

**TO: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW AND SCRUTINY PANEL**  
**DATE: 30 SEPTEMBER 2015**

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**ELECTIVE HOME EDUCATION**  
**Director of Children, Young People & Learning**

**1 Purpose of Report**

- 1.1 To provide the members of the Children, Young People & Learning (CYPL) Overview and Scrutiny Panel with an update on Elective Home Education in Bracknell Forest.

**2 Executive Summary**

- 2.1 Parents are required by law to ensure their children of a school age receive an appropriate full time education. In most instances this is achieved by registering their child with a school. However, some parents choose to educate their child other than at school: in the UK this is commonly known as Elective Home Education. Bracknell Forest currently have 48 children that are being home educated.

**3 Supporting Information**

- 3.1 The LA needs to be satisfied that a child is receiving suitable education at home, and will ask to meet with the family in order to talk to the parent and to look at examples of work and learning. LAs have no automatic right of access to a parent's home. However, parents may, if they wish to, permit access to their home, or offer an alternative venue for a meeting. At the initial meeting, the nature and frequency of future contact should be agreed.
- 3.2 Where it appears to an LEA that a child of compulsory school age is not receiving efficient or suitable full-time education, either by regular attendance at school or otherwise, the LA is under a duty to serve a notice on the parent requiring them to satisfy the authority that their child is receiving suitable education "otherwise than at school". If the parent's reply is unsatisfactory, or if they fail to reply, the LA may issue a School Attendance Order (under section 437(1) of the Education Act 1996). LAs may also apply to the Court for a child assessment

**4 Children with Statements of Special Educational Needs (SEN)**

- 4.1 Children and young people with statements of special educational needs can be home educated. When a child has a statement of special educational needs which names a special school, the child's name may **not** be removed from the register of that school without the consent of the education authority.

**5 Bracknell Forest Interpretation and Profile**

- 5.1 The Council has always fully acknowledged a parent's right to choose to educate their children other than at school and has procedures in place to support parents who opt to home educate.
- 5.2 Bracknell Forest's recent EHE policy was agreed in 2010 and followed the DCSF guidelines for Elective Home Education. Following a review in January 2015 the policy has now been updated in relation to achieving a balanced approach to both safeguarding issues and the rights of parents that opt to Home Educate (Appendix 1).

- 5.3 EHE numbers have increased over the past academic year. However this is in line a national trend. (Appendix 2).

## **6 Categories of EHE children:**

- 6.1 **Long term:** These families are committed to EHE and strongly believe that home education is best for their child. They are usually in contact with other home educating families and support groups. They seek to provide an education provision that is suitable for their children. They are very aware of their rights and responsibilities and the majority are happy to engage with the LA to receive annual visits.
- 6.2 **Medium term:** These families become home educators usually because something has gone wrong at a school. (Sustained and unresolved bullying is sometimes cited as an issue). They remove their child from a school, or they are holding out for a place at a certain school and will accept no other. These families will often attempt home education until their situation is resolved. Because of the length of time that they may home educate, they will inevitably receive visits from advisers. The quality of education can be variable. Where the provision is not deemed suitable, attempts are made to re-engage the family with the education system.
- 6.3 **Short term:** These families use home education as a short-term solution to such things as avoiding a permanent exclusion, avoiding legal proceedings for poor school attendance, taking a child out of school because of an issue, (but often without having a plan for the child's education). These families do not usually provide quality home education provision.

## **7 Reasons for Elective Home Education**

- 7.1 During home visits parents are asked for the reason they have elected home educate their children. There are a variety of reasons why parents chose to do this:
- Cultural or religious beliefs
  - Distance or access to a local school
  - Ideological reasons
  - Dissatisfaction with the education system
  - The inability or unwillingness of a child to go to school
  - A short term option for a particular reason.

## **8 Education adviser visits**

- 8.1 The main point of contact for Home Education families is an education adviser who can provide advice and undertakes home visit to assess the education provided. The key judgements are:
- Is the education provision suitable for the child's age, ability, aptitude, and any special educational needs the child may have?
  - Is the education provision efficient? Does it achieve what it sets out to achieve and does it prepare the child for life in society?

## **9 Recording Information**

- 9.1 In October 2014, the EHE monitoring databases were merged and expanded to provide more accurate information and bring together additional information on EHE children in the borough. This database is reviewed regularly by the Safeguarding and Inclusion Manager.

## **10 Access to Examinations at GCSE or equivalent**

- 10.1 It was agreed at a head teachers' meeting in January 2013 that all secondary schools in Bracknell Forest would be open to requests from EHE parents who were seeking to register their children to sit their formal examinations using the school as their examination centre. In principle, if the school was already offering the same examination board and qualification, parents would only have to pay the cost of the paper being sat. If they were following a different qualification, head teachers indicated that EHE parents would have to incur the additional cost to register that examination with the board.

## **11 EHE children with a Statement of Special Educational Needs**

- 11.1 There are currently two children who are home educated and have a statement.
- 11.2 The EHE adviser has attended the EHCP conversion meetings with the SEN team and parents to provide a link between EHE and transferring from their SEN Statement to the new Education and Health Care Plan.

## **12 Regional EHE meetings**

- 12.1 The EHE adviser / officer attends regular meetings of the Oxfordshire and Home Counties Home Education Officers Group. At these meetings they can share knowledge and experience with colleagues in similar roles from across the southern region.

## **13 Management Oversight**

- 13.1 The Safeguarding and Inclusion Team Manager has Management responsibility for Elective Home Education. This includes the supervision of the named EHE School Adviser.
- 13.2 The Safeguarding and Inclusion Team Manager meets with the EHE team (EWS Team Leader, EHE School Adviser, Admin Officer) on a half termly basis. During this meeting the database is discussed to ensure visits are up to date and processes are reviewed.
- 13.3 The Safeguarding and Inclusion Team Manager provides regular half termly supervision for the EHE School Adviser where each case is reviewed and updates from visits shared.
- 13.4 The Safeguarding and Inclusion Team Manager meets with the Chief Officer of Learning and achievement for exception reporting and updates on a half termly basis.

## **14 Risks and Processes to Mitigate Risk**

- 14.1 In November 2009 the Department for Children Schools and Families introduced measures in the Children Schools and Families Bill that attempted to change the law on home education in England. The Government was not successful, and the Children Schools and Families Act 2010 received Royal Assent on April 8th without any of the home education clauses passing into law.
- 14.2 In March 2014, the NSPCC published a report 'Children not educated in school: learning from case reviews. A summary of risk factors and learning for improved practice around elective home education'.
- 14.3 The report found in a small number of serious case reviews, children involved were not found to be enrolled in school. It identified that Home education is not, in itself, a risk factor for abuse or neglect. However there is a danger that these children can become invisible to the authorities. The serious case reviews examined identified that, in a small number of cases, elective home education can lead to isolation and the obscuring of children from the universal services that would otherwise be in a position to monitor their welfare. Under current legislation and guidance, there is no formal registration process for elective home education which means that some children may be completely unknown to the local authority.
- 14.4 This NSPCC report identified five key issues for Elective Home Education and five areas of learning for improved practice. These recommendations were each carefully considered in a major overhaul of the Bracknell Forest Policy and Procedures. There are clear and robust actions identified to minimise any risk to children who are in receipt of Elective Home Education.

### Background Papers

Report to the Secretary of State on the Review of Elective Home Education in England.  
**Graham Badman, June 2009**

'Children not educated in school: learning from case reviews. A summary of risk factors and learning for improved practice around elective home education'. **NSPCC, March 2014**

### Contact for further information

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**Appendix 1**

**Elective Home Education Policy**



# Elective Home Education Policy and Procedure

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Acknowledgement: Bracknell Forest Borough Council would like to thank Oxfordshire County Council for sharing their materials in the development of this policy and procedure document.

## 1.0 Introduction

- 1.1 Elective Home Education (EHE) is the term used by the Department for Education (DfE) to describe the education provided by parents<sup>1</sup> at home, rather than providing education for their children by sending them to school. This is different to home tuition or education other than at school provided by a Local Authority (LA).
- 1.2 This document outlines our recently reviewed policy and procedures to enable Bracknell Forest Council (BFC) to comply with its duties towards children and young people in Bracknell whose parents have elected to educate them otherwise than at school. It is published for parents, schools, local authorities and other agencies with an interest in EHE.

## 2.0 Policy Statement

The DfE “Elective Home Education Guidelines for Local Authorities”, published in November 2007, emphasises the importance of local authorities building “effective relationships with home educators that function to safeguard the educational interests of children and young people: relationships that are rooted in genuine mutual understanding, trust and respect.”

This revised policy seeks to implement improved relationships with home educators and provide a better signposting service to a range of sources to improve outcomes for learners.

## 3.0 The Law relating to Elective Home Education

- 3.1 The definition within section 7 of the Education Act 1996 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.”*

This gives parents considerable freedom in determining the scope of education provided.

- 3.2 There is no legal definition of what constitutes a “full-time” education, although children in school usually spend between 22 and 25 hours working each week for 38 weeks of the year. Measurement of “contact time” in this way is not relevant in the context of elective home education, where the child often has continuous one to one contact with the educator and the types of educational activity which the child follows may be varied and flexible.

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<sup>1</sup> The term parent, for the remit of this policy, applies to parent/s, guardian/s or legal carer/s and to any other person with parental responsibility.

## Unrestricted

3.3 Compulsory school age is defined as beginning from the start of the first term commencing after the child's fifth birthday (or on the fifth birthday). A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen. As part of "Raising participation age" from 2015 all young people are required to continue in education, which might be through employment and/or training until their 18<sup>th</sup> birthday.

### 4.0 Parental Rights and Responsibilities

4.1 Parents have a legal right to educate their child at home and are not required to have any qualifications or training to provide their children with a suitable education. The 1996 Education Act makes clear that it is a parent's duty to ensure his/her child receives a suitable education. In addition, the Act provides that, generally, children are to be educated in accordance with the wishes of their parents.

4.2 Parents are not required to inform the LA that they intend to elect or have elected to home educate. They are not required to seek approval from the LA, unless their child attends a special school.

4.3 Parents are responsible for writing to the HeadTeacher of the child's school informing him/her that they elect to home educate, unless the child is in a special school in which case they are required to seek approval from the LA first.

4.4 The type of educational activity can be varied and flexible. Parents are not required to:

- teach the National Curriculum
- provide a broad and balanced education
- have a timetable
- have premises equipped to any particular standard
- set hours during which education will take place
- have any specific qualifications
- make detailed plans in advance
- observe school hours, days or terms
- give formal lessons
- mark work completed by their child
- formally assess progress or set development objectives
- reproduce school type peer group socialisation
- match school-based, age-specific standards.

4.5 Parents may choose to employ other people to educate their child, though they themselves continue to be responsible for the education provided. It is recommended that parents ensure that such people are qualified and suitable, including Disclosure and Barring Service (DBS) checks.

4.6 Parents assume full financial responsibility for their child's education, including the costs of private tuition, courses and public examinations. However, colleges of FE can claim the cost of course fees on an individual basis for home educated young people under 16.

### 5.0 The Local Authority's Responsibilities

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



*No person shall be denied the right to an 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 conviction.*

- 5.1 Local authorities have a statutory duty, under section 436A of the Education Act 1996 to make arrangements to enable them to establish (so far as it is possible) the identities of children in their area who are not receiving a suitable education. This duty applies to statutory school age children who are not on a school roll and who are not receiving a suitable education otherwise than being at school.
- 5.2 A further statutory duty exists, which requires the LA to serve a formal notice under section 437 of the Education Act 1996 if it appears that a child of compulsory school age is not receiving a suitable education. The formal notice requires the parent to satisfy the LA that the child is in fact receiving suitable education. If the authority does not accept the evidence it has the power to issue a school Attendance Order requiring the parent to register the child at a named school.

## **6.0 Responsibilities of Schools in Bracknell**

- 6.1 There is no legal requirement for parents to discuss home education with the school but if a parent does approach the school to discuss the possibility of home educating, the LA expects the school to respond positively and constructively. If parents are considering home education because of a dispute with the school, the LA expects the school to take all necessary steps to resolve the issue. The school should signpost the parent to the Team Leader, Education Welfare for further advice and guidance to enable them to make an informed choice.
- 6.2 The DfE guidelines make it explicit that: *“Schools must not seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record. In the case of exclusion, they must follow the statutory guidance. If the pupil has a poor attendance record, the school and LA must address the issues behind the absenteeism and use the other remedies available to them.”*
- 6.3 When a school receives formal, written notice from a parent, that a child is being withdrawn from school in order to be home educated and the child has ceased to attend the school, the Headteacher should ensure that the pupil's name is removed promptly from the admissions register in accordance with Section 8(1) (d) of the Education (Pupil Registration) (England) Regulations 2006.
- 6.4 Regulation 12 (3) of the Education (Pupil Registration)(England) Regulations 2006 states that *“the “proprietor” (Headteacher) of the school must, make a return to the LA 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”*.
- 6.5 In practice the school must inform the LA immediately when a child is removed from the school roll by sending a copy of the letter written by parents. They must also complete the LA's "School Exit" form (show as link) and provide information requested by the EWS Team Leader. The school must create a Common Transfer File and post it to the s2s website where the file will be stored in the Lost Pupil Database section of s2s.

6.6 The school is responsible for raising any safeguarding concerns relating to a child with the LA's Children's Social Care Team.

6.7 The school must retain the child's school file.

7.0 Elective Home Education and Safeguarding

7.1 The welfare and protection of all children, both those who attend school and those who are educated at home, is of paramount concern and the responsibility of the whole community. Section 175 of the Education Act 2002 imposes a duty on the LA to make arrangements for ensuring that the functions conferred on them are exercised with a view to safeguarding and promoting the welfare of children. Similarly, section 10 of the Children Act 2004 talks about promoting cooperation between departments to improve children's wellbeing and section 11 places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children.

7.2 The EHE Officer will follow Bracknell Forest' Safeguarding Children Board safeguarding procedures at all times and work with relevant agencies and individuals to proactively safeguard and promote the welfare of the children and, in the event of any concerns about the welfare of a home educated child, initiate and follow through established procedures.

7.3 The EHE Officer will consider contacting the relevant Social Care team on those occasions where there is uncertainty about the welfare of the child. The EHE Officer will explain the reasons for any welfare concerns to the parents in accordance with procedure.

8.0 Support, guidance and resources provided by the Local Authority

8.1 The EHE Officer provides support in the form of:

- Referring parents to resources and services, discussing methods and philosophies, networking and advising on examinations;
- Publishing written information about EHE that is clear, accurate and sets out the legal position, roles and responsibilities of both the LA and parents;
- Discussing the implications of EHE with parents before they make the decision to leave or enter the school system;
- Producing and distributing accurate written records of meetings with home educating parents and children;
- Offering the above information in local community languages and alternative formats on request;
- Provide details for EHE families in Bracknell Forest to facilitate networking;
- Referring to other agencies, such as Early Intervention Hub, for support;
- Promoting positive relationships with elective home education families based on mutual understanding, respect and trust in order to safeguard the educational interest of children.

8.2 BFC embraces diversity and respects individual choice. The EHE Officer recognises that parents of all educational, social, racial, religious and ethnic backgrounds successfully educate children outside the school setting.

- 8.3 The EHE Officer has links with local secondary schools accepting private candidates for examinations.
- 8.4 Analysis of data shows that young people who have been educated at home have a higher risk of not making an effective transition into education, training or employment post-16. Families with children in the equivalent of year 10 will be contacted and encouraged to engage with the Transition Coordinator to enable the development of a clear post 16 plan to reduce the risk of the young person becoming NEET.

9.0 Bracknell Council's EHE Procedures

- 9.1 When the Education Welfare Service receives an enquiry from a parent or carer who is considering home education the enquiry response letter (EHE 001) and Information Leaflet for Home Educators (EHE 003) will be sent.
- 9.2 When the Education Welfare Service receives formal confirmation from a school or directly from a parent that a child is being home educated, a check will be made on the Capita ONE database to ensure that de-registration has been correctly recorded. If this has not been done the school will be contacted to do this. The EWS will then add EHE (EOTAS) as the new registered base for the pupil with the appropriate start date.
- 9.3 The EWS will send a letter (EHE 002) and an EHE "Information Leaflet for Home Educators" (EHE 003) to parents and will ask them to provide basic information via completion of an "EHE Outline Plan" form (EHE 004). Electronic records will be saved to the LA electronic filing system (EWS/pupil file).

The EWS will:

- Contact Children's Social Care and the Special Education Needs Team for information if case known (open or closed).
  - Request information from school, including completion of the "School Exit" form (EHE 005) and advises on off roll procedure.
  - Contact EMTAS if Gypsy, Roma and Traveller to share information and suggest a joint visit.
  - Contact the Safeguarding and Inclusion Manager if the child is at risk of permanent exclusion.
  - Check if there are siblings via ONE system and identification on School Exit form
  - Contact the EI HUB co-ordinator and Family Intervention team to ascertain if services are working with the child and share information.
  - Check the address on the ALERT system via BORIS
- 9.4 The EWS will forward the completed EHE "Outline Plan", withdrawal letter, "School Exit " form and other relevant information to the EHE Officer within 10 working days (or sooner if concerns are held or parents request an early visit).
- 9.5 The EHE Officer will now have responsibility for the progress of the case and will contact parents to introduce themselves. A visit from the EHE Officer will be offered to discuss the child's education at home and to offer the parent support and advice. The aim of the visit will be to maintain a positive and constructive relationship with parents.

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The EHE Admin Officer will ensure copies of all correspondence and reports are placed on the pupils EHE file.

The EHE Officer will undertake a Risk Assessment and complete the Risk Assessment Form (EHE006) prior to any visit to the home.

9.6 Following a visit, the EHE Officer completes the "Record of Discussion" form (EHE 007) and agrees next contact with parents. Within 7 working days of the visit the EHE Officer will:

- Send the completed "Record of Discussion" to the EWS, the Safeguarding & Inclusion Team Manager and SEN Casework Officer (where appropriate)
- Send a letter (EHE 008) with the Record of Discussion extract embedded in it to the parents. Parents will then be given the opportunity to respond.

9.7 The frequency and format of meetings will be determined by factors such as the EHE Officer or parent identifying concerns about the child's progress and education. Where education is suitable the EHE Officer will arrange a further visit in 12 months.

9.8 Parents may exercise their right not to allow the LA access to the home, the child or the child's work. The duty on local authorities to intervene under section 437(1) of the Education Act 1996 only applies if it appears that parents are not providing a suitable education at home. Elective Home Education Guidance for Local Authorities (DCSF-2009) Section 3.4 "Parents are under no duty to respond to such requests for information or a meeting but it would be sensible to do so".

9.9 Where parents decline a home visit, information about education provision should be sent to the EHE Officer (parents do not have a legal obligation to provide this), who should take it at face value unless other information is received to contrary that could raise concerns. The EHE Officer will continue to make regular, written contact with parents, at least on an annual basis, in order to confirm that EHE continues successfully and to offer support. The EHE Officer will also offer phone or email contact.

9.10 Where formal notice is required:

If it appears to the EHE Officer that a suitable education is not taking place, then s/he should go through the following steps:

- Allow the parent the opportunity to address the identified issues and recommendations for improvements within an agreed timescale, usually a maximum of six weeks. These should be discussed and agreed with the parent and confirmed in writing within the EHE Officer's "Record of Discussion" (EHE 007) and Notice to Improve (EHE 009).
- A referral to the Early Intervention HUB will be offered to help support the family where appropriate.
- After the agreed timescale for improvement, if the education is still believed to be unsuitable, then the EHE Officer will discuss the matter with the Safeguarding & Inclusion Team Manager who will liaise with the EWS Team Leader for a legal discussion.
- The EHE Officer should send the relevant documents to the EWS Team Leader. The EHE Officer will write to the parent/s to inform them of this.
- The EWS Team Leader will write to parents (EHE 010) requesting they satisfy the LA that their child is receiving full time education suitable to his/her age, ability and aptitude and to any special educational needs he/she may have and may then proceed to issue a School Attendance Order, within 15 days.

- 9.11 A School Attendance Order (EHE 011) will 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 LA that they are now providing an appropriate education and apply to have the Order revoked. If this is refused, parents can choose to refer the matter to the Secretary of State. If the LA prosecutes parents for not complying with the order, then it will be for a court to decide whether the education being provided is suitable and efficient. The court can revoke the Order if it is satisfied that the parent is fulfilling their duty. It can also revoke the order where it imposes an Education Supervision Order.
- 9.12 In cases where the EHE Officer has been unable to contact a family within the first six weeks they will send "unable to contact" letter (EHE 012) and complete a referral (EHE 013) to the Children Missing Education Officer, EWS.

#### 10.0 Elective Home Education and Special Needs

- 10.1 Parents' right to educate their child at home applies equally where a child has special education needs [Section 319 of the Education Act 1996]. Where it is known that a child has either a Statement or an Education, Health and Care plan and the parent wishes to remove the child from the school roll for elective home education the parents will be written to advising them of the process (EHE 014). Included in this letter will be the EHE Information Leaflet for Elective Home Educators (EHE 003) and the EHE Outline plan (EHE 004)-.

The LA has a duty to maintain the statement/Education, Health and Care (EHC) plan and review it annually, so long as it remains relevant, following procedures set out in Chapter 9 of the Special Educational Needs Code of Practice 2001. Statement/EHC plan review meetings will be convened and chaired by the SEN Casework Officer. The LA will make it clear to parents that they are welcome to attend, but are not obliged to do so.

- 10.2 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 LA's consent, or if the LA refuses to give its consent, at the Secretary of State's direction [Regulation 8(2) Education (Pupil Registration) (England) Regulations 2006].
- 10.3 In order to assess whether home provision meets the needs of the statement/EHC plan parents may be asked to provide information such as lesson plans and completed work regarding the home education provision. The LA will only be relieved of its duty to arrange the provision specified in the child's statement/EHC plan if it is satisfied that the parents' arrangements are suitable.
- 10.4 If the LA is satisfied with the parents' arrangements it will continue to have a duty to maintain and review the statement/EHC plan annually until: it decides to cease the statement/EHC plan; or the statement/EHC plan automatically lapses; or the statement/EHC plan is transferred to another LA. The LA does not have to name a school in part 4 of the child's statement/EHC plan, though it should state the type of school it considers appropriate and go on to state that "parents have made their own arrangements under section 7 of the Education Act 1996".
- 10.5 If the LA is not satisfied with the parents' home provision, it will not be absolved of its responsibility to arrange the provision in the child's statement/EHC plan. Where the child remains registered at a special school, he/she will be expected to return to that school. If they do not return the SEN Officer will consider whether to refer the matter

to the Education Welfare Service for prosecution under section 444 of the Education Act 1996.

- 10.6 If the SEN Casework Officer decides the statement/EHC plan should remain in place, the statement/EHC plan will be maintained and reviewed annually and amended where necessary. The annual review will be arranged by the SEN Casework Officer.
- A decision will be made at the review as to whether the educational needs, as stipulated in the statement/EHC plan, are being met.
  - In the event that the LA is not satisfied the EHE Officer will coordinate a second visit, at a mutually agreeable date, to collect agreed evidence.
  - If the evidence is not made available at the second meeting the SEN Casework Officer will then name an educational provision which can meet the needs and the parents will be informed of their duty to ensure that the young person attends.
- 10.7 Therapy provision, if stipulated in the statement/EHC plan, should be accessed through the GP and professionals invited to contribute to the annual review.
- 10.8 A parent who is educating their child at home may ask the LA to carry out a statutory assessment of their child's special educational needs and the LA will consider the request within the same statutory timescales and in the same way as for all other requests.
- 11.0 Elective Home Education and Gypsy, Roma and Traveller (GRT) Communities
- 11.1 BFC 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 LA 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.
- 11.2 The EHE Officer will liaise with the Ethnic Minority and Traveller Achievement Service (EMTAS) to request a joint initial home visit with the Traveller Education Support Officer. This will ensure that GRT families have full access to advice and guidance on establishing suitable educational provision for their children.
- 11.3 The duty of the LA to act if children are not receiving a suitable education applies equally to traveller children residing with their families on temporary or unauthorised sites and to settled travellers. Although travelling children of school age have the same legal right to education as anyone else, it can be difficult to claim or seek these rights without a permanent or legal place to stop. BFC therefore seeks 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.
- 12.0 Roles, Responsibilities and Monitoring
- 12.1 The EHE Officer is line managed by the Safeguarding & Inclusion Team Manager. The Team Manager will provide regular (at least half-termly) supervision and performance management. The Safeguarding & Inclusion Team manager may delegate responsibility for EHE visits to other colleagues within the department if additional capacity is required.

- 12.2 The role of the Elective Home Education Officer is to establish and maintain contact with families educating their children at home and to offer parents appropriate advice and support in the best interests of their children.
- 12.3 The EHE Officer must ensure that all reasonable care is taken to ensure their safety, be advised by any risk assessment information and report any concerns over health, welfare and safety issues to the Safeguarding & Inclusion Team Manager.
- 12.4 The EHE Officer should always leave details of the venue for a meeting and predicted timings with someone at home or with EHE Administration Officer. The EHE Officer should discuss any cases of concern and make decisions in conjunction with the Safeguarding & Inclusion Team Manager.
- 12.5 The EHE team (EHE Officer, EHE Admin, EWS Team Leader, SG&I Team Manager) will meet regularly, at least half-termly to discuss and review cases.
- 12.6 The Safeguarding & Inclusion Team Manager will collate and present updates on all EHE cases for review with the Chief Officer on a regular basis.
- 13.0 Review and Evaluation

This policy and procedure is reviewed annually. Evaluation questionnaires are given to parents and children and their views inform developments in the service. Consultation with home educators will take place where there are significant changes to policy or procedure. The voice of parents and children/young people, through the EHE Officer, also informs developments. BFC is committed to securing an effective partnership with home educators.

Date of next review: September 2016

## References

- Children Act 2004 [www.legislation.gov.uk/ukpga/2004/31/contents](http://www.legislation.gov.uk/ukpga/2004/31/contents)
- Education Act 1996 [www.legislation.gov.uk/ukpga/1996/56/contents](http://www.legislation.gov.uk/ukpga/1996/56/contents)
- Education Act 2002 [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents)
- Elective Home Education Guidelines for Local Authorities (November 2007) [www.education.gov.uk/schools/pupilsupport/parents/involvement/homeeducation/a0073367/elective-home-education-guidelines](http://www.education.gov.uk/schools/pupilsupport/parents/involvement/homeeducation/a0073367/elective-home-education-guidelines)
- Special Educational Needs Code of Practice 2015 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- The Education (Pupil Registration) (England) Regulations 2006 [www.legislation.gov.uk/uksi/2006/1751/contents/made](http://www.legislation.gov.uk/uksi/2006/1751/contents/made)

## Appendix 2

### Elective Home Education – Statistical Information

Numbers of home educated children in Bracknell Forest over the last 9 years

Year	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
<b>Primary</b>	6	11	6	11	12	8	17	18	26
<b>Secondary</b>	34	32	29	31	32	29	18	19	19
<b>SEN with Statement</b>	4	2	1	2	3	2	2	2	2
<b>Total</b>	44	45	36	44	47	39	37	39	47

EHE numbers have increased during the period 2014-15 although this is in line a national trend. In Bracknell Forest there has been an increase in the number of families who have chosen to educate their children at home while their names are on the waiting list for a preferred local school.

Compared to our local neighbours, over the last two published years, the numbers of Elective Home Educated children in Bracknell Forest are proportionally lower.

