

Elective Home Education

Good Practice Guidance Salford City Council

July 2024

This guidance has been updated following the DfE Consultation (2018) and latest publications '*Elective Home Education: Departmental Guidance for Local Authorities*' (April 2019) and '*Elective Home Education: Departmental Guidance for Parents*' (April 2019).

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1. Purpose of Document

This guidance document outlines the rights of parents* in educating their children at home, as well as their responsibilities in providing a suitable education. It sets out the statutory duties of the Local Authority and the procedures that the Children's and Adults' Services will follow in order to fulfil its statutory duties.

Salford City Council acknowledges that there are many different models for education provided outside of schools and is aware that what is suitable for some children is not suitable for all. However, we are committed to one universal principle: that all children should be involved in the learning process.

There are a number of statutory duties aimed at giving Local Authorities the power to ensure parents fulfil their legal obligation of ensuring their children receive a suitable and efficient full-time education.

This guidance document refers only to Elective Home Education and aims to clarify the balance between the rights of parents to educate their child at home, and the Local Authority's responsibilities. It should not be confused with home tuition provided for children unable to attend school through illness or disability or, with what is sometimes called '*education otherwise than at school*' (EOTAS), such as that provided by local authorities in hospital settings or Pupil Referral Units. It should also not be confused with flexi-schooling arrangements, which are authorised at the discretion of the head teacher of the school where the child is on roll.

**The term 'parent' is used in this document to apply all those with parental responsibility, including guardians and carers*

Introduction

1.1 Elective Home Education (EHE) is the term used by the Department for Education (DfE) to describe parents' decisions to provide education for their children at home instead of sending them to school, taking responsibility for provision themselves.

1.2 Home education is an option that any family may consider for their child. The reasons for deciding on this approach are many, as are the styles of education undertaken. For some families it is a decision on their philosophical, spiritual or religious outlook; for others it is to meet the specific needs of a child or children. It may be because of dissatisfaction with 'the system' or used as a short-term intervention for a particular reason. Whatever the circumstances, the Local Authority aims to work closely with parents in their choice.

1.3 The purpose of this document is to clarify for schools, parents, carers, guardians and related agencies, the procedures to be observed when a parent elects to home educate their child who is of compulsory school age. The policy sets out parents' rights to educate

their child at home, together with the legal duties and responsibilities of head teachers and Salford City Council. It also sets out the arrangements Salford City Council will make in order to carry out its legal duties.

1.4 In line with the DfE's *'Elective Home Education: Departmental Guidance for Local Authorities'* (April 2019), these revised policy and procedures seek to build positive relationships with home educators and provide a means to effectively protect the educational and safeguarding interests of children where vulnerabilities are identified.

1.5 As stated in the DfE guidance, 'Educating children at home works well when it is a positive choice and carried out with proper regard for the needs of the child'. We recognise that there are many approaches to educational provision and that what may be suitable for one child will not be for another, but all children should be involved in a learning process.

2. The Law Relating to Elective Home Education

2.1 The legal responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not. The law is set out in the European Convention on Human Rights and in the Education Act 1996.

2.2 The ability to educate at home is a right described in Article 2 of Protocol 1 of the European Convention on Human Rights, 1953. The Convention states:

'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.'

2.3 The request for a given State to respect a parent's wishes is a key component of this statement and the implications of this are made more explicit in the Education Act 1996. The relevant section of the Act, Section 7, provides that:

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

2.4 An "efficient" and "suitable" education is not defined in the Education Act 1996 but has been described in case law (in the case of *R v Secretary of State for Education and Science, ex parte Talmud Torah Machzikei Hadass School Trust* 1986) as an education that 'achieves that which it sets out to achieve' and 'primarily equips a child for life within the community of which he is a member, rather than the way of life in

the country as a whole, as long as it does not foreclose the child's options in later life to adopt some other form of life if he wishes to do so.'

2.5 The DfE *Departmental Guidance for Parents* (April 2019), makes a number of salient points in Sections 2.10 and 2.12, '*What is a Suitable Education*', including,

- *Education must be age appropriate, enable the child to make progress according to his or her level of ability and should take account of any specific aptitudes*
- *Even if there is no specific link with the National Curriculum or other external curricula, there should be an appropriate minimum standard which is aimed at and the education should aim at enabling the child, when grown-up, to function as an independent citizen in the UK - and furthermore, beyond the community in which he or she was brought up, if that is the choice made in later life by the child*
- *Education at home should not directly conflict with the Fundamental British Values as defined in government guidance*
- *Education may not be suitable (or efficient), even if it is satisfactory in terms of content and teaching, if it is delivered in circumstances which make it difficult to work, for example in very noisy premises*
- *Education may also not be deemed suitable if it leads to excessive isolation from the child's peers, and thus impedes social development*
- *It is likely to be much easier for you to show that the education provided is suitable if attention has been paid to the breadth of the curriculum and its content, and the concepts of progress and assessment in relation to your child's ability (2.12).*

2.6 The term 'full-time' is not defined in case law and it is broadly acknowledged there would be many difficulties in trying to establish a universal definition, especially in comparison with school hours and terms as children educated at home are educated in vastly different conditions – often on a one-to-one basis, or at very least in very small groups. In schools, pupils receive between 23 and 25 hours per week, depending on their age. This measurement of contact time, however, is not relevant to home education, where there is often almost continuous one-to-one contact. Education can be broken down into distinct periods and allows the flexibility to educate outside normal 'school hours'.

2.7 The Local Authority may offer advice and support on these matters if requested, but parents must be prepared to assume full financial responsibility for their child's education, including bearing the cost of any examination fees.

3. Parents' Rights & Responsibilities

3.1 Parents may decide to exercise their right to home educate their child from an early age and so the child may not have previously been enrolled at school. They may also elect to home educate at any other point up to the end of compulsory education and may continue post 16 in order for their child to participate in education and training until the age of 18.

3.2 Where a child is registered at a mainstream school, and parents elect to home educate, they should notify the school in writing that they are making provision for the child's education and that, therefore, the school should delete the child's name from the school roll. They do not have to give a reason. However, as stated in the DfE guidance, it would be sensible to do so, both in order to avoid any future misunderstanding about how they plan to fulfil their parental responsibilities, and also to facilitate access to advice and support.

3.3 If the child attends a special school, parents must seek approval from the Local Authority in writing. See Section 8 for further information regarding children with Special Educational Needs and Disabilities (SEND).

3.4 Where a child is registered at a school as a result of a School Attendance Order, parents must seek consent from the Local Authority, in the first instance, to revoke the Order.

3.5 Parents whose child is not enrolled at a school have no obligation to inform the LA that they are home educating. However, as in 3.2 above, it would be sensible to do so.

3.6 Parents do not need to be qualified teachers to home educate and there is no requirement to teach the National Curriculum, match age-specific standards, observe school hours, days or terms, make detailed lesson plans or give formal lessons.

3.7 As is clear in the 1966 Education Act, Section 7, parents must however ensure that their child receives efficient and suitable full-time education. See 2.4, 2.5 and 2.6 above.

3.8 Parents can choose to engage private tutors or other adults to assist them in providing a suitable education, although there is no requirement to do so, and learning may take place in a variety of settings, not just the family home.

3.9 It is strongly recommended that parents ensure that they make appropriate checks on any settings that they use, as there may be no external assurance that they comply with basic standards, such as vetting of staff and safeguarding children. Similarly, it is recommended that parents ensure that any tutors they employ are qualified and suitable, including whether they have a clear Disclosure & Barring Service (DBS) check.

3.10 Parents who home educate assume the full financial responsibility for their child's education. This includes the costs of resources, private tuition, courses, and public examinations.

3.11 Local Authorities have a duty under the 1996 Education Act to establish whether home educated children are receiving suitable fulltime education and the DfE guidance is clear that it would be sensible for parents to respond to enquiries.

3.12 Upon receiving written notification from school that a parent has opted to remove their child from roll, the Local Authority will make contact with the family via letter,

informing them that the child is now on Salford's EHE register and requesting they complete the parent information request form (Appendix A). There is no obligation for parents to comply with this request, but it would be sensible for them to do so.

4. Children's Rights

4.1 The United Kingdom has ratified the United Nations Convention on the Rights of the Child (UNCRC), November 1989, which includes the right to be safe, to an education, the right to express their views and for due weight to be given to those views.

4.2 Salford City Council actively promote children's right to be heard, as stated in the UNCRC and in the statutory guidance '*Listening to and involving children and young people*' (January 2014).

4.3 Salford EHE officers will wish to gain the child's opinions.

5. Schools' Responsibilities

5.1 When a head teacher receives written notification of a parent's decision to remove their child from roll, they have a duty to inform the Local Authority. This duty is stated in Regulation 12(3) of the Education (Pupil Registration) Regulations 2006:

'As to the contents of the admission register comprising particulars relating to a pupil whose name is to be deleted in accordance with regulation 8(1)(d), (e),(g),(i) or (m), the proprietor shall make a return to the Local Authority for every such pupil giving the full name of the pupil, the address of any parent with whom the pupil normally resides and the ground upon which their name is to be deleted from the admission register as soon as the ground for deletion is met in relation to that pupil, and in any event no later than deleting the pupil's name from the register.'

5.2 There is no legal requirement for parents to discuss home education with the school, but if a parent informs the school of their intention, schools should respond positively and constructively. This is particularly important if it appears that the decision to home educate may be related to a dispute with the school, for example regarding attendance, behaviour or alleged bullying. It would be best practice if schools send parents a copy of the school acknowledgement letter (Appendix C) and invite parents in to discuss the decision, taking all necessary steps to resolve any issues.

5.3 Schools must not seek to persuade parents to educate their child at home as a means of avoiding exclusion or because of poor attendance/behaviour. It would be best practice for schools to share a copy of *Salford's Guidance & Notes for Parents/Carers* with parents, signposting them to the Salford City Council website and relevant EHE officers to enable them to make an informed choice.

5.4 Schools should follow Salford's EHE processes (Appendix D), notifying the Local Authority prior to removing the child's name from the school's register via the [online EHE notification form](#) (hard copy can be seen in Appendix B), attaching a copy of the parental letter and a copy of the school acknowledgment letter (Appendix C) that was sent to parents. Following exploration, the EHE Manager will then inform you if the child can be de-registered and from what date. See Sections 7 and 8 for procedures if the child has an EHCP or there are safeguarding concerns.

5.5 If the child is registered at a school as a result of a School Attendance Order, the parent must obtain the permission of the Local Authority on the grounds that arrangements have been made for the child to receive suitable education otherwise than at school, before the child can be removed from the school's register and educated at home.

5.6 Home education is not in itself a safeguarding concern. The expectation is that schools will have previously referred to Early Help or to The Bridge Partnership if they have serious concerns about a child. However, they will be asked to share with the Local Authority any recent concerns or risks they are aware of about the child that may impact on the suitability of home education.

5.7 If the Local Authority have deemed that the home education is unsuitable, the expectation is that the child will return to their former school, if appropriate, either through the In Year Fair Access Protocol (IYFAP) or through the statutory EHCP (Education, Health & Care Plan) arrangements. Parents can apply for a different school, but should be aware that if allocated, this move may be completed as a supported transfer.

6. The Local Authority's Responsibilities

6.1 The Local Authority has a statutory duty under Section 436(A) of the Education Act 1966 to make arrangements to enable us to establish (so far as it is possible) the identities of children of compulsory school age in their area, who are not receiving a suitable education.

6.2 The Local Authority has a statutory duty under Section 437(1) of the Education Act 1996 to intervene if it appears that a parent is not providing a suitable education to the age, ability, aptitude and special educational needs of the child. This section states that: *'If it appears to a local authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education.'*

If evidence of a suitable education is not received, the LA may then commence statutory action, including the issuing of a School Attendance Order, penalty notices and fines.

6.3 The Local Authority has no legal power to monitor home education on a routine basis; although we do have a duty, as 6.1 and 6.2 above, to make enquiries if it is not clear that a child is receiving a suitable education.

6.4 The Local Authority, in partnership with other agencies, including Social Care and Health, has a statutory duty to safeguard and promote the welfare of all children resident in the city under Section 175(1) of the Education Act 2002, and under the statutory guidance '*Working Together to Safeguard Children*'.

6.5 The Local Authority will ensure that all officers who engage with home educating families have received appropriate information and training so that they understand EHE, and that Salford's procedures are followed consistently.

6.6 Once notification of removal from a school roll has been received by the Local Authority, contact will be made with the parent to ask that the parent information request form be completed, to gain some insight into their planned educational provision (Appendix A). Salford has the same high aspirations for the achievement of children who are educated at home as for all other children and young people. Information regarding children's progress will, therefore, be the focus during any initial or subsequent discussions with the family and should be addressed in any information provided to the Local Authority by the parent.

6.7 An EHE officer will be assigned to liaise with the parents, to offer support and advice, and to gather any relevant information to assist in reaching a properly informed view that the education is suitable. Evidence could include discussion of parent's plans, a written report, telephone conversations, the child's views, samples of the child's work, information about educational settings attended and tuition sessions, a home visit, a meeting at another venue, or a virtual meeting.

6.8 The EHE officer will offer a home visit, a meeting at another venue or a virtual meeting, via telephone, email and/or by sending up to three letters. The aim of the visit/meeting is to build a positive and constructive relationship with parents, to ensure that EHE is a positive choice and that the educational needs of their child are being met.

6.9 EHE officers will wish to see the child so that their views can be gathered and contribute to the assessment of suitability.

6.10 Parents are not obliged to respond to Local Authority enquiries, to accept a visit, or to allow EHE officers to meet with their child. However, as stated in the DfE guidance,

'You should consider carefully the reasons for not doing so, what is in the best interest of your child, and what the most sensible approach is. If you do not do enough to satisfy the local authority about the education being provided at home it may have no option but to conclude that the education does not meet the s.7 requirement'.

Should this be the case, then we will have no option but to follow our escalation process and refer to Children Missing Education (See Appendix D).

6.11 The EHE officer will also make enquiries, including from Social Care, the Health Authorities and any previous school/early year provision, to ensure that there are no concerns about the child's welfare or safeguarding, including whether they may be a young carer.

6.12 Parents will receive a report summarising the outcomes of discussions with the EHE officer and/or other evidence taken into account in the decision about suitability of home education. They will have opportunities to provide further information if they wish.

6.13 For the majority of Salford families who home educate, EHE is suitable, and they continue to home educate for as long as they feel it meets the needs of their child. The child's name remains on Salford's EHE register and an EHE officer is allocated as the main contact for the family.

6.14 Please be aware that specified personal data may be shared on a proportionate and necessary basis under the general power of competence in Section 1 of the Localism Act 2011 and the legal obligations of the Care Act, the Children's Act, and the Health and Social Care Act. The purpose of this is to manage and support children and families in a multi-agency partnership approach and reduce duplication, as well as improving outcomes for children and families.

6a. Suitable Home Education

6.14 Following the initial home visit/meeting, and if the EHE has been deemed as appropriate, then an EHE officer will maintain contact with the family on a regular basis. This will usually be annually but could vary by agreement. There may be changes of circumstances for the family and the named EHE officer is available if parents have any questions or wish to discuss any educational matters

6.15 Therefore, Salford City Council has made arrangements to ensure it carries out its statutory duties in relation to children educated at home and to safeguard and to promote the welfare of children. These arrangements include, but are not limited to:

- A named senior officer with QTS who has responsibility for elective home education policy and procedures
- Availability of information to parents who are considering home educating their children and to parents who already do this, through the Salford City Council website, and through named officers whose role is to offer advice and support, building positive relationships with the families and communities who home educate

- Organisation of regular events to ensure parents and communities who home educate have the opportunity to meet with each other, hear from useful organisations and also have the opportunity to discuss EHE policy and procedures with EHE officers
- Responsibility of all agencies and Local Authority teams to report to the named senior officer if they have any concerns about the safety and welfare of a child who is being home educated
- Provision for Local Authority officers who have contact with families who home educate to be trained in home education law, policies, and practices
- Information on how to access the School Nursing Service, who can provide information and support to parents who home educate
- Information about exam centres where home educated children can sit GCSEs and formal examinations
- In line with the legislation around Raising the Participation Age (RPA), information will be provided for parents and children in Year 11 advising them of their options and responsibilities for post 16 education provision.

6b. Unsuitable Home Education

6.16 As in 6.12 above, parents will receive written notification if the Local Authority considers that suitable education is not being provided, specifying the grounds for concern and any reasons for concluding that provision is unsuitable.

6.17 Parents will have the opportunity to address the identified concerns and provide further evidence to the LA within the agreed timeframe.

6.18 If, after this, the education is still not considered suitable, the Local Authority will identify suitable provision for the child through our CME procedures. As in 5.7, the expectation is that children will return to their former school, either through the In Year Fair Access Protocol (IYFAP) or through the statutory EHCP arrangements.

6.19 Following the Attendance Regulations, if the parent fails to register the child at the school which has been offered, formal notice may be served requiring parents to satisfy the Local Authority that the child is receiving a suitable education. It would be Salford's intention to work in partnership with parents; enforcement procedures should only be used after all reasonable steps have been taken to try to resolve the situation.

6.20 If the Local Authority is not satisfied, however, that the child is receiving a suitable education, the Local Authority shall intervene and use its powers under Section 437(3) of

The Education Act 1996 to issue a School Attendance Order, requiring the child to attend the school named on the Order or be prosecuted on breach of the Order.

*'If - (a) a parent on whom a notice has been served under subsection (1)(a) fails to satisfy the local education authority, within the period specified in the notice, that the child is receiving suitable education, and
(b) in the opinion of the authority it is expedient that the child should attend school, the authority shall serve on the parent an order (referred to in this Act as a "School Attendance Order"), in such form as may be prescribed, requiring him to cause the child to become a registered pupil at a school named in the Order'.*

7. Safeguarding

7.1 The Local Authority, in partnership with other agencies, including Social Care and Health, has a statutory duty to safeguard and promote the welfare of all children resident in the city, under the statutory guidance *'Working Together'* (February 2019) and under section 175(1) of the Education Act (2002). This section states:

'A Local Authority shall make arrangements for ensuring that the functions conferred upon them in their capacity as a Local Authority, are exercised with a view to safeguarding and promoting the welfare of children'.

7.2 EHE officers do not have an automatic right to access the home to discuss home education. However, under the safeguarding duties held by the Local Authority and our commitment to the UNCRC, an EHE officer will wish to see the child and ideally the home, as this is usually the main venue where education is taking place. Elective home education may not be considered suitable if this is refused and if there is any reasonable cause for concern.

7.3 The EHE team and all Local Authority officers will follow the Salford Safeguarding Children's Board (SSCB) safeguarding procedures at all times and work with partner agencies to pro-actively safeguard and promote the welfare of all home educated children.

7.4 In the event of any concerns, in line with SSCB procedures, EHE officers will discuss them with parents (provided that this does not pose an increased risk to the child) and signpost/link the family into sources of support.

7.5 If the concerns present an immediate and serious risk of harm to the child, EHE officers will make a referral to The Bridge Partnership, which will be followed up by Social Care

7.6 In most cases if a child is open to a social worker, or where safeguarding concerns are noted, the Local Authority would not expect home education to be suitable. However, a multiagency meeting can be called in order to consider the child's and parent's views, as well as gaining advice from Social Care and any other agencies who may be working with the family. (Appendix D3)

7.8 In most cases, if a child is cared for (CFC), the Local Authority would not expect the child to be home educated. Advice will be sought from Social Care and from the Virtual School Team.

7.9 As is stated by the DfE's *Elective Home Education: Departmental Guidance for Local Authorities*' (April 2019),

'A situation in which a child is not receiving a suitable full-time education requires action by a local authority under education law, as described above. But it is important to bear in mind that unsuitable or inadequate education can also impair a child's intellectual, emotional, social or behavioural development, and may therefore bring child protection duties into play.'

Although there is no proven correlation between home education and safeguarding risk, in some serious cases of neglect or abuse in recent years, the child concerned has been home educated. A child being educated at home is not necessarily being seen on a regular basis by professionals, such as teachers, and this logically increases the chances that any parents who set out to use home education to avoid independent oversight may be more successful by doing so.

7.10 Salford will approach all cases where the suitability of home education is in doubt using our powers in the Education Act 1996, but will also be ready, if a lack of suitable education appears likely to impair a child's development, to fully exercise our safeguarding powers and duties to protect the child's well-being, which includes their suitable education. Case law does provide examples where lack of suitable education has amounted to significant harm* and the DfE EHE guidance states that,

'A failure to provide suitable education is capable of satisfying the threshold requirement contained in s.31 of the Children Act 1989 that the child is suffering or is likely to suffer significant harm. 'Harm' can include the impairment of health or development, which means physical, intellectual, emotional, social or behavioural development, so the provision of unsuitable education clearly can amount to this.'

**** Re S (A Minor) (Care Order: Education) [1978] QB 120 and Re O (A Minor) (Care Proceedings: Education) [1992] 1 WLR 912***

7.11 As mentioned above, if parents do not provide satisfactory evidence that their child is receiving a suitable education, then we may not have been able to obtain sufficient information to determine whether the significant harm threshold is met and will consider employing our powers under Part 5 of the Children Act 1989. As per the DfE EHE guidance,

'The starting point for this would normally be an investigation under s.47 of the 1989 Act, which requires an authority to make enquiries to enable it to decide whether action should be taken to protect the child's welfare, if it has reasonable cause to suspect that the

'significant harm' threshold referred to above is met. Reasonable cause can include the lack of any substantive information about a child's education, so if the 'if it appears' test in s.437(1) is satisfied, then there will usually be reasonable cause in terms of s.47. These enquiries can include taking steps to gain access to the child.'

7.12 Such enquiries may yield enough information. If they do not, and in particular because the parents refuse access to the child, then the authority has a number of options available. It can apply to a court for a Child Assessment Order under s.43 of the 1989 Act. For such an Order to be made there must be reasonable cause to suspect that the significant harm threshold is met, the assessment must be necessary to determine whether the threshold is met, and it must be unlikely that an assessment would be satisfactorily made without such an order.

7.13 In many cases the use of an Education Supervision Order (ESO) under s.36 of the 1989 Act will in any case be appropriate and sufficient. These Orders are made under s.36 of the Children Act 1989 and give Local Authorities a formal supervisory role in the education of children who are subject to them. The High Court or the Family Court can make an Order if satisfied that a child of compulsory school age is not receiving efficient full-time education suitable to the child's age, ability and aptitude and to any special educational needs they may have.

7.14 If the parents of a child who is subject to a Child Protection Plan declare an intention to home educate, the local authority will usually oppose this, unless it can be demonstrated that home education will be in the child's best interests and will not prejudice the effective implementation of the child's CP plan.

8. Children with Special Educational Needs and Disabilities

8.1 Under sections 7 and 19 of the Education Act 1996, parents have the right to educate their children, including children with SEND, at home. This right is irrespective of whether the child has an Education, Health and Care (EHC) Plan. Home education must be suitable for the child's age, ability, aptitude and SEND.

8.2 It remains the duty of the Local Authority to ensure the child's special educational needs are met if they have an EHCP. Upon receiving an EHE request for a child with an EHCP, the Local Authority will instruct the school where the child is on roll to arrange a multiagency meeting in order to consider the child's and parent's views, as well as gaining advice from school and any other agencies who may be working with the family. (Appendix D4)

8.3 If the child is on the roll of a special school, the child's name may not be removed from the school register without the Local Authority's consent. On receipt of notification that a parent has requested their child be removed from the roll of a special school, the head teacher will notify the SEND caseworker and the EHE team, and the parent will be contacted to arrange to meet in order to discuss the provision being proposed. The meeting will involve representatives from the school, the EHE officer, SEND services, the parent, and on occasion other services involved with the family. The Local Authority must be satisfied that

the child will have their special educational needs satisfied through home education. However, consent will not be unreasonably withheld.

8.4 In cases where an EHCP is maintained, the Local Authority will review it annually to assure itself that the provision set out in it continues to be appropriate and the child's SEND continue to be met. The Local Authority may name the type of school that would be suitable for the child, but state that the parents have made their own arrangements under section 7 of the Education Act 1996.

8.5 Under SEND arrangements, and in line with DfE guidance, the Local Authority will carry out annual reviews for all children with EHCPs, including those who are home educated. The child and parents will be involved in this process and the plan will be amended to reflect parental choice.

8.6 Parents will be invited to the review by the Local Authority SEND officer, together with representatives from any other agencies, for example, Health, Social Care, and anyone that the Local Authority SEND officer deems appropriate, as well as the EHE officer.

8.7 The Local Authority will not assume that because the provision being made by parents is different from that which was being made, or would have been made in school, that the provision is necessarily unsuitable. However, in some cases, the Local Authority may conclude that elective home education does not meet the child's SEND. The processes above in Section 6b - and possibly Section 7 - will then be followed.

8.8 Local Authorities do not have a duty under Section 22 of the Children & Families Act 2014 to assess every home educated child to identify whether or not they have SEND.

9. Gypsy, Roma, and Traveller Families

9.1 Salford have an understanding of and are sensitive to the distinct ethos and needs of Gypsy, Roma and Traveller communities. It is important that these families who are educating their children at home are treated in the same way as any other families in that position. Home education should not be regarded as less appropriate than in other communities.

9.2 Salford's EHE team work closely with Salford's Ethnic Minority and Traveller Achievement Service (EMTAS) to ensure that Gypsy, Roma and Traveller families are fully supported.

10. Information Available to Parents

10.1 The Local Authority will provide information to parents about Elective Home Education. This information may include:

- A copy of Salford's Guidance and Notes for Parents and Carers
- A directory of links and contacts to other sources of support and information
- Contact details of the person responsible for Elective Home Education

This information is available on Salford City Council's website for all interested parties to access. Hard copies can be sent out to parents on request.

11. Contact Information

11.1 If you have any questions about Elective Home Education, or if you would like to discuss options further, please contact the EHE Team using the email address below electivehomeeducationadmin@salford.gov.uk

**ELECTIVE HOME EDUCATION
Parent Information Request Form**

Please complete:

Child's name	Date of Birth
Address	
Email	Telephone
Previous School	School Year

1. What is the reason that you have decided to home educate your child?

2. How will you ensure an efficient, broad and balanced curriculum?

3. How will you support your child in developing numeracy and literacy skills?

4. Please discuss the provision of learning in other areas.

5. How will you ensure that your child's social and emotional needs are met?

6. Any other comments you wish to make.

Name of Parent / Carer _____

Parent / Carer Signature _____

Date _____

Elective Home Education School Referral Form

The purpose of this form is to gather information about students whose parents have opted to remove them from roll to electively home educate. It would be useful if the appropriate member of staff could please complete and return the form to the following email address, along with a copy of the parental letter/email BEFORE the child is removed from roll.
ElectiveHomeEducationAdmin@salford.gov.uk

Name of Child		Date of Birth	
School		School Year	
Ethnicity		Gender	
Home Address			

Parent* Name <i>*The term 'parent' is used in this form to apply to both parents and carers.</i>	PR?	Telephone Number (home/mobile)	Email
	Y/N		
	Y/N		

Communication with Parents. <i>Have you shared the EHE document 'Guidance and Notes for Parents/Carers' to ensure parents are fully aware of their responsibilities in opting to home educate?</i>	
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Is the child registered to receive SEN support? <i>Please provide a brief summary of need and support.</i>	
Does the child have an EHCP? <i>Please provide a brief summary of need and support, as well as the allocated SEN caseworker and details of annual review date.</i>	
Does the child have any medical diagnoses / needs? <i>Please provide a brief summary of need and support.</i>	

What is the child's current overall attendance figure? <i>Please provide a brief summary of any attendance concerns - both current and historical.</i>	
Has the child had any fixed term suspensions? <i>Please provide a brief summary of any FTS.</i>	
Has the child been permanently excluded? <i>Please provide a brief summary of any PEXs and attach all relevant documents.</i>	

<p>Has the school raised any welfare or safeguarding concerns regarding the child? Please provide details of any safeguarding concerns, including any current/historical social care referrals made and outcomes.</p>	-
<p>Is the child (or has the child ever been) a Cared for Child (CFC)? Please provide a brief summary, along with the named social worker, and all relevant professionals. Inform the Virtual School team before submitting this form.</p>	
<p>Is the child currently (or has the child ever been) subject to a child protection plan? Please ensure that dates of meetings already arranged are included on this form, along with the named social worker, and all relevant professionals</p>	
<p>Is the child currently (or has the child ever been) a child in need? Please ensure that dates of meetings already arranged are included on this form, along with the named social worker, and all relevant professionals</p>	
<p>Early Help assessment/similar assessment completed/offered? Please provide a brief summary.</p>	
<p>Are there any other agency/service involvements? Please provide a brief summary, along with the names and contact details of all relevant professionals.</p>	
<p>Is the child recognised as a young carer? Please provide a brief summary.</p>	

<p>Brief description of home circumstances. Please provide a brief summary of family network.</p>	-
<p>Are there considered to be any risks to a lone worker when visiting the home? Please provide a brief summary, if applicable.</p>	

<p>In your opinion, what is the main reason the parent is withdrawing their child to home educate? Please also tick one of the reasons below.</p> <p>Please note that parents are also asked to indicate from the list below their reason for EHE.</p>	
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Dissatisfaction with the school – general		Philosophical or preferential reasons	
Dissatisfaction with the school – bullying		Religious reasons	

Dissatisfaction with the school – SEND		Lifestyle choice	
Difficulty in accessing a school place		Health concerns relating to COVID-19	
Did not get school preference		Risk of school exclusion	
Mental health		Permanent exclusion	
Physical health		Parent/Guardian did not give a reason	
Other (please specify):			

Any additional information:	
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Name & email of person completing form:	
Job Role:	
Date the letter or email was received from the parent or carer:	
Date letter/email was received from parent:	
Date child last attended school:	
Date child last seen:	
I can confirm that a copy of the parental letter has been attached:	

School Acknowledgement Letter to Parents

Address

Date

Dear XXX,

Thank you for your letter received on (insert date) with regard to the home education of (insert name of child). Although you legally have the parental choice to do this, I strongly advise that you keep (insert name of child) here at (insert name of school). He/she is in Year XX and if he/she remained at (insert name of school) he/she would continue to receive high quality teaching and be entered for his/her external GCSE examinations in Year 11 / SATs in Year 6. Currently, (insert name of child)'s attendance is XX% which includes XX% unauthorised absences.

I have attached a copy of Salford's Home Education Guidance for Parents & Carers, and ask that you thoroughly read through the document, paying close attention to the section detailing parental responsibilities (including your responsibility to source and pay for the resources, as well as teach and mark all work completed).

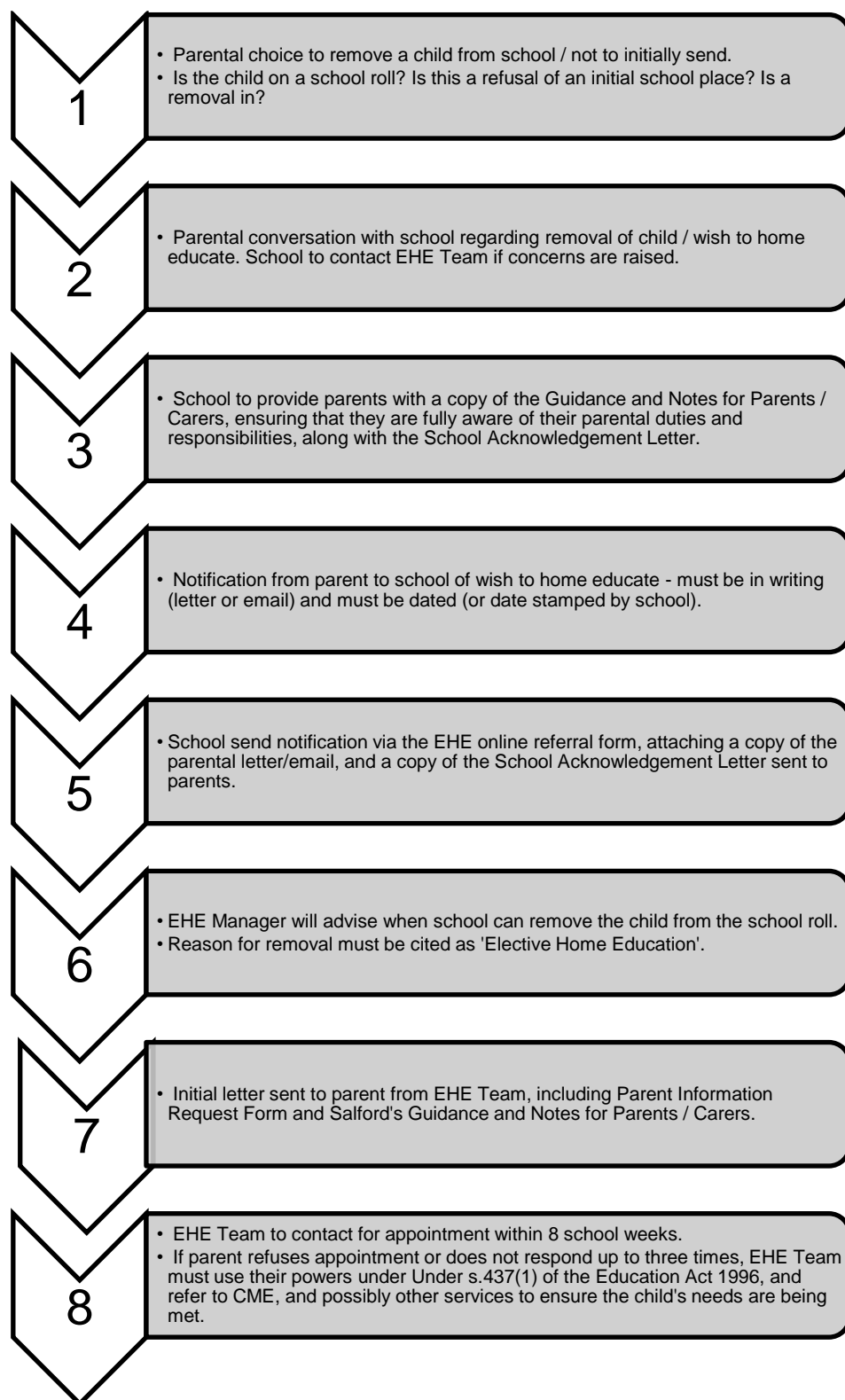
I would appreciate having a meeting with you to discuss this further, as it is not a decision that *school* supports.

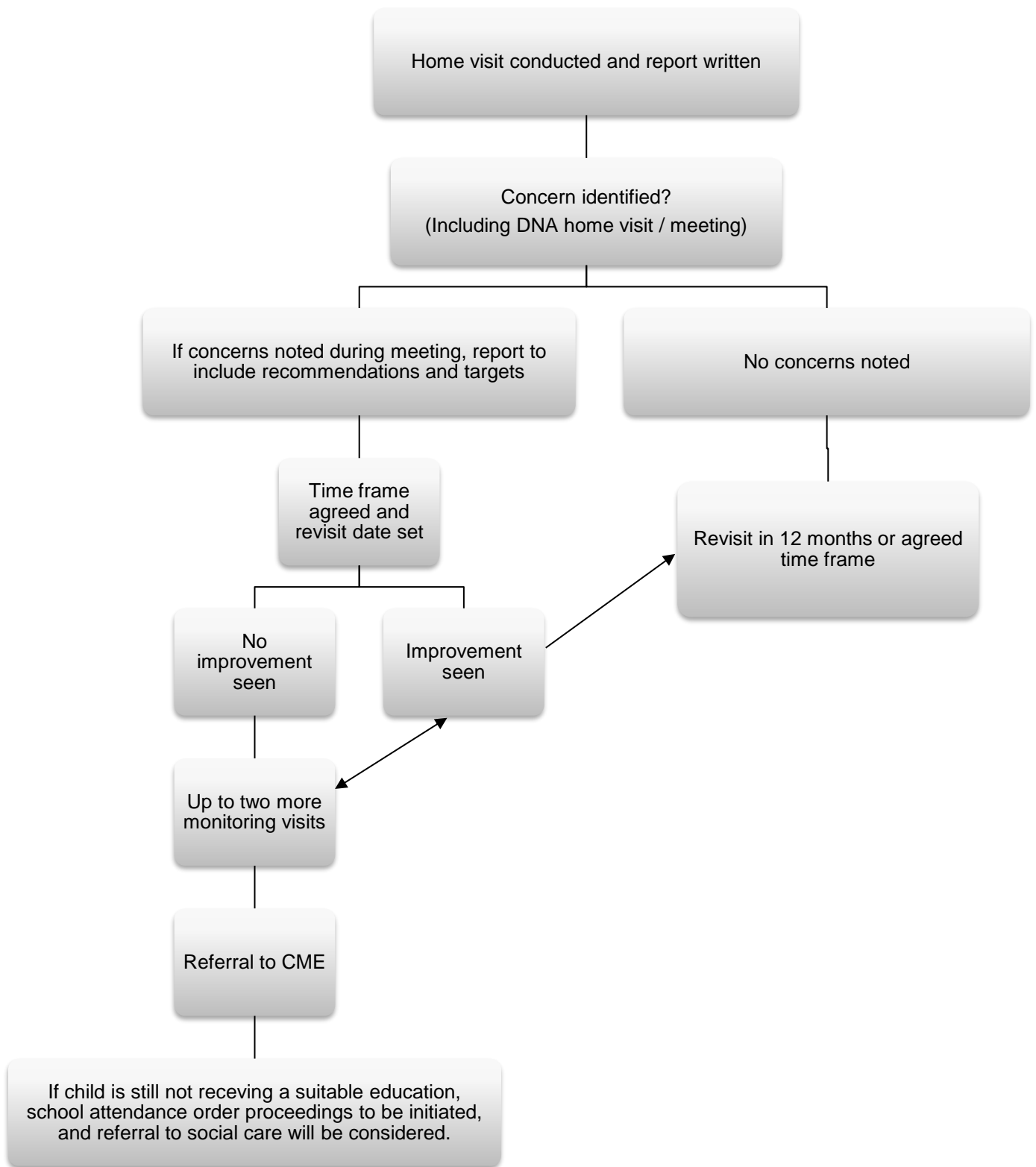
I look forward to hearing from you.

Yours faithfully,
(Insert name & job title)

EHE Process Flow Chart 1

Appendix D1





Process for Safeguarding

Appendix D3

Parent writes to school informing that they wish to home educate their child. School complete EHE online [notification form](#).

EHE Manager acknowledges EHE request from school. If safeguarding concerns are noted in the referral, EHE Manager informs school that CYP (child / young person) must be kept on roll whilst fact finding takes place by EHE team regarding suitability of request. Relevant professionals involved are made aware of request and advice sought by EHE team.

If the CYP has a SW

Standard practice would be to advise that, unless parent can demonstrate that EHE is in the CYP's best interests and wouldn't prejudice the effective implementation of the CP/CIN plan, the LA will contest the EHE request. EHE Manager sends formal notice to school / SW informing that the LA have concerns that if the child was to be home educated, they would not be in receipt of the suitable education of which they are entitled and should therefore continue to attend school. School emails/posts this notification to parent on behalf of EHE, and CYP remains on roll.

If concerns have been raised (safeguarding / suitability of EHE) and / or CYP has previously been inappropriately home educated

Following fact finding, if EHE is not deemed to be a suitable pathway owing to concerns, EHE Manager sends formal notice to school / relevant professionals to inform that the LA have concerns that if the child was to be home educated, then they would not be in receipt of the suitable education of which they are entitled and should therefore continue to attend school. School emails/posts this notification to parent on behalf of EHE, and CYP remains on roll.

End of process
CYP remains on roll and no further action taken. Usual attendance procedures to be followed if student does not attend.

If further information is required for decision to be made as to whether EHE is a suitable pathway, or if parent challenges the refusal, EHE Manager to ask school to convene a multiagency meeting, inviting parents, EHE Manager, DSL, and any other relevant professionals who may be involved (SW, EHP, etc).

Dependent on case, most appropriate agency (SW/school/EHE/EH) ensures that parent understands the purpose of the meeting is to share views on the EHE request and for parents to discuss their educational plan, detailing how they will ensure that their child's academic, social, emotional, physical and any additional needs they may have, will be met through the programme. EHE Manager chairs the meeting and most appropriate professional takes minutes

End of process
Multiagency meeting takes place and in the course of discussions, parents retracts request to EHE; student remains on roll and no further action is taken. Usual attendance procedures to be followed if student does not attend.

Multiagency meeting takes place. Parent challenges the LA's concerns and refuses to rescind their letter. Any concerns from professionals are noted in the minutes. Urgent EHE home visit arranged in the meeting (potentially joint HV with another relevant professional) in order for the EHE team to assess the provision and ensure CYP's needs are being met. Parent informed in the meeting that if EHE is deemed unsuitable during arranged HV, a return to school will be directed.

If parent refuses to engage in multiagency meeting, professionals to meet to discuss request. Concerns to be noted in the minutes.

End of process
EHE Manager to send further notification to parent in order to inform that EHE is not a suitable pathway and that their child should return to school, citing concerns raised in meeting. Student to remain on roll and usual attendance procedures to be followed if student does not attend.

Following meeting, EHE Manager informs school that the CYP can be removed from roll and is added to the EHE caseload. However, should EHE be deemed inappropriate then student will have to return to their school.

End of process
EHE is deemed unsuitable during HV. EHE refer to CME and CYP is expected to return to school or may face School Attendance Order proceedings, resulting in prosecution, and a referral to social care for educational neglect.

End of process
EHE is deemed suitable during HV. EHE Officer carries out further home visits in order to monitor the provision and ensure that EHE continues to be a suitable pathway, whilst updating relevant professionals / agencies throughout.

Process for EHCPs

Appendix D4

