



# Elective Home Education Policy

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## 1. Rationale

*This policy has been written with due regard to the DfE document, Elective Home Education: Departmental Guidance for Local Authorities, April 2019 and Elective Home Education: guidance for parents (April 2019).*

The policy document sets out:

- An overview of the legal responsibilities and expectations of all those who elect to take full and financial responsibility for the education of their child.
- Procedures for identifying all children who are being electively home educated.
- The safeguarding procedures in place to ensure that electively home educated children are not at risk of abuse, neglect, or exploitation and which help us to ensure that the rights of the child/young person are protected.

The policy applies to those children whose parents have chosen to educate their children otherwise than at school.

We aim to review this policy every year or following changes to legislation or Government guidance.

## 2. Introduction

Throughout this policy, 'parents' should be taken to include all those with parental responsibility, including guardians and care givers.

**Elective Home Education (EHE)** is a term used to describe a choice by parents to provide full-time, suitable education for their children at home - or at home or otherwise - instead of sending them to school.

EHE would not include education provided by the Local Authority (LA) otherwise than at a school - for example, tuition for children who are too ill to attend school.

EHE is different to flexi-schooling arrangements, which are arranged and agreed at the discretion of the headteacher of the child's school as pupils remain on the school registration roll.

EHE is different from 'home-schooling' or 'remote learning' (e.g. during the pandemic), when learning materials and online tuition was provided by the school.

Telford and Wrekin has a duty under section 436A of the Education Act 1996 to make arrangements to identify the children in their area who are not registered pupils at a school and who are not receiving a suitable education.

This duty relates only to children of statutory school age ([Starting school](#) and [leaving school](#)).

Sections 10 and 11 of The Children Act 2004 places a statutory duty on all LAs to cooperate with each other, to improve the safety and wellbeing of children resident within their area. These principles underpin this policy and there is an expectation that all agencies and professionals will work together and with parents to ensure that all children are kept safe and receive an appropriate education.

The Data Protection Act 2018 and General Data Protection Regulation (2018) provide a framework to ensure that personal information is shared appropriately.

The general duties of local authorities in relation to safeguarding are the same for all children, however they are educated. For example, a failure to provide suitable education may satisfy the threshold requirement contained in section 31 of the Children Act 1989, specifically that 'the child concerned is suffering, or is likely to suffer, significant harm'.

Further information about safeguarding responsibilities can be found in **Section 9** of this policy.

### **3. Legal Requirements**

The Education Act 1996, Section 7 states that:

*'the parent of every child of compulsory school age shall cause him to receive efficient fulltime education suitable to a) his/her age, ability, and aptitude b) any special educational needs he/she may have either by regular attendance at school or otherwise.'*

This means that the responsibility for children's education rests with the parents. In England, education is compulsory, but school is not.

A child is of compulsory school age at the beginning of the 1st term after their 5th birthday. A child continues to be of statutory school age until the last Friday of June in the school year that they reach the age of sixteen.

The LA acknowledges the legal right of parents to educate their children otherwise than at school. The LA recognises that this is a significant commitment, and therefore aims to develop positive and supportive relationships with parents based on trust and mutual respect, working together to ensure the best educational outcomes for the child.

The law is set out in the European Convention on Human Rights and the Education Act 1996. Sections 437 to 443 of the Education Act 1996 place a duty upon local authorities to take certain actions, if it appears that a child is not being suitably educated:

*'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.'* Section 437 (1)

Telford and Wrekin believes that every child and young person in receipt of Elective Home Education should have the right to a broad, balanced, and appropriate curriculum experience that is stimulating and challenging and enables them to achieve their full potential.

An 'efficient' and 'suitable' education is not defined in the Education Act 1996 but 'efficient' has been broadly described in case law as an education that 'achieves that which it sets out to achieve'.

A 'suitable' education is one that '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 years to adopt some other form of life if he wishes to do so'.

If a child is not attending school full-time, the law requires the Local Authority to enquire about the education which is being provided by parents. Where parents fail to respond to these reasonable enquiries, the Local Authority will assume that no suitable education is taking place.

#### **4. Parental Rights and Expectations**

Parents may decide to exercise their right to home educate their child from a very early age and not enrol the child at a school.

They may also elect to home educate at any stage up to the end of statutory school age.

The Department for Education (DfE) strongly recommends that parents think carefully about EHE before they withdraw their child from a school.

**ALL** schools within Telford and Wrekin will invite parents and other professionals, including support workers and mental health practitioners, if appropriate, to attend a fully supportive Multi-Agency Meeting (MAM) if they become aware of parent's intentions to EHE.

Parents may also contact the EHE Team directly on [EHE@telford.gov.uk](mailto:EHE@telford.gov.uk) if they would like further information or advice.

If the child is on a school roll, then parents **must** notify the Head Teacher in writing if they wish to remove their child from roll to EHE.

If the child is on roll at a specialist provision, named in their education, health, and care plan (EHCP), parents **must** seek approval from the Local Authority before they are removed from roll. A meeting will be arranged to review the EHCP in light of parents' request to EHE. This will be discussed in more detail through the MAM with input from SEND officers.

If parents already educate their children at home and move into Telford and Wrekin, good practice would be to notify the LA of the following:

- The child's name, date of birth and address.
- The date that education at home started or will start.
- The name of the last school the child attended along with leaving date.

Parents **must** ensure that their child receives suitable full-time education, although they do not need to have a fixed timetable or have formal lessons.

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. It is strongly recommended that parents make appropriate checks on any settings that they use, as there may be no external assurances that they comply with basic standards such as vetting of staff and up-to-date policies and procedures around safeguarding children.

There are **no** direct funds available from Central Government or from Telford and Wrekin for parents who elect to home educate.

Home educating parents assume the **full** financial and legal responsibility for their child's education. This includes the costs of resources, private tuition, courses, and public examinations.

Pupils from NCY10 upwards may be able to access part time courses to supplement their home education arrangements through local FE colleges subject to availability. Currently, the only local FE colleges offering a 14-16 provision are [South Staffordshire College](#) and [Walsall College](#).

## 5. Considerations for Schools.

The following processes take into account the 2023 statutory guidance, "[Keeping Children Safe in Education](#)" Part 2, section 176-179 which states:

*'176. Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.'*

*177. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their local authority of all deletions from their admission register when a child is taken off roll*

*177. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recommend that local authorities, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational needs or a disability, and/or has a social worker, and/or is otherwise vulnerable. Where a child has an Education, Health and Care plan local authorities will need to review the plan, working closely with parents and carers.'*

Notification by Head Teachers of a Parent's Decision to Electively Home Educate Sections 8(1) (d) and 13(3) of the Education (Pupil Registration) Regulations 2006 places a duty on Head Teachers to inform the LA when a parent notifies them of their decision to home educate.

If a parent formally requests the deregistration of their child for EHE the Head Teacher **must** inform the EHE team electronically by forwarding a copy of the parent deregistration letter to [EHE@telford.gov.uk](mailto:EHE@telford.gov.uk). The school should then arrange a MAM at a mutually convenient date and time with parents and all relevant professionals. The expectation is that a member of the senior leadership team **will be** in attendance at the MAM with all professionals. Schools should complete part 1 of the MAM form and return **before** the arranged meeting. (see **Appendix 1** EHE Enquiry and **Appendix 5** – MAM form)

This is particularly important where a child has special educational needs, is vulnerable, and/or has a social worker, or is in years 10 or 11.

Where a parent has expressed their intention to remove a child from school with a view to educating at home, schools **should** ensure that parents have access to a copy of the [DfE Parental Guidance \(2019\)](#) and the [EHE blog](#) on the DfE website. **(See Appendix 1 – EHE enquiry)**

[DfE guidance for local authorities on EHE](#) sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Schools **should** also be familiar with this guidance.

Following the MAM, if the decision is to remove the child from roll to EHE the school is responsible for completing the Off Roll Notification Form and submitting it to the Local Authority within the agreed timescale.

The child **should** be removed from roll following the MAM or conversation with the LA EHE team. The date of removal from roll can be backdated to the date of the parental written notification **OR** the MAM meeting whichever is first. Schools **should not** remove a child from their roll to EHE without notifying the LA.

The Head Teacher **must** inform the LA prior to removing the child from the school's register.

If the child is registered at a school, as a result of a school attendance order, the parent **must** obtain the permission of the LA 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.

Schools **must not** seek to persuade parents to educate their children at home because the child has a poor attendance or behaviour record or as a way of avoiding an exclusion.

If elective home education is considered unsuitable, the expectation is that the child will return to their former school (if secondary) or make an in-year application for a primary place.

## **6. The Local Authority's Duties and Arrangements**

### 6.1 Initial Contact

LAs have a duty under the Education Act 1996 to establish whether home educated children are receiving efficient and suitable full-time education and the DfE Guidance is clear that it would be sensible for parents to respond to LA enquiries.

The LA seeks to offer guidance to all known home-educating families who reside in the Telford and Wrekin area about their rights and obligations and provides advice on good practice and available resources for parents who request it.

The LA has a duty to maintain a register of all children known to be electively home educated.

On receipt of a notification of EHE following the MAM:

- The child's name will be placed on the EHE register.
- The LA will offer a home visit, virtual visit, or a meeting at a preferred venue within 6-8 weeks of becoming EHE to review the education provision being provided at home. Alternatively, parents may wish to provide a written report within 6-8 weeks of being registered as EHE.

- The LA will send out a letter to parents confirming that their child is on the EHE register and provide initial supporting information.

The aim of the initial parental contact is to build an effective and constructive relationship to ensure that EHE is a positive choice and that the educational needs of their child are being met.

During home visits the EHE officer **will** wish to see the child as well as the parent so that their views can be gathered and contribute to the review of the educational provision in place.

Parents are not obliged to respond to LA enquiries, to accept a visit or to allow EHE Advisory

Teachers 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 is the most sensible approach'.*

If parents do not satisfy the LA about the suitability of the education being provided at home, it may have no option but to conclude that the education at home is not suitable.

Telford and Wrekin's EHE Team routinely offers supportive visits and meetings to parents, which can be face-to-face or virtual. This provides an opportunity for the Team to gain insight and understanding of families' particular approaches, especially in relation to building on children's strengths and interests and meeting any additional needs they may have. In this respect, the LA is fulfilling its section 436A duty as described in the DfE guidance for parents.

LA officers and EHE Advisory Teachers do not have an automatic right to access the home. However, under the safeguarding duties held by the LA, an LA officer would prefer to see the child and ideally the home, as this is usually the main venue where education is taking place.

As the DfE Guidance for Parents states

*'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' (5.4).*

The LA will gather any relevant information to assist in reaching an informed view that the education is suitable. This includes seeking from parents any information that explains how they are providing a suitable education. This could include a written report, telephone conversations, the child's views, samples of the child's work, a home visit, or a meeting outside the home.

## 6.2 – Annual contact.

The LA has a responsibility under 436A of the Education Act Section 7 of the education act to ensure that all children of statutory school age who reside within Telford and Wrekin receive a suitable and full-time education. Section 7 requires parents to provide an efficient, full-time education suitable to the age, ability and aptitude of the child and any special educational needs which the child may have.

The aim of annual contacts and meetings is to continue to build an effective and constructive relationship with parents, to ensure that EHE continues to be a positive choice for parents and the child/young person. During home visits the EHE officer will



wish to see the child as well as the parent so that their views can be gathered and contribute to the review of the educational provision in place.

Parents are not obliged to respond to LA enquiries, to accept a visit or to allow EHE Advisory Teachers 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 is the most sensible approach'.*

Telford and Wrekin's EHE Team offers regular supportive visits and meetings to parents, which can be face-to-face or virtual. This provides an opportunity for the Team to gain insight and understanding of families' particular approaches, especially in relation to building on children's strengths and interests and meeting any additional needs they may have. In this respect, the LA is fulfilling its section 436A duty as described in the DfE guidance for parents.

If parents do not satisfy the LA about the suitability of the education being provided at home during the review, it may have no option but to conclude that the education at home is not suitable.

### 6.3 Determining the suitability of education

For most Telford and Wrekin families who home educate, EHE is suitable, and they continue to home educate for as long as the needs of the child are being met.

Families should be aiming to offer satisfactory home education from the outset, and to have made preparations in advance of removing their child from the school roll, as time lost in educating a child is difficult to recover.

When conducting visits, the EHE Advisory Teacher would wish to see the child or young person and discuss the plan for their educational provision. There should be no significant period in which a child is not receiving suitable education, other than reasonable holiday periods at appropriate points.

From time to time there may be changes of circumstances for the family and the EHE Advisory Teachers are available if parents have any questions or wish to discuss any educational matters.

Information provided by parents should demonstrate that the education being provided is suitable and should address issues such as progression, both expected and achieved. This means information should not be simply a statement of intent about what will be provided, or a description of the pedagogical approach taken.

### 6.4. Forming a View as to the Suitability of Education

In our consideration of parents' provision of education at home, we will typically be looking for information demonstrating the following:

- Consistent involvement of parents or other significant carers in learning.
- Opportunities to develop English (reading, writing, speaking, and listening) and maths skills.
- Opportunities to develop wider curriculum interest.

- The child's views in regards to the education being provided at home.
- Recognition of the child's needs, attitudes, and aspirations.
- Opportunities for the child to be stimulated by their learning experiences.
- Access to appropriate resources and materials.
- Opportunities to partake in physical activity.
- Opportunities to develop ICT skills.
- Opportunities for appropriate interaction with other children and adults.
- A system or means of recording and assessing progress and difficulties/gaps in learning.
- Provision which allows for later access to further/higher education.
- Opportunities to develop skills for life as a member of the community they are part of to prepare for adulthood.

Where parents are responding to LA enquiries about their arrangements for their child's education and there is agreement that EHE is suitable, the Advisory Teacher for EHE will maintain contact with the family on a regular basis or annually.

However, parents are encouraged to contact the EHE team if circumstances change e.g., if they change address or if their child starts at a school.

Where parents continually miss arranged meetings or fail to engage with the LA, we will be unable to confirm the suitability of the education provision and would be obliged to deem education 'unsuitable' and further legal action may be taken.

## **7. The Local Authority's Arrangements – Where EHE is or 'appears' to be unsuitable**

Under s.437(1) of the Education Act 1996, local authorities must act if it appears that parents are not providing a suitable education:

*'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.'*

In these circumstances the EHE Advisory Teachers will ask parents for detailed information about the education they are providing. Parents will have the opportunity to address the identified concerns and report back to the LA within a set timeframe. Alternatively, a further monitoring meeting may be arranged within 6-8 weeks.

Parents are under no duty to respond to such enquiries, but if a parent does not respond, or responds with insufficient information about the child's education, then the LA will conclude that the child does not appear to be receiving full time, suitable education.

A refusal by parents to provide any information in response to informal enquiries will in most cases mean that the authority has a duty to serve a notice under s.437 (1) If;

*(a) a parent on whom a notice has been served under subsection (1) fails to satisfy the Local 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."*

Where parents do not respond to LA enquiries, they will receive written notification that EHE has been deemed unsuitable and that the parent is expected to make applications to their preferred school to ensure that the child returns to school by an agreed date, which is within 2 weeks of the date of the written letter. If, after this date, no applications have been made, or the child has not returned to their previous school, the EHE team will complete an Attendance Support Team (AST) referral form to request [School Attendance Procedures](#) start, which may require a referral to the Fair Access Panel.

For a student returning to a mainstream school where EHE has been deemed unsuitable, the student will be deemed to have been out of education and therefore might be referred to the Fair Access Panel and considered as 'Hard to Place'. Whilst the Fair Access Panel would consider parental preference in naming a school, they are not bound by this and might name a school other than one chosen by parents. For secondary aged children, the school that the child left to become home educated is often considered to be the most appropriate to return to. In accordance with the [Fair Access Protocol](#) a child who has been allocated a school place through fair access will be placed on the school roll within 10 school days.

If a school is offered to the parent and the parent fails to register the child at the school, the EHE team will follow the attendance regulations and parents may receive formal notice that a School Attendance Order will be served.

**This step will only be taken if all reasonable steps have been taken to review the education provision in place at home.**

## **8. Support**

The Local Authority has named officers with responsibility for elective home education policy and procedures and their contact details can be found on the [Telford and Wrekin EHE contact page](#).

Information is made available to parents who are considering home educating their children and to parents who already do this through the [Telford and Wrekin Council Website](#)

In line with the legislation around [Raising the Participation Age \(RPA\)](#) information will be provided for parents and children of Year 11 age advising them of their options and responsibilities for post 16 education provision. This advice is provided by [Future Focus](#).

## **9. Safeguarding Responsibilities**

Refer to [Local safeguarding policy](#)

It is the responsibility of all agencies and Local Authority teams to report to EHE Team if they have any concerns about the safety and welfare of a child who is being home educated.

Local Authorities have the same safeguarding responsibilities for children educated at home as for other children.

If any Child Protection concerns come to light during engagement with children and families, these concerns will immediately be referred to the appropriate services using established protocols.

In the event of any concerns, in line with local safeguarding procedures, EHE Advisory Teachers 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, including Early Help.

If the concerns appear to present an immediate and serious risk of harm to the child, EHE Advisory Teachers will follow agreed protocols.

In most cases if a child is on either a Child Protection (CP) or Child in Need (CiN) Plan, the LA **must** review home education more frequently subject to agreed protocols including attendance at appropriate meetings with Social Services colleagues.

The LA **can** insist on seeing children to enquire about their welfare where there are grounds for concern.

The LA **must** take action to enable cases of suspected or identified abuse to be properly considered or pursued.

If there is a reasonable cause for concern regarding a child's welfare, a referral **will** be made to [Family Connect](#).

The visit from the EHE Advisory Teacher will help to identify that the home is a safe and secure place for home-education and that the child is not at risk.

## **10. Children with Special Educational Needs (SEN)**

### 10.1 – Children without an Education, Health & Care Plan (EHCP)

Telford and Wrekin Council respects the view that the parents' right to educate their child at home applies equally where a child has SEN. This right is irrespective of whether the child has an Education, Health and Care Plan (EHC plan), or not. Under Sections 7 and 19 of the Education Act 1996, parents have the right to educate their children, including children with SEN, at home.

Where a child does have additional needs, but does not have an EHCP, and parents have expressed their wish to elective home educate, school **must** notify the EHE team and facilitate the MAM as detailed in **Section 5**. The school responsibilities are also detailed in **Section 5**.

Information about the right to request an Education and Health Care needs assessment (EHCNA) and support available for SEN is available at [Telford and Wrekin Local Offer](#).

LAs **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 special educational needs.

## 10.2. Children with an Education, Health & Care Plan (EHCP)- mainstream provision

For pupils in receipt of an EHCP, attending **named mainstream provision**, the school Inclusion Manager or Special Needs Coordinator (SENDCo) will facilitate an early annual review meeting with parents and the LA as part of the Multi Agency Meeting. The purpose of this review is to discuss the arrangements and provision for EHE, to outline how the pupil's outcomes will continue to be met whilst EHE and if appropriate to agree a change of placement under section I of the EHCP. If parents wish to EHE, the placement information is changed as follows:

*'Parents have made their own arrangements under Section 7 of the Education Act 1996 to electively home educate'*

## 10.3. Children with an Education, Health & Care Plan (EHCP)- specialist provision

For pupils in receipt of an EHCP who attend **specialist provision**, parents **must** obtain the consent of the Local Authority to withdraw their child from the school (Education (Pupil Registration) Regulation 9(2), 1995).

In these instances, an early annual review of the EHCP will be organised to address the request of parent to electively home educate. A decision will be made as to whether the request to electively home educate can be met and that parent would be able to provide a full time and suitable education at home. The child **must** remain on roll at the specialist provision until suitable education at home has been confirmed. More information on the process can be found in Appendix 2.

This regulation ensures the LA can maintain continuity in their responsibility for children with special educational needs. The regulations, however, are not intended to be a hindrance to these children being educated at home. The child or young person **will** remain on roll at the designated specialist provision until suitable education at home has been confirmed within 6-8 weeks of parental notification.

## 10.4 – Children with an Education, Health & Care Plan (EHCP)-Annual Reviews.

If a child beginning home education has an EHCP, the LA's statutory duty to undertake an annual review continues. This ensures compliance with the [SEND Code of Practice 0 – 25 Years, section 9.177](#) (Department for Education January 2015). This review includes assessing whether the Education Health, and Care Plan is still appropriate, if the plan needs amending, or if parents wish to cease or maintain the plan, depending on the child's circumstances and the provision being made.

Should the EHCP be maintained, the parents continue to have full legal and financial responsibility for the education provided. However, the LA has a legal duty to ensure that the child's needs are being met.

## 10.5. Review Arrangement for Children with an EHCP

In cases where the EHCP is maintained, the LA will annually review the EHCP to assure itself that the provision set out in it continues to be appropriate and the child's special educational needs continue to be met. The LA may name the type of school or provision that would be suitable for the child, and state that *'parent has made their*

*own arrangements under Section 7 of the Education Act 1996 to electively home educate.'*

Parents will be invited to the EHCP Annual Review, where the review of the education provision will also take place, by the LA SEN Officer and EHE Advisory Teacher, together with representatives from any other agencies that the Local Authority deems appropriate e.g., Health, Social Care, Future Focus and the LA SEN representative.

Parents will be notified in writing of the outcome of the EHCP Annual review and their right to appeal, in accordance with the LA agreed timeframe. The LA 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 LA may conclude that elective home education does not meet the child's Special Education Needs and education at home will be deemed unsuitable.

The processes in **Section 7** above will then be followed, parental preference will be considered, and consultations will take place by the SEND Named Officer to facilitate a return to suitable education provision, whilst considering parental preference. If the previous named school on the EHCP are able to meet the child's needs, that school may be named in a school attendance order.

## **11. Children moving to another Local Authority area**

The EHE officer will advise other LAs when they become aware that an EHE child has moved to another authority area.

If a child goes missing, Telford and Wrekin Children Missing Education procedures will be followed.

## **12. Looked After Children (LAC)**

In most cases, if a child is looked after, the LA would not normally expect the child to continue to be home educated.

Any child that is LAC will be monitored through the Virtual School Head for LAC – Michelle Salter. More information can be found on the [Virtual School website](#).

## **13. Private Fostering**

If a child is under 16 (under 18 if they are disabled) and they go to live with someone who is not a close relative or legal guardian for 28 days or more, this is classed as a 'private fostering' arrangement. The adults concerned must notify Children's Services, who will visit to ensure that the care arrangements are suitable for the child and whether the child needs any additional support.

For advice, information and how to find out about possible support, contact [Family Connect](#).

Foster parents should follow the same processes as other parents and will need to consider carefully whether EHE is in the best interests of the child they are caring for, especially if it is unclear how long the arrangement will last for.

## **14. Retention of Information**

The Elective Home Education Team will keep your details on the EHE register for the duration of your child's statutory schooling; or until you request that you no longer wish to remain registered with the Local Authority as EHE. At this point, they will be removed from the EHE register.

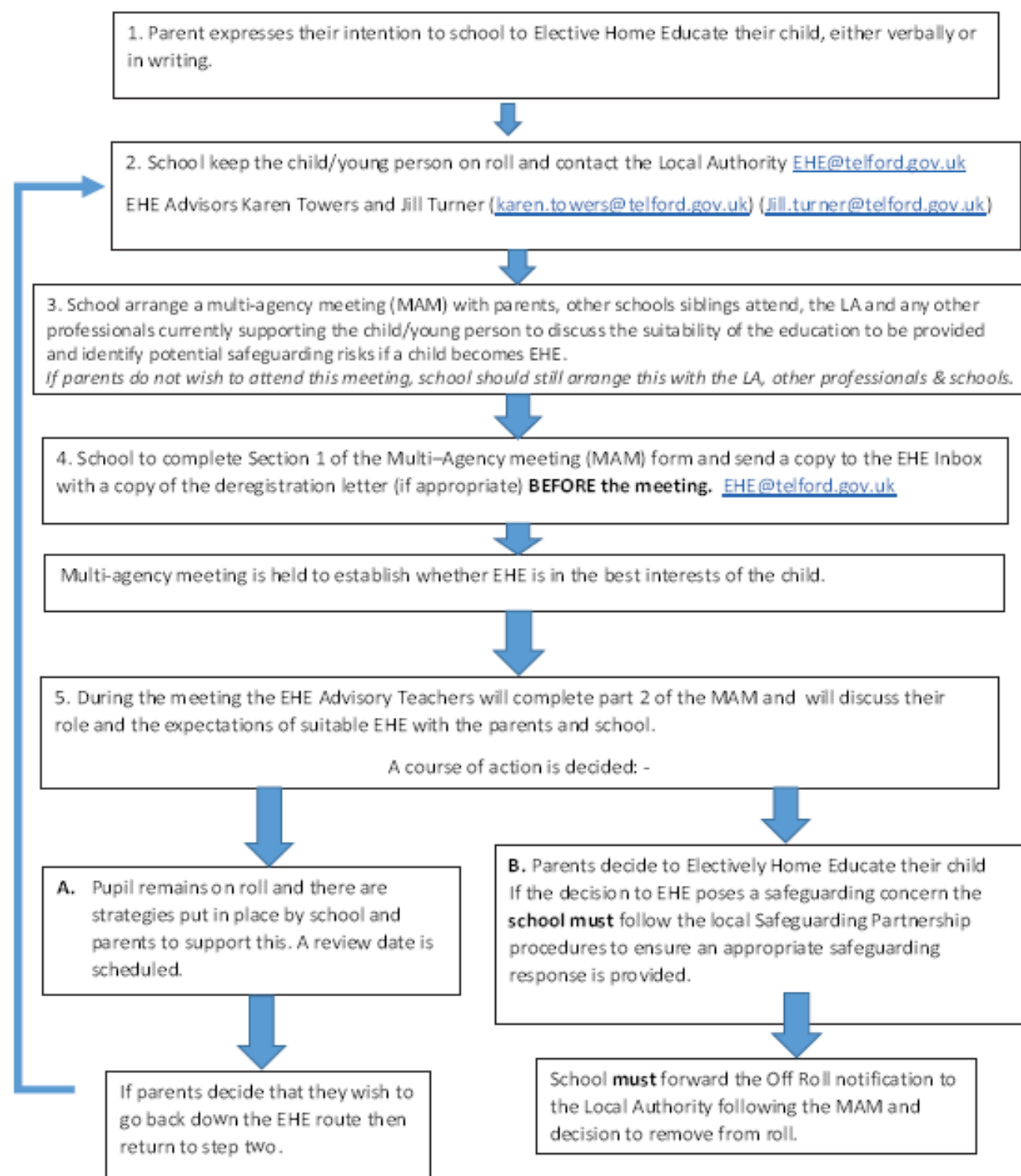
## **15. Complaints procedure**

If parents or carers wish to express dissatisfaction with any aspect of our procedure or processes for Elective Home Education, they should firstly attempt to resolve the matter informally with EHE Advisory Teachers. However, if this proves unsuccessful, parents can make a complaint.

More information on how to make a complaint to Telford and Wrekin Council, can be found on their [website](#).

## Appendix 1 – EHE Enquiry

### Procedures if a Parent expresses a preference to Electively Home Educate their child (none EHCP)



There are, unfortunately, some instances where the relationship with the school and family has broken down and the family are no longer willing to engage with the school. Where this is the case schools should notify the EHE Advisory Teacher who will make initial contact the family.

Updated Sept 2023



## Appendix 2 - EHE enquiry – children with an EHCP

### Procedures if a Parent expresses a preference to Electively Home Educate their child with an EHCP

Parent expresses their intention to school to Elective Home Educate their child, either verbally or in writing.

School **must** keep the child/young person on roll and contact the Local Authority [EHE@telford.gov.uk](mailto:EHE@telford.gov.uk)  
EHE Advisors Karen Towers and Jill Turner ([karen.towers@telford.gov.uk](mailto:karen.towers@telford.gov.uk)) ([jill.turner@telford.gov.uk](mailto:jill.turner@telford.gov.uk))

School arrange an early EHCP Annual review and multi-agency meeting (MAM) with parents, SENDCo, SEND Officer, the LA and other professionals currently supporting the child/young person to review the EHCP EHE

*Parents should be encouraged to attend this meeting, as the EHCP will also be reviewed at this meeting – if EHE is agreed a change of placement will be made and the EHCP amended.*

School to complete Section 1 of the Multi-Agency meeting form and send a copy to the EHE Inbox with a copy of the deregistration letter (if appropriate) and the most recent EHCP **BEFORE** the meeting.  
[EHE@telford.gov.uk](mailto:EHE@telford.gov.uk).

During the Early EHCP Annual review meeting, EHE is discussed, and considerations are made if this would be in the best interests of the child. The EHE Advisory Teachers will discuss their role and the expectations of suitable EHE with the parents and school and the outcomes of the EHCP.

If parent confirms it is their intent to Elective Home Educate written notification needs to be provided.

#### **Pupil on roll at Mainstream provision**

Pupil to be removed from roll from the date of the written notification or the date of the MAM, whichever is first.

Initial EHE visit to be arranged within 6 weeks.

#### **Education Suitable**

Pupil to be removed from roll backdated to the date of the written notification or the MAM whichever is first.

Interim visits can be offered along with annual report visit.

#### **Pupil on roll at specialist provision**

Pupil to remain on roll at school until the education provision at home is reviewed – normally within 4-6 weeks. This review may be carried out as a joint visit with the SEND officer.

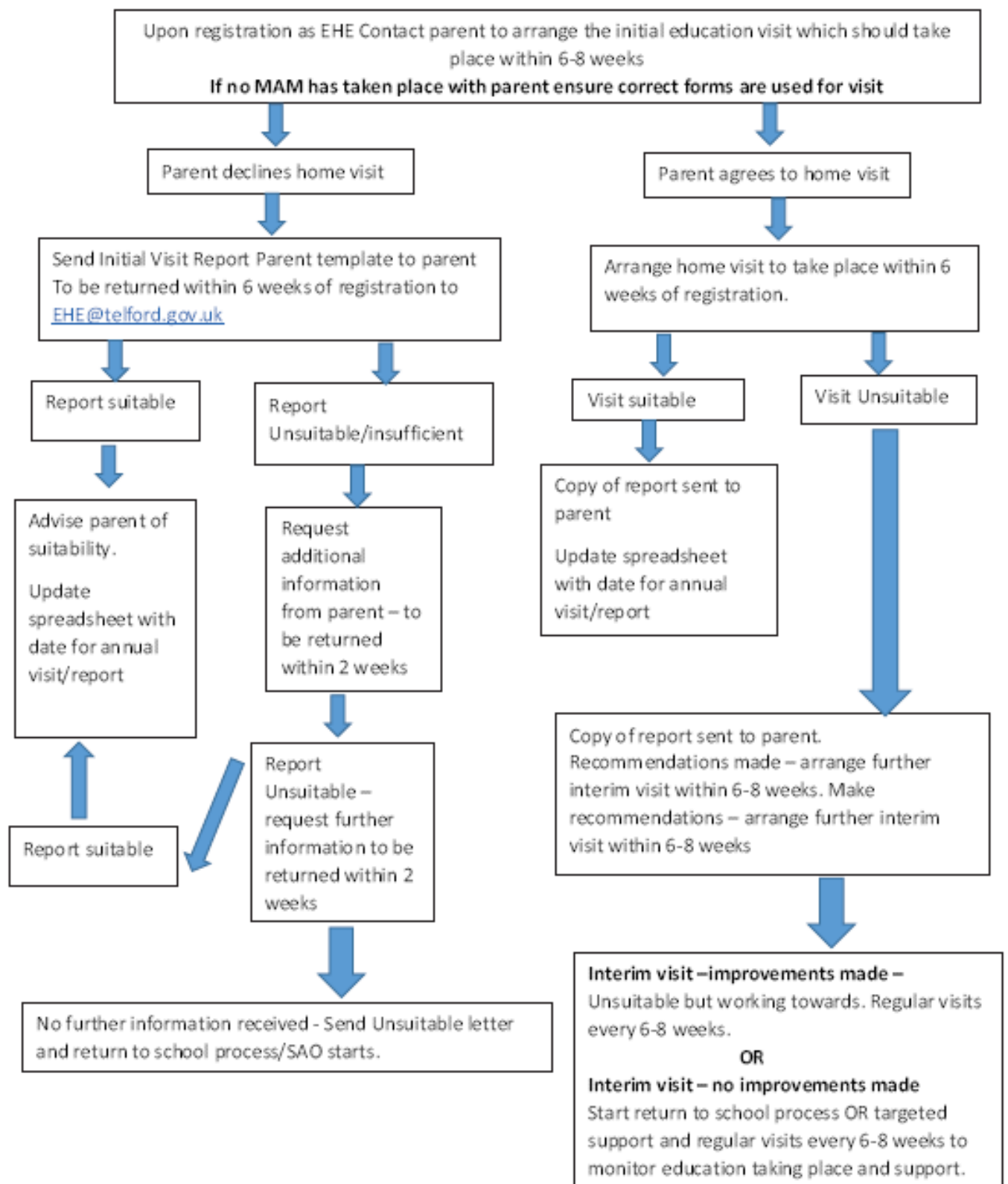
#### **Education Unsuitable**

Pupil to be remain on roll.  
Recommendations made and further visit arranged within 4 weeks.

If education remains unsuitable, then the child would return back to provision and attendance procedures followed.

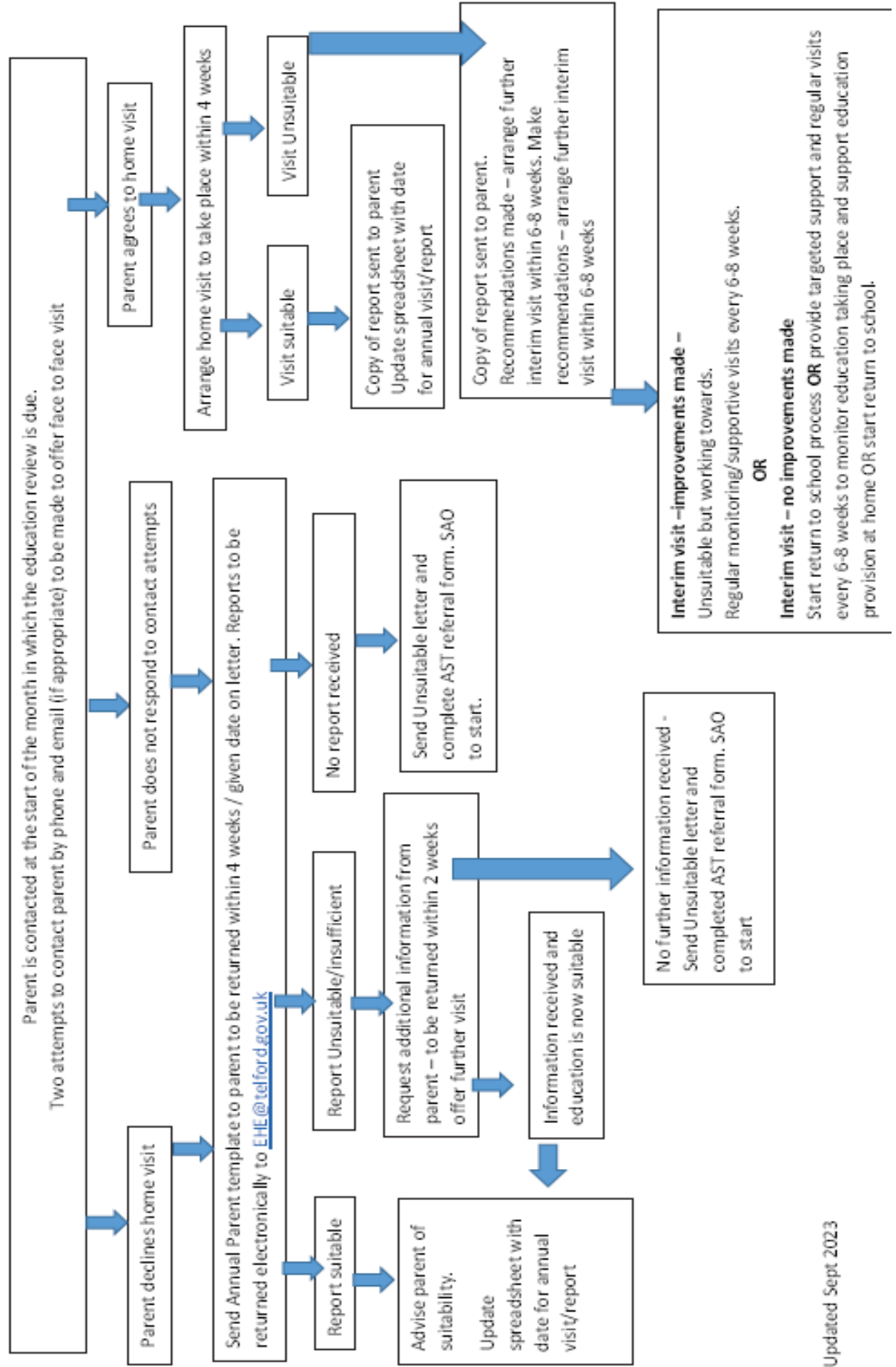
### Appendix 3 – EHE Initial Visit/report

#### Initial EHE education review process



## Appendix 4 – EHE 57 Annual visit/report

### Annual EHE Education review process.



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## Appendix 5 - Elective Home Education Multi Agency Meeting (MAM) information sharing.

### Data Protection Act 1998

Information given by you is needed to help Children's Services staff in supporting pupils and maintaining records of pupils with whom Elective Home Education Team is involved. The information is kept, in part, on a computerised database within the offices of Children's Services. The records have to be kept for a statutory amount of time before they are destroyed. Children's Services may use the information in these files to compile reports on trends and outcomes in conjunction with partner services.

**Section 1. ONLY Information to be completed by the school prior to the meeting and returned to [EHE@Telford.gov.uk](mailto:EHE@Telford.gov.uk)**

### Pupil Details:

School Name			
Referrer name and contact email			
Pupils Name: (including siblings)			
Date of Birth Year group:		Parent/carer name	PR – YES/NO
Gender		Parent/carer telephone numbers: (mobile and home)	
Ethnicity		Parent/carer email address:	
Pupil Address, including post code:		Parent/carer address (if different)	
Receiving Free School Meals	Yes/No		
Receiving Pupil Premium	Yes/No		
Are they a Young Carer	Yes/No		
Is the young person a Gypsy Roma Traveller, refugee or asylum seeker	Yes/No Details:		
Do they have English as an additional language	Yes/No – Mother tongue if not English:		
Does the Young person have additional learning or medical needs?	None/SEND Code K/EHCP Details:		
Have they had a modified timetable in the last 6 months?	Yes/No		
Has the young person accessed any internal support/interventions in the past 12 months	Yes/No: Details:		
Is there a safeguarding file for this young person?	Yes/No		

Have parents been signposted to <https://dfemedia.blog.gov.uk/2020/10/20/all-you-need-to-know-about-home-schooling-and-elective-home-education-ehed/> (strongly recommended)

Have parents been given a copy of the DfE Elective Home Education guidance? Yes/ No

Have parents provided written intent to Elective Home Educate? Yes /No

**Other Agency Involvement (please put N/A if not applicable)**

Agency	Full contact details (name, number/email)	Agency	Full contact details (name, number/email)
Social worker		Strengthening Families	
Education Welfare Officer		School health service	
CAMHS/Mental health		Speech and Language	
Police/Youth Justice		CATE	
Other (Please specify)			

**School information:**

**Attendance and Behaviour**

Date the young person last attended if they are not currently attending.	
Has the young person joined your provision within the last academic year?	Yes/No Details:
Current attendance % this academic year Are there any trends in non-school attendance?	
Attendance % last academic year	
Has the young person received a fixed term exclusion in the last 12 months	Yes/No: Details:
Was the young person under threat of exclusion?	Yes/No Details:
Has the young person been permanently excluded in the previous 24 months?	Yes/No: Details:
<b>Other comments relating to attendance and behaviour:</b>	

## Attainment

**Please complete the elements that are appropriate according to the age of the child**

### Primary Phase

For children currently in EYFS please indicate their current level:

For pupils who have completed EYFS please indicate their assessment in each area.

#### **EYFS:**

	Emerging	Expected
<b>Communication And Language</b>		
Listening, attention and understanding		
Speaking		
<b>Personal, Social and Emotional Development</b>		
Self-regulation		
Managing Self		
Building Relationships		
<b>Physical Development</b>		
Gross motor skills		
Fine motor skills		
<b>Literacy</b>		
Comprehension		
Word reading		
Writing		
<b>Mathematics</b>		
Number		
Numerical patterns		
<b>Understanding the world</b>		
Past and present		
People, Culture and communities		
The Natural World		
<b>Expressive arts and design</b>		
Creating with materials		
Being imaginative and expressive		

For pupils in KS1 and 2, please complete both the current assessment and the end of Key Stage Assessment if it is applicable.

BLW	Working Below National Curriculum Standards
WTS	Working Towards the Expected Standard
EXS	Working at the Expected Standard
GDS	Working at Greater Depth within the Expected Standard

Reading	Writing	Maths	Science	Phonics score
KS1 Y1				
KS1 Y2				
KS2 Y3				
KS2 Y4			MTC Score:	
KS2 Y5				
KS2 Y6				

### Attainment

Please complete the elements that are appropriate according to the age of the child

#### Secondary Phase

BLW	Working Below National Curriculum Standards
WTS	Working Towards the Expected Standard
EXS	Working at the Expected Standard
GDS	Working at Greater Depth within the Expected Standard

Key Stage	Reading	Writing	Maths	Science
Key Stage 3 (Y7-Y9)	BLW/WTS/EXS/GDS Reading Age:	BLW/WTS/EXS/GDS	BLW/ WTS/EXS/GDS	BLW/ WTS/EXS/GDS
Key Stage 4 (Y10-Y11) Courses being followed				
Subject	Exam Board/Code	Current Grade	Expected Grade	Comments
English Literature				
English Language				
Maths				
Science (Double or Triple) Chemistry Physics Biology				

#### Additional information related to Elective Home Education

Do you think EHE is in the best interests of the young person?	Yes/No Details:
Do you have any additional comments related to the reason for the school transfer?	

**Section 2 to be completed at the time of Meeting**

Date of meeting:

Attendees:

Name:	Relationship / role:	Contact details:

**Notification to EHE (parents)**

What was your main reason for deciding to EHE?	
How do you feel about your decision to EHE.	
Do you have other children who are EHE?	Yes/No Details:
Do you see EHE as a long-term or short-term measure? Or are you unsure?	
Who will be the person with overall responsibility for managing and supporting the educational provision?	
Do you intend to engage the support of a tutor?	Yes/No Details:
What is your plan for EHE?	
Is it your intention for your child to work towards sitting external exams?	Yes/No/NA Details:
Will the school provide support for the child/young person to complete any external exams including GCSE's?	Yes/No/NA



Any other information:	
Outcomes	<p>School WILL:</p> <p>Parent WILL:</p> <p>EHE WILL</p>

Information completed by	
Date:	