

Richmond (Yorks) Area Contituency Committee

EHE update

24th November 2021

Lead EOTAS – Sarah Fawcett

What is Elective Home Education?

The government's aim is to ensure all young people receive world-class education which allows them to reach their potential and live a more fulfilled life, regardless of background. That education should be provided in a safe environment, whether at school or at home.

Elective Home Education (EHE) is a term used to describe a choice by parents/carers to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time. This is different to education provided by a local authority otherwise than at a school - for example, tuition for children who are too ill to attend school.

We recognise that EHE is a key aspect of parental choice and is equal, in law, to education provided in school, however NYCC, as the Local Authority (LA), has a duty to be satisfied that all children in North Yorkshire are receiving suitable education.



Background of EHE at NYCC

A Review of EHE undertaken in 2020 encompassing:

- Pathway and roles across CYPS
- Reasons for EHE
- Oversight of appropriateness of education
- Advice, guidance and support for parents
- Powers if education is not deemed appropriate
- Policy and guidance

Changes informed by the review:

- Responsibility for EHE has moved to The Inclusion Service
- Referral and monitoring pathway has been updated to join up responsibilities across the directorate for all areas – Early Help, School Improvement and Inclusion
- 4 EHE Advisors in post to manage the EHE processes across localities
- Policy & Guidance updated
- CYPS Info updated and series of webinars delivered to communicate developments
- Local Offer page updated

New EHE Pathway: Pre-Decision Meeting

Chaired by EHE Advisor and attended by parents, school and any relevant professionals who are also working with the child or family such as Social Workers, Early Help Workers and Health Specialists. The purpose of the meeting is to:

- Discuss why EHE is being considered
- Explore all options available to parents
- Help overcome any issues which may have arisen in relation to school
- Ensure parents have all the information available to them regarding EHE including access to the DfE Guidance
- Introduce parents to a named contact who they can get in touch with regarding any queries

Cross Directorate working from outset

Any concerns regarding Off-rolling are reported to School Improvement

Parent of year 11 '**My child and I found the NYCC local offer page very informative and supportive when considering EHE**'

Parent contemplating EHE 13 and 15 year old '**We understand the need for NYCC to be aware of those who are EHE and whether the education they are receiving is suitable**'

Parent's feedback on pre-decision meeting

'Early help and yourself...helped to calm my child in the meeting...I am really grateful for that'



NYCC's oversight of the quality of education that is provided

- **Records** of children who are EHE
- EHE Advisor allocated to each parent/carer
- Contact within 5 working days, parent/carer has to satisfy the EHE Advisor '**efficient suitable full-time** education' in place for child's '**age, ability & aptitude**' every **12 months**
- Flexible & Supportive Approach

Overall Factors

- Where the education takes place
- When the education takes place
- Resources/ Materials used
- Educational Content
- Evidence of Learning & Progress
- Appropriate for child's ability, interests & future choices
- Access to accreditation as appropriate
- Access to learning that will benefit adulthood
- Opportunities for socialisation & interaction

NYCC's oversight of the quality of education that is provided: Feedback so far

Parent of two aged 13 and 15, first home visit from new EHE advisor:

'I am really pleased there is now a designated team and contact for EHE. It has been needed for a long time'.

Parent 9 year old:

'Yes please to a visit. It will be good to meet you and show you what we have in place currently and for you to share any guidance and support that you may have access to.'

Parent of young person who is looking to sit exams early this year. They are new to the area but have been EHE previously:

'Thank you for your help with finding places for my child to sit their GCSE's. That is very helpful'.

EHE notification in the summer term for year 8 child: Family working with Early Help and struggling to offer an appropriate education at home. Family had recently moved area and had limited knowledge of schools and the admission process. EHE Advisor shared information regarding local schools and parents visited three. Child is now attending a school and as a result engaging in less risky behaviour in the community. Early Help have now closed and the young person is enjoying attending their new school.

Education found suitable

Where the threshold is being met the EHE Advisors will arrange further contact around 12 months later. Parents can make contact with their EHE advisor at any point in between should they have any queries.

- 14 year old, Oxford Learning Trust online resources 3-6 hours a day maths, English language, English literature, economics, double award science and geography. Has a science tutor. Working at grade 7 in Maths, 6 in English Literature, 5 English Language, 5 in science. Shared work completed since July 2021. Is planning on ALEVELS for post-16 at Scarborough TEC. Interested in Architecture & Computing. Socialises with peers outside of normal school hours. **'I'm so relieved. You worry that you are not doing the right thing and you feel that the Council is going to judge you, but it's great to know you are there to contact if we get stuck'**
- 15 year old, Access to online IGCSEs / GCSE courses through Cambridge international. English and Maths tutor each week. Outdoor visits to local and distant places to supplement learning of life skills, environmental issues and the range of GCSE courses being studied. Completing the correct GCSEs, which will enable him to access the A-Levels of choice, before selecting a university to study his chosen course. Parents happy to discuss and share the education in place and also hope to develop more of a supportive community of EHE, within the local area. Parents now working with EHE Advisor to arrange a coffee morning and a termly Newsletter

Education found unsuitable

If the education is not found suitable the EHE Advisor will let parents know in **what areas the education is falling down** and will recommend what changes need to be made for the education to become suitable. Parents will be given 4 weeks to act on the recommendations. At week 4 if the education is still not suitable an **EHE panel** will take place in a minimum of 15 days, they will look at the record of education in place plus any additional evidence parents wish to submit. Parents can choose to attend the panel or someone can represent them or alternatively they can submit electronic evidence or hard copies. The panel is made up of the Lead EOTAS, a Principal Advisor and a Medical Education Service (MES) Coordinator.

Cases we have found unsuitable:

- No evidence of any work & child not present
- No examples of work completed or progress made

Unsuitable Education

S.437 (1) & School Attendance Order (SAO)

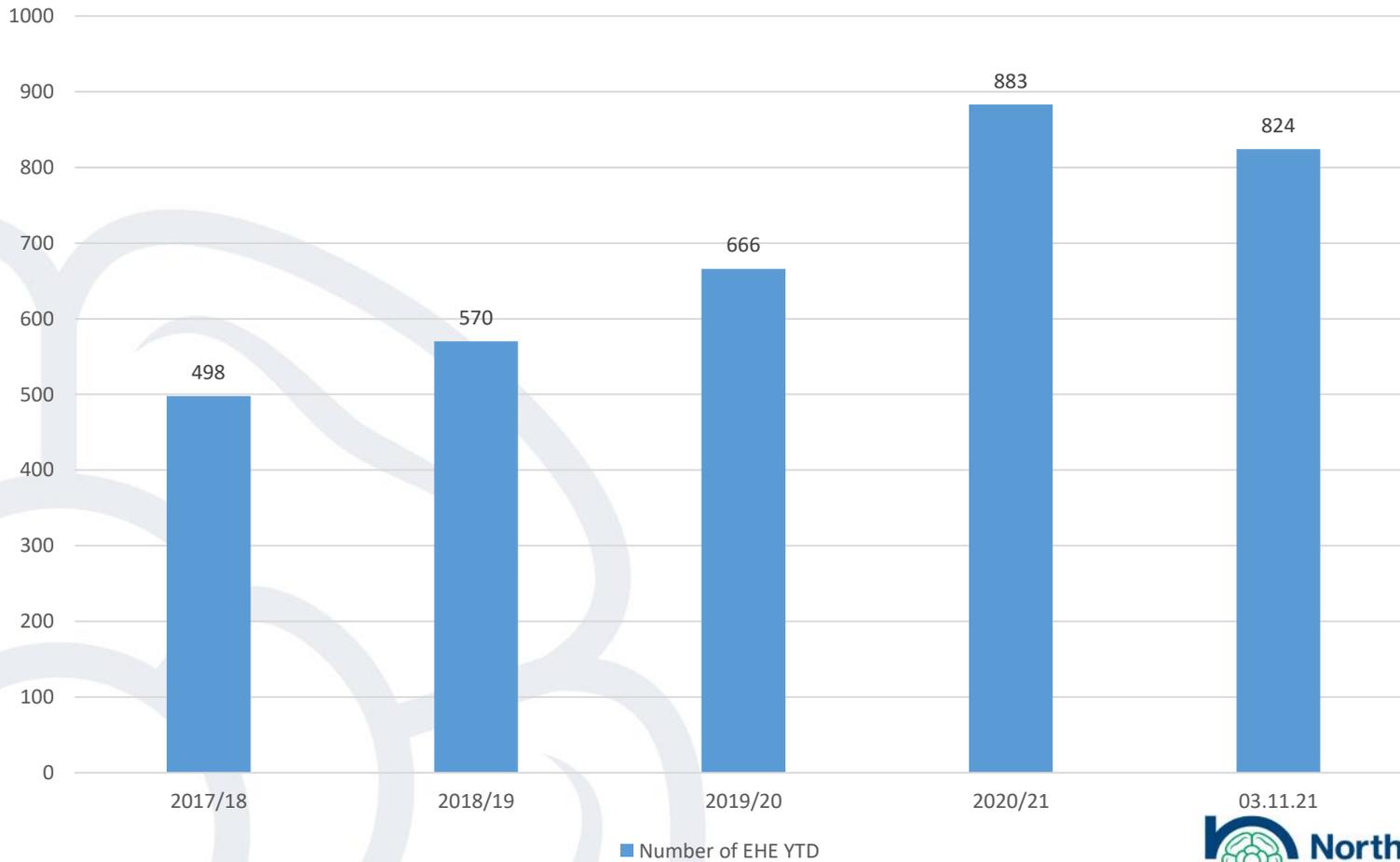
If the EHE panel find the education is not suitable the parents will be served a **notice under s.437 (1) &** will have 4 further weeks to satisfy NYCC that suitable education is in place before a **SAO** is served. The EHE Advisor will work alongside parents to ensure they understand why the education is not meeting the suitability threshold and will make recommendations regarding what changes need to be made to prevent a SAO from being served. If the recommendations are not acted upon and the education remains unsuitable a SAO will be served which will name the school the child needs to attend and from what date.

Education Supervision Order (ESO)

If the SAO is not complied with parents may face prosecution and NYCC may apply to the courts for an **ESO** which will require parents and their child to follow directions made in the order.

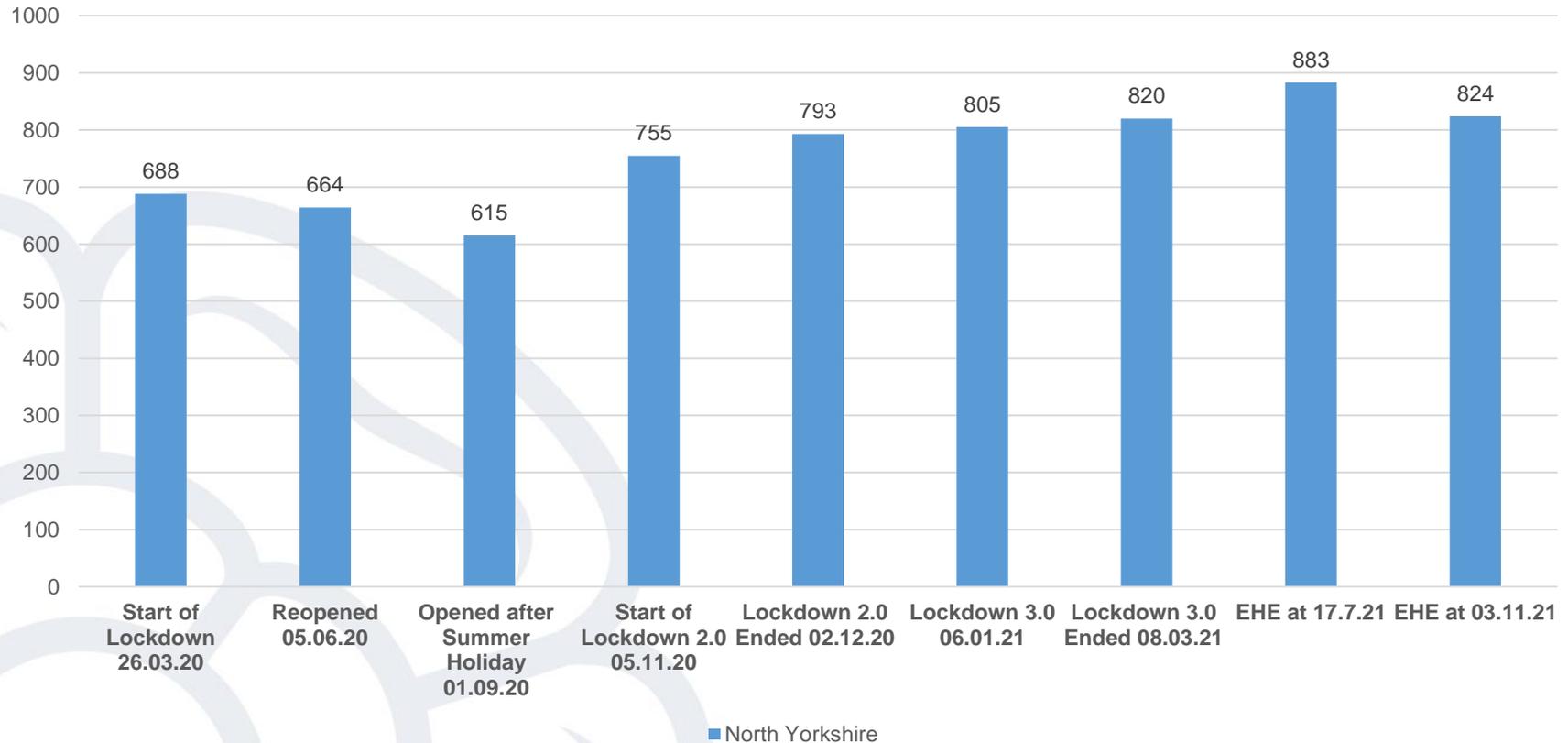
Context

Number of EHE Year To Date



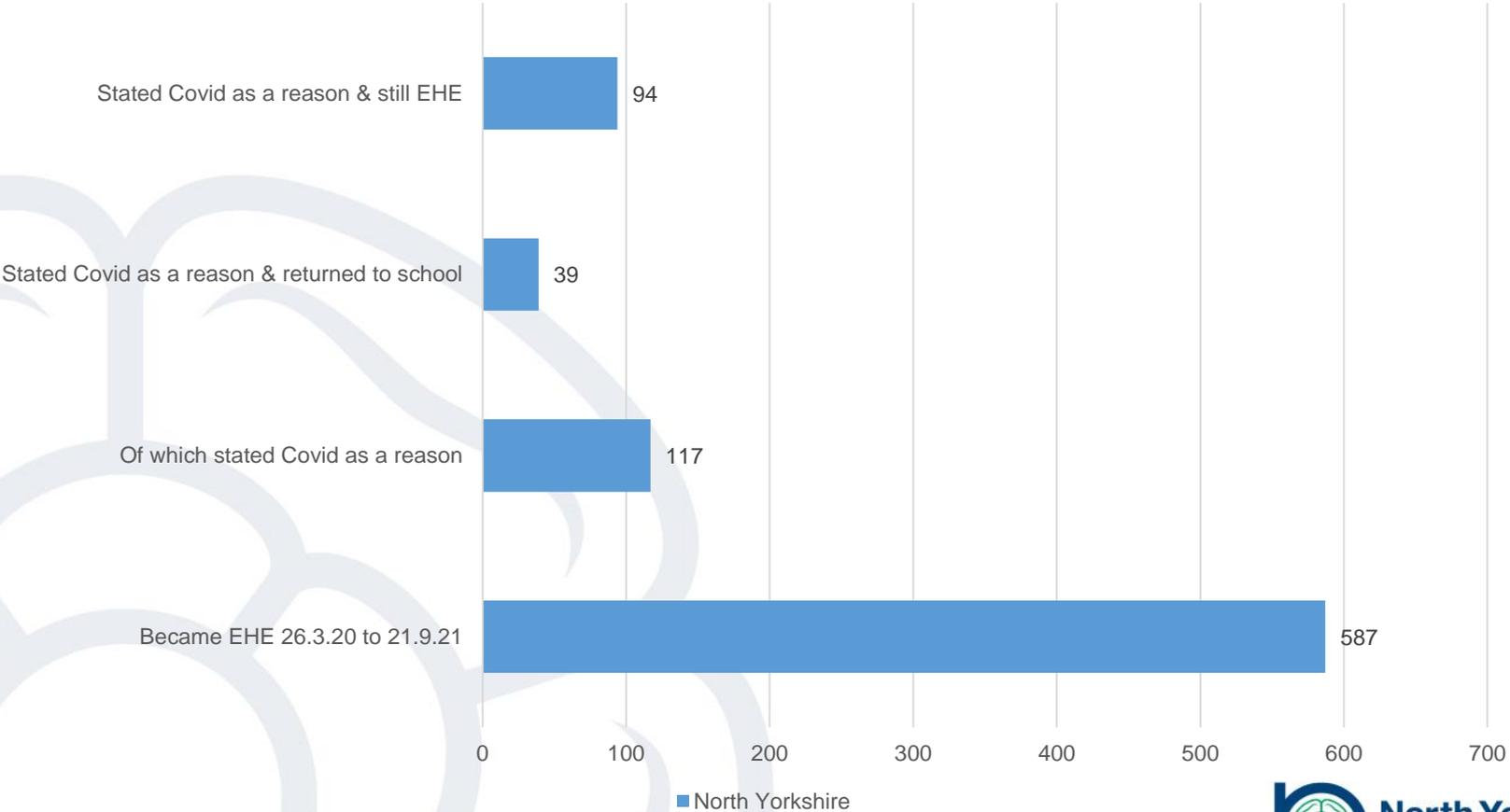
Impact of Covid-19

Number of children EHE



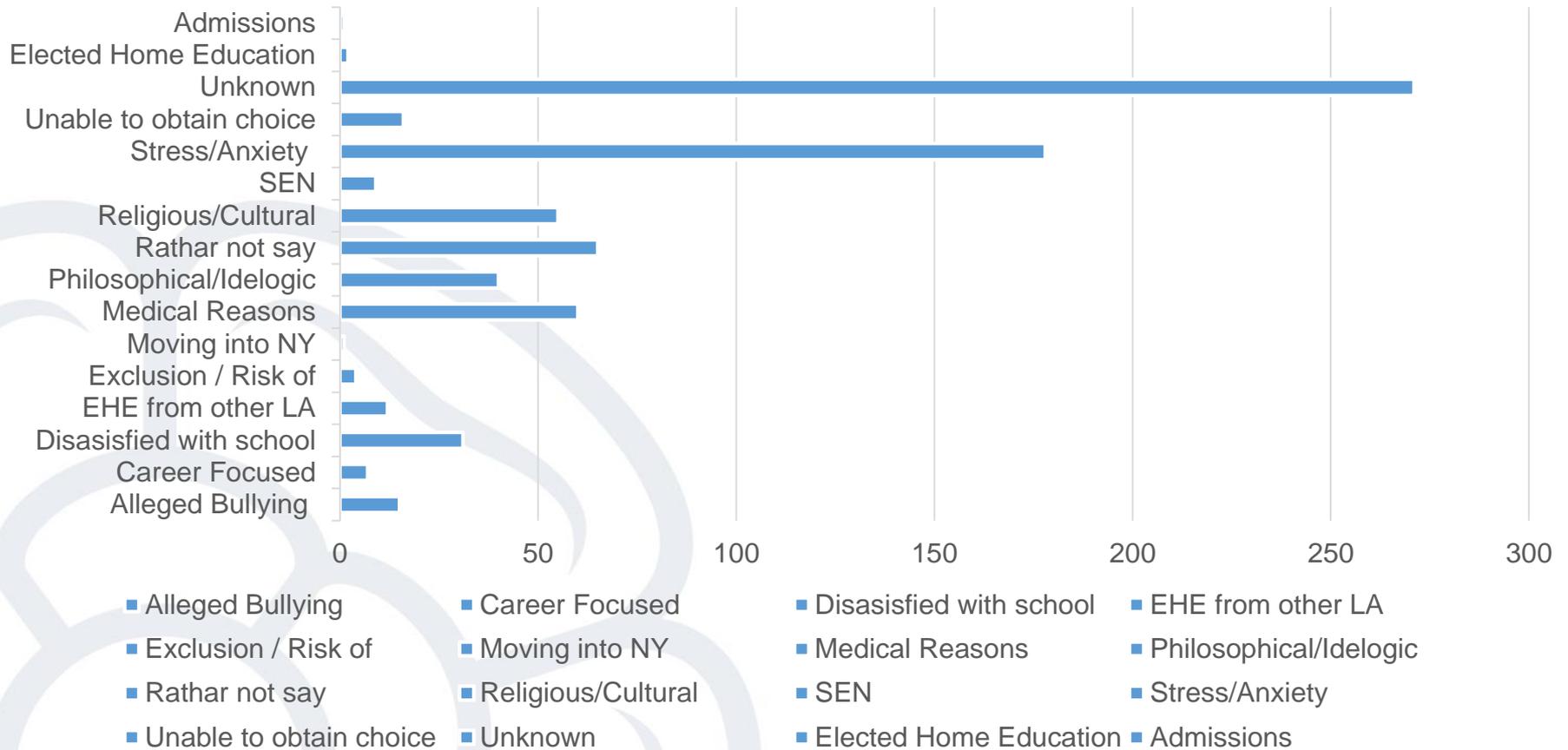
Became EHE due to Covid-19

North Yorkshire



Reasons for becoming EHE

Reasons



Vulnerable Group

Pupils EHE at date shown by Vulnerable group:	at 17th July (last day of term)		
	2021	2020	2019
GRT (Gypsy/Roma, White Irish Traveller)	69	65	44
EHC plan	35	22	27
SEN Support	158	120	106
FSM	28	36	49

House of Commons Education Committee Strengthening Home Education Third Report July 2021

- DfE does not collect national figures on the number of children who are EHE
- Recognises the Government cannot say with confidence that a suitable education is being provided to every child
- Without a national register for EHE we cannot know how many children in EHE are receiving a suitable education

Recommendations

- A **statutory register** for children who do not receive their principal education in a mainstream school is essential
- To ensure that families who are considering EHE receive the right information at the right time to make the best decision for their children, a creation of an **independent, neutral advocate** which has the responsibility for **co-ordinating all statutory SEND processes** and could **support families** where a choice about EHE is being made.
- The use of **independent advocates** in cases where a **pupil is excluded** from school for more than five non-consecutive days in a school year. This could guard against coercive off-rolling and provide families considering EHE with neutral guidance.

Recommendations

- SEND Review to address the need for **consistent and sufficient support** for children with **SEND**, no matter where they are educated.
- Provide LA's with a set of **clear criteria** against which the suitability of education can be assessed, taking into account the full range of pedagogical approaches taken in EHE, as well as the age, ability and aptitude of individual children, including where they may have SEND.
- LA' must have the **ability to see children** (at a venue of the family's choosing) and **evidence of their progress** as appropriate, even where educational content and style varies widely from the school curriculum.
- The Department must also take responsibility for collating and analysing data about children receiving EHE so we can better understand the diversity of their needs and achievements.

Recommendations

- Commission and publish research on the **life chances** and **social outcomes** of EHE children working in partnership with the full range of EHE communities and measuring ‘hard’ outcomes such as literacy and numeracy as well as ‘soft’ outcomes. These ‘soft’ outcomes could include less quantifiable factors such as mental wellbeing.
- place a duty on every LA to ensure that home-educated children and young people have **fair access to centres** where they can sit accredited public examinations, with the Government meeting the entry costs for those exams.
- must indicate **what level of numeracy and literacy is sufficient**, in its view, to enable an adult who received EHE as a child to “function as an independent citizen in the UK.”

Next Steps for NYCC

- Develop EHE Dashboard to gather attainment data for EHE cohort & their post-16 destinations
- Report on how many children are receiving suitable education vs unsuitable
- Monitor impact of pre-decision meetings
- Monitor impact of legal action
- Develop One Minute Guides for parents on exam centres, access arrangements, exam entries,

A child explaining why they want to be EHE

[*OC_views and education plan_child explaining why they want to EHE.pdf](#)

