

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>KEY ...<del>from</del> &gt; to + added <del>—removed</del> moved to&gt;&gt;/&gt;&gt; from another section, location, re-ordered</p>			
<p>When is a child of concern?</p>	<p>Legal requirements</p>		
<p>4.1 Moved to 5.12,&gt;&gt; &gt;&gt;Moved from 3.1, 3.2 and □</p> <p>Parents have a right to educate their children at home.</p> <p>If a local authority is aware that a child of compulsory school age is not attending a state or registered independent school full-time, and it is unclear how that child’s education is being provided, a local authority <b>should consider</b> the possibility that the child is being educated at home by its parents (possibly in combination with part-time</p>	<p>4.1 All children have a right to education.</p> <p>If a local authority is aware that a child of compulsory school age is not attending a state or registered independent school full time and it is unclear how that child’s education is being provided, the local authority <b>has a duty to try to establish whether the child is receiving suitable education otherwise. This includes considering the</b></p>	<p>Parents have a right to educate their children at home &gt; All children have a right to education.</p> <p>+ has a duty to try to establish whether the child is receiving suitable education otherwise.</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>attendance at another setting).</p> <p>In such a case, the local authority's task is to find out how he or she is being educated and whether that education satisfies legal requirements.</p>	<p>possibility that the child is being educated at home by their parents (possibly in combination with part-time attendance at another setting).</p> <p>In such a case, the local authority's task is to find out how a child is being educated and whether this education appears suitable.</p> <p>This will involve local authorities contacting parents to obtain information about the child's education. Whilst parents do not have a legal duty to respond to such enquiries, providing information about the education provision is the easiest way to demonstrate to the local authority that a child is in receipt of suitable education.</p>	<p>should consider &gt; This includes considering</p> <p>+ This will involve local authorities contacting parents to obtain information about the child's education. Whilst parents do not have a legal duty to respond to such enquiries, providing information about the education provision is the easiest way to demonstrate to the local authority that a child is in receipt of suitable education.</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>4.2 Moved to 5.1, part to 4.1»</p> <p>»Moved from 3.2, 3.3</p> <p>Section 7 of the Education Act 1996 provides that:  <del>"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable—</del>  <del>(a) to his age, ability and aptitude, and—</del>  <del>(b) to any special educational needs he may have,</del>  <del>either by regular attendance at school or otherwise."</del></p> <p><del>This means that the</del> responsibility for children's education rests with their parents.</p> <p>In England, education is compulsory, but <del>—despite the phrase 'child of compulsory school age' quoted above—</del> going to school is not. State-funded education is made</p>	<p>4.2 S.7 of the 1996 Act sets out that responsibility for children's education rests with their parents.</p> <p>In England, education is compulsory, but going to school is not. State funded education is made available for all children of compulsory school age whose parents</p>	<p>Section 7 of the Education Act 1996 &gt; S.7 of the 1996 Act</p> <p>provides that: &gt; sets out that</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>available for all children of compulsory school age whose parents request it, <del>and</del> every child should be in school or receiving alternative provision made by the local authority or the child's school, unless parents <del>themselves can make</del> suitable arrangements.</p> <p>If parents do educate children at home, <del>section 7</del> means that the child should be getting an efficient, suitable <del>full-time</del> education.</p>	<p>request it.</p> <p>Every child should be in school, a <del>post-16 institution</del> or receiving other provision arranged by the local authority or the child's school, unless parents <del>have made</del> suitable arrangements <del>or local authorities have arranged provision otherwise than in a school.</del></p> <p>If parents do educate children at home, <del>s.7</del> means that the child should be getting a suitable education.</p>	<p>a <del>post-16 institution</del></p> <p><del>can make</del> &gt; have made</p> <p>+ or local authorities have arranged provision otherwise than in a school.</p> <p><del>section 7</del> &gt; s.7</p>	
<p><b>4.3 Moved to 5.3»</b></p> <p><b>» Moved from 2.4</b></p> <p>There are no specific legal requirements <del>as to</del> the content of <del>home education</del>, provided the parents are</p>	<p>4.3 There are no specific legal requirements <del>regarding</del> the content of <del>EHE</del>, provided that the parents are meeting</p>	<p><del>as to</del> &gt; regarding</p> <p><del>home education</del> &gt; <del>EHE</del></p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>meeting their duty in s.7 of the <del>Education</del> Act 1996. This means that education does not need to include any particular subjects, and does not need to have any reference to the National Curriculum; and there is no requirement to enter children for public examinations.</p> <p>There is no obligation to follow the ‘school day’ or have holidays which mirror those observed by schools.</p> <p>Many home educating families do follow a clear academic and <del>time structure</del> but it should not be assumed that a</p>	<p>their duty in s.7 of the 1996 Act. This means that education does not need to include any particular subjects and does not need to have any reference to the National Curriculum; and there is no requirement to enter children for examinations.</p> <p>However, for education to be suitable, it should feature elements of literacy and numeracy, and the learning should be sufficient to equip the child for life in wider society.</p> <p>There is no obligation to follow the ‘school day’ or have holidays which mirror those observed by schools.</p> <p>Many home educating families do follow a clear academic <del>structure</del> and</p>	<p>+ However, for education to be suitable, it should feature elements of literacy and numeracy, and the learning should be sufficient to equip the child for life in wider society.</p> <p>+ structure</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>different approach <b>which rejects</b> conventional schooling and its patterns is unsatisfactory, or constitutes <del>‘unsuitable’</del> education.</p> <p>Approaches such as autonomous and self-directed learning, <del>undertaken with a very flexible stance as to when education is taking place, should be judged by outcomes, not on the basis that a different way of educating children must be wrong.</del></p>	<p><b>regular timetable</b>, but it should not be assumed that a different approach, such as autonomous and self-directed learning which <b>does not resemble</b> conventional schooling and its patterns, is unsatisfactory or constitutes unsuitable education.</p>	<p><b>time structure &gt; regular timetable</b></p> <p><b>which rejects &gt; does not resemble</b></p>	
<p><b>Moved to 5.4</b> ▶▶</p> <p>▶▶<b>Moved from 3.4</b></p> <p><del>In the case of</del> some children who are home educated, <del>this means that they</del> have never attended school. <del>More commonly,</del> however, <b>perhaps</b></p>	<p>4.4 Some children who are home educated have never attended school, however <b>the majority will have attended school previously.</b></p>	<p><b>perhaps in around 80-90% of the total in most local authority areas &gt; the majority</b></p> <p><b>have attended school at some previous point &gt; will have</b></p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>in around 80-90% of the total in most local authority areas, <del>children who are being educated at home</del> have attended school at some previous point.</p>		<p>attended school previously</p>	
<p><b>4.5 Moved to 5.5</b></p> <p><b>»Moved from 3.5 and</b> □</p> <p>The current legal framework is not a system for regulating <b>home education</b> per se or forcing parents to educate their children in any particular way.</p> <p>Instead, <b>it is a system for identifying and dealing with</b> children who, for any reason and in any circumstances, are not receiving an efficient suitable <b>full-time</b> education.</p>	<p>4.5 The current legal framework is not a system for regulating <b>EHE</b> per se or forcing parents to educate their children in any particular way.</p> <p>Instead, <b>s.436A of the 1996 Act sets out that local authorities must make arrangements to identify children of compulsory school age</b> who, for any reason and in any</p>	<p><b>home education &gt; EHE</b></p> <p><b>it is a system &gt; s.436A of the 1996 Act sets out that local authorities must make arrangements</b></p> <p><b>for identifying &gt; to identify</b></p> <p><b>+ of compulsory school age</b></p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>If a child is not attending school full time, the law does not assume that child is not being suitably educated.</p> <p>It <del>does</del> require the local authority to <b>enquire</b> what education is being provided and <del>local</del> authorities have these responsibilities for all children of compulsory school age.</p> <p>Local authorities should ensure that their enquiries are timely and effective.</p> <p>Depending on the results of</p>	<p>circumstances, are not <b>registered as school pupils</b> and are not receiving an suitable education.</p> <p>If a child is not attending school full time, the law does not assume that the child is not being suitably educated. It requires the local authority to <b>make enquiries as to</b> what education is being provided and authorities have these responsibilities for all children of compulsory school age.</p> <p>Local authorities should ensure that their enquiries are timely, effective <b>and that they enable them to form a view on whether the child appears to be receiving suitable education or not.</b></p> <p>Depending on the results of those enquiries, <b>s.437 of the</b></p>	<p><b>+ registered as school pupils and</b></p> <p><b>enquire &gt; make enquiries</b></p> <p><b>+ as to</b></p> <p><b>+ and that they enable them to form a view on whether the child appears to be receiving suitable education or not.</b></p> <p><b>the law &gt; s.437 of the 1996</b></p>	



2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>those enquiries, <del>the law may require further action by the local authority and the department believes that this is the case for an increasing number of children.</del> Local authorities must <del>take such action</del> where it is required, within the constraints of the law.</p> <p><del>They should be ready</del> to use safeguarding powers <del>appropriately, when warranted.</del></p>	<p>1996 Act sets out that local authorities must serve a preliminary notice, where it appears that suitable education is not being received, and subsequently, a school attendance order (SAO) if the local authority remain unsatisfied.</p> <p>In some instances, local authorities may need to use other safeguarding powers reasonably.</p>	<p>Act</p> <p><del>may require</del> &gt; sets out that</p> <p><del>take such action</del> &gt; must serve a preliminary notice</p> <p><del>is required</del> &gt; appears</p> <p><del>within the constraints of the law</del> &gt; that suitable education is not being received</p> <p>And subsequently, a school attendance order (SAO) if the local authority remain unsatisfied +</p> <p>+ In some instances,</p> <p><del>They should be ready to use</del> &gt; local authorities may need</p> <p>+ other</p> <p><del>appropriately, when</del></p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>Local authorities have the same safeguarding responsibilities for children educated at home as for other children.</p> <p><del>This flows from the general responsibilities which local authorities have for the well-being of all children living in their area.</del></p>	<p>Local authorities have the same wellbeing and safeguarding responsibilities for children educated at home as for other children.</p>	<p>warranted &gt; reasonably</p>	
<p><b>4.6 Moved to 5.6</b></p> <p><b>» from 10.16</b></p> <p>In discharging their responsibilities in relation to home education, local authorities should bear in</p>	<p>4.6 In discharging their responsibilities in relation to home education, local authorities should bear in mind that they are subject to the Public</p>		

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>mind that they are subject to the Public Sector Equality Duty contained in s.149 of the Equality Act 2010, and <b>should</b> ensure that their policy and practice in relation to <b>home education</b> is consistent with that duty. For example, a local authority should not assume that <b>home education</b> is any less likely to be successful when carried out by people with a particular protected characteristic; <del>but</del> equally the fact that a family has particular protected characteristics should not deter the local authority from taking action <b>to secure a suitable education for a child who is not receiving suitable education at home.</b></p>	<p>Sector Equality Duty contained in s.149 of the Equality Act 2010 and <b>must</b> ensure that their policy and practice in relation to <b>EHE</b> is consistent with that duty. For example, a local authority should not assume that <b>EHE</b> is any less likely to be successful when carried out by people with a particular protected characteristic. Equally, the fact that a parent has certain protected characteristics should not deter the local authority from taking action <b>should they believe a child is not receiving suitable education.</b></p> <p>4.7</p>	<p><b>should &gt; must</b></p> <p><b>home education &gt; EHE</b></p> <p><b>to secure a suitable education for a child who is not receiving suitable education at home. &gt; should they believe a child is not receiving suitable education.</b></p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
	<p><b>Local authority policies and practices</b></p>		
<p><b>4.7 Moved to 5.7</b></p> <p><b>»Moved from 5.1, 5.2 and □</b></p> <p>The duty under s.436A dealt with above means that local authorities must make arrangements to find out so far as possible whether home educated children are receiving suitable full-time education.</p> <p><del>Discussion of local authority responsibilities in relation to home education tends to centre on those families where the education is unsatisfactory—or at least potentially so— and an authority’s home education policies need to be clear about the processes used in</del></p>	<p>4.7 All local authorities should have a EHE policy statement.</p> <p>This policy needs to be clear about the processes to be used to investigate whether a child is receiving a suitable education and the steps to be taken if they appear not to be.</p>	<p>The duty under s.436A dealt with above means that local authorities must make arrangements to find out so far as possible whether home educated children are receiving suitable full-time education. &gt; All local authorities should have a EHE policy statement.</p> <p>...an authority’s home education policies need to be clear about the processes used in such cases &gt; This policy needs to be clear about the processes to be used to investigate whether a child is receiving a suitable education and the steps to be taken if they appear not to be.</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p><del>such cases - which as noted previously, are increasing in number.</del></p> <p><del>However, local authorities'</del> policies should also make clear how the authority interacts with those families where a suitable <b>full-time</b> education is being provided and both parties wish to maintain a suitable level of contact and assurance.</p> <p><del>Children in these families where children do receive a suitable education at home form a large part of the total number of home educated children in England.</del></p> <p><del>It is important that the authority's</del> arrangements are proportionate and do not seek to exert more oversight than is actually needed where parents are successfully taking on this task.</p>	<p>Policies should also make clear how the authority interacts with families where a suitable education is being provided and both parties wish to maintain a suitable level of contact and assurance.</p> <p>Local authorities' arrangements <b>should be</b> proportionate and not seek to</p>	<p><b>the authority's &gt; Local authorities'</b></p> <p><b>are &gt; should be</b></p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p><del>Often, having in place a system which is based on a presumption that it will be parents who initiate contact with the authority if necessary will yield good results when the parents are known to be providing good education.</del></p> <p><del>However, it is also necessary that the local authority is able to act in the interests of the child, particularly if a change in his or her circumstances occurs.</del></p> <p><del>Local authorities should be clear that maintaining such oversight is a legitimate part of their overall responsibilities towards the children living in their area (for example as set out in s.13A of the Education Act 1996 shown below) and act accordingly:—</del>  <del>A local authority in England</del></p>	<p>exert more oversight than is needed where parents are successfully taking on this task.</p> <p>As set out in s.13A of the 1996 Act, local authorities have a duty to carry out their relevant education functions</p>	<p>(for example as set out in s.13A of the Education Act 1996 shown below) &gt; As set out in s.13A of the 1996 Act, maintaining such oversight is</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p><del>must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—</del></p> <p><del>(a)promoting high standards,</del>  <del>(b)ensuring fair access to opportunity for education and training, and</del>  <del>(c)promoting the fulfilment of learning potential by every person to whom this subsection applies.</del></p> <p>In this context, relevant education functions include those under sections 436A to 447 of the Education Act 1996 and the authority should act accordingly</p>	<p>in a way that promotes high standards toward <i>all</i> the children living in their area.</p> <p>In this context, relevant education functions include those under ss.436A to 447 of the 1996 Act and the authority should act accordingly.</p>	<p>a legitimate part of their overall responsibilities &gt; local authorities have a duty must ensure that their relevant education functions &gt; to carry out their relevant education functions</p> <p>+ in a way that</p> <p>+ <i>all</i></p> <p>Education Act 1996 &gt; 1996 Act</p> <p>sections &gt; ss</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p><b>4.8 Moved to 5.8</b></p> <p><b>» Moved from 5.3</b></p> <p>There are no detailed legal requirements as to how such a system of oversight should work, <del>and</del> it is for each local authority to decide what it sees as necessary and proportionate to assure itself that every child is receiving a suitable education, or action is being taken to secure that outcome.</p> <p>Establishing a positive relationship between the local authority and <del>the home-educating parent—where that is possible—</del> will allow authorities to better understand parents’ educational provision and preferences and offer them</p>	<p>4.8 There are no detailed legal requirements as to how such a system of oversight should work. <b>Providing it is reasonable,</b> it is for each local authority to decide what it sees as necessary and proportionate to assure itself that every child is receiving a suitable education, or action is being taken to secure that outcome.</p> <p>Establishing a positive relationship between the local authority and <b>home-educating parents</b> will allow authorities to better understand parents’ educational provision and preferences and offer them appropriate support.</p>	<p>+ <b>Providing it is reasonable,</b></p> <p><del>the home-educating parent &gt;</del> <b>home-educating parents</b></p>	



2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>appropriate support.</p> <p><del>A positive relationship will also provide a sound basis for investigation if the authority receives information that a suitable education is not being provided.</del></p>	<p>15</p>		
<p><b>4.9 Moved to 5.9</b>»</p> <p>» Moved from 5.4, 3.6, 3.7 and □</p> <p><del>In any event,</del> the department recommends that each local authority:</p> <p><del>3.6 Because of this,</del> the department recommends that each local authority should, as</p>	<p>4.9 The Department recommends that each local authority should:</p>		

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p><del>a minimum:</del></p>			
<p>• have a written policy statement <del>on elective home education</del> which is clear, transparent and easily accessible <del>by using different formats as necessary, is consistent</del> with the current legal framework <del>and preferably drawn up in consultation with local families who educate children at home so that it can reflect both the challenges and rewards of educating children in this way.</del></p> <p>It should take into account local circumstances and set out how the authority will <del>seek to engage and communicate</del> with parents;</p>	<p>• have a written EHE policy statement which is clear, transparent and easily accessible <del>online. This policy should be regularly reviewed to maintain consistency</del> with the current legal framework <del>and guidance.</del></p> <p>It should take into account local circumstances and set out how the authority will engage with parents;</p>	<p><del>elective home education &gt; EHE</del></p> <p><del>by using different formats as necessary &gt; online</del></p> <p><del>is consistent &gt; This policy should be regularly reviewed to maintain consistency</del></p> <p>+ and guidance.</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
	<ul style="list-style-type: none"> <li>• have an EHE page on the local authority website which provides key contact details, and useful information for parents to home educate, including the written policy statement outlined above;</li> </ul>	<ul style="list-style-type: none"> <li>+ have an EHE page on the local authority website which provides key contact details, and useful information for parents to home educate, including the written policy statement outlined above;</li> </ul>	
<p><del>3.7 Local authorities may often choose to go further than this—for example by operating voluntary registration schemes so that</del> support can be given more readily to those who wish to receive it, and <del>by providing more information</del> on home educated children in their locality.</p> <p>Such schemes can also help authorities discharge the responsibilities which they have under ss. 436A and 437 of the 1996 Act (see below) <del>and</del> the department <del>would</del></p>	<ul style="list-style-type: none"> <li>• operate a voluntary registration scheme for children in receipt of EHE. With such schemes, local authority support can be given more readily to those <del>parents</del> who wish to receive it, and <del>registration can result in additional, useful information being provided to local authorities</del> on home educated children in their locality, <del>which could help inform educational policy, delivery, and to support home educating families.</del></li> </ul>	<p><del>for example by operating voluntary registration schemes</del>&gt; operate a voluntary registration scheme for children in receipt of EHE</p> <p><del>so that</del> &gt;With such schemes, local authority</p> <p>+ parents</p> <p><del>by providing more information</del> &gt; registration can result in additional, useful information being provided to local authorities</p> <p>+ which could help inform educational policy, delivery, and to support home</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>encourage those authorities which do not operate voluntary registration to consider doing so. <del>However, registration is currently not a legal obligation for either parents or authorities.</del></p>	<p>Such schemes can help authorities discharge their responsibilities which they have under ss. 436A and 437 of the 1996 Act. The Department therefore believes registration is valuable and is committed to legislate at a future opportunity for mandated local authority Children Not in School registers;</p>	<p>educating families.</p> <p>+ therefore believes registration is valuable</p> <p>would encourage those authorities which do not operate voluntary registration to consider doing so. &gt; and is committed to legislate at a future opportunity for mandated local authority Children Not in School registers;</p>	
<p>• <del>ordinarily</del> makes contact with home educated parents on at least an annual basis so the authority may reasonably inform itself of the current</p>	<p>• contact parents on at least an annual basis so the authority may reasonably inform itself of the current suitability of the education provided.</p>	<p>makes contact with home educated parents on at least an annual basis &gt; contact parents on at least an annual</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>suitability of the education provided.</p> <p>In cases where there were no previous concerns about the education provided and no reason to think that has changed because the parents are continuing to do a good job, such contact would often be very brief;</p>	<p>It is possible that more frequent engagement may be necessary, depending on the context of the child's education. For example, where the child has specific vulnerabilities.</p> <p>In cases where there were no previous concerns about the education provided, and no reason to think that this has changed, because the parents are continuing to do a good job, such contact may be brief;</p>	<p>basis</p> <p>+ It is possible that more frequent engagement may be necessary, depending on the context of the child's education. For example, where the child has specific vulnerabilities.</p>	
<ul style="list-style-type: none"> <li>• set aside the resources necessary to implement its policy effectively and</li> </ul>	<ul style="list-style-type: none"> <li>• set aside the resources necessary to implement its policy effectively and</li> </ul>		

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>consistently. This is not always easy at a time of constrained resources; but effective implementation in conjunction with work in related areas such as education welfare, <b>children missing education</b> and admissions, can reduce spend in the longer term on families where engagement is difficult;</p>	<p>consistently. This is not always easy at a time of constrained resources; but effective implementation in conjunction with work in related areas such as education welfare, <b>CME</b> and admissions, can reduce spend in the longer term on families where engagement is difficult;</p>	<p><b>children missing education &gt; CME</b></p>	
<ul style="list-style-type: none"> <li>consider their organisational structures for dealing with <b>home education</b> and the related areas <del>mentioned-above</del>.</li> <li><b>works co-operatively with other relevant agencies such as health services to identify</b></li> </ul>	<ul style="list-style-type: none"> <li>consider their <b>policies and organisational structures</b> for dealing with <b>EHE</b> and related areas.</li> </ul> <p>Within the boundaries established by data protection legislation, <b>local authorities should ensure that they have mechanisms in place for effective</b></p>	<p><b>+ policies and home education &gt; EHE</b></p> <p><b>+ local authorities should ensure that they have mechanisms in place for effective collaboration across internal teams,</b></p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p><del>and support children who are being home educated,</del> within the boundaries established by data protection <del>and other legislation.</del></p> <p><del>Although parents who educate their children at home sometimes say that home education should be dealt with in isolation,</del> the reality is that it needs a holistic approach to issues of suitability, attendance, welfare and safeguarding. All of these factors need to be in place to ensure a good education outcome;</p>	<p>collaboration across internal teams, and have clear multi-agency approaches in place for engaging with external partners (e.g. the NHS and the police) where it is proportionate and when there is a need to do so; for instance, to promote the education, welfare and safety of a child.</p> <p>This requires being aware of the local authority's wider responsibilities (e.g., attendance, welfare and safeguarding).</p> <p>Where appropriate, multi-agency voices should be considered when assessing</p>	<p><del>works co-operatively with other relevant agencies such as health services &gt;</del> and have clear multi-agency approaches in place for engaging with external partners (e.g. the NHS and the police)</p> <p>+ where it is proportionate and when there is a need to do so; for instance, to promote the education, welfare and safety of a child.</p> <p><del>the reality is that it needs a holistic approach to issues of suitability, attendance, welfare and safeguarding &gt;</del> This requires being aware of the local authority's wider responsibilities (e.g., attendance, welfare and safeguarding).</p> <p><del>All of these factors need to be in place to ensure a good education outcome; &gt;</del> Where</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
	<p>whether education is suitable;</p>	<p>appropriate, multi-agency voices should be considered when assessing whether education is suitable;</p>	
<p>• <del>should</del> provide parents with a named contact who is familiar with home education policy and practice and <del>has an</del> understanding of a range of educational philosophies;</p> <p>organises training on the law and the diversity of home education methods for all officers who have contact with home-educating families, <del>possibly in conjunction with other authorities;</del></p>	<p>• provide parents with a named contact who is familiar with EHE policy and practice and understands a range of pedagogies.</p> <p>This officer should organise relevant training on the law and the diversity of EHE methods for all officers who have contact with home-educating families;</p>	<p>home education &gt; EHE</p> <p>educational philosophies; &gt; pedagogies</p> <p>+ This officer should + relevant</p>	
<p>• has a named senior officer with responsibility for elective home education policy and</p>	<p>• have a named senior officer with responsibility for EHE policy and procedures. That officer should be familiar</p>	<p>elective home education &gt; EHE</p>	



2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>procedures, and the interaction with other work on issues such as children missing education, unregistered settings, vulnerable children, and welfare;</p> <p>ensures that those LA staff who may be the first point of contact for a potential home-educating parent understand the right of the parent to choose home education.</p> <p>It is very important that parents are provided with accurate information from the outset to establish a positive foundation for the relationship.</p>	<p>with other work on related issues such as CME, unregistered schools, vulnerable children, and welfare.</p> <p>This officer should ensure that those local authority staff who may be the first point of contact for a potential home-educating parent should understand the right of the parent to choose EHE.</p> <p>It is important that parents are provided with accurate information from the outset to establish a positive foundation for the relationship;</p>	<p>and the interaction &gt; That officer should be familiar</p> <p>children missing education &gt; CME</p> <p>+ This officer should</p> <p>home education &gt; EHE</p>	
<ul style="list-style-type: none"> <li>• seek to offer guidance to all known home-educating families in their area about their rights and obligations,</li> </ul>	<ul style="list-style-type: none"> <li>• seek to build positive relationships with the EHE community, including with local EHE groups and representatives, working</li> </ul>	<ul style="list-style-type: none"> <li>+ build positive relationships with the EHE community, including with local EHE groups and representatives, working collaboratively where</li> </ul>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>and also provide advice on good practice and available resources for parents who request it;</p>	<p>collaboratively where possible.            At a minimum, we would expect local authorities to offer guidance to all known home-educating families in their area about their rights and obligations, and provide advice on good practice and available resources for parents who request it.</p> <p>Local authorities may also wish to consider hosting engagement events as a means to engage with, and listen to, local home educators. The Department supports the use of these types of forums as they can be valuable in promoting effective communication and collaboration between local authorities and the EHE community.</p> <p>Parents are under no obligation to accept support</p>	<p>possible.            + At a minimum, we would expect local authorities</p> <p>+ Local authorities may also wish to consider hosting engagement events as a means to engage with, and listen to, local home educators. The Department supports the use of these types of forums as they can be valuable in promoting effective communication and collaboration between local authorities and the EHE community.</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p><del>However,</del>—parents are under no obligation to accept support or advice from a local authority, and refusal to do so is not in itself evidence that the education provided is unsuitable;</p>	<p>or advice from a local authority, and refusal to do so is not in itself evidence that the education being provided is unsuitable;</p>		
<ul style="list-style-type: none"> <li>• provide clear details of their complaints procedure and deal with all complaints in a sensitive and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• provide clear details of their complaints' procedure and deal with all complaints fairly, in a sensitive and timely manner.</li> </ul> <p>This should include details of the internal complaint process as well as the external complaint options following this (namely, the Local Government and Social Care Ombudsman, and the Department for Education).</p>	<p>+ This should include details of the internal complaint process as well as the external complaint options following this (namely, the Local Government and Social Care Ombudsman, and the Department for Education).</p>	
	<p>Ofsted's role</p>		
<p>►►Moved from 3.8, 3.9 and □</p>			

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>Ofsted has no responsibility for inspecting the provision of <b>home education</b>, only the way local authorities deal with it in the context of their statutory responsibilities.</p> <p>Local authorities should bear in mind that when Ofsted carries out inspections of local authorities, <b>it reports on the way in which local authorities deal with vulnerable children in their areas.</b></p> <p><del>Therefore</del> Ofsted <b>will</b> look at the way each local authority <del>deals with this issue, in particular the ways in which it</del> identifies children who are</p>	<p>4.10 Ofsted has no responsibility for inspecting the provision of <b>EHE</b>, only the way local authorities deal with it in the context of their statutory responsibilities.</p> <p><b>Therefore</b>, local authorities should bear in mind that, when Ofsted carries out inspections of local authority <b>children’s social services</b>, <b>it may look at the information the local authority uses to monitor children’s welfare whilst they are being home educated.</b></p> <p>Ofsted <b>may</b> look at the ways in which the local authority identifies children</p>	<p><b>home education &gt; EHE</b></p> <p><b>+ Therefore,</b></p> <p><b>+ children’s social services</b></p> <p><b>it reports on... &gt; it may look at...</b></p> <p><b>the way in which local authorities deal with vulnerable children in their areas &gt; the information the local authority uses to monitor children’s welfare whilst they are being home educated.</b></p> <p><b>will &gt; may</b></p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p>not receiving suitable education and what steps the local authority takes to deal with that.</p> <p><del>Home-educated children are NOT automatically 'vulnerable'; but some children educated at home do fall into that category, and evidence from many local authorities is that the proportion who do is increasing. Unless a local authority uses all the powers at its disposal at an early stage, it is likely that many of these children will need more drastic and more expensive intervention later on.</del></p> <p><del>Local authorities should keep known home educators and local home education support organisations informed of forthcoming Ofsted inspections and any input they</del></p>	<p>who are not receiving suitable education, particularly those who are vulnerable, and what steps the local authority takes to rectify that.</p>	<p>+ particularly those who are vulnerable</p> <p>deal with &gt; rectify</p>	

2019 Guidance (LA)	2023 Draft (LA)	Changes	Comments
<p><del>can have, as well as outcomes of inspections—although reports on these are available on the Ofsted website.</del></p>			
	<p>4.11 Ofsted’s/Care Quality Commission’s SEND local area inspection framework also sets out how inspectors may gather evidence in relation to the oversight for children and young people with SEND who are not attending a school or alternative provision. This includes children and young people with SEND who are educated somewhere other than a school, are not on a school roll or are home educated.</p>	<p>+ 4.11 Ofsted’s/Care Quality Commission’s SEND local area inspection framework also sets out how inspectors may gather evidence in relation to the oversight for children and young people with SEND who are not attending a school or alternative provision. This includes children and young people with SEND who are educated somewhere other than a school, are not on a school roll or are home educated.</p>	

Overview