

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>KEY ...from > to + added removed moved to▶▶/▶▶from another section, location, re-ordered</p>			
<p>2. Reasons for elective home education - why do parents choose to provide it?</p>	<p>2. Reasons for EHE</p>		
<p>2.1 Home education is not the only alternative to school attendance—in any circumstances where a child cannot attend school the local authority should be offering alternative provision to reduce the likelihood that a child will end up without suitable education. Notwithstanding that, there are many reasons why parents do choose to educate children at home, including those set out below:</p> <ul style="list-style-type: none"> Ideological or 	<p>2.1 There are many reasons why parents do choose to educate children at home, including those set out below:</p>		

<p>philosophical views which favour home education, or wishing to provide education which has a different basis to that normally found in schools</p> <ul style="list-style-type: none"> • Religious or cultural beliefs, and a wish to ensure that the child's education is aligned with these • Dissatisfaction with the school system, or the school(s) at which a place is available • Bullying of the child at school • Health reasons, particularly mental health of the child 	<ul style="list-style-type: none"> • Philosophical views which favour EHE • Religious or cultural beliefs, and a wish to ensure that the child's education is aligned with these • Lifestyle choices, and a wish to ensure that the child's education is aligned with these • Dissatisfaction with the school system, or the school(s) at which a place is available • Bullying of the child at school • Physical health reasons 	<p>...home education...> EHE</p> <p>+ Lifestyle choices, and a wish to ensure that the child's education is aligned with these +</p> <p>Health reasons, particularly</p>	
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<ul style="list-style-type: none"> • A child's unwillingness or inability to go to school, including school phobia • Special educational needs, or a perceived lack of suitable provision in the school system for those needs • Disputes with a school over the education, special needs or behaviour of the child, in some cases resulting in 'off-rolling' or exclusion 	<ul style="list-style-type: none"> • Mental health reasons • A child's unwillingness or inability to go to school • Perceived lack of suitable special educational needs and disability (SEND) provision in the school system • Disputes with a school over the education, or behaviour of the child, in some cases resulting in 'off-rolling' or exclusion • Permanent exclusion, or risk of exclusion 	<p>mental health of the child > Physical health reasons</p> <p>Mental health reasons</p> <p>Special educational needs > special educational needs and disability (SEND)</p>	
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<ul style="list-style-type: none"> ● Familial reasons which have nothing to do with schools or education (eg using older children educated at home as carers) ● As a stop-gap whilst awaiting a place at a school other than the one allocated 	<ul style="list-style-type: none"> ● Difficulty in accessing a school place or non-school based alternative provision. 	<p>+ Permanent exclusion, or risk of exclusion +</p> <p>As a stop-gap whilst awaiting a place at a school other than the one allocated > Difficulty in accessing a school place or non-school based alternative provision.</p>	
<p>2.2 These various reasons for undertaking home education are not mutually exclusive. For some children, several of</p>	<p>2.2 These reasons for undertaking EHE are not mutually exclusive, and the initial reason to elect to home</p>	<p>home education > EHE</p> <p>For some children, several of</p>	

<p>these factors might apply.</p> <p>When local authorities engage with home-educating families they should take into account the context of individual situations.</p> <p>Often home education will be undertaken as a positive choice which is expected to lead to a better outcome.</p> <p>However in some cases home education may be attempted as a last resort.</p> <p>This appears to be occurring more frequently, and is likely to have implications for the</p>	<p>educate may be different to the reason why parents continue to provide EHE.</p> <p>When local authorities engage with home-educating families they should consider the context of individual situations.</p> <p>EHE should always be undertaken as a positive choice which is expected to lead to better outcomes for the child.</p> <p>Local authorities have made the Department aware that, in some cases, EHE may be attempted as a last resort or without the child's education at the heart of the decision.</p>	<p>these factors might apply > ... and the initial reason to elect to home educate may be different to the reason why parents continue to provide EHE.</p> <p>...take into account > ... consider</p> <p>Often home education will be undertaken as a positive choice > EHE should always be undertaken as a positive choice</p> <p>+ for the child.</p> <p>+ Local authorities have made the Department aware that, home education > EHE</p> <p>...or without the child's education at the heart of the decision. +</p> <p>...and > This</p>	
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<p>quality of home education provided.</p> <p>Such families may require more support and guidance.</p>	<p>This is likely to have implications for the quality of EHE provided.</p> <p>Where the decision to home educate is not a positive one, families may require more support and /or guidance.</p>	<p>home education > EHE</p> <p>Such families > Where the decision to home educate is not a positive one...</p> <p>+ .../or</p>	
<p>2.3 □</p> <p>However, it may be the case that if the local authority discusses home education with parents, the reason initially given for adopting it may not reflect what parents actually do by way of making provision.</p> <p>Whenever possible, local authorities should encourage parents to discuss an</p>	<p>2.3</p> <p>Whenever possible, local</p>	<p>+...and schools +</p>	

<p>intention to home educate children before putting it into effect.</p> <p>They should offer 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 suggesting potential alternatives to home education.</p>	<p>authorities and schools should encourage parents to discuss an intention to home educate children with the local authority EHE team and, where appropriate, any relevant professionals supporting the family (such as those in education (e.g. teachers), health and social care (e.g. social workers)), before putting it into effect, especially if the child has SEN and disabilities (SEND) or is known to children's social care.</p> <p>Local authorities and schools should offer information and advice based on the individual family's motivations, for example by explaining the substantial time commitments involved in delivering EHE properly and discussing potential alternatives to EHE.</p> <p>While it can be beneficial for education and health and social care professionals to be involved in discussions, it will</p>	<p>+ ...with the local authority EHE team and, where appropriate, any relevant professionals supporting the family (such as those in education (e.g. teachers), health and social care (e.g. social workers)),</p> <ul style="list-style-type: none"> • especially if the child has SEN and disabilities (SEND)¹⁴ or is known to children's social care. <p>+</p> <p>They > Local authorities and schools and schools</p> <p>...support > ...information</p> <p>home education > EHE</p> <p>Suggesting > discussing</p> <p>+While it can be beneficial for education and health and social care professionals to be involved in discussions, it will</p>	
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<p>This is likely to reduce the number of children who receive unsuitable education at home.</p> <p>Many parents considering the prospect of home education may not understand the extent of the time commitment involved or the costs, such as exam fees.</p> <p>Local authorities should bear in mind that whatever the reasons, in the majority of cases parents have undertaken home education in what they perceive as the best interests of the child even if they require additional support to</p>	<p>depend on individual contexts and, in some cases, parents may decide not to engage with them.</p> <p>Supportive discussion is likely to reduce the number of children who receive unsuitable education at home.</p> <p>Many parents considering the prospect of EHE may not understand the extent of the time commitment involved, the costs (such as exam fees), or the practicalities such as accessing exam centres and doing coursework/non-exam assessment.</p> <p>In most cases, parents have undertaken EHE in what they consider to be the best interests of the child, even if they require additional support.</p>	<p>depend on individual contexts and, in some cases, parents may decide not to engage with them.</p> <p>This > Supportive discussion</p> <p>home education > EHE</p> <p>... majority of cases... > most cases</p> <p>home education > EHE</p>	
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<p>undertake home education properly.</p>			
<p>2.4 Moved to 4.3 Moved from 2.5</p> <p>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.</p>	<p>2.4 The local authority should consider trends in EHE in a wider strategic context, for example in identifying shortcomings in local school provision and non-school based alternative provision settings, including failure to meet requirements relating to SEND, or failures by schools to manage attendance and behaviour.</p>	<p>home education > EHE +non-school based+ +including failure to meet requirements relating to SEND, +</p>	
<p>» Moved from 10.14</p> <p>Parents' education provision will reflect a diversity of</p>	<p>2.5 Parents' EHE provision will reflect a diversity of approaches and interests.</p>	<p>education > EHE</p>	

<p>approaches and interests. Some parents may wish to provide education in a formal and structured manner, following a traditional curriculum and using a fixed timetable that keeps to school hours and terms. Other parents may decide to make more informal provision that is responsive to the developing interests of their child. One approach is not necessarily any more efficient or effective than another. Although some parents may welcome general advice and suggestions about resources, methods and materials, local authorities should not specify a curriculum or approach which parents must follow.</p>	<p>Some parents may wish to provide education in a formal and structured manner, following a traditional curriculum and using a fixed timetable which keeps to school hours and terms (e.g. homeschooling). Other parents may decide to make more informal provision which is responsive to the developing interests of their child (e.g., unschooling). One approach is not necessarily any more efficient or effective than another. Although some parents may welcome general advice and suggestions about resources, methods and materials, local authorities should not specify a curriculum or approach which parents must follow.</p>	<p>...that > which</p> <p>+... (e.g. homeschooling)</p> <p>+ (e.g., unschooling).</p>	
<p>» Moved from 10.15 Children learn in different ways and at different times and speeds. It should be appreciated that parents and</p>	<p>2.6 Children learn in different ways and at different times and speeds. It should be appreciated that parents and their children may require a</p>		

<p>their children may require a period of adjustment before finding their preferred mode of learning and that families may change their approach over time.</p> <p>Parents are not required to have any qualifications or training to provide their children with a suitable education. It should be noted that parents from all educational, social, linguistic, religious and ethnic backgrounds successfully educate children outside the school setting and these factors should not in themselves raise a concern about the suitability of the education being provided.</p>	<p>period of adjustment before finding their preferred mode of learning and that families may change their approach over time, however, whilst plans may not be as detailed, the education must always be suitable.</p> <p>Parents are not required to have any qualifications or training to provide their children with a suitable education. Parents from all educational, social, linguistic, religious and ethnic backgrounds successfully home educate children and these factors should not in themselves raise a concern about the suitability of education provided.</p>	<p>+ however, whilst plans may not be as detailed, the education must always be suitable.</p>	
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Overview