

Elective Home Education (EHE)

London Borough of Barking and Dagenham's policy
for professionals and parents

6th Edition
Author: Greg Vaughan
Manager, Education Statutory Services Team
September 2026

Contents

Title	Page number	Paragraph number
Introduction	3	1.0
Deciding to home educate	3	2.0
Voice of the child	4	3.0
The home education provision	5	4.0
Role of the Local Authority	6	5.0
Safeguarding and home educated children	8	6.0
Children leaving a school to be home educated	9	7.0
Home educated children with special educational needs	10	8.0
EHE and college	11	9.0
Child Employment	11	10.0
Taking exams	11	11.0
Flexi-schooling	11	12.0
Supplementary settings and unregistered schools	11	13.0
Careers Interview	12	14.0
Raise in participation age	12	15.0
Health visits	12	16.0
Association of Elective Home Education Professionals	13	17.0
The DfE 'Elective Home Education Departmental guidance for parents.'	13	18.0
Appendices		
Appendix 1 – Procedure for working with home educating families (flowchart)	14	
Appendix 2 – Initial information form	15	
Appendix 3 – Education adviser report form	19	
Appendix 4 - Elective Home Education – Social Care Snapshot Review	22	
Appendix 5 - Terms of Reference: EHE Team, EHC Team, Social Care and Health Services Joint Working Meeting	23	
Appendix 6 - Private tutors and unregistered schools	29	

1. Introduction

The purpose of this document is to help professionals and parents understand:

- what home education is.
- the laws and government guidance* that shape and define it.
- the borough's procedures for working with home educating families.

* Elective home education. Departmental guidance for local authorities (DfE guidance document April 2019):

<https://www.gov.uk/government/publications/elective-home-education>

- 1.1 Elective Home Education (EHE) is a term used when parents choose to educate their child without enrolling him or her at a school. EHE is also known as 'home education' or 'Education otherwise than at school' (EOTAS).

Please note that these terms are not to be confused with Home Tuition, which is a borough provision that provides home tutors for children prevented from attending school due to illness or unavoidable cause.

A good education, whether received at school or through EHE, is essential for preparing children and young people for adult life. It is the key to future success for our children and, consequently, our communities.

- 1.2 When parents decide to home educate, they are exercising their right, in law, to do so. This Local Authority recognises that right but does not advocate home education. Therefore, school and Local Authority staff should not suggest home education as an option to parents.
- 1.3 The process followed in this authority for working with home educating families is contained within a flowchart: [Appendix 1](#)

2. Deciding to home educate

Parents should choose home education only if they believe that this is in the best interest of their child. When parents home educate, they become entirely responsible for their child's education.

- 2.1 Sometimes, parents choose to home educate because they did not get the school they expressed a preference for. Whilst they have a right to home educate, they should be mindful that there may be a considerable period of time before a place becomes available at the preferred school (especially so for very over-subscribed schools). Therefore, parents should be encouraged to take up the first available school place.

- 2.2 Parents have also been known to choose home education in response to such things as a dispute with a school; the child being unhappy at school; to avoid an exclusion or to avoid prosecution for non-school attendance. Again, whilst they have the right to make this decision, parents need to be aware that this course of action means that their child will lose his/her school place and will no longer be part of the state education system. The parent will become fully responsible for providing education to the child.
- 2.3 The decision to home educate does not affect a parent's right to enrol their child at a school at a later date. However, home educating parents (or parents considering home education) should be aware that if they decide to cease home education it can be very difficult, from the summer term of year 10 onwards, to place a child in a school.
- 2.4 Year 11 is a very critical time as pupils in this year group will be preparing for exams. Deciding to home educate at this time is not recommended.

Extensive information on home education, along with learning materials and contact details of support groups, can be found on the internet.

3. Voice of the child

- 3.1 When parents are considering home education, it is recommended that they discuss it with their child.

Whilst not going to school anymore may seem an attractive proposition to a child, they need to consider that they will miss out on what attending a school brings, such as:

- dedicated professionals teaching a wide range of subjects.
- the wide range of equipment that schools have at their disposal.
- preparation for exams
- social interaction with a wide range of children and adults
- involvement in school events
- school trips and excursions (often free or cheaper than if arranged separately)
- access to extra-curricular activities.

- 3.2 Where agreed with the parent, the Local Authority will view the child's work and discuss the home education provision with the child.

4. The home education provision

- 4.1 Home educating parents do not have to follow the national curriculum, the academic year or a school day. They are, however, required to provide a “suitable and efficient full-time” education. Here is what the government, and the law, say about these requirements:

4.2 Section 7, Education Act 1996:

The parent of every child of compulsory* school age shall cause him to receive efficient full-time education suitable

- a) to his age, ability, aptitude and
- b) any special educational needs he may have either by regular attendance at school or otherwise.

** Compulsory school age – Children reach compulsory school age on 31 December, 31 March or 31 August following their fifth birthday - whichever comes first.*

If your child's fifth birthday is on one of those dates then they reach compulsory school age on that date. For example, if your child reaches compulsory school age on 31 March, they must start full-time education at the beginning of the next term (summer term that year).

Children cease to be of compulsory school age on the last day of June in the academic year that they achieve the age of 16.

- 4.3 The responsibility for a child's education rests with his or her parents. When parents decide to home educate, they must provide a suitable, efficient and full-time education:
- 4.4 A "suitable" education is defined in the Department for Education (DfE) guidance on EHE 2019 - page 28 in the guidance for L. A.s and page 7 in the guidance for parents (see link in the introduction).
- 4.5 An "efficient and full time" education is defined in the Department for Education (DfE) guidance on EHE 2019 - page 30 in the guidance for L. As and page 7 in the guidance for parents (see link in the introduction).
- 4.7 The home education provision should be provided to the child from when the decision is made to home educate (either at the commencement of compulsory education, or when leaving a school). DfE guidance clearly states that parents should not expect an allowance of time to build their provision up to a suitable, efficient and full-time education.

5. Role of the Local Authority

- 5.1 Local authorities are required to ensure that all children of compulsory school age, living within their boundary, are receiving education (*Sect. 436a, Education Act 1996*). However, parents are not required to inform their Local Authority if they are home educating, although it is strongly encouraged because advice can be given on the home education provision and assistance given to accessing services.
- 5.2 Anyone who is concerned that a child may not be in education should contact the borough's EHE Officer, or the Children Missing Education (CME) Officer, on: 020 8227 2151 or email: accessattendance@lbbd.gov.uk
- 5.3 Professionals working with families should check the education provision of every child in the family and liaise with the EHE or CME Officer if any of those children are not on roll at a school.
- 5.4 Most local authorities employ staff dedicated to work with home educating families. This authority has an EHE Officer who:
- coordinates all work with home educating families, including allocating cases to education advisers (who will make informal enquiries about the home education provision).
 - assists with children enrolling at a school when they cease home education.
 - maintains a database of children known to be home educated in this authority.
- 5.5 For children known to be EHE in this borough, the EHE database brings together a significant range of information on:
- the family.
 - the child.
 - the work of the EHE Officer.
 - involvement from other agencies e.g. Social Care
 - whether the child has Special Educational Needs or Education Health Care Plan.
 - when the family were last visited by an education adviser and when the next visit is due.
- 5.6 When this Local Authority first becomes aware that a child is being home educated, an information leaflet and 'Initial information form' are sent to the parents by the EHE Officer.

Parents are asked to complete and return the form, with information about their child and what their education provision is or will be. This form is used to help prepare or assess for subsequent contact with the family by the allocated education adviser. If the form is not returned within two months, the EHE Officer will conduct a home visit to secure this information. [Appendix 2](#)

- 5.7 Education advisers make informal enquiries of the home education provision to determine if it is suitable and efficient. They may visit families or meet them at a neutral venue.
- 5.8 The adviser will create a report based on their findings. This report will describe the education provision, its strengths and perceived weaknesses. The report is shared with the parents. [Appendix 3](#)
- 5.9 If the provision is deemed suitable and efficient, then the adviser will visit on a yearly basis. During Year 11, an offer of a meeting with a qualified Careers Adviser is offered instead to ensure the child is support into a post-16 pathway.
- 5.10 If the provision is deemed to be not suitable and efficient, the adviser may visit more frequently or refer the case back to the EHE Officer who will work to get the child back into a school or education provision.
- 5.11 If the parent continues not to provide a suitable and efficient home education provision, and does not enrol their child at a school, then the Local Authority will arrange for a place at the nearest school with a vacancy in the child's year group to be allocated and will institute a School Attendance Order, if necessary, in the belief that the child's educational needs will be best met in a school. The Local Authority may also consider applying for an Education Supervision Order.
- 5.12 Please note that if a parent decides not to respond to informal enquiries or responds without providing any (or insufficient) information then this local authority is likely to conclude that the child is not being suitably educated.
- 5.13 This local authority will ensure that it meets the requirements conferred on it through section 13a of the 1996 Education Act of:
- a) Promoting high standards
 - b) Ensuring fair access to opportunities in education and training and,
 - c) Promoting the fulfilment of learning potential of every child and young person
- 5.14 **It is important to note that this Local Authority does not provide any financial support, or resources, to home educating parents.**

Barking and Dagenham's home education webpages:

<https://www.lbdd.gov.uk/schools-and-learning/home-education>

6. **Safeguarding and home educated children**

- 6.1 Elective home education is not, in itself, a safeguarding issue. However, it must be recognised that home educated children are less likely to be seen on a regular basis by professionals and therefore the chances of spotting signs of a safeguarding issue are reduced.
- 6.2 Where failure to provide a suitable and efficient education is likely to cause significant harm to a child, or the home environment presents a safeguarding risk, then this Local Authority will exercise its powers, in line with section 175 Education Act 2002, to the extent required to ensure that the child is safeguarded.
- 6.3 Our local protocol for working with home educating families has developed over the years. We have established procedures in place to ensure that our home educating parents have made the decision freely and knowingly, and that they understand what is required of them and what is the role of the Local Authority.
- 6.4 If a home educated child has current social care involvement, we will work in partnership with Social Care colleagues to ensure that the child is receiving the education they are entitled to.
- 6.5 Children open to social care should be seen in line with their plan and assessed needs. The EHE Officer may undertake joint home visits with social workers or the allocated targeted early help worker and will always ask social care practitioners for an update if they have met with the family separately. Equally, the EHE Officer will provide the practitioner with relevant information and updates on the parents' engagement with the EHE process.
- 6.6 Sometimes, home educating parents choose not to work with the Local Education Authority and will, instead, submit an Education Philosophy. When this happens, there is a risk that the child will not be seen by professionals. If the child has an allocated social worker, they are provided with an 'Elective Home Education - Snapshot Review' form ([Appendix 4](#)). This form is designed to assist social workers in understanding if the home education provision is suitable; appropriate resources for the age and stage are being used, and the environment is conducive to learning. Practitioners can also use this to understand the child's views about their education and learning.
- 6.7 Our EHE Officer attends all relevant social care meetings for all EHE children, including in relation to child in need and child protection, involving home educated children.
- 6.8 Training on EHE is provided to social workers, practitioners and other agencies; arranged through the Safeguarding Children Partnership.

- 6.9 Audit processes support the quality assurance and oversight of practice in relation to children who are open to social care and who are home educated. As part of the extended role of the Virtual School, there is an audit process, from an education perspective, for children in need or with child protection plans, which takes place 3 times a year. As part of that audit there is a specific question on EHE. In addition, children's social care carry out thematic audits on EHE children.
- 6.10 Ongoing multi-agency work runs alongside this to ensure no children are missed and that there is detailed oversight of children who are EHE. This includes:
- At the start of each week the school movement information for people known to social care is shared with the Virtual School assistant headteacher for Children with a Social worker, this flags children on plans who have become EHE. Where there are known safeguarding concerns around this decision, these are flagged with the relevant teams.
 - At the start of each month, information is shared with social care managers on all the EHE cases that are open to social care and also, to SEN managers with information on all the EHE cases with an EHCP.
 - There is a close working relationship between the EHE Officer and the NELFT (North East London Foundation Trust) 'Education Otherwise than at School' school nursing team. A list of new EHE cases is sent to them at the start of each month.
- 6.11 If anyone has a concern that a child may be at risk of abuse or neglect, they must report it to the police, or the Local Authority's 'Multi-Agency Safeguarding Hub' (MASH) Assessment Team:

Email: Childrensservices2@lbdd.gov.uk
Phone: 020 8227 381

7. Children leaving a school to be home educated.

- 7.1 If a child is on roll at a school, the parent should inform the school in writing (email is acceptable) if they decide to home educate. Upon receipt of this written confirmation, the school can remove the child's name from the school roll.
- 7.2 In Barking and Dagenham, prior to a pupil being removed from the school roll, a 'grace period' of 10 days has been agreed with schools so that the Local Authority can confirm that the parent is happy to home educate their child.

- 7.3 When removing a child from their roll, schools must follow the procedures set out in the borough guidance document **“Adding or removing a child’s name from the roll of a school.”**
- 7.4 **Parents must not feel pressurised into home education. Neither should they use home education to resolve a problem with their child’s school.** If a parent is uncertain about home education, then they can contact the borough’s EHE Officer.

8. Home educated children with special educational needs.

- 8.1 Children with special educational needs can be home educated. The parent is still required to provide a suitable, efficient and full-time education, which includes meeting the special educational needs. Where arranged, a suitably qualified and experienced Education Adviser will make informal enquiries about the home education provision.
- 8.2 Children with an Education Health Care Plan (EHCP) can also be home educated.
- 8.3 If a child has an EHCP and the parents subsequently decide to home educate, the Local Authority will review the plan. If maintained, the plan will set out what the Local Authority thinks the child needs but will note on the plan that the parents have made other arrangements. So long as those arrangements constitute a suitable and efficient education, the Local Authority will continue to make informal enquiries in line with this policy.
- 8.4 Please see the section above on “Children leaving a school to be home educated.” However, please note that **if a child has an EHCP and has been placed in a special school by this Local Authority, then consent is required by this Local Authority before the child can be removed from roll to be home educated.** If the Local Authority refuses to give consent, then the parent has recourse to the Secretary of State for Education (*Pupil Registration Regulations 2024, sect 9.2*)
- 8.5 When carrying out its functions, this Local Authority will have regard to the statutory guidance in the Special Educational Needs Code of Practice. The Code provides information about SEN in relation to home education (page 214-16, paragraphs 10.30 to 10.38):

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

8.6 EHE Team, EHC Team, Social Care and Health Services Joint Working

Each month, representatives from the above services will meet to discuss children who have an EHCP and are home educated. The terms of reference for this meeting are in [Appendix 5](#)

9. EHE and College

- 9.1 In Years 10 and 11 (key stage 4) home educating parents can apply for their child to attend an FE College for KS4 pupils.

10. Child Employment

- 10.1 From the age of 13 until the end of compulsory education, children may undertake paid employment. This also applies to home educated children.
- 10.2 The employment must comply with the borough's byelaws, and a work permit must be obtained from the Local Authority.
- 10.3 The only exception is that home educated children do not have to comply with the rule relating to a school day. However, children are not allowed "in any work that may be harmful to their health, well-being or education." For further information on child employment in Barking and Dagenham, please contact the EHE Officer.

11. Taking Exams

In this authority, parents are responsible for arranging and paying for their child to sit exams. Exams can be sat at the borough's Erkenwald Centre:
Address: Marlborough Road, Dagenham RM8 2HU.
Telephone: 020 8724 1244
Email: office@mayesbrookparkschool.org.uk

12. Flexi-Schooling

- 12.1 This is where a home educated child attends a registered school for part of the week to receive education. Flexi-schooling is entirely dependent on the school agreeing to this arrangement. The child will be enrolled at the school and will receive a present mark for the sessions attended.
- 12.2 For the time that the child is home educated, an authorised absence mark should be entered in the school's attendance register. The Local Authority will need to satisfy itself that the child is receiving a suitable and efficient home education for the sessions that the child is not required to be in school.

13. Supplementary settings and unregistered schools

- 13.1 Some home educated children attend supplementary settings as part of their home education provision. Parents must ensure their children are safeguarded whilst attending such establishments.
- 13.2 It is illegal to operate an unregistered school.
- 13.3 Further information on Supplementary settings and unregistered schools is held in [Appendix 6](#)

Please note that attending a supplementary setting does not automatically mean that a child is being suitably educated.

14. Careers Interview

Parents who are home educating children that are in their final year of compulsory education (referred to in schools as Yr. 11) are contacted in March/April to see if their child would like to have a careers interview with a qualified adviser. If yes, this will be arranged with a borough Career Adviser.

At this time, these parents will also be asked if their child will continue to be home educated when they cease to be of compulsory school age (the end of June in the academic year that the child attains the age of 16).

15. Post-16

15.1 After ceasing to be of compulsory school age, young people are required by law to be in further education, in employment or training until their 18th birthday.

15.2 'For young people who are being home educated, no hourly requirement of education applies. The amount and content of the home education is at the discretion of the home educator.....On-going monitoring of the education itself is not required. If the authority has evidence to suggest that a young person who claims to be home educated is not, then they would be expected to clarify the position with the young person.'

Participation of young people in education, employment or training. Statutory guidance for Local Authorities (DfE September 2016).

15.3 As per our statutory duty, all young people in Years 12 and 13 are tracked, with support provided to any young people deemed to be Not in Education, Employment or Training. The National Careers Service is a free careers service for adults and young people aged 13 and over in England. Advice and guidance can be accessed via the telephone and online. The National Careers Service provides confidential advice and guidance to help children make decisions on learning, training and work opportunities:
<https://nationalcareersservice.direct.gov.uk/>

16. Health Visits

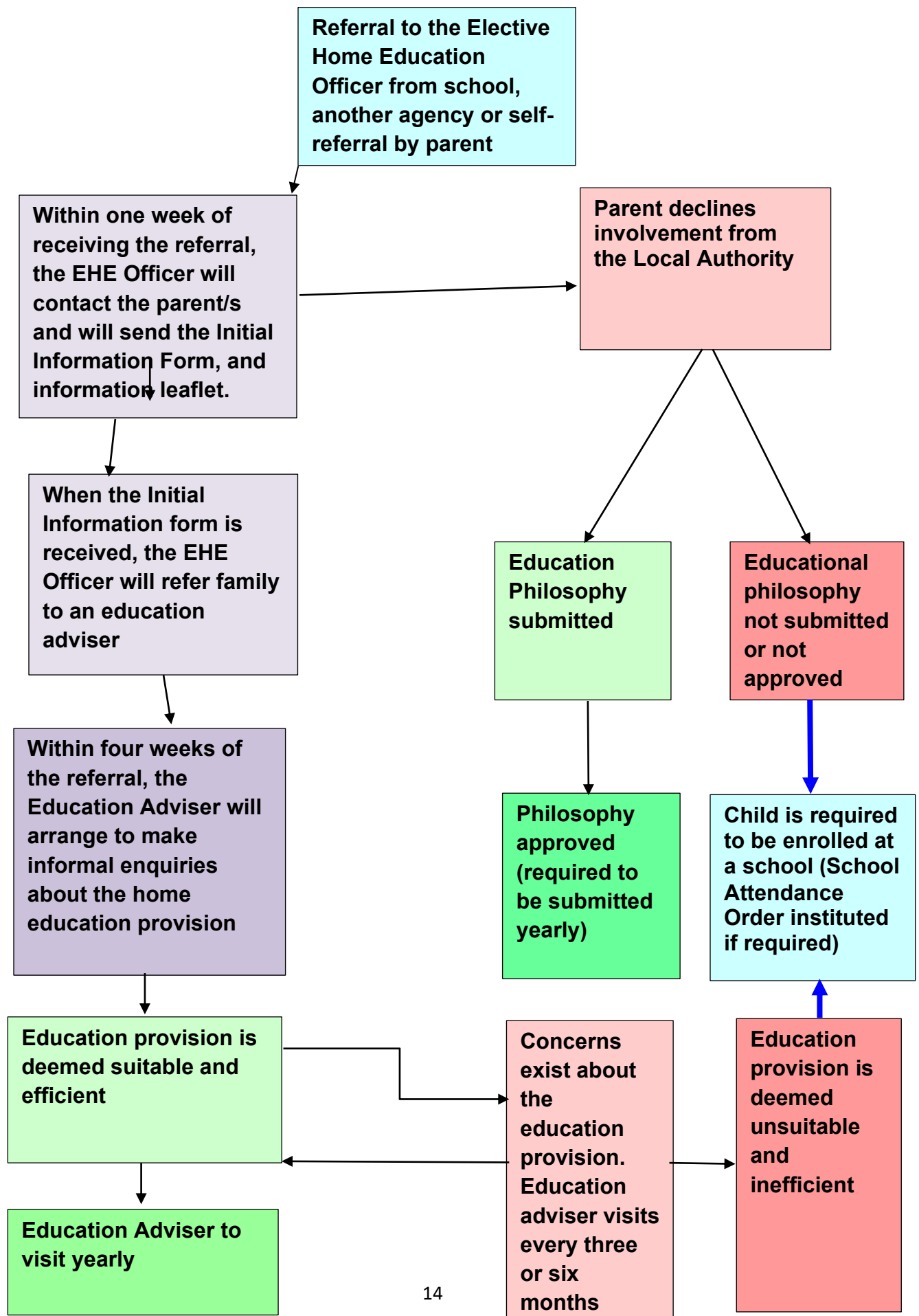
The Barking & Dagenham School Nursing Service has a Clinical Lead Role for Children who are Educated otherwise than at School (EOTAS). This dedicated service is for targeted groups of pupils who have temporarily or permanently left mainstream schools or are home educated. The objective of this EOTAS service is to provide individual pupils and their families with the high quality and personalise health service that meets their health needs. This will enable them to achieve their full potential in term of their health and wellbeing. Contact the Specialist Community Public Health Nurse on 0300 300 1727 9am to 5pm.

17. Association of Elective Home Education Professionals

- 16.1 The Association of Elective Home Education Professionals (AEHEP) is an organisation which intends to bring uniformity to EHE working practices across the country through the sharing of good practice.
- 16.2 The AEHEP is divided into regions. The EHE Officer represents Barking and Dagenham at the regular meetings of the London and Southeast Elective Home Education Officers group. At these meetings, knowledge and experience is shared amongst colleagues in similar roles from across London boroughs and the counties of the south-east.

18. The DfE 'Elective Home Education Departmental guidance for local authorities, and parents, can be accessed here:

<https://www.gov.uk/government/publications/elective-home-education>



Appendix 2 Initial Information about the home education provision

For children being educated otherwise than at school, we politely ask that you fill this form in as best you can. It will help us understand the education provision you are intending to provide and assist in future contact we may have with you.

Please send your completed form to: accessattendance@lbbd.gov.uk within two weeks of receiving it. If you are not able to send it by email, please telephone the Education Statutory Services Team on 020 8227 2151. Thank you.

Name of child:		DOB:
Names of parents/carers:		
Home address:		
Email:		
Phone Mobile:	Home:	Work:
Child's last school:		
If there are any other children in the family who are of school age, please provide the following details:		
Name/s:	Date/s of birth:	Where being educated:
Your reason for deciding to home educate (please tick a box);		
Philosophical reasons		
Religious reasons		
Lifestyle choice		
Physical health of child		
Mental health of child		
Health concerns relating to COVID-19		
Special Educational Needs of my child not met by the school		
Generally unhappy with the school		
Bullying		
Distance from home to school too far		
Did not get my school of preference		
Temporary decision due to a house move		
To avoid legal proceedings for irregular school attendance		
To avoid a permanent exclusion		
Suggestion/pressure from the school		
Do not want to give a reason		
other (please explain)		

Is your child on a waiting list for a school(s) YES/NO? If YES, which school(s):	
Regarding your home education provision	
What are you setting out to achieve through your home education? What do you hope your child will learn over the next year, or more?	
Do you ensure that most of your child's work is kept and clearly indicates the date when it was completed?	
How many hours per week is your child doing educational activities?	
Do you follow a timetable for educational activities?	
Do you keep a diary, or a record of the work completed by your child?	
How is your child's progress to be assessed and monitored?	
What do you see as your child's special interests or aptitudes? (What is he/she interested in or good at?)	
What do you plan to do to address your child's special interests and aptitudes?	
Please indicate if your child has special educational needs at the following level:	Special Education Needs (school Support – Yes/No Education Health Care Plan – Yes/No
Do you think your child has any other special needs, for instance, in terms of learning, or social development? If so, what are they? How do you plan to meet these needs?	
What do you think your child has achieved since you began home educating? (What has he /she learned?)	

What work have you been doing with your child since you started home educating?	
How well do you think the work is going? Is there anything you need advice on?	
Please provide us with the name and address of any private tutors for your child. Also, please provide information on any out-of-school settings (OOSS) that your child attends e.g. after school clubs; tuition or learning centres; supplementary schools; sports activities; religious settings offering education (e.g. Yeshivas, Madrassahs, Sunday Schools, Hindu and Sikh OOSS).	
How do you see your child's educational future? For example, do you plan: - to keep home educating up to the end of compulsory education? - reintegration into school at any point?	
Is your child being prepared for a national qualification? YES / NO. If 'Yes' please give details of the subject and the qualification s/he is working towards, and what arrangements have been made for an examination entry:	

Ethnic Background – please tick as appropriate:

White – British	
Any other White background	
Indian	
Any other Asian background	
Any other Black background	
White and Black African	
White and Black Caribbean	
Any other Mixed background	
Traveller, or Irish Heritage	
Prefer not to state	

White Irish	
Bangladeshi	
Pakistani	
Black African	
Black Caribbean	
White and Asian	
Chinese	
Gypsy/Roma	
Any other ethnic group	

General Data Protection Regulation (GDPR):

Personal Data in this form may be used only in accordance with the London Borough of Barking & Dagenham GDPR and in compliance with the Freedom of information Act 2000.

To comply with statutory and government requirements, data may be disclosed to external agencies such as (but not exclusively): local Health Services; Police; Her Majesty's Courts; other Local Authorities.

The London Borough of Barking and Dagenham will not disclose any personal information to any other third parties, except where required by Law, without the express consent of the Data subject. From January 2005 personal data may, in exceptional circumstances where the public interest outweighs the individual's right to privacy, be released under the auspices of the Freedom of Information Act 2000.

I understand that the information that is recorded on this form will be stored electronically as well as hard copy and used solely for the purpose of providing services to me and my child/children.

Signature of parent / guardian	
Name	
Date	

Version – February 2023 - GV

Appendix 3 Notes on a discussion with Local Authority adviser

Notes from the informal enquiry made about your home education provision.

Name of child:	
Date of birth:	Year group the child would be in if at school:
Name of parent/carers:	
Address of family home:	
Email address:	
Phone number(s):	
Child's last school:	
Does this child have an Education Health Care Plan (EHCP): Yes/No.	
Current Social Care (or Early Help) involvement	Status:
Date of this meeting:	
Venue:	
Was the child seen? Yes/No	
No. of previous meetings:	Date of the last meeting:

What has the parent been setting out to achieve:

How successful has the parent been in achieving what was set out to be achieved:
Has the child learned efficiently? Has satisfactory progress been made:
How suitable is the education in relation to the child's age, aptitude and any special needs s/he may have:
Were examples of Education seen (e.g. completed workbooks, online educational work, evidence of activities e.g. paintings, things that have been made)
What resources are used (e.g. writing/colouring pens; paper; laptop; paints & brushes etc).
Does the child use a computer or laptop? If yes, what websites are they accessing for education? Were examples of online work seen?
Were completed workbooks, seen:
What books has the child read:
Was work relating to learning English and Maths seen:
What other subjects are being learnt:
Does the child have a place to work (e.g. a desk or table? If there is a dining table, is there sufficient space for work to take place?)
Is the work area well-lit; at the right temperature; away from noise and not in a place where there are likely interruptions (like in the hallway)
What activities or pastimes does the child do, or is involved in:
Does the child go on educational visits (Are there photos of trips/visits?)
Is the child part of any organisations (e.g. Cubs/Brownies/Scouts/Army Cadets etc.)
Did the child read to you? If yes, was it age appropriate and suitable.
Did the child write anything for you? If yes, was it age appropriate and suitable.

Child's view of EHE (What is the child's view of being home educated? What goes well for the child? Does the child have any concerns?)	
Does the young person have an opportunity to have interact with peers and go out with their friends:	
Is the child considered to be a Young Carer for the parent/s:	
Does the education provision enable the child to participate fully in life in the UK?	
What are the plans for the future? Will the child remain home educated or will s/he attend school/college:	
Overall evaluation - please tick the appropriate box and add any comments.	
Please tick the relevant box	
The provision is suitable and efficient. Visit again within 12 months.	
The provision is generally suitable and efficient but needs the following improvements: Another meeting will be required in 3, or 6, months' time (please specify)	
The provision is deemed not suitable and efficient because:	

Date	
Signature	
Name and job title.	

Website: <https://www.lbbd.gov.uk/schools-and-learning/home-education>

Form version 2 – 22/11/24

Appendix 4

Elective Home Education – Social Care Snapshot Review

Direct Work

Please sit down with the young person and get them to draw/write maybe do some simple maths (depending on the age)

Do they read books? What are they reading? (does it seem age appropriate are they fluent)

Questions to ask the parent/carer.

What is the parents' view of how well home education is going?

Although this has no basis in education law, what is the child's view of being home educated?

What are the plans for the future? Will the child remain home educated or will s/he attend school/college?

Checklist

Environment			
Does the child have a place to work e.g. a desk or table? If there is a dining table, is there sufficient space for work to take place?	Yes	No	Maybe
Is the work area well lit; away from noise and not in a place where there are likely interruptions (like in the hallway)?	Yes	No	Maybe
Does the child use a computer or laptop? If yes, what websites are they accessing for education? Can they show you what they've been doing online?	Yes	No	Maybe
Resources/learning			
Are you able to see reading books and completed workbooks?	Yes	No	Maybe
Are you able to see work relating to learning English and Maths?	Yes	No	Maybe
What other subjects are being learnt?	Yes	No	Maybe
What activities or past times does the child do, or is involved in?	Yes	No	Maybe
Does the child go on educational visits?	Yes	No	Maybe
Is the child part of any organisations e.g. Cubs/Brownies/Scouts/Army Cadets/youth club etc.	Yes	No	Maybe
Does the young person have an opportunity to have interact with peers? Go out with their friends	Yes	No	Maybe
Do you think the young person is being given an opportunity to develop beyond their parents' orbit? (age appropriately!)	Yes	No	Maybe

Appendix 5. Terms of Reference: EHE Team, EHC Team, Social Care and Health Services Joint Working

Contents

1. Purpose	23
2. Objectives	24
3. Scope	24
4. Membership	24
5. Chairing and Administration	25
6. Frequency	25
7. Case Discussion.....	25
8. Information Sharing and Confidentiality.....	25
9. Roles and Responsibilities	25
10. Decision-Making and Escalation	27
11. Performance Monitoring and Review	Error! Bookmark not defined.
12. Expected Outcomes	27
13. Review of the Terms of Reference	28

1. Purpose

The purpose of the Elective Home Education (EHE) Team and Education, Health and Care (EHC) Team Multi-Agency Joint Working Meeting is to establish a clear, effective and coordinated framework for collaborative working between the EHE Team, EHC Team and relevant Health and Social Care Services.

The meeting will provide a regular multi agency forum to discuss children and young people who are electively home educated and have an EHCP, ensuring that relevant information is shared appropriately and that education, health and social care statutory responsibilities are understood and fulfilled within each service's statutory and professional remit.

The meeting will also provide a forum coordinating appropriate support, identifying barriers, operational issues and escalating matters through the relevant statutory or management pathways.

The intention of the meeting is to complement and not replace statutory processes. Where a matter falls within the statutory responsibility of another service, it should be progressed through the appropriate statutory or operational pathway.

2. Objectives

The meeting will:

- Promote effective partnership working between the EHE Team and EHC Annual Review Team, relevant Social Care and Health Services.
- Ensure appropriate information is shared regarding children and young people who are electively home educated and have an EHCP.
- Ensure that annual review processes are coordinated appropriately for children and young people receiving EHE and have an EHCP.
- Identify and resolve barriers to effective annual reviews
- Support timely identification of concerns relating to the elective home education of a child or young person with an EHCP.
- Identify themes, trends, operational issues and training needs arising from joint working.
- Provide a forum for escalation where cases require management oversight or intervention.

3. Scope

Children and young people who are electively home educated and have an EHCP.

4. Membership

Core membership includes representatives from:

- Elective Home Education Team
- EHC Annual Review Team
- Social Care Service - attendance as appropriate to the needs of the child or young person
- Health Services - attendance as appropriate to the needs of the child or young person

Other professionals may be invited to attend where their expertise or involvement is relevant to the agenda, including representatives from:

- EHC Assessment Team
- Educational Psychology Service
- Inclusion Team
- Safeguarding
- Early Help
- Legal or other specialist services

5. Chairing and Administration

- The meeting will be jointly owned by the EHE and EHC Annual Review Team.
- The Chair will be agreed between the two teams and may alternate to promote shared ownership.
- Where individual cases are to be discussed, only information necessary for the purpose of the meeting will be included.
- A record of key discussions, decisions and actions will be maintained.

6. Frequency

The meeting will normally take place monthly and may change according to operational need. Additional meetings may be arranged where there is an urgent issue or a need for coordinated action.

7. Case Discussion

Cases for discussion should be submitted to the meeting lead in advance wherever possible.

Where immediate safeguarding concerns arise, these must be addressed through the appropriate safeguarding procedures and should not wait for the next scheduled meeting.

8. Information Sharing and Confidentiality

Members must comply with relevant legislation, local authority policies and information-sharing arrangements, including requirements relating to data protection, confidentiality and safeguarding.

Where information is shared with another professional or service following the meeting, the reason for sharing and the appropriate information sharing basis should be clear.

9. Roles and Responsibilities

Elective Home Education Team

The EHE Team will:

- Provide relevant information regarding the child's or young person's EHE arrangements.
- Identify any concerns arising from EHE enquiries or engagement.
- Share relevant information that may affect the annual review or consideration of the EHCP.
- Highlight cases requiring coordinated consideration with the Annual Reviews EHCP Team and other relevant services.

EHC Annual Review Team

The EHC Annual Review Team will:

- Provide relevant information regarding EHCP annual review arrangements and outcomes.
- Identify where EHE arrangements may affect the annual review process or implementation of the EHCP.
- Coordinate with the EHE Team and other relevant services where information is required to inform statutory processes.
- Ensure relevant concerns regarding special educational provision are identified and appropriately escalated.
- Highlight cases requiring joint consideration or further action.

Social Care Service

Social Care will:

- Identify and share relevant information regarding safeguarding, welfare, family circumstances or social care assessments and interventions where these may affect the child's education, EHCP arrangements or ability to access educational provision.
- Support coordinated planning where social care involvement is required alongside EHE and EHCP processes.
- Identify where a child or young person may require additional support through statutory social care, Early Help or other appropriate services.
- Contribute to identifying barriers to engagement, provision or educational access where these are connected to wider family or social circumstances.

Health Services

Health Services will:

- Contribute relevant professional advice to support understanding of the child or young person's needs and the implementation or review of their EHCP.
- Support effective communication and coordination between health services, the EHE Team, Annual Reviews EHCP Team and other relevant professionals.
- Highlight any health-related barriers to the delivery of provision identified within the EHCP or to participation in annual review processes.

Joint Responsibilities

The EHE Team, EHC Annual Review Team, Social Care Service and relevant Health Services will:

- Maintain clear communication and timely information sharing.
- Monitor agreed actions and escalate outstanding matters where necessary.
- Consider the child's or young person's views, wishes and feelings, and those of parents/carers, where appropriate and in accordance with relevant statutory duties.
- Identify opportunities to improve joint processes, information sharing and professional practice.
- Ensure that concerns requiring action by another service are referred through the appropriate pathway without unnecessary delay.
- Identify recurring cross service issues, barriers or gaps in provision and consider whether these require service improvement, management oversight or escalation.

10. Decision-Making and Escalation

The meeting will seek to reach agreement through collaborative discussion.

The meeting will not make decisions outside the delegated authority of its members.

Where an issue cannot be resolved at operational level, it will be escalated through the appropriate management or statutory decision-making route.

12. Expected Outcomes

The expected outcomes for joint working are:

- Clearer communication between the EHE Team, EHC Annual Review Team, relevant Social Care and Health Services.
- Improved coordination of annual review arrangements for EHE children and young people with EHCPs.
- Improved oversight of cases requiring coordinated support, with clear ownership of actions and responsibilities
- Timely identification and resolution of issues and reduced avoidable delays.
- Improved outcomes and educational experiences for children and young people who are electively home educated and have EHCPs.
- Information from this meeting may inform the local authority's decisions regarding the continued necessity of an EHCP, including consideration of cessation where

a child or young person is electively home educated and the statutory criteria for maintaining the plan are no longer met.

13. Review of the Terms of Reference

The Terms of Reference will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance, local processes or service structures.

Date agreed: 29/9/26

Review date: 29/9/27

Appendix 6 Private tutors and Unregistered Schools

Private tutors

Parents may choose to employ other people to educate their child (usually referred to as a private tutor) though they themselves will continue to be responsible for the education provided. They will also be responsible for ensuring that those whom they engage are suitable to have access to children. Parents will therefore wish to satisfy themselves by taking up appropriate references, including a Criminal Records Bureau (CRB) check.

Unregistered schools

Home educating parents may decide to send their child/ren to an education establishment. Parents who choose to do this must ensure that the establishment is registered with the Department for Education (DfE). If you are uncertain about a school's status, the DfE have a website that will provide information on all schools registered with them: <https://get-information-schools.service.gov.uk/>

The Office for Standards in Education (Ofsted) are very concerned that unregistered schools, and education establishments, can place children at risk of harm, denying them a suitable education, and limiting their life chances.

Please note that it is illegal to operate an unregistered school.

If you are concerned that a school or education provision in may not be registered, it is important that you report this to us via email: accessattendance@lbbd.gov.uk or phone 020 8227 2151.

If you are thinking of starting an independent school, then please visit the DfE webpage for advice on how to register: <https://www.gov.uk/independent-school-registration>

An explanation of different types of schools can be found here:
<https://www.gov.uk/types-of-school>

The DfE has published guidance on Unregistered independent schools and out of school settings:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/690495/La_Guidance_March_2018.pdf