal to attend a meeting]**, the local authority cannot be satisfied that your child/ren are receiving an efficient full-time education suitable to his/her age, ability and aptitude and to any additional learning needs which he or she may have.

OR (delete as appropriate)

I refer to letters issued to you recently expressing concern about the provision of home education for your son/daughter. The local authority is not satisfied that your child/ren are receiving an efficient full-time education suitable to his/her age, ability and aptitude and to any additional learning needs which he or she may have.

In accordance with section [437\(1\) of the Education Act 1996](#), the authority requires you, within 15 days from the service of this notice, to satisfy **[name of local authority]** that your child is receiving a suitable education.

I look forward to hearing from you in relation to my request within the above-mentioned timescale.

Yours sincerely

:

Annex 12: School attendance order notice template (child without an IDP which names a school)

Home education officer

Email:

Telephone:

Dear Parents,

I wrote to you on **[date]** requiring you to satisfy the local authority that within 15 days that **[name of child]** is receiving suitable education. More than 15 days have now elapsed. On behalf of the local authority, I consider that **[name of child/ren]** should attend school and I intend to serve on you a school attendance order.

In the school attendance order, the authority intends to name **[name of school]** in the order and to name the following school(s) which they regard as (a) suitable alternative(s)

-
-
-

If you select one of the schools named above within 15 days from the date of service of this notice on you, the authority will name that school in the order.

Alternatively, if one of the following occurs within 15 days from the date of service of notice on you, the relevant school will be named in the Order accordingly:

1 You apply for admission to a maintained school, and inform me if the school is in another local authority's area, and **[name of child]** is offered a place at the school as a result of the application

2 You ask this authority to provide a place for **[name of child]** at a school which is not maintained by a local authority, and **[name of child]** is offered a place at such a school under arrangements made by this authority for us to pay the fees under section 517 Education Act 1996.

3 You apply for a place for **[name of child]** at a school which is not maintained by a local authority and notify us of your application without asking us to pay the fees; and *[name of child]* is offered a place; and the school is suitable to **[name of child]**'s age, ability and aptitude and to any additional learning needs **[name of child]** may have.

OR (delete as appropriate)

Having considered **[name of child]** needs, I do **not** consider there are suitable alternative schools in *[name of local authority]*. Unless you provide a suitable alternative school, the local authority will name **[name of school]** in the order.

Unless you provide information that confirms that you are delivering a suitable efficient full-time education suitable to the age(s), ability(abilities) and aptitude(s) of your child(ren) and any additional learning needs your child(ren) may have the local authority will issue the school attendance order after a further 15 days from the date of this letter.

Yours sincerely,

Home education officer
Email / Telephone:

Annex 13: School attendance order template

Dear [parents' name]

Home education officer:

Email:

Telephone:

[name of local authority] (“the Authority”)

As you, **[name of parent]**, of **[address of parent]**, being the parent* of a child of compulsory school age in the area of the Authority, have failed to satisfy the Authority in accordance with the requirements of the notice served on you under section 437(1) of the Education Act 1996 by the Authority on **[date of notice]** that **[name of child]** is receiving suitable education, either by regular attendance at school or otherwise.

And as, in the opinion of the Authority, **[name of child]** should attend school.

You are required to cause **[name of child]** to become a registered pupil at the following school:

[Insert full name and address of the school and omit the whole or part of the following words as the case requires]

being the school [specified by the Authority] [selected by you] [determined by a direction of the Welsh Ministers] [as the school to be named in this Order] [specified in the statement for the child under section 324 of the Education Act 1996] [specified in the individual development plan for the child under Part 2 of the [Additional Learning Needs and Education Tribunal \(Wales\) Act 2018](#)].

Failure to comply with the requirements of this order is an offence unless you can prove that **[name of child]** is receiving suitable education otherwise than at school.

Yours sincerely,

[Name of local authority officer] of [name of local authority]

Email:

Telephone:

**The expression ‘parent’ in relation to a child or young person, includes any person who is not a parent of the child but has parental responsibility for him or her, or who care of the child.*

Annex 14: School Proforma for informing the Local Authority of receipt of a notification to EHE.

Pupil Name			
Date of Birth			
Address			
Parent / Carer's Name and Contact Details (phone and e-mail)			
Current School			
Year Group			
Emerging / Additional Learning Needs (attach documents)	IDP	OPP+	OPP
Safeguarding			
Health			
GCSE Options			
Reason for EHE			
Support offered to transition to EHE			