

# **Elective Home Education Croydon Council**

May 2019  
Review date: September 2022

## **Contents:**

Introduction – page **3**

Principles – page **3**

Purpose – page **3**

Who are the children and young people on EHE – page **4**

Choosing home education – page **4**

EHE referral process – page **7**

Oversight of EHE – page **8**

EHE procedures – page **11**

Safeguarding in EHE – page **13**

Special Educational Needs – page **14**

If a child is not on a school roll – page **15**

## **Elective Home Education (EHE)**

### **1.0 Introduction**

- 1.1** Elective Home Education ('EHE') is the term used by the Department for Education ("DfE") to describe a parent's decision to provide education for their children at home instead of sending them to school. It is not home tuition provided by the local authority (LA), or where the LA provides education otherwise than at a school.
- 1.2** Home-educated children are those who, for a range of reasons, are being educated at home and in the community by parents, or tutors, and are not registered full time at mainstream schools, special schools, Pupil Referral Units (PRUs), colleges, or children's homes with education facilities or education facilities provided by independent fostering agencies.

### **2.0 Principles**

Croydon Council believes in the value of school-based education but respects the conditional rights of parents to elect to educate their children at home. Parents are responsible for ensuring that their children receive a suitable education. Where parents choose to home educate, Croydon Council considers it to be desirable for parents and the LA to work together, to find an appropriate balance between parental autonomy and the LA responsibilities for the education of children in its area.

- 2.1** Parents are responsible for ensuring that their child receives an efficient full time education suitable to his or her age, ability, aptitude and any special education needs, either by regular attendance at school or otherwise. (Education Act 1996 based on the wording of the 1944 Education Act.) Education is statutory, attendance at school is not. Many parents make a success of home education and provide their children with at least a satisfactory provision. Home education needs a holistic approach to issues of suitability, attendance, welfare and safeguarding to ensure a good education outcome. LAs have the same safeguarding responsibilities for children educated at home as for other children.

### **3.0 Purpose**

The purpose of this policy is to clarify for schools, parents, carers, guardians and related agencies, the framework by which the LA carries out its statutory responsibilities and to encourage good practice by setting out the legislative position and the roles and responsibilities of the LA and parents in relation to children of compulsory school age educated at home. The policy sets out parents' rights to educate their children at home, together with the legal duties and responsibilities of Croydon Council. It also sets out the arrangements Croydon Council will make in order to carry out its legal duties.

## **4.0 Who are the children and young people on EHE?**

Over the last few years there have been between two hundred and three hundred children being electively home educated in Croydon. Parents have chosen to take this responsibility for a variety of reasons.

### **4.1** The main reasons given for children on the EHE register are:

- The parent has a desire to educate their child in a way that they think is best, in line with their own social or religious philosophy.
- The child has been unhappy at school. In these cases, schools may have failed the child.
- The child was not allocated a place at the school of choice. In these cases, parents often want to access a school place and view EHE as a stop-gap measure or, possibly, a way of applying pressure on the local authority to provide the place they seek.
- The parents are dissatisfied in some way with the school the child was previously attending. This may be associated with bullying or a perceived failure on the part of the school to deal with concerns.
- The parents wish to avoid a potential prosecution for poor attendance or non-attendance.
- Parents seek to avoid a threatened permanent exclusion.

### **4.2** Many families make a pro-active decision to home educate. Educating children at home works well when it is a positive choice and carried out with a proper regard for the needs of the child. However, some families may feel that electing for home education is the only available option when it appears that school issues cannot be resolved or where personal circumstances mean that attending school regularly is problematic. Pressure should never be put on parents by a school to home educate and remove a child from a school to avoid a formal exclusion or because a child is having difficulty with learning or behaviour. This practice – sometimes called ‘off-rolling’ – is unacceptable. This is particularly important for children in years 10 and 11 who are already preparing for public examinations.

### **4.3** The local authority must establish whether a family is genuinely providing education or whether it is simply avoiding engaging with the school system. In the latter case officers must consider both child protection and educational issues and respond accordingly within the legal frameworks available.

### **4.4** A child is of compulsory school age from the school term after his/her 5<sup>th</sup> birthday until the last Friday in June of the academic year in which they reach the age of 16. There is no obligation to provide education before or after this period.

## **5.0 Choosing Home Education**

### **5.1** The monitoring and support teacher for EHE understands that there is no one ‘correct’ educational system. All children learn in different ways and at varying rates. It is vital that parents and children choose a type of education that is right for them, and it is important the monitoring and support teacher for EHE

understands and is supportive of the diversity of many differing approaches or 'ways of educating' which are all feasible and legally valid. The LA should not assume that because the provision being made by parents is different from that which was being made or would have been made in school, the provision is necessarily unsuitable.

**5.2** The role of the monitoring and support teacher for EHE is not to tell parents how to educate their children or to promote registration at school. It is to identify and deal with children who, for any reason and in any circumstances, are not receiving an efficient suitable full-time education. Establishing a positive relationship between the local authority monitoring and support teacher for EHE and the home-educating parent – where that is possible – will allow the local authority to better understand parents' educational provision and preferences and offer them appropriate support.

**5.3** Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations.

**5.4** Where young people are entering EHE during Key Stage 4, particular attention will be given to ensuring appropriate learning pathways are discussed with relevant parties. There is an expectation that clear plans will be in place for securing progression to post 16 learning or employment with training, and, recognising the vulnerability of becoming NEET ("not in education, employment or training") for young people who exit school at this late stage.

**5.5** Section 7 of the Education Act 1996 provides that:

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

(a) to his age, ability and aptitude, and

(b) to any special educational needs he may have,

either by regular attendance at school or otherwise."

**5.6** An "efficient" and "suitable" education is not defined in the Education Act 1996 but "efficient" has been broadly described in case law as an education that "achieves that which it sets out to achieve". Implicit in this is that parents should know and articulate what they set out to achieve through the education they provide. A "suitable" education is one that should enable a child to participate fully in life in the UK by including sufficient secular education. The local authority should be enabled by parents to assess the overall time devoted to the home education of a child in terms of the number of hours per week and weeks per year when judging suitability.

**5.7** It is essential to establish at an early stage what the parents' objectives are (what they set out to achieve). Only in this context can the **efficiency** of the provision be judged. The **suitability** of education is based on the particular

circumstances of each child and the education provided. In line with the European Convention on Human Rights that 'no person shall be denied the right to education', Croydon Council maintains an expectation to see evidence of literacy and numeracy objectives and outcomes in home education.

**5.8** Wherever possible, parents should be encouraged to discuss an intention to home educate children before putting it into effect. Parents will be offered support and advice based on the individual family's motivations, for example by explaining the very substantial time commitments involved in delivering home education properly and potential alternatives to home education should be explored.

**5.9** Where parents are looking to home educate due to a breakdown in relations at the school and the parents are notifying of intent to home educate for these reasons, there should be a presumption that mediation will be explored prior to a final decision being made on whether to remove the child from the school roll. The LA would expect all Croydon schools to have had a discussion with parents, signposting them to support and guidance before making any formal decision.

**5.10** When a parent withdraws a child from school, the local authority must be informed of the deletion from the admission register when this takes place at a non-standard transition time. The local authority will ask for any further information which would suggest that a child may be home educated. Croydon Council must make arrangements to find out so far as possible whether home educated children are receiving suitable full-time education and is entitled to make informal enquiries of parents to establish what education is being provided.

**5.11** If a child attends a special school and this was arranged by the local authority, then the permission of the local authority must be obtained before the child's name can be removed from the admission register.

- Special schools should not automatically remove a child from their roll because a parent states that s/he intends to opt for home education.

- Parents must seek the consent of the local authority before making arrangements to home educate. Until this is provided and the local authority has approved the educational provision for the child, the child should be expected to attend school as normal. Failure to attend without reason should be treated as unauthorised absence.

**5.12** If a child is registered at a school as a result of a school attendance order the parents must get the order revoked by the local authority on the ground that arrangements have been made for the child to receive suitable education otherwise than at school, before the child can be deleted from the school's register and educated at home.

**5.13** The local authority may also receive information that a child is either not attending schools and/or being home educated from other agencies. These

include: the Admissions team, Social Care, Truancy Patrols, GP and Health services, Housing or other Local Authorities.

**5.14** The local authority has a moral and social obligation to ensure that a child is safe and being suitably educated. If it is not clear that that is the case, Croydon Council will act to remedy the position.

- If it is unclear whether a parent is simply absenting a child from school or providing education, the situation should be explored and clarified as a matter of urgency.
- While a child remains on a school roll, the school should treat any ambiguous failure to attend as an unauthorised absence. On this basis an attendance officer can legitimately visit the home to explore the reasons for the absence. Schools are advised to seek this service where any ambiguity over education provision exists.
- If a child is not on roll at a school, the Children Missing Education Officer will investigate.
- It will not be assumed that home education is being provided until a parent states that this is the case.

**5.15** A child with an EHCP/statement of special educational needs can be educated at home. Any assessment of the home education will be linked with the process of keeping a child's special needs provision under review. The EHCP will simply set out the type of special educational provision which the authority thinks the child requires but will state in a suitable place that parents have made their own arrangements under s.7 of the Education Act 1996.

## **6.0 EHE referral process**

If a child is registered at a school and the parents withdraw to home educate, the school should notify the local authority of children removed from its admission register giving the child's full name and address of the parent with whom the child normally resides and give home education as the reason, if notified of this by the parent.

**6.1** Schools are strongly advised to offer to meet with the parents to discuss and resolve any issues about school and the child's needs that might influence the parents' decision to continue with their child's attendance at school or to home educate.

**6.2** The EHE monitoring and support teacher will monitor data and highlight schools considered to have larger than average numbers of children leaving to EHE and report the findings of this data.

**6.3** If a parent feels that the child's current school is not suitable, then the school and the parents should meet to discuss and explore what alternatives might be available before taking any decision to home educate. Once a parent has withdrawn a child to home educate, if they change their mind there is no guarantee that a place will still be available at the school; an application

would have to be made in the usual way through the local authority's process for in-year admissions.

## 7.0 Oversight of EHE

The local authority is entitled to make informal enquiries of parents to establish what education is being provided and contact will be made with parents if the local authority becomes aware that a child is being educated at home – or may be so:

- Initial contact will be made by the monitoring and support teacher for EHE. This will be aimed at establishing the position, gathering initial information and providing help if the parent is actually seeking a school place.
- Where parents intend to continue to home educate, the case will be monitored regularly by the monitoring and support teacher for EHE.

**7.1** A home educated child may return to school at any time but only if there is a place within a school. Parents should discuss this with the school admissions team.

**7.2** The type of educational activity can be varied and flexible and the local authority will make a judgement based on outcomes rather than on a different way of educating a child. It is recognised that home-education does not need to have any reference to the National Curriculum; and there is no requirement to enter children for public examinations. Parents are **not** required to:

- acquire specific qualifications for the task
- provide a broad and balanced curriculum
- have premises equipped to any particular standard
- set hours during which education will take place
- make detailed plans in advance
- give formal lessons
- mark work done by their child
- formally assess progress or set development objectives
- reproduce school type peer group socialisation
- match school-based, age-specific standards

**7.3** Full time does not mean being bound by school hours and terms, as this measurement of contact time is not relevant to home education where there is often almost continuous one-to-one contact. However education which is not occupying a significant proportion of a child's life will probably not meet the s.7 requirement.

**7.4** If an EHE child decides to take GCSEs, then parents should make their preparations as early as possible. It is sensible to start planning when their daughter/son is in Year 9 (the school year in which they become aged 14).



- 7.5** It is essential to find out where their daughter/son can sit the examinations. This must be an accredited centre. They should contact their local school or further education college to see if it will accept external candidates. Parents will have to use the same syllabus/exam board as the school/college. They can also look on the internet for accredited examination centres under the chosen examination board.
- 7.6** Parents will need to ask how much the school/college/ examination centre will charge, as they will also, under current legislation, have to pay the exam board fees. The local authority is currently unable to provide this funding for GCSEs if a child is receiving EHE.
- 7.7** Croydon offer information, advice and guidance to EHE young people about pursuing IGCSE examinations as private candidates through an alternative learning provision. It is the parents' responsibility to identify exam boards and syllabus material and to prepare their child for the IGCSE exams. Parents are responsible for meeting deadline dates and the costs for registering for the IGCSE exams through the alternative learning provision.
- 7.8** Local Authorities have a duty to try and identify children not receiving a suitable education. Section 436A of the Education Act 1996:
- “A local education 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.“
- 7.9** Section 437 (1) Education Act 1996 provides that “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 (which must be no less than 15 days) that the child is receiving such education.” This is because where no other information suggests that a child is being suitably educated and where the parents have refused to answer, the only conclusion which the local authority can reasonably come to, if it has no information about the home education provision being made, is that the home education does not appear to be suitable.
- 7.10** The LA may make enquiries of parents who are educating their children at home to establish that a suitable education is being provided. This was established in case law (Phillips v Brown, Divisional Court [20 June 1980, unreported] Judicial review by Lord Justice Donaldson) which said ‘an LEA is entitled, though not required, to make **informal** enquiries of parents’. However, parents will be under no duty to comply. In his judgement, Lord Donaldson said, however, that 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 of the 1944 Act [now Section 7 of the 1996 Education Act]

**7.11** Information provided by parents should demonstrate that the education actually being provided is suitable and address issues such as progression expected. It should not be simply a statement of intent about what will be provided, or a description of the pedagogical approach taken. Croydon Council expects parents to offer satisfactory home education from the outset and to have made preparations with that aim in view. The local authority recognises that time lost in educating a child is difficult to recover.

**7.12** Section 437(3) Education Act 1996 provides that if a parent fails to satisfy the local authority within the specified period that their child is receiving a suitable education, it has the power to issue a "school attendance order" requiring that their child become a registered pupil at the school named in the order

**7.13** The local authority has general duties to make arrangements to safeguard and promote the welfare of children (see section 175 of the Education Act 2002 and sections 10 and 11 of the Children Act 2004). The Monitoring and support teacher for EHE, along with all employees of the local authority, has a responsibility to ensure all children are safeguarded and their welfare promoted throughout their work. Section 175 (1) provides:

"A local authority shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children".

**7.14** Sections 17 and 47 of the Children Act 1989 provide the local authority with a power to insist on seeing children in order to inquire about their welfare where there are grounds for concern, although such powers cannot be used in order to establish whether the child in question is receiving suitable education at home.

**7.15** Officers must act upon any concerns that a child may be at risk of significant harm, in accordance with Croydon Council's child protection procedures. A failure to provide suitable education is capable of satisfying the threshold requirement contained in s.31 of the Children Act 1989 that the child is suffering or is likely to suffer significant harm.

**7.16** The local authority will do all it can to provide some oversight of each case of home education which comes to its attention. This is viewed as important in order to safeguard children and to ensure that a suitable educational experience is provided, so children are enabled eventually to take their place in society and to contribute to it. Oversight also provides the opportunity to offer parents advice and to signpost opportunities available, particularly if a change in the child's circumstances occurs.

## **8.0 EHE procedures**

In order to comply with its duty to intervene if it appears that a child of compulsory school age is not receiving a suitable education and to adequately plan for support for families, the local authority policy is to maintain a record of children known to Croydon Council being educated at home. This is a list of the children known to Croydon Council only and therefore not an exhaustive list of all children educated at home in Croydon. Families who have children who have never been on roll may also register to access advice and support.

- 8.1** In all cases where it is not clear as to whether home education is suitable, the local authority will attempt to resolve those doubts through informal contact and enquiries. The local authority's 436A duty forms sufficient basis for informal enquiries and Croydon Council has a duty to make arrangements to identify children not receiving education.
- 8.2** Croydon Council will ask parents for information about the education they are providing. Parents are under no duty to respond to such enquiries but if a parent does not respond, or responds without providing any information about a child's education, then it is reasonable for the local authority to conclude that the child does not appear to be receiving suitable education. Parents can respond to a request for information about their child's education provision by writing to or by meeting the EHE monitoring and support teacher and presenting examples of work. Many people find a home visit helpful, but parents may wish to meet at another venue.
- 8.3** The first meeting will be used partly to establish a positive relationship with the family and the child. The main priority is to gain a picture of what has been done so far and what the parent's objectives are for the future (what they set out to achieve). Subsequent judgements will be made in the light of parents' stated objectives.
- 8.4** Parents may welcome the opportunity to discuss the provision that they are making for their child's education during a home visit but parents are not legally required to give the local authority access to their home. They may choose to meet a local authority representative at a mutually convenient and neutral location instead, with or without the child being present, or choose not to meet at all. Parents will be asked to provide evidence that they are providing a suitable education. Parents might prefer to write a report, provide samples of work, or have their educational provision endorsed by a third party (such as an independent home tutor).
- 8.5** Croydon Council has identified a criteria for judgement on which to reach the decisions as to whether or not the education being provided is suitable:
- Education should enable a child to participate fully in life in the UK.
  - Education should not be in conflict with 'Fundamental British Values' as defined in government guidance.
  - No person shall be denied the right to education and this assumes effective teaching of literacy and numeracy.

- Education is suitable to a child's ability and aptitude. It is reasonable to assume that this would entail making progress between reviews at a rate which appears to be in line with a child's apparent ability.
- Suitable education is not simply a matter of academic learning but should involve socialisation. Contact with peers and the development of emotional resilience should be regarded as essential elements of equipping a child to his/her place in modern civilised society.
- The environment in which education is being provided will be taken into account in assessing suitability.
- Education should promote the fulfilment of learning potential through the provision of some challenge to a child across a reasonably wide range of learning.
- Parents should be able to quantify and demonstrate the amount of time for which a child is being educated, indicating how education is occupying a significant proportion of a child's life.

Whilst the National Curriculum and national standards provide a benchmark for schools, these do not apply to EHE. The monitoring and support teacher for EHE must be cautious about making assumptions that particular skills or knowledge should be gained by particular ages. There should be awareness, for instance, that in most European countries, children do not start formally to, read, write or calculate until the age of six-and-a-half or seven.

- 8.6** If it appears to the local authority that a suitable education is not being provided, the local authority will seek to gather any relevant information that will assist reaching a properly informed judgement. This will include seeking from the parents any further information that they wish to provide which explains how they are providing a suitable education.
- 8.7** In considering whether it is satisfied by the parent it is open to the local authority to consider any other relevant information available to it, including information provided by other agencies and other sources.
- 8.8** An evaluation report will be made and copied to the parents confirming whether a child is receiving suitable full-time education. It is legitimate to offer advice on realistic objectives for the next period of learning. Parents are not obliged to accept this advice.
- 8.9** Review records will be kept centrally in the named child's file. They are to be written after each review. A running record of contact dates and actions will be kept centrally.
- 8.10** The Monitoring and support teacher for EHE will maintain an annual/biannual oversight, consistent with the local authority duty under s.436A, to be available and offer support and advice and if necessary intervention if a change in circumstances occurs.
- 8.11** If it appears to the local authority that a child is not receiving suitable full-time education the local authority will send parents a formal notice asking them to

satisfy the local authority that their child is receiving suitable education, and if this is not forthcoming then the local authority will serve a School Attendance Order requiring parents to send their child to school. Once the School Attendance Order is issued it can only be revoked (cancelled) if evidence is presented to the local authority that a suitable education is being provided.

- 8.12** The LA's role is confined to situations where it is not satisfied that the education is full-time and suitable to the child's age, ability and aptitude. Croydon Council does not think this means that the authority should do nothing until evidence of failure by the parent materialises, but it does mean that the approach should be proportionate. Once the local authority is satisfied that a child is receiving a suitable education, Croydon Council maintains an oversight through informal enquiries every year/two years and if the outcome is satisfactory, continue to oversee that regular level of contact and assurance.

## **9.0 Safeguarding in EHE**

Unsuitable or inadequate education can impair a child's intellectual, emotional, social or behavioural development, and may therefore bring child protection duties into play. Croydon Council makes arrangements for ensuring that their educational functions are exercised with a view to safeguarding and promoting children's welfare and this includes children educated at home as well as those attending school.

- 9.1** If the child is known to be vulnerable, a refusal to cooperate is more serious in view of the potential safeguarding risks. A failure to provide suitable education is capable of satisfying the threshold requirement contained in s.31 of the Children Act 1989 that the child is suffering or is likely to suffer significant harm. 'Harm' can include the impairment of health or development which means physical, intellectual, emotional, social or behavioural development. If the authority cannot obtain sufficient information to determine whether the significant harm threshold is met, Croydon Council will consider employing its powers under Part 5 of the Children Act 1989. To establish education suitability the local authority will request that both the child and evidence of learning are seen.
- 9.2** Croydon Council strongly encourages parents to participate in a meeting in order that they receive the full support available. However unless there is any other matter which suggests that the child is not receiving a suitable education otherwise than at a school, there is no requirement for such a meeting.
- 9.3** Looked After Children – it is the local authority's opinion that a Looked After Child should not be home educated as they are the responsibility of the local authority as the corporate parent.
- 9.4** Child Protection Plan (CPP) – home education cannot be seen as a protective factor for a child. A child being educated at home is not necessarily being seen on a regular basis by professionals such as teachers and this logically increases the chances that any parents who set out to use home education to

avoid independent oversight may be more successful by doing so. Services are less likely to become aware of the signs of abuse or neglect.

- 9.5** Where a child is made subject to a child protection plan or is already subject to a child protection plan, the conference chair will make clear that if the parent has already declared EHE, or states an intention to do so, the risk will be re-considered in light of this information with the likelihood that the child is considered unsafe as a consequence. The chair will therefore immediately ensure that the plan is changed or reviewed to protect the child which will include a stop to EHE with immediate effect. The chair will outline what harm is likely, what the risk is and how it is increased as a result of continuing to educate the child at home. The resulting plan will reflect the necessary actions that need to be taken including the immediate review of the EHE declaration.
- 9.6** Where an education provision is not immediately available, the child protection conference chair and allocated social worker will ensure that the plan will include increased home visits to regularly check that the child is safe whilst not in education.
- 9.7** Child in Need (CIN) – for a child who is EHE and judged as a child in need, the CIN review chair will make clear that continuing EHE is a worry and put in their plan a requirement to convene a strategy meeting. This strategy meeting will include representation from education colleagues to inform the risk assessment. The strategy meeting will review whether continuing EHE is a factor to any further impairment to the child's health, wellbeing and development. Where it is reasoned so, at the next review meeting, the chair will make it clear that if EHE continues, the likely harm is increased and outline the reasons why. Where EHE continues this may include escalation to child protection status where the above child protection arrangements for children who are EHE will be implemented.

## **10.0 Special Educational Needs**

Parents' right to educate their child at home applies equally where a child has special educational needs (SEN). This right is irrespective of whether the child has an EHCP or not. However, educating at home a child who has special needs is often more difficult than for other children.

- 10.1** If a child has an EHCP/statement of SEN and the parent chooses to home educate, information will be shared between the SEN casework officer and the monitoring and support teacher for EHE. Copies of annual reviews and any reports around the home education provision will be copied to the SEN case worker and the monitoring and support teacher for EHE.
- 10.2** Parents of any child subject to the statutory provisions of an EHC Plan (or Statement) who are considering whether to make their own arrangements should discuss this with their child's named SEN Caseworker to ensure that they are fully aware of alternatives (amended provision and/or change of placement) and their SEN statutory rights of appeal.

**10.3** Local authority approval for removal from roll is not required for children with an EHCP who are registered at mainstream schools. Where parents elect to home educate a child with an EHCP who is registered at a mainstream school the school will remove the pupil from roll in the same way as for children who are not subject of an EHCP.

**10.4** If a child is registered at a special school under arrangements made by Croydon Council, the child may not be removed from the admission register without the consent of the local authority. In deciding whether to give consent, Croydon Council will consider whether the home education to be provided will meet the special educational needs of the child. That consideration will take into account the additional difficulties of providing education at home to a child whose special educational needs are significant enough to warrant a place at a special school.

**10.5** In cases where the EHC plan gives the name of a school or type of school where the child will be educated and the parents decide to educate at home, the local authority is not under a duty to make the special educational provision set out in the plan provided it is satisfied that the arrangements made by the parents are suitable. The local authority **must** review the plan annually to assure itself that the provision set out in it continues to be appropriate and that the child's SEN continue to be met. Where the local authority has decided that the provision is appropriate, it should amend the plan to name the type of school that would be suitable but state that parents have made their own arrangements under Section 7 of the Education Act 1996.

**10.6** In some cases a local authority will conclude that, even after considering its power to provide support to home-educating parents, the provision that is or could be made for a child or young person with an EHC plan does not meet the child or young person's needs. The local authority is required to intervene through the school attendance order framework 'if it appears...that a child of compulsory school age is not receiving suitable education'. 'Suitable education' means efficient full-time education suitable to the child or young person's age, ability and aptitude and to any SEN he or she may have.

#### **11.0 If a child is not on a school roll**

The Monitoring and support teacher for EHE will explore the options for access/signposting to other Council services and facilities for parents, within available resources, and to also seek to ensure EHE children have appropriate access to services and facilities from other agencies that would generally be delivered via school.

**11.1** The Monitoring and support teacher for EHE will advise and assist families who request support with returning children to school or with identifying a school place.

**11.2** If a parent is waiting for a school place at their preferred choice of school, they can elect to home educate whilst the child's name remains on the waiting list for their preferred school. School admissions will inform the EHE

monitoring and support teacher of this decision and the parents will be sent EHE guidance notes and the young person will be registered as EHE. It is the parent's responsibility to provide suitable and efficient education and to ensure that they understand the process involved to remain on the waiting list of their preferred school.

## **12.0 EHE Officer Contact:**

### **Elaine Grant**

Monitoring and support teacher EHE  
Children Families and Education  
Learning Access  
2nd Floor, Zone D  
Bernard Weatherill House  
8 Mint Walk  
Croydon. CR0 1EA

Tel: 07795 603476

email: [elaine.grant@croydon.gov.uk](mailto:elaine.grant@croydon.gov.uk)

Further information can be found on the Elective Home Education page of Croydon Council's website [www.croydon.gov.uk](http://www.croydon.gov.uk)

## **13 Reviewing procedures and practices**

Croydon Council will review this policy and practice in relation to EHE on a regular basis.

May 2019