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**Southampton City Council**

**Inclusion Services**

**Elective Home Education Guidance for Schools 2024/2025**

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**Southampton City Council has developed a page on our website which offers a wide range of information and advice. Parents should be encouraged to refer to this website when considering elective home education for their child.**

<http://www.southampton.gov.uk/schools-learning/support-education/elective-home-education/>



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**Electronic versions of the appendices are available on the** [**SCC website.**](https://www.southampton.gov.uk/schools-learning/guidance-for-schools/general-guidance/inclusion-services/)

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| **Elective Home Education Guidance for Schools 2024/2025** | | | |
| **Version** | 03 | **Approved by** | Head of Education |
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| **Lead officer** | Children Not In School Manager | **Review date** | 31/08/2025 |
| **Contact** | home.education@southampton.gov.uk | **Effective date** | 05/09/2024 |

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| PURPOSE | | | |
| The purpose of this guidance is to inform schools of our local procedures relating to children removed from roll to be electively home educated and other related issues so that we can achieve consistency across the city. | | | |
| SCOPE | | | |
| Elective home education is a term used to describe a choice by parents to provide education for their child at home, or at home and in some other way in which they choose, instead of sending them to school. This is different to education provided by the LA otherwise than at school.  This guidance applies to those children of compulsory school age, where a legal requirement for education to take place exists, living within the Southampton boundary, whose parents (as defined in the Children Act 1989 and s576 of the Education Act 1996) have chosen to electively home educate their children.  Local authorities hold an overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area, so this guidance applies to all schools in the city and all children of compulsory school age who live within the Southampton City Council boundary. | | | |
| GUIDANCE COMMITMENTS | | | |
| * Our aim is to ensure that parents are equipped to make well-informed decisions about their child’s education. * We want to achieve consistency of approach across the city. * Our process has been designed to reflect good practice and thereby minimise the risk of off-rolling allegations arising. | | | |
| LEGISLATIVE CONTEXT AND OTHER RELATED DOCUMENTS | | | |
| SCC Elective Home Education [Policy](https://www.southampton.gov.uk/schools-learning/guidance-for-schools/general-guidance/inclusion-services/) 2024.  **The School Attendance (Pupil Registration) (England) Regulations 2024**  Section 9(1)(f) states that a pupil shall be removed from a school roll following written notification from the parent that the pupil is receiving education otherwise than at school (elective home education is a form of education otherwise than at school).  This requires schools to notify the local authority when they are about to remove a pupil’s name from the school admission register and provide specific information which includes the ground in regulation 9 under which the pupil’s name is to be removed from the admission register.  Education Act 1996   * Section 436A requires local authorities to establish the identities of children in its area who are not receiving a suitable education. The duty applies in relation to children of compulsory school age who are not on a school roll and who are not receiving a suitable education otherwise than at school. * Section 13a requires local authorities to promote high standards and fulfilment of potential. This means that maintaining oversight of education provision is a legitimate part of our responsibilities towards children living in our area. * Section 7 places a legal duty on parents to ensure their children receive efficient full-time education suitable to their age, ability and aptitude and any special educational needs they may have.   Education Act 2002  Section 175 of the act requires local authorities to make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting children’s welfare. This applies equally to children who are being educated at home, as it does to children attending school.  The Ofsted education inspection framework  The School Inspection Handbook states that Inspectors will be interested in high numbers of pupils moving on and off roll.  Grade descriptors for the leadership and management judgment have a focus on whether leaders aim to ensure that all pupils successfully complete their programmes of study.  Department for education guidance on elective home education  [Guidance](https://www.gov.uk/government/publications/elective-home-education) was re-issued in 2019 for both parents and local authorities but they are non-statutory guidance documents.  Children Act 2004  Section 10 requires local authorities to make arrangements to promote co-operation to improve the well-being of children relating to:   * Physical and mental health and emotional well-being. * Protection from harm and neglect. * Education, training and recreation. * The contribution made by them to society. * Social and economic well-being.   This responsibility applies equally to children who are being educated at home, as it does to children attending school.  The European Convention on Human Rights  Article 2 of Protocol 1 states that no person shall be denied the right to education but the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.  SEND Code of Practice: 0 to 25 years  Under this statutory guidance the local authority retains a responsibility for giving permission for children to be withdrawn from special schools to be home educated, for amending the Education Health and Care Plan and for reviewing it via the Annual Review process.  ILACS (Ofsted Framework for the inspection of local authority children’s services)  Will focus on the information the local authority uses to monitor the welfare of electively home educated children. In particular, those children who are electively home educated and are subject to a Child Protection or Child in Need Plan, or have an Education, Health and Care (EHC) Plan.  Southampton City Council Practitioner Guidance on Educational Neglect and the Neglect toolkit can be found on the Southampton Safeguarding Children Partnership website. | | | |
| OFF ROLLING | | | |
| There is a significant and growing focus on off-rolling, as a safeguarding issue, as it affects the most vulnerable children and families. Organisations including Ofsted, The Association of Directors of Children’s Services, The Children’s Commissioner, Office of Schools Adjudicator and the Department for Education have all published surveys or reports expressing concerns about off-rolling practices.  The DfE EHE guidance for local authorities states that:  “Schools must not seek to persuade parents to educate their child at home as a way of avoiding an exclusion or because the child has poor attendance.”  Ofsted defines off rolling as:  “*The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil*.”  Amanda Spielman, Ofsted’s Chief Inspector, has said that schools found to be off-rolling are likely to be rated inadequate for their leadership and management.  Off-rolling can happen when a parent feels under pressure from a school and as though they have no other option than to withdraw their child to home educate or seek a place at another school. It is often because a worst-case scenario has been painted for their child if they remained on roll.  In relation to children with SEND, the July 2021 report of the House of Commons Education Committee ‘[*Strengthening Home Education’*](https://committees.parliament.uk/publications/6974/documents/72808/default/) states that:  *“No family should be forced into EHE for lack of the right support in the school system, and children with* *SEND should have the equity of access to assessments, support and Education, Health and Care Plans (EHCPs) along with their schooled peers.”*    Off-rolling allegations made to the local authority will be recorded and reported to Headteachers who will be given a right of reply. Evidence will be requested so that the local authority can investigate the allegation. Evidence could include records of meetings, CPOMS logs, details of SEN support, IEPs, behaviour support plans etc.  **Our EHE process has been designed to reduce the risk of off-rolling and allegations**  **being made against schools so we would urge all schools to comply with this guidance.** | | | |
| SAFEGUARDING | | | |
| 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.  Neither schools nor the local authority, however, are required to give permission for a child to be withdrawn from school for EHE (unless the child has an EHCP and is enrolled at a special school under arrangements made by the LA). Therefore appropriate deregistration letters from parents must be actioned by schools and the steps in our procedure followed as quickly as possible to ensure compliance with the legal requirement to remove from roll. We would expect our procedure to be completed no longer than 5 days after the parent stating their intention to EHE.  **Schools should follow established safeguarding referral procedures, as appropriate, for any children withdrawn from school to be electively home educated. Schools should make clear on the EHE Notification under “Further Information”, that a safeguarding referral has been made.**  An unsuitable or inadequate education can impair a child’s intellectual, emotional, social or behavioural development and may therefore bring child protection duties into play. The 2019 DfE EHE guidance also clarifies that a failure by parents to ensure that their child is in receipt of 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.  Schools should note, however, that the LA has no right of entry into a home for the purpose of checking the appropriateness of home education, nor does it have any right to see a child in order to be satisfied as to the suitability of home education. | | | |
| PROCEDURE FOR SCHOOLS | | | |
| The process flow chart can be found in [**APPENDIX 1**](#_Hlk48895528) but we would like to draw your attention to some of the rationale underpinning elements of this process: | | | |
| EHE notification Form   * **EHE Notifications should be completed via the Southampton City Council website.** They should **not** be submitted without the Headteacher’s approval as this ensures strategic oversight, at the highest level, of EHE leavers. * The notification should only be submitted when it is completed in full because the information it contains should be sufficient to flag concerns, even if the child is not well known to the Headteacher.   The notification will support the school’s body of evidence in relation to compliance with the local process.   * It enables the local authority to prioritise EHE Family Support Worker resource and ensure that we are working collaboratively with colleagues. | | | |
| Inclusion Services will contact Headteachers, where information is limited or missing, asking for them to be fully populated within a specified timeframe, or to explore why our process has not been followed. | | | |
| [Information leaflet](https://www.southampton.gov.uk/schools-learning/guidance-for-schools/general-guidance/inclusion-services/) for parents of children enrolled in school | | | |
| This document is intended toaddress some common misconceptions that parents hold about elective home education, so it is important that parents are issued with this document.  Schools may issue this leaflet to parents immediately or discuss the issues it contains with parents during discussions in school.  Evidence of this information being shared with parents forms part of the EHE notification form. | | | |
| Deregistration Letters | | | |
| The regulations that govern removal from roll require parents to put their decision in writing to the school. Parents unwilling to do this are at risk of failing in their duty to secure education of children of compulsory school age and at risk of prosecution under Education Act 1996 because a school cannot remove a pupil from roll without this written notification.  Deregistration letters must state that the parent is intending to home educate their child and cannot simply state that the child will not be returning to school. Many parents use template letters downloaded from the internet and they refer to regulation 8(1)(d) of the Education (Pupil Registration)(England)Regulations. These letters are appropriate.  **Schools should not supply deregistration letters for parents or provide them with the means to access templates online.** To do so could be construed as off-rolling. In addition, parents who are unable to produce a letter themselves would be a concern to us. See *discussions with parents* below.  Copies of deregistration letters should be submitted as part of the **EHE Notification via the Southampton City Council Website.** | | | |
| Discussions with Parents  Whilst this element of our process has been in place for several years now, Keeping Children Safe in Education (2024) now includes a section on EHE and recommends that:  *“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. 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.”* | | | |
| Parents should be invited into school for a discussion to ensure that:   * EHE is in the best interests of the child/young person. * Parents are aware that their child will be removed from the school. * The parent is making a fully informed decision and is aware that there is no funding available, educational resources, exam support or funded tuition from the school or the local authority. Parents often later report to us that they did not understand what elective home education entailed so any lack of understanding should be fully explained and parents given the opportunity to reconsider. These discussions can be supported by an EHE Family Support Worker at the request of the parents or the school. * All practitioners working with a family are aware of the change of circumstances therefore the Education Welfare Service should be notified and the Education Welfare Officer should be invited to the discussion if the child/young person is currently an open referral to their service in order to secure regular school attendance, the YOS Officer should be invited, as should any Social Workers, Early Help practitioners etc. * The decision to EHE is a positive one and not a response to unresolved issues associated with school. Common issues reported to us are related to unmet SEN, allegations of bullying that the parent feels have not been appropriately addressed or a relationship breakdown. Schools should seek to address such issues if they are the only motivators for a parent to withdraw their child for home education. A SENCo should be present if there are SEN related issues. * The parent is aware of the importance of completing an Overview of Home Education because the local authority must be satisfied as to the suitability of education provision. If the parent brings a completed document to a school discussion, this is a good opportunity for a dialogue to take place around any strengths, weakness or obstacles that are evident. This document is used to prioritise EHE Family Support Worker resource. * The parent has not been pressurised in any way to withdraw their child from school. * Parents are made aware of the risks associated with unregistered schools, should it become apparent during discussions that an unregistered setting may be involved in the delivery of education to the child. * Parents are aware that children in receipt of free school meals will no longer be eligible if they become EHE. * Parents are aware that the SEN top up funding, received by the school due to their child (where eligible in relation to an EHCP), will not then be paid to parents should they decide to remove their child from the school for the purpose of providing an education otherwise than at school. * Where appropriate, parents are aware of the regulations around [child employment](https://www.southampton.gov.uk/schools-learning/employ-teach/), including the need for a work permit and also where to find further information about [performance licences](https://www.southampton.gov.uk/schools-learning/employ-teach/child-performance-licensing.aspx).   **In all cases where a child is subject to CP or CIN planning an EHE Family Support Worker should be invited to support these discussions**. This can be arranged by e-mailing [home.education@southampton.gov.uk](http://home.education@southampton.gov.uk). This also applies in case where a parent is unable to produce an appropriate deregistration letter themselves.  EHE Family Support Workers can also attend discussions if a school or parent feels that mediation would be helpful.  Parents are under no obligation to attend discussions in school. In cases when parents do not wish to attend, other options could be suggested such as a virtual discussion, telephone contact being made or requesting the support of an EHE Family Support Worker. | | | |
| Overview of Home Education | | | |
| The DfE believe that families should be aiming to offer satisfactory home education from the outset and to have made preparations with that aim in mind. They recognise, however that good home education develops with experience as a child becomes used to being in a different learning environment and parents ‘find their feet’.  We would ask schools to stress the importance of completing an Overview of Home Education because they:   * Help schools to identify cases where parents are not informed, or prepared and therefore may not be able to ensure that their child receives a suitable education. A dialogue can then take place and a mediation discussion with an EHE Family Support Worker requested, where appropriate.   A mediation discussion would be particularly appropriate if the literacy skills of the parent, who intends to take responsibility for their child’s education, are such that they are unable to complete the form.   * Assist the local authority in prioritising EHE Family Support Worker resources.   Completion of this document by parents remains voluntary, but the local authority will ask parents to complete an Overview of Home Education and return it to us if we do not already have one once a child has been deregistered from school. | | | |
| PROVISION OF WORK UNDERTAKEN AT SCHOOL | | | |
| In March 2020 Ofsted addressed the Association of Elective Home Education Professionals and stated that:  “***After a move to home education is made****, it would be good practice for schools to provide parents with children’s previous classwork*.”  This clarity is important because schools have been concerned that providing class or course work to parents could be seen as an indicator of off-rolling. | | | |
| PUPILS WITH AN EHCP OR SEND | | | |
| For all pupils with an EHCP, schools should notify the SEND Case Officer immediately to call an early Annual Review at the first mention of EHE to ensure that.   * A review can take place of the needs of the child. * A baseline can be established against which progress can be measured at the next annual review. * Parents can explain how they will ensure they will meet the needs of the child as written in the EHCP, but also how they will meet their wider duty under S7 of the Education Act 1996. * The school can be satisfied that off-rolling is not a factor where the parent feels they are left with no option other than EHE because of a lack of support for their child’s needs.   Special schools should note that if you receive a deregistration letter from a parent of a child with an EHCP, **the pupil must not be removed from roll because the consent of the local authority is** **first** **required**.  We are aware that we have a high number of pupils with SEND in our EHE cohort in the city therefore, for pupils with SEND who do not have an EHCP, schools should problem solve with parents considering home education to address their concerns and involve the SENCo. We would hope that this will help parents to feel reassured that their child’s additional needs have been recognised and that they are being appropriately supported when in school. | | | |
| PUPILS SUBJECT TO CP OR CIN PLANNING | | | |
| SCC does not advocate for any child subject to CP planning to be removed from a school setting for the purpose of EHE but has no power to prevent this parental decision. In the situation where a parent with a child subject to CP planning requests EHE, schools are required to notify the Children Not in School Manager (seeContacts in the EHE Guidance on the SCC website*)* and the Social Worker assigned to the case. If mediation does not resolve any issues and the child is removed from the school roll, education will be given a priority within the plan.  For a child on CIN planning, notification to the Social Worker and Children Not in School Manager (seeContacts in the EHE Guidance on the SCC website) should be made and education will be given a priority within the plan.  Pupils subject to CP and CIN planning are prioritised when allocating EHE Family Support Worker resource. | | | |
| EXCLUSION | | | |
| If a pupil is the subject of a suspension and a parental deregistration letter is submitted by a parent, the date of removal from roll should be the **date of receipt of the letter**. It is not appropriate that a letter is backdated to effectively revoke the suspension.  In cases where a permanent exclusion letter has been issued, the statutory permanent exclusion process should still be completed even if a parental deregistration letter is subsequently received by the school. The date of removal from roll should be the **date of receipt of the letter**. It is not appropriate that the letter is backdated to effectively revoke the permanent exclusion.  Further advice and guidance can be sought from the Exclusions Officer (see Contacts in the EHE Guidance on the SCC website). | | | |
| TRANSFER OF RECORDS | | | |
| Starters  Schools should take steps to ensure that they obtain both education and safeguarding records for any home educated child taken on roll. The Inclusion Services Team Standards Coordinator (*see* **Contacts**) may be able to provide some school history information and details of Inclusion Services interventions, but a CTF from the last school that the child attended will give the most detailed educational information.  Leavers  When a pupil is removed from roll to be electively home educated the school must retain all records.  **Schools should e-mail** [home.education@southampton.gov.uk](http://home.education@southampton.gov.uk) **to notify the local authority if they are holding CP\safeguarding records.** An indication will then be placed on the child’s records that there is a file to transfer, should the child take up a school place in the future that we are aware of.  Transfer or retention of records should then be carried out by following established procedures once the next setting is known.  If a school becomes aware of a re-enrolment in a non-Southampton school, please e-mail [home.education@southampton.gov.uk](http://home.education@southampton.gov.uk) so that our records may be updated.  Safeguarding  Where an EHE Family Support Worker is required to be part of the professional network for children who are open to\become open to children’s social care, a Corporate Request Form will be sent to the previous school to ensure that safeguarding records are securely transferred so that we are able to identify, assess and respond to risks or concerns about the safety and welfare of children. | | | |
| FLEXI-SCHOOLING | | | |
| Separate [guidance](https://www.southampton.gov.uk/schools-learning/guidance-for-schools/general-guidance/inclusion-services/) has recently been issued to support schools, clarify decision making responsibilities and set out good practice when considering flexi schooling requests from parents. | | | |
| SCHOOL ATTENDANCE ORDERS | | | |
| When naming a school in a School Attendance Order, the documentation will always be sent directly to the Headteacher and the closest school to the home address with a vacancy will be named on the Order, in the absence of an alternative parental preference that can be met.  We will work with Southampton City Council Legal Services to ensure a comprehensive process is in place. | | | |
| ADMISSIONS FROM EHE & UNDER THE FAIR ACCESS PROTOCOL | | | |
| The updated School Admissions Code comes into force on 1st September 2021.  The code still requires each local authority to have a Fair Access Protocol but it may only be used to place specific categories of vulnerable children where they are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place for them through the ordinary in-year admission process.  Electively home educated children are not deemed vulnerable as a cohort therefore parents wishing to apply for a school place will be placed in the same way as all other applicants, unless they meet one of the following criteria and they have failed to secure a place through the ordinary in-year admission process:   * Children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the Protocol. * Children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol. * Children from the criminal justice system. * Children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions. * Children who are carers. * Children who are homeless. * Children in formal kinship care arrangements. * Children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers. * Children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of the Admissions Code. * Children for whom a place has not been sought due to exceptional circumstances. * Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted. * Previously looked after children for whom the local authority has been unable to promptly secure a school place.   The reintegration of children from elective home education into mainstream provision can be supported by EHE Family Support Workers, if requested by schools or parents. | | | |
| CONTACTS | | | |
| Eliza Johnson  Aude Pengas  Catherine Yeates  Craig Toop  Sara Smith  Bryn Roberts  Generic in-box  Anycomms | Children Not in School Manager  Home Education Family Support Worker  Home Education Family Support Worker  Team Standards Coordinator  Exclusions Officer  Service Manager for Inclusion | eliza.johnson@southampton.gov.uk  [aude.pengas@southampton.gov.uk](mailto:aude.pengas@southampton.gov.uk)  [catherine.yeates@southampton.gov.uk](mailto:catherine.yeates@southampton.gov.uk)  [craig.toop@southampton.gov.uk](mailto:craig.toop@southampton.gov.uk)  [sara.smith@southampton.gov.uk](mailto:sara.smith@southampton.gov.uk)  bryn.roberts@southampton.gov.uk  [Home.education@southampton.gov.uk](http://Home.education@southampton.gov.uk)  Select the ‘children missing education’ option | 023 8083 3889  023 8254 5720  023 8083 3701  023 8083 4779  023 8091 5810  023 8083 3094 |
| GOVERNANCE | | | |
| This guidance will be implemented by:   * The Southampton City Council Inclusion Services Team. * Schools. * Children’s Services colleagues. * Parents.   It will be monitored by the Inclusion Services Team and updated on an annual basis at the end of the summer term. | | | |
| SUBSTANTIVE CHANGES 2024 | | | |
| * Amended reference to The Education (Pupil Registration) (England) Regulations 2006, which is now referred to as The School Attendance (Pupil Registration) (England) Regulations 2024. * Updated information about exams on the [parent leaflet](#_APPENDIX_4_). * Updated reference to the notification process for schools when deregistering children from school. | | | |

### APPENDIX 1 - SCHOOL PROCESS FLOW CHART

**All documents highlighted in bold are available on the Southampton City Council website under ‘Inclusion Services’**

**This procedure should be completed within** **5 school days of parent stating their intention to EHE**

Parent(s) notifies the school of intention to home educate, verbally or in writing.

Parent encouraged to complete a voluntary [**Overview of Home Education**](#_APPENDIX_3_). The [**Information leaflet**](#_APPENDIX_4_) **for parents of children enrolled in school** may also be issued.

***An early Annual Review should immediately be called for all pupils with an EHCP.***

Parent(s) invited to attend a discussion to explore any concerns and their understanding of elective home education. For pupils with an EHCP see further guidance.

* Work through the issues covered in the information leaflet for parents, as well as any others.
* EHE Family Support Workers and the Social Worker must be invited to the discussion if the pupil is subject to CP or CIN Planning using [Home.education@southampton.gov.uk](http://Home.education@southampton.gov.uk)
* The SENCo should be present if the pupil has SEND.
* If the parent is unable to write a deregistration letter an EHE Family Support Worker should be invited using [Home.education@southampton.gov.uk](http://Home.education@southampton.gov.uk)
* Education Welfare Officers should be invited if the pupil has been referred to the Education Welfare Service in order to secure regular school attendance.
* If open to YOS the YOS Officer should be invited as should Early Help practitioners working with the family.

**Pupil remains on roll**

**Discussion** declined by parent(s).

**Discussion** held, parent(s) wish to proceed with EHE.

Discussion held, issues resolved.

**NFA – pupil remains on roll**

Appropriate parental [Deregistration](#_Hlk48905303)  **letter** has been submitted.

Parent has not submitted a deregistration letter. Usual absence procedures to be followed.

**Pupil remains on roll**

Attempt to **telephone** parent to explore any concerns and their understanding of EHE.

Appropriate parental **deregistration letter** has been submitted.

**Please notify the Social Worker immediately if a child is subject to CP or CIN Planning.**

**Pupil removed from roll** as long as they do not have an EHCP and are enrolled in a [special school](#_Hlk48905414)  (see further guidance)**.** School actions to be taken:

* Copies of parental deregistration letter, completed EHE notification and Overview of Home Education (where available) to be sent to Inclusion Services via the SCC website.
* Upload CTF to 7 m’s.
* Acknowledgement letter sent to parents enclosing EHE information leaflet for parents if it has not already been (missing word?)
* Notify professionals and\or agencies involved with the family and the EWS.

### APPENDIX 3 - OVERVIEW OF HOME EDUCATION

**INDIVIDUAL COPY AVAILABLE ON SOUTHAMPTON CITY COUNCIL WEBSITE**



**Academic Year 2024**

**Overview of Home Education**

Southampton City Council seeks to establish a proportionate approach to our duty under Education Act 1996, to establish whether children are receiving suitable full-time education. This duty applies to electively home educated children.

To assist us in this endeavour, we would ask you to complete this template and provide information on the education you are currently providing or planning to arrange for your child(ren). It is designed to provide us with sufficient information to help us conclude whether suitable full-time education is in place/planned.

Parents are under no legal obligation to provide this information but, in the absence of a completed form, we will have to consider our next steps and will contact you directly.

Please fill in as much of the form as you are able to and we recognise that provision may develop over time. The questions in this document cover areas of focus contained in government guidance documents.

Should you choose to provide us with this information in another format, please feel free to do so. Alternatively, if you would like the assistance of a Home Education Family Support Worker, please contact us using the details at the end of this document.

Thank you for your cooperation.

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| **Name of child** |  | **DOB** |  |
| **Home address** |  | **Contact tel.** |  |
| **Parent names** |  | **Contact**  **e-mail** |  |
| **Last school attended (if any)** |  | | |

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| **Reasons for decision to home educate.** *This is a voluntary question and is designed to assist us in identifying potential cases of off-rolling.* |
| **Please explain your short and long term plans for your child’s education which will allow them to reach their full potential.**  **If you would like your child to sit public examinations, what plans have you made?** *Please ensure that this section is completed if your child is in Years 9-11.* |
| **How much time does your child typically spend learning over the course of a day/week?** |
| **Please explain how a safe and appropriate learning environment can be provided in the home.** |
| **Please describe the learning resources you have access to.** |
| **Does your child have specific skills or talents that you focus on? If yes, please explain further.** |
| **How can you provide a broad range of learning opportunities, covering not only the core needs of literacy, numeracy and ICT but other subjects and topics?** |
| **Please explain the regular involvement of anyone else in the provision of education to your child, e.g. tutors, other family members, online providers.** |
| **Please explain how you ensure that the education provision is suitable to your child’s age and aptitude and also explain whether your child is broadly in line with national expectations for literacy and numeracy: how can this be determined and evidenced?** |
| **If your child has special educational needs or medical conditions, please explain further and how they are met and how you support your child.** |
| **Please explain how progression is/will be monitored and evidenced.** |
| **How are you able to provide opportunities for your child to socialise and participate in physical or social activities with adults and peers so that they do not become isolated?** |
| **Please explain what evidence of learning you are able to provide.** |
| **What are your child’s views and expectations of home education?** |
| **Is there any aspect of your child’s education that you would like support with?** |

Signed: Date:

Relationship to the child:

**Please return completed forms to your child’s school or: Inclusion Services**

**Southampton City Council**

**Civic Centre**

**Southampton**

**SO14 7LY**

**If this document was e-mailed to you it can be returned to:** [**home.education@southampton.gov.uk**](http://home.education@southampton.gov.uk)

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| APPENDIX 4 - INFORMATION LEAFLET FOR PARENTS | |
| **ELECTIVE HOME EDUCATION 2024/2025**  **Information for parents of children enrolled in school** | scc294square-A3 (002) |
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| **Elective home education (EHE) is the term used to describe parents' decisions to provide education for their children at home instead of sending them to school.**  **Educating your child at home is a big commitment and as parents you then have a responsibility to make sure that your child is being suitably educated.**  **We believe that well-informed parents will be in a better position to make positive decisions about their child’s education provision. The purpose of this leaflet, therefore, is to ensure that parents are accessing the sources of information available and making decisions freely.** | |
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| **Making the decision to electively home educate your child**  Home education should be a happy, fulfilling and successful experience for your child. This is achievable but we would strongly recommend, before making a final decision, that you:   * **Talk to your child’s school**. They have in depth knowledge of your child and will be able to work with you if you have any concerns relating to your child’s education provision or school life. For example, if you have concerns about your child’s special educational needs, ask to speak with the SEN Coordinator (SENCo). If your concerns are around COVID, raise them with the school. * **Research thoroughly.** The government does not expect a significant break between the end of schooling and the provision of good education at home. * Talk to other home educators, research online and find out as much as possible. * Identify how you will be able to ensure your child’s educational needs will be met? * Plan how you can provide a safe and suitable learning environment for your child at home. * Identify your long term intentions for the education of your child so that they can be achieved, especially if this relates to public examinations or further education. * The Council website and our guidance document for parents under downloads:   [Home education downloads for families (southampton.gov.uk)](https://www.southampton.gov.uk/schools-learning/support-inclusion-education/not-in-school/elective-home-education/downloads/)   * **Consider the implications for both you and your child.** * Consider the costs involved. For some parents this may include examinations, equipment, educational visits, tutors, on-line subscriptions. Please be advised that standards cost as advertised on the exam board websites only apply up until November of the year prior to sitting the exam. Exams booked after this time might incur additional fees. * Discuss plans and expectations with your child and take their concerns and feelings into consideration. * Consider whether you have the time and energy required to ensure effective full-time provision is in place and what support you have from others. * Consider any specialist support your child receives in school that you may not be able to provide as part of home education. * Think about the social impact upon your child. Depending upon your circumstances and your child, this could be enhanced, or, home education could lead to social isolation.   Parents should also understand that should you later decide to re-enrol your child, they may not be able to return to their previous school, or a school of your choice. There is also no national or local funding available for EHE families therefore the local authority is unable to provide a tutor for your child, provide educational materials, a curriculum or any programmes of learning to follow, or provide financial assistance towards the cost of public examinations.  **Local process – Schools:**   * Must not pressurise parents into EHE, suggest home education to parents, write deregistration letters or provide template letters. * Should attempt to hold a discussion with parents to ensure that there are no underlying issues that should be addressed. Local authority mediation is available if required and can be requested using the e-mail address below. * Should encourage parents to complete an Overview of Home Education which will help the local authority to be satisfied that suitable full-time education is being planned. * Must liaise with any professionals known to be working with the family. * Should, if parents choose not to discuss their decision in school, attempt to make contact by phone to ensure off-rolling has not taken place and there are no issues that should be addressed. * Should issue this leaflet to parents. * Send an acknowledgement letter confirming when the pupil has been removed from roll.   **Local process – Southampton City Council:**  The local authority must establish whether a family is genuinely providing education, or whether parents may be avoiding engagement with the school system. In the latter case LA Officers must consider both educational and safeguarding issues and respond accordingly within the legal frameworks in place.   * If a completed Overview of Home Education has not been provided we will ask parents to complete one. * We will offer visits to families with the objectives of: * Completing and providing parents with a ‘Record of Elective Home Education Visit’ form. * Helping us to understand why parents have chosen to EHE, so that we can be aware of any underlying issues that we should take steps to address. * Providing advice and support to ensure that education provision is suitable, which may include making recommendations which should be actioned to improve provision. * Fulfilling the local authority’s duty to establish whether a child is in receipt of suitable education.   **When is elective home education not advisable?**  We understand that children can thrive in a positive home education environment with parents who are committed to their child achieving their full potential, but we would not advise following this path in circumstances such as:   * When there has been a relationship breakdown with your child’s school. **Consider** **other options**. * To avoid an attendance prosecution. **It could** **still go ahead**. * To avoid intervention from Children’s Services. **Intervention would continue**. * When your school of choice is full. **It’s impossible to predict when places will become available so it is not always the best option in such circumstances. Carry out further enquiries first about waiting list** **positions**. * In response to bullying issues, if no mediation has taken place to try and resolve the issues. **Raise these issues with the school and, if necessary, follow the formal complaints procedure.** * To avoid exclusion from school. **Work with your child’s school to try and address issues.** * Where you have concerns about your child’s academic progress or achievement. **Discuss your concerns with the school in the first instance.** * When your child has health needs, whether temporary or permanent, that you consider are not being met in school. **Raise your concerns with the school and, if necessary, follow the formal complaints procedure.**   **Further resources**  [Elective home education (southampton.gov.uk)](https://www.southampton.gov.uk/schools-learning/support-education/elective-home-education/)  [Elective home education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/elective-home-education)  [Resources Portal - Education Otherwise](https://www.educationotherwise.org/resources/)  [Elective Home Education Southampton | Facebook](https://www.facebook.com/SouthamptonEHE/)  ‘Southampton Home Ed’ - Facebook  Please consider speaking to a Home Education Family Support Worker before withdrawing your child from school. They can be contacted by e-mail at: [home.education@southampton.gov.uk](http://home.education@southampton.gov.uk) or by telephone at 023 8083 4779.  If you decide to proceed with elective home education you must write a letter to the school stating that you wish to de-register your child in order to take responsibility for their full-time education provision. Schools are unable to remove pupils from roll without written confirmation. | |
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