

Meeting of:	Cabinet
Date of Meeting:	Monday, 16 December 2019
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Vale of Glamorgan Response to Welsh Government's Consultation on Elective Home Education
Purpose of Report:	To inform Cabinet members of the proposed changes to Elective Home Education and provide a position statement in relation to our current situation
Report Owner:	Cabinet Member for Education and Regeneration
Responsible Officer:	Director of Learning and Skills
Elected Member and Officer Consultation:	Consultation is not applicable.
Policy Framework:	The recommendations of this report are within existing policy framework and budget
Executive Summary:	<p>Welsh Government has undertaken a consultation in relation to proposed changes to Elective Home Education. Two proposed key changes to the current non-statutory guidance are:</p> <ul style="list-style-type: none"> • the requirement for local authorities to maintain a database for children who are home educated, • a proposal that local authorities should assess the suitability of the education received by home educated children. <p>Although we remain the third lowest in Wales, the number of children who are home educated has risen over time. In the Vale of Glamorgan, the figure has more than doubled in 5 years and continues to increase. These two changes, if introduced, would incur significant costs for the Vale of Glamorgan Council. We currently have a part time officer who supports and liaises with families as part of her role. However, it is considered that anyone who is required to assess the suitability of education should be a qualified teacher. In addition, the requirement to maintain a database would amount to an additional administrative requirement.</p>

Recommendations

1. That Cabinet considers and endorses the Vale of Glamorgan's response (appendix 1) to the consultation (appendix 2).
2. That Cabinet notes the increase in the number of pupils who are electively home educated.

Reasons for Recommendations

1. In order that Members are aware of any possible impact when and if changes are implemented by Welsh Government.
2. In order that Members are aware of the increase in number of pupils who are electively home educated in relation to the national trend.

1. Background

- 1.1** On July 29th 2019, Welsh Government opened a 12 week consultation period on statutory guidance (appendix 2) for local authorities (LAs) on arrangements for identifying children of compulsory school age who are resident in their area, who are not on any maintained school roll, not in education other than at school (EOTAS), not on any independent school roll and not receiving a suitable education. This would replace the current non-statutory guidance.

2. Key Issues for Consideration

- 2.1** Welsh Government has published draft regulations which places a duty on local authorities to make arrangements to establish the identities of children in their area who are not registered learners at a school and who are not receiving suitable education. The regulations, if enacted would require local authorities to maintain and populate a database to assist them in identifying children and young people in this category.
- 2.2** The aim of the regulations is underpinned by Article 28 of the United Nations Convention of the Rights of the Child and Article 2 of the European Convention of Human Rights. In doing so, the Welsh Government reinforces its commitment to ensure every child and young person in Wales receives an education that equips them with the skills and knowledge to fulfil their potential.
- 2.3** The draft statutory guidance (appendix 2) reinforces the requirement for local authorities to ensure that all children in their local area are receiving a suitable education and sets out the roles and responsibilities of both local authorities and parents under the current legislative framework.

- 2.4** In addition, a Handbook for Home Educating Families has been developed, providing advice and sign posting to services for those currently or intending to home educate their children.
- 2.5** There is an obligation on parents to ensure that a child of compulsory school age receives efficient, full time education suitable to the child's age, ability and to any special needs the child may have. Most parents choose to have their children educated at school. However, some parents choose to educate their children at home.
- 2.6** The Vale of Glamorgan respects the decision by some parents to educate their children at home, but this choice must be balanced with the right of each child to receive a suitable education.
- 2.7** Under section 436A of the Education Act 1996, local authorities must make arrangements 'so far as it is possible to do so' to identify children in their area who are of compulsory school age and not receiving a suitable education, and to intervene if it appears that they are not.
- 2.8** The duty to inform local authorities of the decision to home educate rests on the school rather than the parent where a child is enrolled at a maintained school. As a result, difficulties in identifying home educated children arise when parents choose to home educate their child when they reach compulsory school age, as the child would not previously have been entered on a school register. This is also the case when families move from one local authority to another.
- 2.9** These proposals are supported by the overarching objective of securing the child's right to development through education. In addition, for those children who may be seen by professionals, there may be an ancillary safeguarding benefit.
- 2.10** Strengthening the current legislative framework with statutory guidance will strengthen our ability to discharge our legal duties. This includes processes for identifying children not on a school roll, making assessments of the education children receive, and taking action where necessary when suitable education has not been provided. However, the proposed changes will have financial implications.
- 2.11** Legislation already in force allows regulations to be made that will require local authorities to maintain and populate a database of compulsory school aged children in their area in order to assist them in identifying those who are not on a school roll, education otherwise than at school (EOTAS) register or independent school roll. Further Regulations may be made by the Welsh Ministers to broaden the requirements to disclose information regarding learners by partner agencies, including local health boards and independent schools. The maintaining of a mandatory database by local authorities would be reliant on partners being aware of and sharing information to contribute to it. It is considered that there should be a system in place requiring independent schools and local health boards to share specified information with local authorities. This would help in the identification of children with high levels of mobility within the 'looked-after' system.

- 2.12** The draft statutory guidance supports local authorities in ensuring home educated children are receiving a suitable education. It reinforces the measures available to local authorities to use when a suitable education is not being provided.
- 2.13** As a result of the proposals made, some parents may experience a level of enquiry from local authorities they may not have previously experienced and may regard this as an intrusion. However, it is agreed that the wider benefit of this approach is reasonable in terms of the education and overall welfare of home educated children. The longer-term consequences of children not receiving a suitable education in later life are that the young person is unlikely to achieve recognised qualifications, experience difficulty in accessing the labour market and be at risk of being not in education, employment or training (NEET).
- 2.14** The proposal of the policy is intended to support families in ensuring that efficient and suitable education is provided to all children. It is aiming to bridge the relationship between professionals and families in ensuring that every child is supported to fulfil their potential.

3. Elective Home Education in the Vale of Glamorgan

- 3.1** The latest Pupil Level Annual School Census (PLASC) figures shows the number of children whose parents have elected to educate them at home has been rising for the past 6 years.
- 3.2** In 2018/19, 2517 children were known to be electively home educated in Wales. This means that the parents of these children decided to educate their children at home rather than sending them to school. This compares to 1225 in 2013/14. In the Vale of Glamorgan, there were 68 pupils home educated in 2018/19 compared to 30 in 2013/14.
- 3.3** The rate of elective home educated pupils across Wales increased in 2018/19 to 6.6 out of 1000, from 3.4 out of 1000 in 2013/14. In the Vale of Glamorgan, the rate in 2018/19 was 3.8 out of 1000 compared to 2.1 out of 1000 in 2013/14. The rate in the Vale is the 3rd lowest in Wales.
- 3.4** As parents notify their local authority that they are home educating their children on a voluntary basis (unless they have withdrawn their child from school), these figures may not include all electively home educated children.
- 3.5** The home education population is diverse and reasons for home educating include ideological beliefs, culture, religion, education pedagogies, health, bullying, or school-based factors.

4. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

- 4.1** The Well-being of Future Generations Act 2015 ("the 2015 Act") requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 4.2** This report supports the Council's Wellbeing Outcome 3: An Aspirational and Culturally Vibrant Vale, Corporate Objective 5 'Raising overall standards of achievement' and specifically, reduce the number of young people not in education, employment or training.
- 4.3** The policy proposal supports the goal of a more equal Wales, by supporting an inclusive, equitable education system where all children are supported to overcome barriers to learning and participation. A society that enables children and young people to realise their rights and to fulfil their potential no matter what their background or circumstances (including socio-economic background and circumstances).
- 4.4** The proposal would help to support a child's right to an education, to develop healthily, be heard and be safe.
- 4.5** This report recognises the importance of working in collaboration with families to meet the needs of young people over the long-term.
- 4.6** All relevant stakeholders have been involved in the consultation process.
- 4.7** This report supports the objectives listed in the Achievement for All Service Plan.
- 4.8** There are no crime and disorder implications arising from this report.

5. Resources and Legal Considerations

Financial

- 5.1** These changes, if introduced, would incur significant costs for the Learning and Skills directorate in the Vale of Glamorgan. We currently have a part time officer who supports and liaises with families of children who are electively home educated as part of her role. However, we believe that anyone who is required to assess the suitability of education should be a qualified and experienced teacher. In addition, the requirement to maintain a database would potentially need additional administrative resources.

Employment

- 5.2** There are no employment implications arising from this report.

Legal (Including Equalities)

5.3 There are no direct legal implications arising from this report.

6. Background Papers

None.

Home Education – Statutory Guidance for Local Authorities and a Handbook for Home Educators

Consultation response form

Vale of Glamorgan Council

e-mail/telephone number:
mhudson@valeofglamorgan.gov.uk

Civic Offices, Holton Road, Barry, CF63 4RU

Responses should be returned by **21 October 2019** to

Support for Learners
Education and Public Services Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

or completed electronically and sent to:

e-mail: WELLBEINGshare@gov.wales

Question 1 – Does the draft statutory guidance provide suitable information to enable local authorities to assess the suitability of the education received by home educated children?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input checked="" type="checkbox"/>
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Supporting comments

The information provides a helpful framework, but it is difficult to establish what is a suitable education, and this is open to interpretation and misinterpretation as it is not sufficiently quantifiable to make a considered assessment and judgement. Officers would find it virtually impossible to make an objective evaluation. In order to assess the effectiveness of parental provision, this requires a suitably qualified and experienced teacher to be able to undertake the role of home education officer. While there are suggested approaches to assess the effectiveness, this is not enforceable. The proposed framework would require significant additional finances as a result of the cost implications.

Question 2 – Chapter 1: legal responsibilities – Does this chapter clearly set out the rights of parents to home educate their children and the duty on local authorities to identify children and make enquiries about their educational provision?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

The identification is clear, but there remains a concern about accessing relevant information and being able to assess the suitability of education. We believe the onus and responsibility should be on parents to share information with the local authority in order that the LA can maintain database rather than the LA relying on receiving information from partners and other agencies, as there are occasions when children are not known to other agencies and partners.

Question 3 – Chapter 2: identifying children not known to the local authority –

- a) Does this chapter clearly outline the requirement under Section 436A of the Education Act 1996 for local authorities to make arrangements to enable it to identify, so far as it is possible to do so, the identities of children in its area who are not receiving a suitable education?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

Yes, although ‘so far as it is possible to do so’ is open to interpretation and subject to variation across local authorities. A national approach, possibly developed via consortia, would be beneficial. As above, we believe more responsibility should lie with parents to notify and engage with local authorities.

- b) Do you think that the development of a database is a reasonable and proportionate approach?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

Yes it is, but problems arise when Foundation schools refuse to share their data with the local authority. As above, we believe more responsibility should lie with parents to notify and engage with local authorities rather than LAs relying on receiving information from partners and other agencies, some of whom may not hold information on individual children.

- c) Do you think there should be a system in place requiring independent schools and local health boards to share limited specified information with local authorities, to enable them to identify children who are not known to them, in order to make arrangements to ensure that these children are receiving a suitable education?

If ‘no’, how would you suggest the local authority complies with the requirement to identify children who are not known to them in order to make arrangements to ensure that these children are receiving a suitable education?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

This would help in the identification of children with high levels of mobility in the looked after system. This would be more effective if the wording was ‘must share information’ instead of ‘should consider sharing information’.

Question 4 – Chapter 4: efficient and suitable education – This chapter focuses on the requirement for local authorities to consider whether the education provision is suited to the needs of the individual child; whether learning is taking place; and whether the child is making reasonable progress in line with their age, aptitude and any special education needs they may have.

- a) Families opting to home educate should be able to offer a suitable education from the outset and have made preparations with that aim in view. That said, do you think there should be a reasonable period of adjustment for families before the local authority considers whether a suitable education is being provided? If ‘yes’, please note what would be considered reasonable in your opinion?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

When parents decide to home educate, this should be planned in advance, so the period of adjustment should be time limited and an assessment within a month would be reasonable.

- b) Section 4.15–4.18 of the statutory guidance refers to the suggested characteristics of a suitable and efficient education for local authorities to consider. Is there anything else you think should be included?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

Welsh language and culture

There would be a requirement for local authorities to ensure the assessment of educational provision is overseen or undertaken by a qualified teacher. Clearly, this would have financial implications for LAs.

- c) Article 12 of the UN Convention on the Rights of the Child (UNCRC) states that children have the right to have opinions and for these opinions to be considered when people make decisions about things that involve them. The statutory guidance states that in order for a local authority to satisfy itself of the suitability of education provided, the local authority should see and speak with the child. Do you agree with this statement? If ‘Yes’ what would be the best way to gather the views of the home educated child?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

There would be a variety of ways the child's views could be gathered, depending on the age and the individual needs of the child. Ideally, there needs to be the opportunity to speak to individual children face-to-face, but there is no way to enforce this as parents are able to refuse entry.

An electronic questionnaire would help if literacy was an issue, so the text could be accessed using a read along feature.

Talking to the child would also help gather the child's view rather than just the family's view.

- d) In your view, how often would it be reasonable for the local authority to meet with the home educating family to assess the suitability of education provided? Please explain your views.

Supporting comments

Termly visits would be best practice, thus enabling the local authority to be proactive with the children and their families. Twice a year should be the minimum, but realistically, insufficient resources would mitigate against more than an annual visit.

- e) In your view, who would be best placed to conduct the visits and assess the suitability of the education provision and why? For example, this could include (but is not limited to):
- local authority home education officers
 - an independent panel of education professionals
 - a qualified teacher
 - a teaching assistant
 - other.

Supporting comments

To assess the suitability of educational provision, this needs to be overseen by a qualified and experienced teacher. A team of professionals who conduct the visits could include EWOs, youth workers, LSAs and other LA officers, as long as there is a common understanding of what information and evidence of suitability of education is required. We would recommend a national approach is developed, possibly through regional consortia.

This would obviously have financial implications for local authorities.

- f) In your view, who else should input be sought from when the local authority is assessing the suitability of the education provision and why? For example, this could include (but is not limited to):
- educational psychologists
 - a speech and language therapist
 - other specialist professionals.

Supporting comments

All of the above, depending on the needs of the child. Liaison with social workers could be beneficial if children are known to Social Services. If the assessor has a teaching background then they would be best placed to signpost to ALN colleagues and/or support. Without this level of expertise, there could be delays in children receiving the required support, particularly if an individual child has additional learning needs, an individual development plan (IDP) or has additional learning provision (ALP) described.

- g) Do you have any other comments on this chapter?

Supporting comments

While the proposal is more robust, there are clearly resourcing issues for LAs, and consideration is needed as to how LAs could finance such an approach.

Question 5 – Chapter 5: school attendance orders (SAOs) and education supervision orders (ESOs) – This chapter focuses on existing powers available to local authorities when they are unable to satisfy themselves that a home educated child is receiving a suitable education.

Whilst home educators are under no duty to respond to reasonable requests from the local authority, case law has established that it would be unwise for them not to respond. In the absence of information that suggests that the child is being suitably educated, it is reasonable for the local authority to conclude that the education provision does not appear to be suitable.

Is this chapter clear about:

- a) local authority responsibilities to issue SAOs and ESOs?; and

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

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b) clear about the process to follow when issuing SAOs and ESOs?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

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Question 6 – Chapter 6: educational support – This chapter considers the advice, information and support local authorities could make available to home educating families. Do you think this chapter is useful?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

However, the information is woolly and still allows for parents refusing entry.
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Question 7 – Chapter 7: Safeguarding – This chapter outlines existing safeguarding duties that apply to local authorities. Whilst there is no proven correlation between home education and safeguarding, specific safeguarding duties apply to all children regardless of how they receive their education. Do you think this chapter is useful?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

However, as above, parents are still not obliged to engage.
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Question 8 – Handbook for home educators – This handbook provides information for those who are or are considering educating their child at home. Is there anything else you think should be included?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Not sure	<input type="checkbox"/>
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Supporting comments

Question 9 – Whilst we acknowledge that flexi-schooling is not home education, we are aware that some home educators would welcome information on what it is. Do you think this information (see sections 6.15–6.19 in the statutory guidance and 1.20–1.21 in the handbook) is useful?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input checked="" type="checkbox"/>
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Supporting comments

The concept of flexi-schooling is open to interpretation and abuse by schools. If it is agreed and arranged between schools and parents, schools are not obliged to agree even if they have space, and the local authority does not necessarily become aware or involved.

It is unclear whether or not schools can recommend flexi-schooling to parents. This could result in the over-use of reduced timetables by schools.

Question 10 – We would like to know your views on the effects that statutory guidance for local authorities regarding home education would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Welsh needs to be included in the guidance as a key aspect of Education that should be included by home educators.

Question 11 – Please also explain how you believe the proposed policy could be formulated or changed so as to have:

- iii) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

- iv) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Question 12 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

In relation to ALN, the LA has the statutory responsibility for the LA maintained IDP, but has no statutory right to assess the child, and parents are not obliged to agree to support an assessment or intervention. The LA has responsibility for delivering the ALP.

Elective Home Education needs to be robust for all children, including children of Traveller status. EHE is not part of any culture and there are misconceptions that it is part of Traveller culture. It is a family's choice regardless of their ethnic background.

The maintaining of a mandatory register by local authorities would be fundamentally flawed as it would be reliant on partners knowing and sharing information to contribute, and there are occasions when children are not known to any services. It would be more logical for it to be mandatory for parents to register their children if they choose to home educate.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here:



Appendix 2

Draft statutory guidance for local authorities on home education

Draft guidance

Guidance document no: 203/2019
Date of issue: July 2019

Draft statutory guidance for local authorities on home education

Audience	Local authorities, local health boards, independent schools and other interested parties.
Overview	This document provides statutory guidance for local authorities on arrangements for identifying children of compulsory school age who are resident in their area, who are not on any maintained school roll, not in education other than at school (EOTAS), not on any independent school roll and not receiving a suitable education.
Action required	Local authorities must have regard to this statutory guidance in carrying out their functions under section 436A of the Education Act 1996. This document contains both statutory guidance and non-statutory advice. The statutory guidance is presented where the text is in bold .
Further information	Enquiries about this document should be directed to: Pupil Wellbeing Branch Support for Learners Division The Education Directorate Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 0300 060 4400 e-mail: WELLBEINGshare@gov.wales
Additional copies	This document can be accessed from the Welsh Government's website at www.gov.wales/pupil-inclusion-well-being-behaviour-and-attendance

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

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Introduction

About this guidance

- 1.1 This guidance has been developed to support local authorities in exercising their functions under section 436A of the Education Act 1996, which places a duty on local authorities to make arrangements to establish the identities of children in their area who are not registered learners at a school and are not receiving suitable education. Local authorities **must** have regard¹ to this statutory guidance in exercising their functions under that section.
- 1.2 This guidance also sets out the roles and responsibilities of both local authorities and parents² under the current legislative framework.
- 1.3 This guidance is informed by the United Nations Convention on the Rights of the Child (UNCRC). It has been developed to ensure that all children in Wales, including those who are educated at home, receive their rights as accorded by the UNCRC.
- 1.4 The general principles of the UNCRC guide how the rights of the child are promoted and protected through this guidance. These principles are:
 - non-discrimination (Article 2)
 - best interests of the child (Article 3)
 - right to life, survival and development (Article 6) and
 - respect for the views of children (Article 12).

The right to an education

- 1.5 Section 7 of the Education Act 1996 provides that the duty to provide a full time, suitable and efficient education lies with the parent of school age children, either by sending the child to school or through other means. Home education is a key aspect of parental choice. Balanced with that choice is the expectation that local authorities can assess the effectiveness of parental provision to ensure it will cause the child to receive a suitable education. In order for a local authority to carry out that function, it is not unreasonable to ask parents to explain their approach. However, it is the parent's approach and delivery that suitability should be judged against, not the national curriculum.
- 1.6 Article 28 of the UNCRC declares the right of all children to receive an education, and to fulfil their individual potential. Article 29 of the UNCRC declares that education should develop each child's personality and talents to the full. It should encourage children to respect their own and other cultures.

Education in Wales

- 1.7 *Education in Wales: Our national mission, Action Plan 2017-21* (2017) sets out the action required to fulfil our ambition that children in Wales are equipped with the right skills for a changing world. Although the Action Plan sets out how the school system

¹ 'Must have regard' means to take account of this guidance and carefully consider it. Having done so, there would need to be a good reason to justify not complying with it.

² In this guidance, 'parent' has the same meaning as in section 576 of the Education Act 1996 and therefore includes a person who has parental responsibility for a child and a person who has care of the a child.

in Wales will move forward over the next four years, the principles of providing the necessary support for children in schools - and the rights of all children to receive an education - apply equally to those who are home educated.

- 1.8 The Well-being of Future Generations (Wales) Act 2015 promotes a more equal Wales by supporting an inclusive, equitable education system where all children are supported to overcome barriers to learning and participation.

Home education

- 1.9 Home education is a term used to describe when parents educate their children at home instead of sending them to school.
- 1.10 The home educating community in Wales is a diverse population with families choosing to home educate for a variety of reasons. These may include:
- ideological or philosophical
 - health (including emotional health and well-being and bullying)
 - cultural
 - religious
 - special educational provision
 - language choice
 - length of school journey
 - awaiting a place in the school of their choice
 - flexibility and tailoring of approach.
- 1.11 Home education will reflect a diversity of approaches and allows for an individualised approach for children tailored to the specific needs and interest of each child. One method is not necessarily more valid than another and there is no one size fits all approach. Many home educating parents feel that they are able to meet their children's individual needs and learning style more effectively than in a classroom. Home education can be a continuous learning experience wherever the child is.
- 1.12 Children who are home educated are not required to follow the national curriculum or any other specified curriculum or meet criteria for the number of learning hours. The home education approach can be anywhere on a continuum from a formal, structured, schedule-based and mostly within the home environment, through to autonomous or child-led education. Moreover, it can vary over time and subject. For example, a child might move from a more autonomous approach when younger to one that is more structured for GCSEs (if the child chooses to sit them). Over the course of a year, home education may be more structured throughout the winter and more responsive to the weather or local opportunities during the summer. Some subjects like mathematics may be delivered with a structured approach, while others like history by an autonomous project.
- 1.13 Where local authority officers are asked to offer advice on the education provided, it is important they recognise that the customs, practices and standards in school-based education are not necessarily relevant to home education. Any advice should be based on the individual circumstances of each child.

Legal responsibilities and rights

The right of parents to home educate their children

2.1 In Wales, education is compulsory but attending school is not. If a child is home educated, there is an obligation on parents to provide their child with an 'efficient' and 'suitable' full-time education – this obligation is found at section 7 of the Education Act 1996³. Parents who decide to home educate their children must be prepared to assume full responsibility and this may have financial implications.

2.2 Section 7 of the Education Act 1996 states:

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

2.3 Article 2 of Protocol 1 to the European Convention on Human Rights (ECHR) means that the wishes of parents are relevant. Article 2 of the ECHR states:

'No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions'⁴.

2.4 A guide on Article 2, part of the series of Case-Law Guides published by the ECHR⁴ states:

'The right to education guaranteed by the first sentence of Article 2 of Protocol no. 1 by its very nature calls for regulation by the State, regulation which may vary in time and place according to the needs and resources of the community and of individuals. Such regulation must never injure the substance of the right to education nor conflict with other rights enshrined in the Convention. The Convention therefore implies a just balance between the protection of the general interest of the Community and the respect due to fundamental human rights'.¹

2.5 Parents may decide to home educate their child from a very early age and so the child may not have been previously enrolled at school. They may also decide to home educate at any stage up to the end of compulsory education age.

2.6 While parents must provide a full-time education, they do not need to follow school hours or term times as contact time is almost continuous and opportunities for learning can arise at any time.

2.7 Parents do not need any qualifications to home educate. They can educate their child themselves, employ a tutor, enrol their child for educational sessions or educate in groups with other home educated children.

³ www.legislation.gov.uk/ukpga/1996/56/section/7

⁴ www.echr.coe.int/Documents/Guide_Art_2_Protocol_1_ENG.pdf

- 2.8 Where five or more learners of compulsory school age or one learner of compulsory age with a statement of special educational needs (SEN) are provided with full time education at a single location other than at a maintained school, this arrangement may fall in the scope of an independent school. As such, the establishment must register with the Welsh Government as an independent school. Anyone who conducts such an independent school that is not registered is breaking the law and is liable to a fine and/or imprisonment⁵.
- 2.9 When a parent gives notification in writing to the school of their intention to home educate their child, the name of the child must be removed from the admissions register (Regulation 8(1) (d) Education (Pupil Registration) (Wales) Regulations 2010). The school (including those in the independent sector) must make a return (giving the child's name and address) to the local authority within 10 school days following the date of removal (regulation 12(3)).
- 2.10 If a child is registered at a special school and parents wish to home educate, they are required to write to the school stating that they wish to educate their child otherwise than at school⁶. The school will inform the local authority of the parents' wishes but will not remove the child's name from the register until agreement is received from the local authority.

Regulation 8(2) of The Education (Pupil Registration) (Wales) Regulations 2010 states:

'The name of a child who has under arrangements made by the local authority become a registered pupil at a special school shall not be removed from the admission register of that school without the consent of that authority, or if that authority refuse to give consent, without a direction of the Welsh Ministers.'

- 2.11 Parents can home educate a child who has a statement of SEN although they do not need to arrange the provision as specified in the statement or plan. However, they are under an obligation to make other 'suitable arrangements' which meet the needs of their child.
- 2.12 The Additional Learning Needs and Education Tribunal (Wales) Act 2018 will replace the current SEN framework and comes into effect from September 2020.

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 creates a new legislative framework for the planning and provision of support to children and young people with additional learning needs ('ALN').

Section 13 of the Act places the duty on a local authority, where it is brought to its attention or otherwise appears to it that a child has ALN, to decide whether the child has ALN. The duty is not specific to particular groups of children and would include those who are home educated. Under section 14 of the Act, if a local authority decides the child has ALN, it must prepare and maintain an individual development plan (IDP) for the child.

⁵ www.gov.wales/sites/default/files/publications/2018-05/handbook-independent-schools-registration-and-operation-guidance_0.pdf

⁶ Regulation 8(2) of the The Education (Pupil Registration) (Wales) Regulations 2010.

Section 14 of the Act also sets out that where a local authority maintains an IDP for a child or a young person, the local authority must secure the additional learning provision (ALP) described in the plan. This does not mean the local authority has to directly provide the ALP. Where, for example, the IDP sets out the ALP as being one-to-one support, this could be provided by a parent home educating the child. Where a child requires specialist provision, the local authority would need to decide whether it would be reasonable for the support to be provided in the child's home or whether, for example, the provision needs to be made in a school or a specialist educational setting. The local authority is responsible for ensuring the ALP is being delivered. This would be assessed as part of the IDP review undertaken by the local authority, which must be conducted annually or more frequently if appropriate.

It will be vital for home education officers and the local authority additional learning needs coordinators (ALNCOs) to develop close working relationships in order to ensure home educated children with ALN receive the support they need.

Children's rights

- 2.13 The Welsh Government has adopted the UNCRC⁷ as the basis for all its work for children and young people. The Rights of Children and Young Persons (Wales) Measure 2011⁸ imposes a duty on the Welsh Ministers to have due regard to children's rights, as set out in the UNCRC. The Children's Rights Scheme 2014⁹ sets out the arrangements for Welsh Ministers to comply with the duty to have due regard to children's rights when exercising any functions.
- 2.14 Article 12 of the UNCRC provides a right for children to express their views and for due weight to be given to those views, in accordance with the age and maturity of the child. This does not, however, give children authority over parents. Local authorities, through their services supporting the participation of children, should consider how the individual and collective voices of home educated children can be heard.
- 2.15 Article 28 of the UNCRC states that all children have a right to an education and that primary education should be compulsory and free. Article 29 states that education should develop each child's personality and talents to the full. However, one of the underlying principles of the UNCRC is the best interests of a child, and Article 3 of the UNCRC requires all adults to think about how their decisions will affect children and to do what is best for the child.
- 2.16 The Children's Rights Wales website (www.childrensrights.wales) has been designed to help practitioners, policy makers and stakeholders develop their understanding of children's rights and how to adopt a children's rights perspective in their work.

⁷ www.unicef.org.uk/what-we-do/un-convention-child-rights/

⁸ www.legislation.gov.uk/mwa/2011/2/contents

⁹ [Children's Rights Scheme](#)

Local authority responsibilities

Section 436A Education Act 1996

2.17 Under section 436A of the Education Act 1996, local authorities must make arrangements to identify children in their area who are of compulsory school age and not receiving a suitable education¹⁰. Section 436A of the Education Act 1996 states:

(1) A local authority must make arrangements to enable them to establish (**so far as it is possible to do so**) the identities of children in their area who are of compulsory school age but (a) are not registered pupils at a school, and (b) are not receiving suitable education otherwise than at a school.

'Suitable education', in relation to a child, means efficient full-time education suitable to his age, ability and aptitude and to any special educational needs he may have.

2.18 Local authorities should note that the caveat in s.436A 'so far as it is possible to do so' should be interpreted as meaning the local authority should do all that is reasonable, practicable and appropriate to identify children. See section 5 for more information.

2.19 Legal precedent has established that local authorities can make informal enquiries of parents for details of the educational provision for their child. Phillips v Brown states¹¹:

'If parents give no information or adopt the course....of merely stating that they are discharging their duty without giving any details of how they are doing so, the LEA will have to consider and decide whether it appears to it that the parents are in breach of section 36 (now section 7 of the Education Act 1996.)'

(Phillips v Brown, Divisional Court, unreported, 20 June 1980)

Home education policy and scrutiny

2.20 Scrutiny plays an important role in promoting continuous improvement in the way in which local authorities deliver their services to their communities. Local authorities should report to relevant scrutiny committees and elected members in relation to home education matters at least annually. Reports could include topics such as (but are not limited to):

- numbers of home educated children and any identified trends
- issues to consider
- good practice
- risk assessment
- forward-planning
- factors contributing to home education (SEN, perceived bullying, unmet need, avoiding prosecution for non-attendance, etc.).

2.21 Estyn's local government education services inspection framework¹² states that inspectors may evaluate the local authority's oversight of children educated at home

¹⁰ www.legislation.gov.uk/ukpga/1996/56/section/436A

¹¹ Phillips v Brown, Divisional Court [20 June 1980, unreported]

by their parents, including children and young people with statutory plans for their education. Inspectors may consider whether the local authority provides useful guidance and signposts to support for parents educating their children at home.

- 2.22 Welsh Government expects that each local authority has a named senior officer with responsibility for home education policy and procedures, who will develop and maintain links with other work on issues such as children missing education, unregistered settings, vulnerable children, and welfare.
- 2.23 In addition, it is expected that home education officers work closely with other departments in the local authority, such as the education welfare service (EWS) and EOTAS teams, to identify and support home educated children. The EWS and home education teams should work together to prevent de-registration where it is not a fully informed, voluntary choice. This will include acting as an intermediary between the school and the learners' family to help resolve any differences impacting the learner's education. Where a child has been de-registered, the local authority should meet with the family as soon as possible to determine the reasons for home education. Where appropriate, the local authority should assist the family in re-application for school places or EOTAS provision.
- 2.24 As a matter of good practice, local authorities are advised to regularly review all of their procedures and practices, including those in relation to home education. Home education organisations and home educating parents and children should be involved in the review process. Effective reviews, together with the sensitive handling of any complaints, will help to build and secure more effective partnership.

Using data to inform policy

- 2.25 The 2017/18 EOTAS census reported 1,964 learners were home educated¹³. The data collection only captures the total number of known children home educated and a breakdown of gender and age of those known to be home educated. The information is limited and does not lend itself to robust analysis by local authorities or the Welsh Government.
- 2.26 The statistical data over the last three years shows an increase in the number of children being home educated of approximately 250 children. A significant number of these children are leaving mainstream school to be home educated.
- 2.27 Over the last two years (2017/18 and 2018/19) the Welsh Local Government Association (WLGA), Association of Directors of Education Wales (ADEW) and Data Cymru have undertaken a data capture exercise to develop a robust and consistent dataset on home education over time in each local authority. For the first time local authorities have a baseline of data on home education, which establishes a minimum level of information recorded at local authority level. The exercise provides local authorities with a report that allows them to identify patterns and trends of home education in their area, and compare their own cohort's demographic and

¹²www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Guidance%20handbook%20for%20the%20Inspection%20of%20LGES%202018_0.pdf

¹³www.gov.wales/sites/default/files/statistics-and-research/2018-12/180725-pupils-educated-other-than-at-school-2017-18-en.pdf

educational characteristics to the larger cohort across Wales¹⁴. Local authorities are expected to use this data to inform the development of their policies and practices on home education, to better understand the reasons why some families decide to home educate, and to put in place the support and advice that some families will need. The local authority should also consider trends in home education in a wider strategic context, for example in identifying shortcomings in local school provision and alternative provision settings, or failures by schools to manage attendance and behaviour properly.

Off-rolling

- 2.28 There is anecdotal evidence of instances where schools have put pressure on parents to take their children off the school roll to home educate. In some cases, the threat of exclusion has been used to encourage parents to remove their child from the school.
- 2.29 **On no account should parents be encouraged to remove their child from the school register to avoid exclusion or prosecution for failing to ensure that their child has attended school or to improve school performance results.**
- 2.30 It is not acceptable for schools to engage in this practice. Decisions made by schools should uphold the rights of children to an education (Article 28 and 29 UNCRC) and should be in the best interests of the learner (Article 3). Schools can only lawfully exclude learners when it is necessary and appropriate to do so. Welsh Government guidance¹⁵ makes it clear that the decision to exclude a learner should only be taken in response to serious breaches of the school's behaviour policy, and if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school. A permanent exclusion should only be used as a measure of last resort.
- 2.31 Local authorities have a responsibility to advocate on behalf of all children. Local authorities are strongly encouraged to use the data available to them to identify trends of de-registration for the purposes of improving school performance results. Where they can identify early signs of intention to de-register, local authorities should contact parents to discuss their reasons. It is important to ensure that parents make a fully informed, voluntary decision to home educate, and that the views of children are respected so they can participate in this decision making.
- 2.32 Where there is evidence of schools pressuring parents to take their child off the school roll, local authorities should challenge schools and consider using their statutory powers of intervention.

School attendance orders (see section 5)

- 2.33 If it appears to a local authority that a child is not receiving a suitable education they **must** serve a notice in writing on the parent requiring that parent satisfy them within the period specified in the notice (no less than 15 days)¹⁶, that the child is receiving such education. If the local authority is not satisfied, or in the absence of that

¹⁴ All data is aggregated and subject to strict disclosure control before reporting.

¹⁵ www.gov.wales/exclusion-schools-and-pupil-referral-units-pru

¹⁶ Section 437(1) Education Act 1996.

information then they **must** issue the parent with a school attendance order (SAO) in respect of that child, which details the school the child should attend¹⁷.

Education supervision orders (see section 5)

- 2.34 Under section 447, Education Act 1996¹⁸ if a parent fails to comply with a SAO a local authority **must** consider whether it would be appropriate (instead of or as well as instituting the proceedings) to apply for an education supervision order (ESO) in respect of the child. Failure to comply with a SAO could lead to either a criminal conviction or the imposition of an ESO or both.

Local authority safeguarding duties (see section 8)

- 2.35 The Children Act 2004¹⁹ imposes a specific duty to co-operate to improve children's well-being (s.25) and implies a duty to share information for strategic planning, and to put in place arrangements to facilitate sharing information about individual children to improve their wellbeing.
- 2.36 Sections 25 and 28 of the Children Act 2004 requires each local authority and its relevant agencies to work together to improve the well-being of children, by safeguarding children from harm and neglect; promoting their education, and improving their physical, mental, emotional, social and economic well-being. Children who are missing education are at risk of social exclusion and are unlikely to be able to achieve in the future without having consistent educational provision.
- 2.37 Local authorities should approach all cases where the suitability of home education is in doubt using their powers in the Education Act 1996. They should also be ready, if a lack of suitable education appears likely to impair a child's development, to fully exercise their safeguarding powers and duties to protect the child's wellbeing. The overriding objective in these cases is to ensure that the child's development is protected from significant harm. See section 7 for further guidance.
- 2.38 Part 2 of the Social Services and Well-being (Wales) Act 2014²⁰ contains provisions relating to the general functions of a local authority, including assessment of the needs of a population for care and support and other services such as those that promote well-being, and the promotion of social enterprises, co-operatives, user-led services and the third sector.
- 2.39 A local authority **must** promote well-being for people who need care and support and carers who need support when carrying out any of its functions; this includes those people who do not have needs which meet the eligibility criteria but who do have needs for care and support which may be met in other ways, for example, by the provision of information advice and assistance and preventative wellbeing services or undertaking care and support assessments.
- 2.40 The Act requires local authorities to make arrangements to promote co-operation between the local authority and its 'relevant partners'²¹ with a view to improving the

¹⁷ Section 437(3) Education Act 1996.

¹⁸ www.legislation.gov.uk/ukpga/1996/56/section/447

¹⁹ www.legislation.gov.uk/ukpga/2004/31/contents

²⁰ www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf

²¹ 'Relevant partners' are defined by section 162(4) of the Social Services and Well-being (Wales) Act 2014.

well-being of children in their area, particularly those with needs for care and support and with a view to improving the quality of care and support for children and protecting children who are experiencing, or are at risk of, abuse, neglect or other kinds of harm.

Identifying children not known to local authorities

- 3.1 It is very likely there will be home educated children in a local authority area not known to the local authority. There will be a number of reasons for this, such as the child has never been enrolled in school, or a family will have moved to the local authority from another part of the country.
- 3.2 Under section 436A of the Education Act 1996 local authorities should make arrangements to enable the authority to identify, so far as it is possible to do so, the identities of children in its area who are not receiving a suitable education. Local authorities should be proactive in looking for ways to identify children not known to them, doing all that is reasonable and appropriate.
- 3.3 It is essential that local authorities have robust measures in place to quickly identify when a child is missing or potentially missing education and to follow through with effective tracking and enquiry systems to locate them. Welsh Government statutory guidance on children missing education applies²². Children who are missing education are at risk of social exclusion and are unlikely to be able to achieve in the future.

Children Act 2004 Database (Wales) Regulations 2020 and Education (Information about Children in Independent Schools) (Wales) Regulations 2020

- 3.4 Section 29 of the Children Act 2004 allows regulations to be made that will require local authorities to maintain and populate a database of compulsory school aged children in their area in order to assist them in identifying those who are not on a school roll, education otherwise than at school (EOTAS) register or independent school roll.
- 3.5 The Welsh Ministers intend to make regulations that will require local health boards to disclose to a local authority non-medical information to assist them in identifying children in their locality. A local health board which discloses information to a local authority must take reasonable steps to ensure that the information is accurate.
- 3.6 In addition, independent schools will also be required to disclose to a local authority information regarding learners registered at their establishment.
- 3.7 Local authorities should undertake other means of identifying children not specified in the regulations in order to ensure the database is as accurate and complete as possible. The following sections outline what some of those other means are but should not be limited to just these. Local authorities will need to consider if there are other means at their disposal they can use to identify children not known to them. Please see guidance on preventing children and young people from missing education for more advice²³.

²² www.learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf

²³ www.learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf

Information sharing with partner agencies

- 3.8 Local authority officers can share information in accordance with General Data Protection Regulation (GDPR) and the Data Protection Act (DPA 2018). Local authorities should also consider sharing information wherever it is legal to do so.
- 3.9 Information sharing is vital to ensure that all children of compulsory school age are identified. Therefore, local authorities should seek to develop information sharing protocols²⁴ (ISPs) which clarify the circumstances under which information can and should be shared between agencies that support children. However, the absence of specific information sharing agreements or consent does not mean that information cannot be shared between agencies where a child's well-being is at risk. It is still appropriate to share personal information without breaching the DPA 2018 provided that it is necessary to do so to carry out statutory functions.
- 3.10 The Wales Accord on the Sharing of Personal Information (WASPI) is a framework to help **all** service providers share personal data lawfully, safely and effectively. The accord is a common set of principles and standards, which support the sharing of personal information to deliver services. Accepting and signing the Accord is voluntary, but all public service providers are encouraged to join. All 22 local authorities have signed the WASPI²⁵. WASPI provides templates of data sharing agreements such as ISPs and Data Disclosure Agreements (DDAs) for local authorities to use.
- 3.11 In order to ensure that all children are receiving a suitable education, it is vital that local authorities engage with other local authorities across England and Wales. In addition to information sharing in Wales as will be required by the Regulations (see section 3.8), Welsh local authorities are expected to develop ISPs with English local authorities to ensure children who move across borders do not miss education.
- 3.12 Article 8 of the ECHR sets out the right to private and family life. The ECHR also sets out the right not to be denied education (Article 2, Protocol 1).²⁶ Information sharing must be necessary, proportionate and in accordance with the law²⁶.

Joint working with partner agencies

- 3.13 It is essential local authorities continuously work with partner agencies and have arrangements in place to identify children not known to the local authority. Children may be known to other agencies, and not be known to the local authority in which they reside.
- 3.14 A form is generated by the police following any incident where a child or young person comes to their attention and where there is reason to believe that they are at risk. Most of these are where the police have been called to a domestic incident and are implicated either as members of a household, as witnesses, or as persons involved in the incident. Where no school is identified on the form, social services should ensure that this matter is referred on to the EWS to be checked against the database to try to identify a school or other educational provision. Where no school

²⁴ www.waspi.org/home

²⁵ www.waspi.org/local-authorities

²⁶ www.echr.coe.int/Documents/Guide_Art_8_ENG.pdf

can be found, the local authority will need to undertake further investigation to determine whether the child is missing education.

Truancy sweeps

- 3.15 Those taking part in truancy sweeps should be aware that there may be valid reasons why school-age children may be out of school. Truancy sweeps are highly effective in locating children outside the education system, including those who go missing from education and children who are missing education. Professionals taking part in truancy sweeps may encounter children who are home educated and therefore not in school. No further action should be taken where children indicate they are home educated unless there is a reason to doubt this is the case. If professionals come across a home educated child, they will need to notify the relevant local authority. Home educating parents need to be made aware that professionals involved in truancy sweeps may need to verify any information given to them in these circumstances.
- 3.16 Sweeps may identify children who are not on a school roll and who may be from families who are reluctant or refuse to engage with statutory services. Truancy sweeps, when arranged appropriately, can therefore be a useful way of making contact with this group.

Transition points

- 3.17 Local authorities should be cross referencing school admissions data with the live birth register to identify reception aged children not registered at a school. It is important that local authorities try to reach as many potential first admission learners as possible, and have data sharing agreements to facilitate cross checking of children entering statutory provision against partner databases (such as early years, child care teams and health). Where a school place has not been taken up, the EWS should be informed in order to make further enquiries. Some families may need help with the admission process; some families may have failed to follow up an application, or not secured a place at their preferred school and not accepted another school place offer. It is important local authorities have procedures and strategies in place to follow up in such circumstances and reduce the opportunity for children to go missing from education. Where it has been identified that a family are home educating, support and advice where appropriate can be made available should the family want it.

Children missing education

- 3.18 The purpose of the section 436A duty is to make sure that children missing from education are identified quickly and that effective monitoring systems are put in place to ensure that the child gains access to the most appropriate provision as quickly as possible²⁷.
- 3.19 These enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken, for example, to contact the police,

²⁷ Section 436A of the Education Act 1999 as amended by section 4 of the Education and Inspections Act 2006.

children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

School to School

- 3.20 School to school (s2s) is a secure data transfer website available to schools and local authorities in England and Wales. It was designed to enable common transfer format (CTF) files to be sent from, and to, any maintained school. All maintained schools in Wales have a statutory responsibility to use the common transfer system (CTS) for Wales and England to transfer specific information electronically, via the 'school2school – s2s' website²⁸.
- 3.21 When learners move from one school to another, s2s is the mechanism for keeping track of them, ensuring they are not lost from the system, and that any significant information, for example special educational needs (SEN) or details such as 'Looked After' are immediately available to the new school. A CTF must be created for every learner who leaves a school, even if the destination is not a maintained school in England or Wales or the destination is not known.
- 3.22 If the child or young person has left school without a known destination and both the school and the EWS have followed procedures and all 'reasonable efforts' to locate them have been unsuccessful, then, after four weeks, the school, in consultation with the local authority should remove the child or young person's name from its roll and create a 'lost pupil' CTF with XXXXXXXX as the destination. This CTF should then be uploaded onto the s2s secure site where it will be held in the 'Lost Pupil Database' which will make it possible for LAs to track future provision and so help to ensure that children do not remain 'lost'.
- 3.23 Local authorities should regularly check the 'Lost Pupil Database' for children who are potentially missing education and/or may be home educated.

²⁸ www.gov.wales/sites/default/files/publications/2018-03/common-transfer-system-cts-and-s2s-user-notes-for-schools.pdf

Efficient and suitable education

- 4.1 The approach home educating parents take to ensure their child is receiving a suitable education is likely to be dictated by their own philosophy or views, and in many cases, the absence of formal assessment may be a feature of the education provision. Progress, over the long term, may take a variety of forms.
- 4.2 The definition of suitable and efficient education is set out in section 7 of the 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 and aptitude, and (b) to any special educational needs he may have, either by regular attendance at school or otherwise'.
- 4.3 According to case law, the content of the provision must be suitable such that it:

'equips a child for life within the community of which he is a member....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.'

(R v Secretary of State for Education, ex parte Talmud Torah Machzikei Hadass School Trust, The Times, 12th April 1985)

- 4.4 In Harrison & Harrison v Stevenson, the judge defined the outcomes of a suitable education as:

- To prepare the children for life in a modern civilised society; and
- To enable them to achieve their full potential.

'in our judgement 'education' demands at least an element of supervision; merely to allow a child to follow its own devices in the hope that it will acquire knowledge by imitation, experiment or experience in its own way and in its own good time is neither systematic nor instructive ... such a course would not be education but, at best, child-minding. We should not, in the ordinary case, regard a system of education as suitable for any child capable of learning such skills, if it failed to instill in the child the ability to read, write or cope with arithmetical problems, leaving it to time, chance, and the inclination of the child to determine whether – if ever – the child eventually achieved even elementary proficiency in those skills'.

(Harrison & Harrison v Stevenson [1982] (QB (DC) 729/81)

- 4.5 An efficient education is one that achieves what it sets out to achieve. It is important that this concept is not confused with suitability. A wholly unsuitable education can be delivered efficiently, but would still be unsuitable.
- 4.6 There is currently no legal definition of what 'full-time' education is. Children normally attend school for between 22 and 25 hours a week for 38 weeks of the year, but this measurement of 'contact time' is not always relevant to home educating families where there can be almost continuous one-to-one or small group contact and education may take place outside normal 'school hours'. However, education, which is manifestly not occupying a significant proportion of a child's life, will probably not meet the section 7 requirement.

- 4.7 Regardless of the approach taken to deliver a suitable education, it is important for local authorities to consider whether the approach is suited to the needs of the individual child and that the child is making reasonable progress in line with their age, aptitude and any SEN they may have.
- 4.8 Learning can take place in a range of locations, including the home. It can also be supplemented through other experiences such as visits to places of interest and facilities such as libraries, museums and galleries. A feature of home education is the ability to be flexible and adapt to events and circumstances on a daily basis.
- 4.9 It is to be expected that, in some circumstances, there will be less or no formal planning of learning, in contrast to structured planning in schools. Learning activities will be very different to those in schools. Written work may not feature in the learning as much as it does in school as one to one learning may reduce the need to use written work as a tool for measuring understanding. However, the value of writing skills should not be overlooked.
- 4.10 Whilst it would be unrealistic to make a judgement about the suitability of home education provision within a few days of commencement, families should be aiming to offer satisfactory home education from the outset and to have made preparations with that aim in view. Case law states that:

'Essentially the duty of an education authority in carrying out that function is ... simply to give the applicant a fair and reasonable opportunity to satisfy it as to the matters set out in the Regulation. Prima facie this opportunity will appropriately be given (as was done in the present case) if the Authority, having first allowed the parents a sufficient time to set in motion their arrangements for home education.'

(R v Gwent County Council (1985))

- 4.11 Assessing the suitability of education should not be about measuring the child's attainment or testing the child. The customs and practices of school based approaches may not be relevant for some home educating families, and home education provision can be unconventional. Local authorities need to be assured the parental provision of education will cause the child to receive a 'suitable' education. The evidence provided by parents should demonstrate that the education actually being provided is suitable and not simply a statement of intent.
- 4.12 Until the local authority is assured the home educated child is receiving a suitable education then the child is potentially within scope of the section 436A duty and Welsh Government statutory guidance on children missing education will apply²⁹.
- 4.13 Local authorities should be mindful that home educators are **not** required to:
- teach the national curriculum
 - have a timetable
 - have premises equipped to a particular standard
 - mark work done by their child
 - set hours during which education will take place

²⁹ www.learning.gov.wales/docs/learningwales/publications/170323-statutory-guidance-to-help-prevent-children-and-young-people-from-missing-education-en.pdf

- have any specific qualifications
- cover the same syllabus as any school
- make detailed plans in advance
- observe school hours, days or terms
- have formal lessons
- reproduce school type peer group socialisation
- match school age specific standards.

4.14 However, if the home education provided does consist of aspects of the national curriculum or [independent school standards](#), this could indicate that the education is suitable.

Suggested characteristics of a suitable and efficient education

- 4.15 A suitable education would include provision in numeracy, literacy and language skills, appropriate to the child's age, ability and aptitude and any SEN they may have. Suitable education is not simply a matter of academic learning but should also involve socialisation. These are essential in preparing the child to participate and function in society.
- 4.16 Literacy and language skills should correspond with the child's general ability and enable the child to:
- Acquire listening and speaking skills
 - Acquire reading skills which include vocabulary and comprehension
 - Acquire writing skills which include grammar, punctuation and spelling.
- 4.17 Numeracy skills should correspond with the child's general ability and reflect the stage of development the child is at.
- 4.18 In their consideration of parents' provision of home education, local authorities should reasonably expect it to include the following features:
- consistent involvement of parents or other significant carers
 - respond to the needs and the best interest of the child, taking into account areas of learning that interest the child, and should enhance the child's potential
 - ensure the child has opportunities to engage in a reasonably broad range of learning experiences
 - provide opportunities to develop personal and social skills to help prepare them for later life and become engaged citizens
 - ensure the child has opportunities to develop basic skills
 - presence of a philosophy or ethos with parents showing commitment, enthusiasm, and recognition of the child's needs, attitudes and aspirations
 - opportunities for the child to be stimulated by their learning experiences
 - involvement in a broad spectrum of learning opportunities and activities appropriate to the child's stage of development
 - access to appropriate resources and materials
 - the opportunity to develop digital literacy
 - the opportunity for an appropriate level of physical activity and play
 - the opportunity to interact with other children and adults.

Assessing suitability of education

- 4.19 It is important that local authorities understand parental motivations and how their circumstances and experiences have influenced their decision to home educate. Home educating parents will have different reasons for not sending their children to school. These reasons can change over time, and in some cases, these reasons will be complex and may have had a profound impact on the family.
- 4.20 Therefore, when making enquiries about provision of education local authorities should be sensitive to the family circumstances, seek to understand why the family chose to home educate and look at provision on a case by case basis. Home education is unique for each child and parents are able to offer their child an individually tailored experience, considerate of their child's age, ability, aptitude and any SEN.
- 4.21 In order for a local authority to satisfy itself of the suitability of education provided by the parents, the local authority **should³⁰** see and speak with the child. In the absence of seeing the child, it will be questionable whether the local authority can reasonably assess suitability of education and to know if other evidence provided relates to that child. Communicating with the child will provide an opportunity for the local authority to -better understand how the child learns and what areas of learning they are interested in.
- 4.22 There may be occasions it is not in the best interest of the child for the local authority to meet with them, or in exceptional circumstances, the local authority can conclude without seeing the child they are receiving a suitable education. In these cases, the Director of Education should agree, recording this course of action. An appropriate date for this decision to be reviewed should be set, taking into account the individual circumstances of the child.
- 4.23 All children have a right to participate in decision making that affects their lives and their views should be given due weight in accordance with their capacity as per Article 12 of the UNCRC³¹. This will help the local authority to meaningfully take into account the views of the child when making a judgement as to the suitability of education.
- 4.24 If information and views provided by the child cast doubt on whether the education provided is suitable, then that opinion might be part of the information leading to a conclusion by the authority that the education is not suitable. If it is clear that a child does not wish to be educated at home although the education provision is satisfactory, the local authority should discuss the reasons for this with the parents and encourage them to consider whether home education is in the best interests of the child when clearly it is not what the child wants. The local authority should attempt to help the family reach a common view on what is best, for example, by sign

³⁰ Local authorities must have regard to this statutory guidance and carefully consider it. Having done so, there would need to be a good reason to justify not complying with it. For example, avoidance or refusal by the family would not constitute good reason.

³¹ 'States shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child , the views of the child being given due weight in accordance with age and maturity of the child'.

posting to or offering family mediation services.

- 4.25 Seeing the child to discuss their education provision and access to resources accords with a number of articles in the UNCRC such as a child's right to an education and to fulfil their potential, including their rights to express their views and to receive appropriate information in order to make informed choices, to support and provision, to play and leisure activities and to be kept safe.
- 4.26 Such a meeting does not have to take place in the home; it can take place in a mutually agreed location. These meetings are an opportunity for local authorities to discuss the education provided and any support the family may need. They will also provide an opportunity for the local authority to develop a positive relationship with families and allow home educated children to share their views on the education they are receiving.
- 4.27 The meeting should not be the only method for satisfying the local authority of the suitability of education. A local authority could – if it thought appropriate to do so – send a pre-meeting questionnaire before meeting home educating families (see Annex 3) for parents and, where appropriate, for children (see Annex 4(a)-(b)) to fill out together. This will form part of a more holistic approach to assessing the suitability of education. The local authority can use the response to the questionnaire to inform their discussion with home educating parents and children.
- 4.28 As part of these meetings, the local authority should ask to see examples of learning, to determine the suitability of the education provided. A variety of work both complete and incomplete to varying standards can be sought and discussed with the parents and child to learn about the child's experience of learning. This all reflects learning and progress made by the child.
- 4.29 It would be difficult to determine the sufficiency of suitability of education from one or two examples of work. Local authorities will need to bear in mind that parents will have detailed knowledge of how their child is progressing, and their views and opinion on the progress of their child **should** be sought and given sufficient weight when assessing the suitability of education. The views of the child about their education **should** also be sought and given appropriate weight in local authorities' considerations.
- 4.30 Local authorities may want to discuss with parents:
 - the main areas of learning for which the parents are making provision
 - what principle or philosophy underpins the learning
 - what thought has been given to the learning needs of the child, and how these needs will be met over time and
 - the approach adopted, such as autonomous learning or structured or semi-structured.

Children with special educational needs (SEN)

- 4.31 Children with SEN³² have significantly greater difficulty learning than the majority of others of the same age, and may face barriers to learning. They may, therefore, take longer to process information and develop new skills, and may find it difficult to interact with other people. The type and level of additional learning needs can vary significantly. For example, some children may have specific learning difficulties, which affect only one or two areas of their learning such as reading, writing or understanding what is said to them. Others, however, may have profound and multiple learning difficulties which affect their level of personal independence. For these learners progress is likely to be made in very small steps and in very subtle ways.
- 4.32 Learners may require additional forms of support in progressing their education or in communicating their views, for example, referral or signposting to other services. Local authorities are expected to actively consider this in advance when planning to meet with a family to discuss a child's education. This will enable any necessary adjustments and support to be made to allow the child to participate in the discussions about their education. For more information or advice, refer to the SEN Code³³.

What is a reasonable request for evidence of a suitable education?

- 4.33 Legal precedent has established that local authorities can make informal enquiries of parents for details of the educational provision for their child. Case law has stated that:

'Of course such a request is not the same as notice under section 37(1) of the Education Act 1944 (not section 437(1) of the 1996 Education Act) and the parents will be under no duty to comply. However, it would be sensible for them to do so. If parents give no information or adopt the course ... of merely stating that they are discharging their duty without giving any details of how they are doing so, the LEA will have to consider and decide whether it appears to it that the parents are in breach of section 36 (now section 7 of the Education Act 1996.)'

(Phillips v Brown, Divisional Court (20 June 1980, unreported))

Frequency of meetings with home educating families and local authorities

- 4.34 The frequency of meetings with home educating families should be undertaken proportionately and based on the individual circumstances of each child. A meeting **should take place at least once a year** to ensure the suitability of education is maintained and that the child is considered to be making suitable progress.

³² The Additional Learning Needs and Education Tribunal (Wales) Act 2018 will come into force in September 2020. The guidance in this document will be updated in accordance with these changes at which time local authorities will need to consider the implications for home educated learners.

³³ www.gov.wales/special-educational-needs-code-practice

- 4.35 If the local authority has concerns about the suitability of education, it will need to consider whether to see the family on a more frequent basis to assure itself that the child is receiving a suitable education. The local authority may need to liaise with other relevant partners of the local authority dependent upon the circumstances of the child when deciding on the frequency of meetings with the family.
- 4.36 Some parents may need some additional help or support to provide a suitable education. The local authority is expected to make all reasonable efforts to provide help and/or support to the family. This may include providing parents with information about preventative services and where appropriate gaining parental consent for a referral to those preventative services available locally. This is an offer of support and the parents are under no obligation to accept it.
- 4.37 The local authority should be reasonable and accommodating when arranging these meetings. However, if the local authority is not assured that: (a) there are genuine reasons for refusing a meeting; or (b) if a family has repeatedly cancelled or not shown up for a meeting; or (c) a family has refused without giving a good reason to allow their child to take part in meetings, then it will need to consider whether it can conclude a child is receiving a suitable education (see section 4.21).
- 4.38 Where the local authority cannot conclude that the child is receiving a suitable education, it **must** act in accordance with the law³⁴ as outlined in section 5.

Written report following meeting with the home educating family

- 4.39 The local authority should prepare a report no later than 10 days³⁵ after meeting with the family. The report should outline if the provision is suitable or unsuitable, and the reasons behind the assessment of that provision. The local authority may find it helpful to consider the following when determining if the child is receiving a suitable education:
- aspects of the provision that are successful
 - aspects of the provision that are or may be less successful
 - the extent to which the provision is meeting the needs of the child
 - the views of the child (where provided) on their education
 - the extent to which the provision is likely to fulfil the requirement of a ‘suitable’ education
 - is it possible to make a determination whether the provision being provided may be a ‘suitable’ education
 - whether there is sufficient evidence to support your views.
- 4.40 Other features the report could include:
- any follow up actions for the local authority and or parent
 - if the need for additional help and or support has been identified and what the local authority will do to help facilitate that and timescales for meeting additional help and or support
 - indication as to when the next meeting should take place

³⁴ Section 437(1) of the Education Act 1996 provides that local authorities must act if it appears that parents are not providing a suitable education.

³⁵ For more complicated circumstances, the local authority may need more time, for example, to ensure the involvement of other professionals such as educational psychologists/speech and language therapists.

- any concerns or issues raised by the family;
 - any requests for help or information made by the family
 - if a referral is needed to other agencies or support services
 - opportunities for additional support.
- 4.41 Parents should be given an opportunity to discuss the report with the local authority and to have any factual inaccuracies corrected quickly.

School attendance orders and education supervision orders³⁶

School attendance orders (SAOs)

- 5.1 SAOs apply when a parent of a child of compulsory school age fails to satisfy the local authority that the child is receiving a suitable education and where the authority believes the child should attend school.
- 5.2 Where it is not clear that a child is receiving a suitable education (see section 4) (including situations where there is no information available at all), the authority should attempt to clarify the issue through informal contact and enquiries. An authority's duty under section 436A³⁷ of the Education Act 1996 (and that under section 437³⁸) forms sufficient basis for informal enquiries. Furthermore, section 436A creates a duty to adopt a system for making such enquiries.
- 5.3 The most obvious course of action is for local authorities to meet with the parents and home educated child regarding the education they are providing for their child. In the absence of information that suggests that the child is being suitably educated and that the parents' refusal to answer is for some unrelated reason, the only conclusion that the local authority can reasonably come to is that the home education does not appear to be suitable.
- 5.4 Section 437(1) of the Education Act 1996 provides that 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.'***

- 5.5 If, following a period of no less than 15 days from the date the notice has been served, a parent fails to satisfy the local authority that a suitable education is being provided the local authority **must**, as directed in section 437(3), issue a SAO (see Annex 10).
- 5.6 Section 437(3) refers to the serving of school attendance orders:

*If (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.'*

- 5.7 Where a maintained school is named in a school attendance order, the local authority must inform the governing body and the head teacher of that school.

³⁶ www.gov.wales/sites/default/files/publications/2018-03/all-wales-attendance-framework.pdf

³⁷ www.legislation.gov.uk/ukpga/1996/56/section/436A

³⁸ www.legislation.gov.uk/ukpga/1996/56/section/437

- 5.8 Where a maintained school is named in a school attendance order, the governing body and the local authority must admit the child to the school³⁹.
- 5.9 There would have to be exceptional circumstances for local authorities to justify not making a SAO, for example:
- if the child is within a few weeks of ceasing to be of compulsory school age
 - if the child has physical, medical or educational needs leading to extreme vulnerability in a school setting, the local authority should consider alternatives such as tuition provided by the authority itself
 - the parent is actively working with the authority to improve the home education and seems likely to achieve suitability within a very short time.

Special educational needs

- 5.10 Where a child has a statement of SEN, as per section 441 Education Act 1996⁴⁰:
- If the statement specifies the name of a school, that school shall be named in the order.
 - If the statement does not specify the name of a school, the local authority shall amend the statement so that it specifies the name of a school, and that school shall then be named in the order.

After a school attendance order is served

- 5.11 Following the issue of a SAO, parents may present evidence to the local authority that they have now made satisfactory arrangements for the child's education and apply to have the order revoked. In considering the evidence, the local authority should see the child (see section 4.21) If, having considered the evidence, the local authority is of the opinion that the parents have made satisfactory education arrangements, the order must be revoked.
- 5.12 Regardless of whether or not the parents have sought revocation if they do not cause the child to attend school, the authority **should** consider prosecution, and **should** proceed with this unless there is very good reason not to do so. Under section 447(1) of the 1996 Act, a local authority considering prosecuting a parent for non-compliance with a SAO must consider either as an alternative to prosecution or as well as prosecution, making an application for an education supervision order (see below).
- 5.13 If the local authority does prosecute the parents for not complying with the order, it will be for a court to decide whether or not the education provided is suitable, full-time and efficient. If satisfied that the parent is fulfilling their requirement to provide a suitable education, the court can direct that the order shall cease to be in force.
- 5.14 A SAO will remain in force whilst the child is of compulsory school age unless:
- it is revoked by the local authority
 - upon prosecution, the court directs the SAO to cease to be in force
 - a successful application has been made to the court to direct that it ceases to apply.

³⁹ www.legislation.gov.uk/ukpga/1996/56/section/437

⁴⁰ www.legislation.gov.uk/ukpga/1996/56/section/441

- 5.15 Where parents have not complied with a SAO, local authorities should be mindful of their public responsibilities as prosecutors. If local authorities are reluctant to prosecute for reasons connected with costs, they may wish to seek legal advice about the prospect of obtaining a cost order against a successful defendant on the basis that the prosecution would have been unnecessary if not for the defendants' unreasonable conduct.
- 5.16 It is important to note that the offence of not complying with a specific SAO is only committed once. Therefore, if parents are not compliant with the order after conviction, the process of serving a notice must be undertaken again. This means that a parent willing and able to be fined repeatedly can continue the unsatisfactory provision of home education provision indefinitely. The implication of this is that the local authority will need to consider using powers other than education law. See section 15.17 onwards on ESOs and section 7 on safeguarding.

Education supervision orders (ESO)

- 5.17 Local authorities have a formal supervisory role in the education of children who are subject to an ESO under section 36 of the Children Act 1989. Applying for an ESO will often be the proportionate response when parents are not complying with a SAO.
- 5.18 A local authority **must** under section 447 of the Education Act 1996 consider applying for an ESO before a decision to prosecute parents for poor attendance or failure to comply with an SAO is made. A local authority can apply for an ESO instead of or as well as prosecuting the parents. If a local authority chooses not to apply for an ESO, it should record/provide evidence of its consideration and the reasons it was not considered appropriate.
- 5.19 An ESO makes the local authority responsible for advising, supporting and giving 'directions' to the supervised child and his/her parents in such a way as to ensure the child is properly educated.
- 5.20 The local authority is under a duty, if an ESO is made, to give 'due consideration' to the 'wishes and feelings' of the child and parents; and this might result in improved home education⁴¹. However, an ESO imposes a duty on parents to allow the local authority reasonable contact with the child⁴². Where an ESO is in force, there are a number of implications for parents and the child. Parental duties under sections 7⁴³ and 444⁴⁴ or 444ZA⁴⁵ Education Act 1996 are superseded by their duty to comply with any directions in force under the ESO.
- 5.21 Persistent failure to comply with directions given under an ESO is an offence unless the parent can show that they have taken all reasonable steps to comply, or that the direction is unreasonable. The offence carries a fine for up to £1,000 per parent for each child not receiving a suitable education.

⁴¹ Part III, Schedule 13, para 12(1) Children Act 1989.

⁴² Part III, Schedule 13, para 16(2) Children Act 1989.

⁴³ www.legislation.gov.uk/ukpga/1996/56/section/7

⁴⁴ www.legislation.gov.uk/ukpga/1996/56/section/444

⁴⁵ www.legislation.gov.uk/ukpga/1996/56/section/444ZA

Application

- 5.22 An ESO can be used to ensure that a child receives full-time education suited to their age, ability, aptitude and any SEN, and that parent and child are given sufficient support and guidance.
- 5.23 An ESO will normally cease to be effective:
- after one year
 - when a child is over compulsory school age, and/or
 - when discharged by the court following an application from the child, parents or local authority.
- 5.24 A local authority can apply for an ESO to be extended for up to three years, if it is thought necessary to ensure that the child's education continues to progress. This must be done three months before the ESO is due to expire. Courts may not make an ESO when the child is already in the care of the local authority.

Process

- 5.25 An 'ESO' is a 'family proceedings' matter as defined by the Children Act 1989, which regards the welfare of the child as the main concern.
- 5.26 When applying for an ESO, local authorities should provide the court with a report on the child, which should include the following information:
- relevant details on the child's circumstances, including: age, gender, background and any particular physical, emotional or educational needs (including SEN as defined by section 312, Education Act 1996⁴⁶) the child may have
 - assessment of the causes of the child's poor attendance
 - medical assessment, if relevant
 - indication of the attitudes of the child, parent, school and other agencies towards the poor attendance
 - short description of the effect of work already undertaken
 - reasons why an ESO is being requested and assessment of how the child might be disadvantaged should an ESO not be made
 - outline of the intended intervention, including targets for timing and monitoring, and
 - programme of the intended work, indicating role of child, parents and school, with an indication of how the local authority believes this will help to resolve the problem and ensure that the child attends school regularly.
- 5.27 The court must also consider the child's welfare needs (a list of these is given in section 1(3) of the Children Act 1989⁴⁷), and the wishes and feelings of the child need to be sought and taken into consideration.
- 5.28 An ESO should be reviewed at regular intervals, through discussion between supervising officers and their managers.

⁴⁶ www.legislation.gov.uk/ukpga/1996/56/section/312

⁴⁷ www.legislation.gov.uk/ukpga/1989/41/section/1

Support for home educated children

- 6.1 Local authorities are expected to assist home educating parents, recognising that home educating parents can adopt a rich and diverse range of approaches to home education and use a variety of philosophies and methods. Local authorities should, where possible, promote access to learning opportunities available to all children in their area.

Clear information

- 6.2 Local authorities should provide clear and accurate written information on their home education policies on their website on a page specifically for home education, including contact details for home education support organisations where available.
- 6.3 Local authorities should provide parents who are, or who are considering, home educating with a named contact within the authority, familiar with home education policy and practice and has an understanding of a range of educational philosophies and a link to/copy of the Handbook for Home Educators.
- 6.4 Local authorities should, as far as practicable, ensure that staff who may be the first point of contact for a potential home educating parent, e.g. answering telephone enquiries, understand the right of a parent to choose home education.

Practical support and resources

- 6.5 Some of the ways in which local authorities might choose to support home educating families include:
- Developing a webpage on the local authority website specifically aimed at home education
 - Providing general advice
 - Allowing access to learning centre resources
 - Allowing access to school resources where feasible
 - Allowing access to examination centres where feasible
 - Facilitating access to any discounted rates for educational materials
 - Providing access to local authority owned community and sports facilities on the same basis as for school children
 - Informing home educating families of any projects or programmes which might reasonably be accessed by home educated children.

Youth services

- 6.6 Home educated children should have access to the wide range of support services available, such as careers advice and youth support services. In many cases such provision is freely available and offers children a range of informal and often accredited learning opportunities and access to support which can enhance their learning and well-being.
- 6.7 Local authorities in Wales are responsible for the provision of youth support services that offer learning opportunities to children and young people aged 11 to 25. This is as a result of a direction given by the Welsh Ministers to local authorities to 'provide, secure the provision of or participate in the provision of youth support services'

through section 123(1) of the Learning and Skills Act 2000⁴⁸. Youth support services are defined as the services which, in the opinion of the Welsh Ministers, will encourage, enable or assist young persons (directly or indirectly) to:

- to participate effectively in education and training
- to take advantage of opportunities for employment
- to participate effectively and responsibly in the life of their communities.

- 6.8 Some local authorities provide links to youth support services, through information packs to home educating families. Others promote access to specialist educational support services such as education psychologists and the school age nursing service (to which all school age children are entitled). It is recommended that local authority staff responsible for engaging with home educating families have up to date knowledge of the breadth of such services in their area. This will enable them to advise families on provision which may enhance the educational experience of home educated children. These should include local networks, e.g. youth forums and other sources of advice and support available for children and young people.
- 6.9 Alongside these services, the Welsh Government provides grant funding to local authorities to support their youth work offer to young people. Youth work aims to enable young people to develop holistically, facilitating their personal, social and educational development. In this way, it aims to help them to develop their voice, influence and place in society and to reach their full potential.
- 6.10 Funding is also provided to support delivery of the Youth Engagement and Progression Framework⁴⁹. The Framework plays an important role in implementing effective approaches to supporting young people not in education, employment or training (NEET), or those at risk of becoming NEET. It provides a systematic mechanism for identifying those in need of support, establishing the support available, and the tracking of progress of young people as they make the transition from education into further education or employment. It requires a multiagency approach to avoid duplication and the risk of young people being passed unnecessarily from one organisation to another. Local authorities are responsible for the Framework's implementation.
- 6.11 Each local authority in Wales has a youth forum. Local authorities should make information on their forums available to home educators. The forums provide an opportunity for young people to get involved in their local community, and to tackle issues that affect children and young people where they live. Each forum in Wales works differently but the issues are always identified by young people who then campaign for change. Some areas also have children's forums.

Case Study 1: Denbighshire

Denbighshire local authority holds two drop in sessions every year, which provide an informal platform for families of learners who are Home Educated to meet with officers of the local authority and other agencies to discuss new and emerging service offers which may be of benefit to them. The local authority provides support and advice for HE families on accessing Library Services, County Sports Services, Disability Sports Services and the

⁴⁸ www.legislation.gov.uk/ukpga/2000/21/section/123

⁴⁹ www.gov.wales/youth-engagement-and-progression-framework-early-identification

Youth Service to support them in enriching their education offer. For young people who are approaching the end of the compulsory school age, the 14-19 team within the local authority offers support to find training, employment or education.

Case Study 2: Pembrokeshire

Pembrokeshire Home Education Outreach Project was grant funded by Sport Wales, and was devised and created by an Active Young People Officer for Sport Pembrokeshire. The project focused on physical literacy through mediums of circus skills, outdoor adventurous activities and both sport specific and multi-skills based sessions.

Launch events offered parent education sessions based on physical literacy awareness and practical sessions offering training to parents in delivery and possible sports taster activities for children, involving local community sports clubs. The project included partnership work with other agencies providing practical sessions to engage children and parents. The course followed a programme of regular sessions at a centrally agreed location offering practical ideas and activities for children and parents. Resources and equipment were made available for families to take away and continue at home. Sessions promoted the use of the parental engagement bags and further mentoring and support was offered to support this. The venue and activities were selected after careful consideration of family preference, leisure centre programming and consultation with this particular cohort.

The regular fortnightly sessions have now been split into 1 hour of sport and physical activity and 1 hour of musical tuition.

Feedback from users include:

'These sessions are an invaluable opportunity to take part in structured physical activity... this is what is really lacking for HE kids.'

'The opportunity to experience the complex social dynamic of a large group is really beneficial'

'Its been great for our kids to see how many other EHE families there are, to meet and make new friends, a real confidence boost!'

Case Study 3: Blaenau Gwent

Within Blaenau Gwent the Inclusion Service works closely with the Youth Service to offer support to home educated young people, especially those of Year 11 age. Home Educated young people of the Year 7-10 age group are able to access more generic youth work support and counselling, which includes access to social group activities and learning opportunities. For learners of Year 11 age, there is the additional offer of support for transition from the youth workers. These workers are able to support young people with work experience opportunities, visits to college, training providers and Careers Wales. They also work with young people to develop their confidence, self-esteem and social skills, through group work and individual support, along with practical activities such as making sure they have bank accounts.

Case Study 4: Vale of Glamorgan

The Vale Youth Forum (VYF) aims to make a difference by enabling young people to voice their opinions about local issues and influence policy decisions.

Members of the VYF are aged 11-25 and either live, go to school or work in the Vale of Glamorgan. They meet regularly to discuss issues, listen to invited guests, do fun workshops, activities and training. They also get to meet their elected Councillors and Assembly Members.

Exam support

- 6.12 Parents choosing to educate their child at home must be prepared to assume full responsibility for the child's education and this may have financial implications such as the cost of any examinations. Examinations have to be taken at an approved exam centre, and it will be the responsibility of the home educator to identify a centre and to contact the provider directly to find out the precise way in which they handle private candidates.
- 6.13 We welcome the fact that of the 19 local authorities with pupil referral units (PRUs) in Wales, 16 are registered as exam centres⁵⁰. Further education colleges should also be encouraged to open up their facilities to home educated children for exams.
- 6.14 The Welsh Government strongly encourages local authorities to register their PRUs as exam centres and to make them available to home educated children, if they have not already. Local authorities should, where possible, direct home educating families to schools and centres that will let external students sit exams. Home education officers are encouraged to work with EOTAS providers in their local authority to accommodate home educated children where possible.

Case Study 5: Rhondda Cynon Taf

The home education service for Rhondda Cynon Taf have worked closely with the EOTAS Service, to develop a pilot project to make qualifications more readily available to the home educating community, using the EOTAS exam centre to facilitate private entry for candidates.

Home educating parents with 14–16 year old children were consulted on the range of qualifications that they were interested in and what might be viable from an EOTAS administration perspective.

The home education service then wrote to parents outlining the associated costs that they would incur for each qualification and the deadlines for final decisions about entry. Training was provided to parents on each of the subject specifications, exam security and non-examination assessment (NEA) requirements.

Parents met all exam entry costs. Staffing costs were incorporated into the pre-existing assessment arrangements for EOTAS tuition provision and there were no additional staffing costs for exam invigilation.

Throughout the academic year, joint monthly coffee mornings were also held with home educators and parents of EOTAS children. Professionals from a range of agencies, including educational psychology, counselling, Careers Wales, college and Portal training, were also present for the coffee morning to offer advice.

⁵⁰ As of January 2019.

Going forward the home education service is looking to extend the range of qualifications available to the home educating community.

Case Study 6: Powys

Powys County Council has three PRUs and all are registered with WJEC as examination centres. The PRUs will also moderate and, where appropriate, send-off test papers for marking.

Powys is offering home educated students the opportunity to sit their examinations and assessments at the PRUs as 'guest pupils'. Powys County Council hopes that this offer will be beneficial to children that are home educated.

Case Study 7: Pembrokeshire FE College

Pembrokeshire College's Practical Endorsement Workshops enable home educated students and private candidates the opportunity to complete the Practical Endorsement workshop in brand new state of the art science laboratories.

Pembrokeshire College is an approved practical examination centre for all major UK awarding bodies, including AQA, EDEXCEL, OCR, and WJEC.

Flexi-schooling

- 6.15 The best interests of the child should be at the heart of decision making by both local authorities and schools. When considering how best to support a child, it is important to recognise that school may not be suitable for every child. Instances where flexi-schooling would be beneficial to the child can include (but are not limited to):
- where the child is transitioning back into school
 - where the child is transitioning into school for the first time
 - the child has an autism spectrum condition (ASC) and finds school challenging
 - the child is suffering from school phobia or anxiety
 - the child has an illness.
- 6.16 It is important to note that flexi-schooling is distinct from home education. Flexi-schooling is an arrangement between parents of a child and the school where the learner is registered in the normal way, but only attends the school part time. The rest of the time the learner is educated at home. This is a full-time education and the child will continue to remain on the school roll.
- 6.17 Home education is a valid choice and can be the best option for both the family and the learner. However, this is not necessarily the case for all families. Flexi-schooling means children who may be home educated are still in mainstream school for some of the time and are therefore able to experience its benefits.
- 6.18 Flexi-schooling can be a valid way to offer educational support to learners and local authorities are encouraged to consider how best to facilitate flexi-schooling where it is in the best interests of the child.

- 6.19 Under the current [All Wales School Attendance Framework](#), flexi-school learners are recorded under attendance code ‘C’ which counts as an ‘authorised absence’ from school. Whilst this will impact the attendance figures of the school, the Welsh Government has taken a more holistic approach to school improvement by removing the calculation of school performance data (including attendance data) that formed Step 1 of the National Schools Categorisation System. This means the context of the school (including flexi-schooling arrangements) will be more prominent when coming to a judgement on the school’s self-evaluation and capacity to improve.

Safeguarding and home education

- 7.1 Whether in school or home educated, the safety and wellbeing of all children and young people should be of the utmost importance to all involved.
- 7.2 Improved outcomes for children and young people can only be delivered and sustained when key individuals and bodies work together to design and deliver more integrated services to meet the needs of children and young people.
- 7.3 Effective safeguarding arrangements in every local authority area should be underpinned by two key principles:
 - safeguarding is everyone's responsibility: for services to be effective each practitioner and organisation must play their full part both individually and in collaboration, and
 - a child-centred approach: for services to be effective they should be based on a clear understanding of the personal outcomes for the child and what matters to them. The rights of the child should be central to the approach and their best interests should always be paramount.

Safeguarding children at risk

- 7.4 Part 7 of the Social Services and Well-being (Wales) Act 2014 (the 2014 Act) sets out what must and should be done to safeguard children and adults. **This applies to all children regardless of where and how they receive their education.**
- 7.5 Relevant partners⁵¹ involved with the child have a duty to report children at risk (section 130) under Part 7 of the 2014 Act.
- 7.6 Section 130(4) defines a 'child at risk' as a child who:
 - is experiencing or is at risk of abuse, neglect or other kinds of harm, and
 - has needs for care and support (whether or not the Local authority is meeting any of those needs).
- 7.7 When a child has been reported under section 130, the local authority must consider whether there are grounds for making enquiries under section 47 of the Children Act 1989.
- 7.8 Part 9 of the 2014 Act requires co-operation and partnership between the local authority and its relevant partners. Where requested to do so by local authorities, practitioners from across those relevant partner agencies have a duty to co-operate and provide information under section 164 of the 2014 Act. The person requested must comply with the request made by the local authority unless the person considers that doing so would be compatible with the person's own duties, or otherwise have an adverse effect on the exercise of the person's functions (section 164(2)).
- 7.9 Persons required to share information (as defined by section 164(4) and section 162(4) the 2014 Act should understand their statutory duty to inform the local authority where a child is at risk. A person who decides not to comply with such a request must give the local authority which made the request written reasons for the

⁵¹ 'Relevant partners' are defined by section 162(4) of the Social Services and Well-being (Wales) Act 2014.

decision.

- 7.10 Section 28(2) of the Children Act 2004 places a duty on certain persons⁵² and bodies to make arrangements for ensuring that their functions are discharged having regard to the need to safeguard and promote the welfare of children. The persons and bodies to whom this duty applies are listed in section 28(1).
- 7.11 Under section 137 of the 2014 Act, the Safeguarding Children Board's objectives are to protect and prevent children within its area from experiencing abuse, neglect or other kinds of harm. It subsequently provides the Safeguarding Board with the power to request specified information from a qualifying person or body provided that the purpose of the request is to enable or assist the Board to perform its functions and meet its objectives.
- 7.12 No single practitioner can have a full picture of a child or their family, therefore support to families should be delivered as part of a co-ordinated multi-agency approach. The ability to work across and between agencies is essential to build a better understanding of the whole family's circumstances and their needs for care and support. Strong working relationships and a multi-agency approach can prevent needs escalating and identify when a child or family member is at risk.
- 7.13 Everyone in education services, whether employed by the local authority or otherwise, who comes into contact with children and their families has a role to play in safeguarding children.

Home education

- 7.14 There is no evidence to suggest that home educated children are at greater risk of neglect or abuse than children who are educated at school. Home education is a positive experience for many children. However, schools and education settings play an important role in safeguarding children. They are places where children can be routinely seen and heard. It is important, therefore, that all children enjoy the right to be safe, regardless of how and where they receive their education.
- 7.15 A parent's decision to home educate is not in itself a ground for concern about the safety and well-being of the child. However, as with any child regardless of where they are educated, there may be circumstances which, individually or combined, give practitioners cause to seek further information about a child.
- 7.16 Local authorities should approach all cases where the suitability of home education is in doubt using their powers in the Education Act 1996 (please refer to section 5), but they should also be prepared, if a lack of suitable education appears likely to impair a child's development, to fully exercise their safeguarding powers and duties to protect the child's well-being, which includes their suitable education.
- 7.17 In exercising safeguarding powers a local authority would normally begin an investigation under section 47 of the Children Act 1989, on the basis that a lack of information about a child's educational provision is capable of satisfying the 'reasonable cause to suspect' significant harm test under that provision. Reasonable cause can include the lack of any substantive information about a child's education,

⁵² Certain persons is defined in section 28(1) Children Act 2004.

so if the ‘if it appears’ test in s.437 (1) is satisfied, then there will usually be reasonable cause in terms of s.47. These enquiries can include taking steps to gain access to the child. The outcome of enquiries following a section 47 investigation will therefore enable a local authority to decide whether action should be taken to protect the child’s welfare.

- 7.18 If following the section 47 investigation a local authority concludes that the significant harm threshold is met, but parents fail to remedy the concerns identified, it may be necessary to apply for a care order. A failure to provide education is capable of satisfying the threshold criteria of ‘significant harm’ under 31 of the Children Act 1989.
- 7.19 ‘Harm’ can include the impairment of health or development, which means physical, intellectual, emotional, social or behavioural development, so the provision of unsuitable education clearly can amount to this. The causing of significant harm need not be intentional or deliberate, but case law⁵³ indicates that it must be ‘considerable, noteworthy or important’. This is a key point for local authorities in considering whether the use of safeguarding powers is appropriate in a case relating to a child who is not receiving a suitable education. However, local authority staff should be clear that when the use of safeguarding powers is justified, they should be used.
- 7.20 Safeguarding is everyone’s responsibility and agencies should ensure that practitioners coming into contact with children are aware of the arrangements set out in the Wales Safeguarding Procedures and in Welsh Government [Working Together to Safeguard People Volume 5 - Handling Individual Cases to Protect Children at Risk](#)⁵⁴ issued under the 2014 Act.
- 7.21 The All Wales Safeguarding Procedures, due to be published in the autumn 2019, will be supported through a number of All Wales Practice Guides on safeguarding children in specific circumstances. These multi-agency Practice Guides provide information about responding to safeguarding issues. This includes an All Wales Practice Guide: Safeguarding children who are home educated.

Information sharing

- 7.22 Information sharing is central to good safeguarding practice. Practitioners must share information in accordance with data protection legislation. Data protection legislation allows for the sharing of information and should not be automatically used as a reason for not doing so. One of the specific circumstances which provides for information sharing is to prevent abuse or serious harm to others. When information is not shared in a timely and effective way, decisions made may be ill informed and lead to poor safeguarding practice and leave children at risk of harm. The Welsh Government intends to issue Working Together to Safeguard People: Information Sharing to safeguard children which provides further advice.

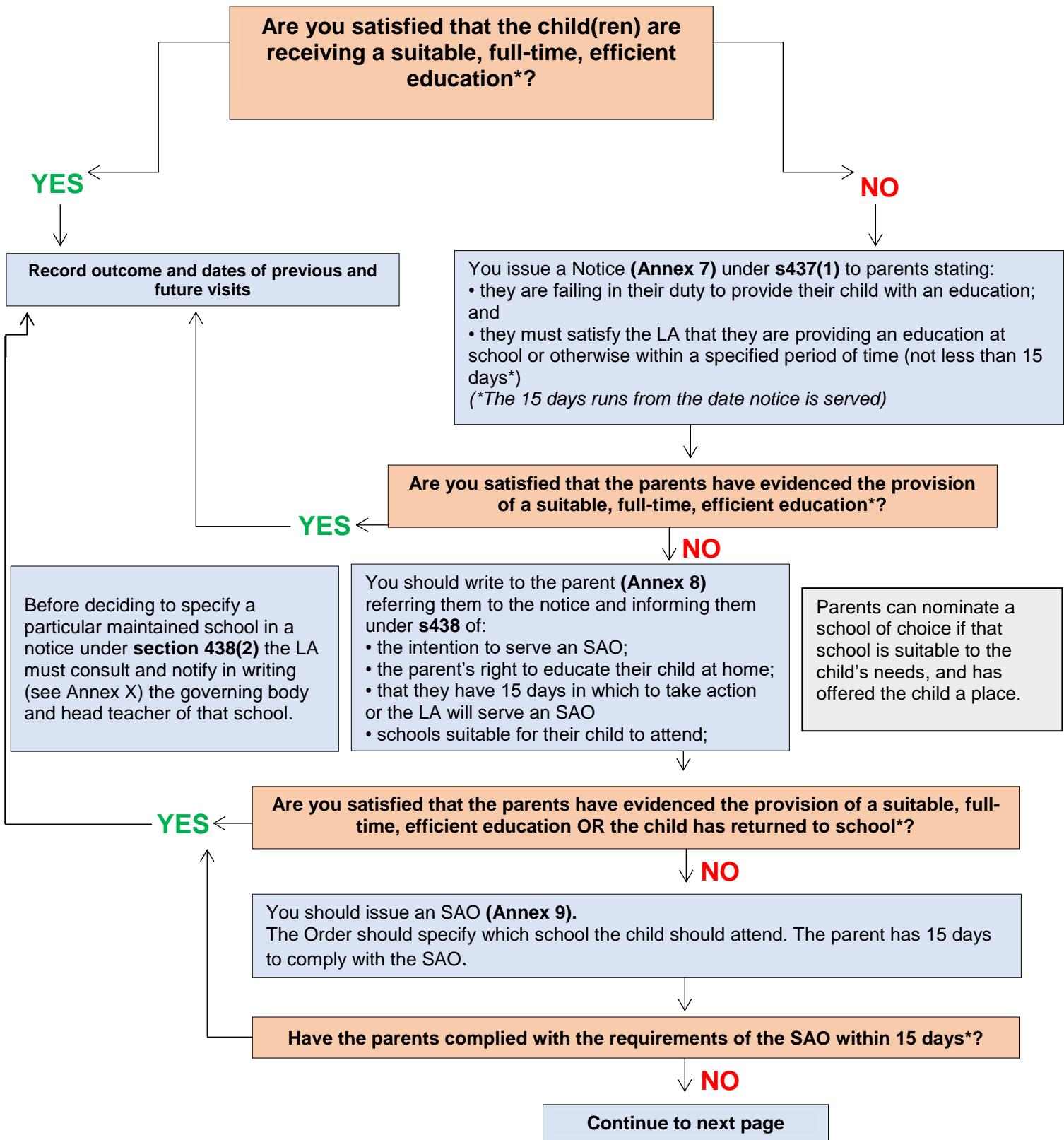
⁵³ In re B (A Child)(Care proceedings: Threshold Criteria) [2013] 1 WLR 1911

⁵⁴ www.gweddill.gov.wales/docs/dhss/publications/180511childrenatrisk.pdf

A child or young person not in contact with universal services

- 7.23 There may be circumstances where a child has not had direct contact with public services for a significant period of time. This is not in itself evidence that a child is at risk of harm, but should make practitioners think about what further action they may need to take in discussion with the senior officer responsible for home education. There have, however been a number of cases where children out of contact with public services have been significantly harmed. There may be cases where there are grounds to report a safeguarding concern to Social Services when there is evidence to suggest that there has been no direct contact between a child and public services for a prolonged period. An All Wales Practice Guide will be made available to provide further advice and which is to be used in conjunction with forthcoming the Wales Safeguarding Procedures.

Annex 1: School attendance order and education supervision order flowchart



*In the absence of seeing the child, it will be questionable whether the local authority can reasonably assess suitability of education and to apply any evidence provided to that child.

If you do decide not to apply for an ESO, then you should record reasons that it was felt to not be appropriate.

You can:

- Restart the s437 process again.
- Prosecute parents for failure to comply with an SAO and/or;
- Apply for an Education Supervision Order (ESO).

You **must** consider applying for an ESO under **s36(9) Children Act 1989** before a decision to prosecute parents for failure to comply with an SAO is made.

LA prosecutes parents

AND/OR

LA applies for an ESO

Court decides education is suitable and therefore does not convict.

Court decides education is not suitable and convicts parents.

Parents do not send child to school despite conviction

You can:

- Restart the s437 process again.
- Apply for an Education Supervision Order (ESO).

Court decides education is suitable and refuses ESO.

Court makes ESO and you implement it.

Parents do not comply with ESO

You can prosecute for breach of an ESO.

Annex 2: Initial contact letter

Name
Address
Date

Dear parent or guardian*

Home education for [name of child/ren]

My name is [insert name] and I am writing to introduce myself as the home education contact in [name of local authority].

Local authorities have a duty to ensure that children in their area who are of compulsory school age and not on a school register are receiving a suitable education.

I would like to arrange to meet you and [name of child/ren] on [date] at [time].

The purpose of the visit is to assess whether your provision of education for [name of child/ren's] will cause him/her to receive a suitable education and discuss any support you feel would be helpful. If the date/time is inconvenient, please contact me to arrange a mutually convenient time/date/location to meet.

It would be useful if you and [name of child/ren] could complete the attached form before our meeting as this will help inform the discussion.

If you have any questions before our meeting, please contact me on the number [above/below].

I look forward to meeting you and [name of child/ren]

Yours sincerely

Home education officer

*The expression 'parent' in relation to a child or young person, includes any person who is not a parent of the child but has parental responsibility for him or her, or who care of the child.

Annex 3: Pre-visit template for parents

Before responding to the areas in this form, *[department in local authority]*, acknowledge that you may still require a longer period to fully plan and implement your home education aspirations, so please feel free to provide responses to those areas that you feel confident to answer.

Parent/carer* name	
Name of learner	
Age of learner	
Gender of learner	
Does your child have any special educational needs (SEN)?	
Previous schools attended (if any)	
Date home education commenced	
Reasons for home education	
Educational philosophy or approach	
Date	
<i>Please summarise the learner's current knowledge and skills, how they have developed over time, and what they are aiming to learn next.</i>	
<u>Learner's Current Knowledge and Skills</u>	
<u>Learner's development and progress</u>	

Learner's goals and how they will be achieved

Environment

Where does the education your child receives take place?

At home Home educator groups In libraries Educational trips e.g. museums, castles etc. Other

Experiences

Please outline the opportunities for your child to learn from real-life experiences; the opportunities for your child to discuss personal, social and health issues; and the opportunities for your child to experience a broad range of activities such as music and art.

Opportunities for physical activity and play

Interactions

Please outline the opportunities for your child to have social experiences with other children and make friends.

Resources

Please list some of the resources that you use to facilitate your child's learning e.g. online resources, educational workbooks, libraries or community facilities.

Are there any resources you would like access to?

Who provides the education/lessons for your child?

Parent/Carer Other family member(s) Friends of the family

Home education groups Privately employed tutor Other

If lessons are provided by anyone other than yourselves, are you aware of the Disclosure and Barring Service (DBS) checks that you could ask for evidence of from tutors? Yes No

Links with other organisations

Are you happy for us to contact you again, in line with the local authority policy document?

Initial 8 week visit to see how you are getting started Yes No N/A

Annual visit to assess suitability of education provision Yes No

*The expression 'parent' in relation to a child or young person, includes any person who is not a parent of the child but has parental responsibility for him or her, or who care of the child.

Annex 4(a): Pre-visit template for children (aged 5–10)

Name:
What do you like to learn about the most?
Is there anything that you would like to show me?
What is your favourite thing you have learnt recently?
What are you learning about next?

Annex 4(b): Pre-visit template for children (aged 10–16)

Name:
What is your favourite thing to learn about?
Is there anything you have learnt recently that you would like to tell me about?
Is there anything else you would like to share with me about what you are learning?
Do you have any questions for me? Is there anything that you can think of that I can do to help you?

Annex 5: Local authority visit report

Date of visit	
Parent/carer name	
Name of child/ren	
Date of birth of learner	
Gender of child/ren	
Was the child/ren seen?	
Any special educational needs (SEN) identified?	
Previous schools attended (if any)	
Date home education commenced	
Reasons for home education	
Educational philosophy or approach	
<i>Summarise the learner's current knowledge and skills, how they have developed over time, and what they are aiming to learn next.</i>	
<u>Learner's current knowledge and skills</u>	
Plans and targets for educational development	

Plans for social and physical activity

Who provides the education/lessons for the child/ren?

Parent/Carer Other family member(s) Friends of the family

Home education groups Privately employed tutor Other

If lessons are provided by anyone other than the parent have Disclosure and Barring Service (DBS) checks been carried out with tutors?

Yes No

Voice of the child

Any further action?

Next visit?

8 week follow up Yes No N/A

Annual visit to assess suitability of education provision Yes No

Home education Officer Name:

Signature:

Date:

Report shared with parents on xx/xx/xx

*The expression 'parent' in relation to a child or young person, includes any person who is not a parent of the child but has parental responsibility for him or her, or who care of the child.

Annex 6: Annual review contact letter

Name
Address
Date

Dear [name of parent/guardian]

Home education for [name of child/ren]

You will recall when we met on **[insert date]** I explained how the local authority has a duty to ensure that all children of compulsory school age receive an appropriate and suitable education.

In order to fulfil this responsibility I would like to arrange to come and meet with you at a mutually convenient location and **[name of child/ren]** on **[date]** at **[time]** to discuss **[name of child/ren's]** education provision and progress, future plans and any support that may be available to you.

If you have any queries prior to my visit please contact me on the number **[above/below]**. Equally, please contact me if the date/time is inconvenient to arrange a mutually convenient time/date/ location to meet.

I look forward to seeing you and **[name of child/ren]**.

Yours sincerely

Home education officer

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Annex 7: Annual home visit template

Date of visit:			
Name of visiting officer(s)			
Location of visit			
Persons present at visit			

Learner details			
Name:			
DOB		Gender	

Name of parent / guardian*:			
Address			
Tel No			
Email			
Was the learner present during the visit?		Yes	No

SEN profile update – if applicable			

Any change in circumstances			

Current provision and progress including social and physical activities**Evidence to support suitable education****Plans for development****Child's voice**

What sort of things do you enjoy learning?

Hopes and dreams

Any further action

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Parent signature:	Date:
--------------------------	--------------

HE officer signature:	Date:
------------------------------	--------------

Report issued to parent/guardian on xx/xx/xx by name:

Signature:

*The expression 'parent' in relation to a child or young person, includes any person who is not a parent of the child but has parental responsibility for him or her, or who care of the child.

Annex 8: Initial school attendance order notice template

Dear [parents' name]

Re: home education for [child's name]

It appears to **[name of the local authority]** that you are the parent* of **[name & DOB of child]** (the child) of compulsory school age living at **[address of child]** within the local authority's area.

[Name of local authority] recognises and respects the rights of parents to educate their children at home and is committed to working with those parents.

Section 7 of the Education Act 1996⁵⁵ states that

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

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

A suitable education would include provision in numeracy, literacy and language skills, appropriate to the child's age, ability and aptitude and any special educational needs they may have. These are essential in preparing the child to participate in and function in society.

I refer to letters issued to you recently offering a visit to share advice and support for your provision of home education for your son/daughter. As I received **[no response/ a refusal to attend a meeting]**, the local authority cannot be satisfied that your child/ren are receiving an efficient full-time education suitable to his/her age, ability and aptitude and to any additional learning needs which he or she may have.

OR (delete as appropriate)

I refer to letters issued to you recently expressing concern about the provision of home education for your son/daughter. The local authority is not satisfied that your child/ren are receiving an efficient full-time education suitable to his/her age, ability and aptitude and to any additional learning needs which he or she may have.

In accordance with section 437(1) of the Education Act 1996⁵⁶, the authority requires you, within 15 days from the service of this notice, to satisfy **[name of local authority]** that the child/ren is receiving suitable education.

I look forward to hearing from you in relation to my request within the above-mentioned timescale.

Yours sincerely

Home education officer

*The expression 'parent' in relation to a child or young person, includes any person who is not a parent of the child but has parental responsibility for him or her, or who care of the child.

⁵⁵ www.legislation.gov.uk/ukpga/1996/56/section/7

⁵⁶ www.legislation.gov.uk/ukpga/1996/56/section/437

Annex 9: School attendance order notice template

Dear [name of parent],

I wrote to you on [date] asking you to satisfy me within 15 days that [name of child/ren] is receiving suitable education. More than 15 days have now elapsed. On behalf of the Local Authority, I consider that [name of child/ren] should attend school and I intend to serve on you a school attendance order.

In the school attendance order, the authority intends to name [name of school] in the order and to name the following school(s) which they regard as (a) suitable alternative(s)

-
-
-

Alternatively, as the parent you have the right to nominate a school to be named on the school attendance order.

If you select one of the schools named above within 15 days from the date of service of this notice on you, the authority will name that school in the order.

OR (delete as appropriate)

Having considered [name of child] needs, I do **not** consider that there are suitable alternative schools in [name of local authority]. Unless you take the appropriate action, the local authority will issue a school attendance order after a further 15 days from the date of this letter.

Yours sincerely,

Home education officer

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Annex 10: School attendance order template

Dear [parents' name]

As you, [name of parent], of [address of parent], being the parent* of a child of compulsory school age in the area of the local authority, have failed to satisfy the local authority in accordance with the requirements of the notice served on you under section 437(1) of the Education Act 1996 by the local authority on [date of notice] that [name of child] is receiving suitable education, either by regular attendance at school or otherwise.

And as, in the opinion of the local authority, [name of child] should attend school:

You are required to cause [name of child] to become a registered pupil at the following school:

[Insert full name and address of the school and omit the whole or part of the following words as the case requires]

being the school [specified by the local authority] [selected by you] [determined by a direction of Welsh Ministers] [as the school to be named in this Order] [specified in the statement for the child under section 324 of the Education Act 1996].

Failure to comply with the requirements of this order is an offence unless you can prove that [name of child] is receiving suitable education otherwise than at school.

Yours sincerely,

Home education officer

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