



# Elective Home Education Survey 2019

November 2019

# Summary Analysis of the ADCS Elective Home Education Survey 2019

## Executive summary

In autumn 2019, ADCS issued a survey to all local authorities (LAs) in England to better understand the size and characteristics of this cohort of children and young people who are known to be electively home educated (EHE) and the support that is available to their families. This is the fourth iteration of this survey and we received our highest ever response rate of 132 LAs. Headline figures from this year's survey include:

- Across the 132 LAs, a total of **47,464** children and young people were known to be home educated as of 3 October 2019. It can therefore be estimated that there were **54,656** children and young people being home educated across the 152 LAs in England. This marks a small decrease of 5% from the same day in 2018
- However, the number of children and young people known to be home educated at the end of the academic year has increased year-on-year for the past five years by an average of 20% each year. The cohort increased by approximately **6,000** between the 2017/18 and 2018/19 academic years
- **2,012** children and young people received at least one fixed-term exclusion during the 2018/19 academic year before becoming home educated. This data was received by 87 responding LAs
- An average of **13%** of the home educated cohort is known to children's social care, both historic and/or current, an increase of 2% from 2018. On average, **18%** of their home educated cohort were known to wider children's services, meaning that nearly a third of the known cohort had some contact with children's services
- At any one point during the 2018/19 academic year, a total of **64,787** children and young people were known to be home educated in 125 responding LAs, meaning it can be estimated that somewhere in the region of **78,781** were known to be home educated in England. This figure is higher than the number of children in care in England
- Key stages 3 and 4 continue to see the highest number of children and young people being home educated. **62%** of the known number of children and young people who are home educated are in either the key stage 3 or key stage 4 years of school
- A combined total of **1,400** School Attendance Orders (SAOs) were issued across 61 LAs relating to the suitability of home education. This represents an increase of 171% from 2018
- A total of **10,878** home educated children and young people returned to mainstream school across 121 responding LAs during the 2018/19 academic year.

The government's recent consultation *Children not in school* proposed duties on LAs to maintain a register of children who are electively home educated and to provide support to parents who educate their children at home and this received a lot of attention in the comments received. While LAs welcomed the new proposed duties, they were unanimous in their call for government to fully fund them, especially when the size of the elective home education cohort is increasing year-on-year.

Elective home education has remained topical this year in the media, with government and from Ofsted. Every child has the right to a high-quality education in a safe learning environment and ADCS is concerned that without powers to see both the child and their place of learning, we cannot know that these children are safe from harm or exploitation.

# Summary Analysis of the ADCS Elective Home Education Survey 2019

## 1. Background

In January 2016, October 2017, October 2018 and October 2019 the Association of Directors of Children's Services (ADCS) issued a survey to all 152 local authorities (LAs) in England on elective home education (EHE). The questions were designed to understand the volume and characteristics of children and young people who are known to be home educated, the flux over recent years, the reasons behind a family's decision to home educate, to understand how LAs across the country are supporting these families, and how available resources are being deployed in this area.

The number of children and young people who are home educated is not currently captured via a statutory national data return. This is the fourth consecutive year of the ADCS survey as we look to build the evidence base. In 2018 it was estimated that somewhere in the region 57,800 children and young people were known to be home educated on the first school census day of the academic year.

## 2. Understanding the cohort

### 2.1. Total number of children known to be home educated on Thursday 3 October 2019

Across the 132 LAs completing the 2019 survey, a total of 47,464 children and young people were known to be home educated as of 3 October 2019, the first school census day of the 2019/20 academic year. It can therefore be estimated that there were 54,656 children and young people being home educated across the 152 LAs in England on this date, a slight decrease from 4 October 2018. While this decrease is surprising considering the recent trend of growth in the size of this cohort, it should be noted that this year's survey had considerably more responding LAs than 2018 (106 respondents), meaning that the margin for error in this year's survey is smaller. The actual number of 47,464 children and young people known to be EHE on 3 October 2019 represents an increase of 7,105 from 4 October 2018.

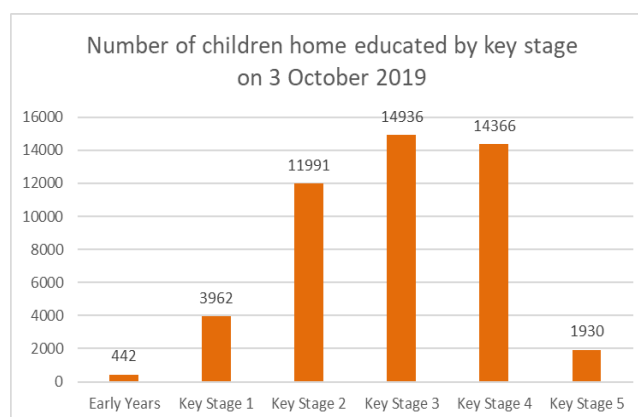
The largest reported cohort in any one LA was 2,583 children and young people while the lowest number reported by an LA was three. The mean average across all 132 responding LAs was 376. All 132 respondents specified the gender breakdown of their EHE cohort, approximately 51% are male and 49% are female and this gender split reflects findings in previous surveys.

Many respondents estimate that the actual number of children and young people being home educated in their locality is higher than records show. As with previous surveys, there is a consensus for the need for a registration system of home educated children and young people which the Department for Education (DfE) has recently consulted on. However, a number of respondents expressed concern over whether a voluntary system can be truly effective (see section 6):

*"The LA has seen a year-on-year increase in the number of families choosing to home educate and the numbers have escalated particularly in the last 12 months. The profile of the cohort is becoming increasingly determined by points in the academic year."*

## 2.2. Breakdown of home educated children by key stage on school census day

132 LAs provided a breakdown of children and young people being home educated by each key stage. The findings from this year’s survey largely reflect findings from the previous three years of the survey and highlight the significant increase in children who are home educated in key stages 2, 3 and 4. Key Stage 3 remains the largest cohort (14,936) while the Key Stage 4 cohort is slightly smaller (14,366).



As in 2018 and 2017, this year’s survey requested information about early years and Key Stage 5 aged children and young people. Please note that 124 respondents provided data for early years and 97 respondents were able to provide data for Key Stage 5:

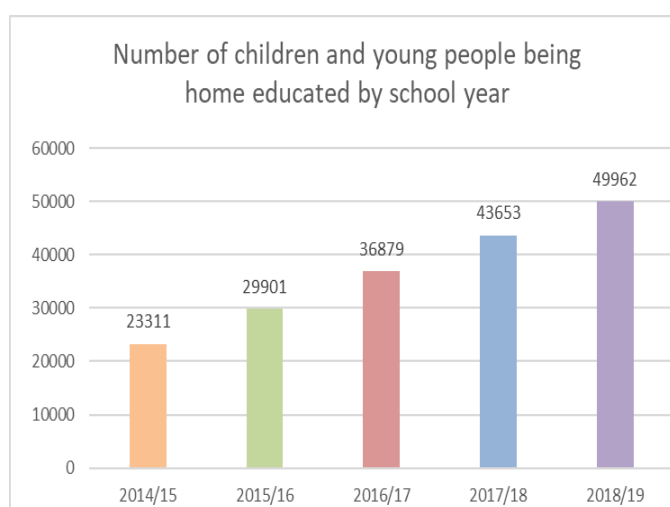
*“We continue to share some concern around the numbers of children in Key Stage 4 becoming EHE throughout the year, and where there have been concerns raised by parents around the advice and guidance given to them by schools. In [LA], this has led to informal and formal investigations by the LA.”*

*“We are pleased to see the changes to the Ofsted Education Inspection Framework in response to ‘off rolling’ but continue to be concerned about the number of Key Stage 4 pupils that are withdrawn and are at risk of becoming NEET.”*

*“[The LA] consider that the trends of pupils coming out of school to home educate in Key Stage 4 warrants further scrutiny, the new DfE guidance (April 2019) has been very helpful to local authorities and parents, setting out clearly the expectations of schools, LAs and parents. It remains a concern that parents are not legally obliged to engage with local authorities and there is no measurable framework in place for monitoring suitability of the education provision delivered.”*

## 2.3. Year-on-year increases in the electively home educated cohort

128 LAs provided data for this question on the number of children and young people known to be home educated on the final day of the previous five academic years. Not all LAs held data for the past five years, with 123 respondents providing data for 2014/15. The findings in this year’s survey reflect those of 2018 as the number of known EHE children and young people has increased by a year-on-year average of 20%. However, the rate of growth has slowed down slightly, last year the cohort increased by 14%. This may be linked to elective home education receiving increased attention in the media, from government and other organisations over the past year including ADCS. Further, Ofsted recently published a [report](#) exploring the links between parents choosing to home educate their children and the prevalence of



'off-rolling' in schools. Further, the new Education Inspection Framework is clear on the consequences for schools found to be off-rolling their pupils:

*"EHE numbers are steadily increasing: a 36% increase in 2018/19 compared to an 11% increase in 2017/18. All EHE referrals and enquiries are logged and monitored. In this academic year there has been an overall 'churn' within EHE of over 600 for one lone worker. Over 50% of new EHE cases in the spring and summer terms were taken off roll before initial enquiries and safeguarding and agency checks were completed."*

*We are fortunate in that we have a declining EHE roll. This is due to active engagement through our EHE Officers who are both school senior leaders and we have clear conversations with schools around the numbers moving to EHE. Legal processes are clear and we engage social care at every opportunity.*

#### **2.4. The cumulative total of home educated children and young people in 2018/19 and in-year churn**

As with previous surveys, we again tried to capture the in-year churn seen in this cohort and 125 LAs responded to this question. The cumulative total of children and young people known to be home educated at any point during the 2018/19 academic year was 64,787, meaning it could be inferred that somewhere in the region of 78,781 were known to be home educated at some point during the 2018/19 academic year. This represents an average in-year variation of 30% which reflects findings from 2018:

- A unitary LA in the South West had an EHE population of 365 on the final day of the 2018/19 academic year. The same LA had 714 children and young people on record as being home educated at any one point during the 2018/19 academic year, an in-year variation of 96%.
- A unitary LA in the North East had an EHE population of 146 on the final day of the 2018/19 academic year. The same LA had 210 children and young people on record as being home educated at any one point during the 2018/19 academic year, an in-year variation of 44%.
- A county council in the Eastern region had an EHE population of 2,527 on the final day of the 2018/19 academic year. The same LA had 3,094 children and young people on record as being home educated at any one point during the 2018/19 academic year, an in-year variation of 22%.

This year, we asked LAs to provide the number of EHE children and young people who returned to mainstream school during the 2018/19 academic year. 121 LAs provided data and reported a combined total of 10,878 children and young people returning to mainstream school, an average of 90 per LA:

*"[The LA] has seen an increase in the number of EHE families. The EHE list is more fluid with numbers joining and being removed from the register on an almost daily basis. As well as returning to school, we find that many families are moving out of the area to other parts of the country or abroad."*

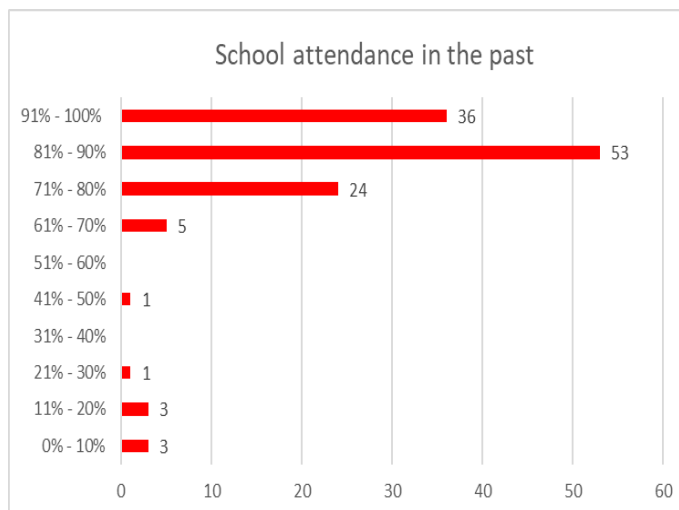
*"[The LA] in line with national trends is witnessing a growing number of families who are choosing EHE with known vulnerabilities, as a result there is a growing number of SAOs issued. We have created a local agreement with all schools that any failed EHE's will be returned to the last school the child was on roll. This has ensured that illegal off-rolling is not an issue in this LA."*

## 2.5. Previous school attendance

126 LAs responded to this question, 53 LAs (42%) reported that between 81% – 90% of their local EHE cohort had previously attended school whilst 36 LAs (28.5%) reported that between 91% – 100% had previously attended school. These findings mirror those from 2018 and 2017 which suggests that the decision to home educate is not purely a philosophical or lifestyle choice:

*“Most are from [local] schools and academies. Some are found through health services and this has increased this year as more awareness of not being on a school roll and reporting in has taken place. We also receive referrals from other authorities as families move into the area.”*

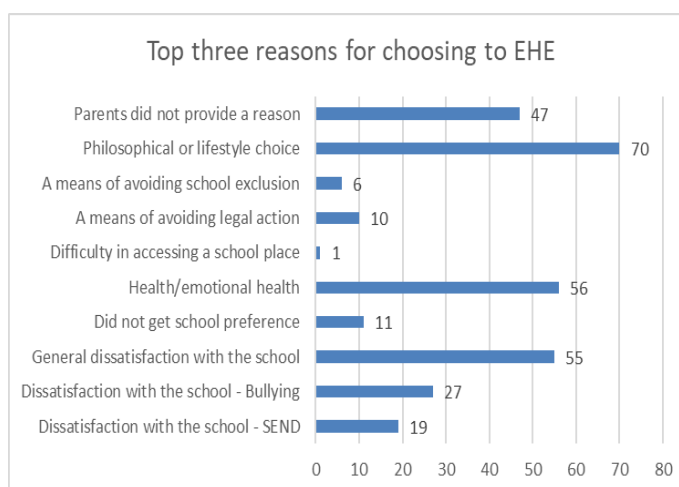
*“Only 7 [EHE] children on 3 October 2019 have never attended a school. As there is no current legal duty for parents to register their children as EHE, there may be many other children who have never attended school and are not known to us.”*



## 2.6. Most common reasons given for choosing to home educate

We asked LAs to select the top three reasons provided by parents or carers locally for choosing to home educate their children. 127 LAs responded to this question and “philosophical or lifestyle choice” was the most common reason, being cited 70 times. “Health/emotional reasons” was cited 56 times and “General dissatisfaction with the school” was the third most common reason given by parents or carers, cited 55 times:

*“There has been a significant increase in the reason for home education being ‘social, emotional and mental health’ within the 2018/19 cohort.”*



*“Whilst there is little evidence of schools off-rolling pupils, there is increasing anecdotal evidence of pupils not ‘fitting’ a school provision, leading to a decision to withdraw children from schools. It is becoming increasingly difficult for EHE families to find a local academy that will accept learners as private candidates for taking GCSE exams.”*

## 2.7. Special educational needs

As in 2018, we asked LAs for the percentage of children and young people who are home educated and have an education, health and care plan (EHCP) on 3 October 2019. 129 LAs provided a response to this question with 87 saying that less than 5% of their EHE cohort has an EHCP. However, 38 LAs reported that between 6% and 10% of their EHE cohort has an ECHP and one LA said that more than 25% of their EHE population has an EHCP:

*“Within the last twelve months, there has been a significant shift within the home education community, resulting in a surge of new referrals and an increase in cases with social care, SEND and multiagency involvement. Reasons for such an increase are varied but may range from the recent curriculum reforms and expectations of schools/students, to parents/carers seeing EHE as a solution to prosecution or as a temporary solution to not receiving their desired school place.”*

## **2.8. Relative size of the cohort**

To gauge the relative size of the EHE cohort, LAs were asked to compare this to the wider school age population. 116 LAs responded to this question, and of this number 35 said less than 0.5% of their school age population were home educated, 68 said the proportion is 0.5 – 1.0%, and 11 said 1.1 – 1.5%. Of the remaining two LAs who responded, one reported that 2.1 – 2.5% and the other 2.6 – 3% of their school age populations were home educated.

## **2.9. Permanent and fixed-term exclusions in advance of electively home educating**

This year we asked LAs to provide the number of children and young people who received either a permanent or fixed-term exclusion from school in advance of becoming EHE during the 2018/19 academic year.

67 LAs reported on the number of EHE children and young people who had received a permanent exclusion in advance of being EHE with a combined total of 206. 51 LAs said that no children and young people had been permanently excluded in advance of being EHE. The highest reported number of permanent exclusions by an LA was 21.

87 LAs reported on the number of children and young people who had received at least one fixed-term exclusion during the 2018/19 academic year in advance of becoming EHE. A combined total of 2,012 children and young people were known to have received at least one fixed-term exclusion in advance of becoming EHE during the last academic year, an average of 23 per LA. Many LAs reported that they are not able to collect this data but suspect that a significant proportion of parents or carers choose to home educate their children as a means of avoiding permanent exclusion, despite this being illegal.

*“EHE continues to rise despite LA intervention with schools where we have concerns about 'off rolling.' There continues to be concerns around the numbers of Key Stage 3 and Key Stage 4 EHE cases. The existing LA funding for EHE needs to be reviewed due to increased pressure to meet demand. A high number of parents withdrawing their children are unprepared, ill-informed and often make the decision to avoid exclusion or are told that the school cannot meet their child's needs. What we hear from schools is that they feel they do not have funding or resources for pastoral support and/or [to meet] the pressures of Progress 8.”*

## **3. Supporting electively home educated children and their families**

### **3.1. Visit at home or in a neutral venue**

129 LAs responded to this question, 119 (92%) reported that they request a home visit or meeting at a neutral venue while 10 (8%) do not. This represents a slight increase from 2018 where 88.5% of the responding LAs reported that they request a home visit. As with previous surveys, some LAs reported that they only request a home visit where they have reason to believe that the provision may be unsuitable or there are safeguarding concerns. Other LAs reported that they offer or request a home visit at the point of being notified that a child is being home educated. 103 of the responding LAs also request an annual home visit or a meeting at a neutral venue:

*“We screen all new EHEs for known vulnerabilities. These families are offered an initial home visit and follow up visits to ensure that a suitable education is being provided. Annual home visits are offered thereafter. All other families are contacted within 4 weeks by phone and offered to visit at an EHE drop-in service which is held monthly at four locations across the county.”*

*“We offer two education visits, one welfare visit and offer invites to three coffee sessions per year. The team work closely with multi-agency partners to support families and Early Help is offered at every visit.”*

### **3.2. Take up of home visits and presence of children and young people**

Of the 119 respondents who request a home visit, 103 provided data showing a 70% average take-up rate of visits. 85 LAs were able to provide more detail about instances where children and young people are present at these meetings, an average of 82%.

### **3.3. Alternative evidence of education**

103 LAs responded to this question and based on these responses, an average of 20% of families opted to provide evidence of education in lieu of a home visit e.g. samples of work or a report by an independent tutor.

### **3.4. Use of school attendance orders (SAOs) and penalty notices**

Of the 120 LAs that answered this question, 59 respondents (49%) reported not issuing any notices in the 2018/19 academic year. A combined total of 1,400 SAOs were issued by the remaining 61 LAs relating to the suitability of home education, representing an increase of approximately 171% from 2018. The highest number reported by any LA was 160, further, 103 LAs reported that 1,167 cases were resolved before a SAO was formally issued. In many cases sufficient evidence of education was provided, however, 902 children were known to return to a school-based education as a result of initiating the process or issuing a formal SAO:

*“When SAO proceedings are to be initiated, the case is initially referred to a multiagency panel who discuss the case in order to ensure all avenues have been explored and all areas of support have been offered, before the primary SAO notice is issued.”*

This year, we asked LAs what proportion of children and young people being home educated have been issued with a penalty notice for non-attendance at school during the 2018/19 academic year. Of the 107 LAs responding, 66 (62%) reported that the proportion is less than 0.5% and 12 (11%) reported that between 0.5% and 1% of their EHE cohort had been issued with a penalty notice for non-attendance at school. However, 17 LAs (16%) said that the proportion is more than 2%.

### **3.5. Formal exam entries**

41 LAs had data available on the number of children and young people who are EHE and were known to have sat formal exams in the last full academic year. Six LAs reported that zero home educated children and young people sat formal exams while the remaining 35 reported a total of 395 children and young people to have sat formal exams with a range of 1 – 49 per LA.

### **3.6. Support from FE colleges**

90 of the 126 LAs responding to this question were aware of FE colleges in their area providing support for Key Stage 4 learners who are EHE:



*“Close working with the FE college has led to more Y10/Y11 learners finding a part time vocational tuition to complement EHE learning with family. The local college policy is that learners should be in EHE for 6 months prior to applying/starting college so learners have stopped leaving school in order to go to college. Children are not accepted to part-time FE provision beyond October half term. This is proving to be very effective from the child and the college perspective.”*

*“We have a growing number of providers who are specifically designing courses to engage young people who are registered as EHE and fall within Key Stage 4. We are aware that some recent funding access issues are placing such offers from providers in jeopardy and this is of concern as the courses have been very beneficial to those learners who have engaged, enabling them to access post-16 courses.”*

### **3.7. LA support for electively home educated families**

122 LAs confirmed that they offer support for children who are electively home educated and their families. The most common forms of support are ‘signposting’ and ‘a visit from an EHE officer’ as well as ‘providing details of exam centres’ and ‘access to multi-agency support.’

*“We encourage parents to work with us on reviewing our policy and practice, sadly attendance is low at events and no parents were willing to engage in reviewing policy. We have involved our voluntary services in brokering engagement with this community group. Parents regularly report that vocal local social media EHE groups advise parents against working with the LA. We remain concerned that there is no physical oversight of these children, other than parents, for some this has exacerbated safeguarding concerns. This was highlighted in a recent local serious case review.”*

*“We have a small tuition service that has offered some sessional tuition to those year 11s where a return to school is not possible to ensure they have access to exams. The previous schools have paid for these. We feel frustrated that the law has not yet changed despite the number of consultations. The need for a register and a centrally funded national system is overdue. There needs to be some further work on challenge to schools and MATS where the number of children going on to EHE is high - this should be reported to the DfE like exclusions each term.”*

## **4. Safeguarding and welfare**

### **4.1. Information sharing policies for out of area moves**

125 LAs responded to this question and 120 (96%) stated that they have policies and procedures in place to share information with the new LA where an EHE family moves out of area while 5 LAs (4%) did not. This mirrors the findings from 2018.

As in 2018, LAs were also asked this year whether they record EHE children and young people who move out of area as children missing education (CME). Of the 123 LAs who responded, 58 (47%) said that they did and 58 (47%) LAs said that they did not. The remaining seven responding LAs were unsure. This marks a slight increase from 2018 in the number of LAs recording these children and young people as CME:

*“As the current CME legislation includes a duty on the LA to ensure there are no children missing education in the authority, the CME Officer is the initial contact for all new EHEs and will actively seek through statutory powers to find all children in the city not receiving an education - this includes identifying those children not known to be home educated.”*

## **4.2. Size of the electively home educated cohort known to children’s social care and/or wider children’s services.**

The 116 LAs who responded to this question reported that an average of 13% of their EHE cohort were known to children’s social care, both historic and/or current, which represents an increase from 2018. Responses ranged from 0% - 52%. However, some LAs said that they do not have historic data meaning that this number could be higher.

90 LAs reported an average of 18% of their EHE cohort were known to wider children’s services, both historic and/or current. There was also a lot of variation in answers provided with responses ranging from 0% - 70%:

*“The surge [in the number of EHE families] notably involves cases which are increasing in complexity and, consequently, require more robust monitoring, support and multiagency involvement. Therefore, this has led to greater collaboration between EHE and CME, as well as liaising with social care and health when children may not have been seen by a professional and there is a safeguarding concern. What is becoming clearly apparent is the increase in students who are leaving school to be home educated who present with significant undiagnosed additional needs.”*

## **4.3. Use of unregistered/illegal schools**

LAs were asked if they were aware of unregistered or illegal schools operating in their area and 13 LAs confirmed they are aware of this. One LA was aware of 60 unregistered or illegal schools in their area and expects this figure only to increase. However, these LAs reported that they are in regular contact with Ofsted and the DfE about their concerns and in some cases unregistered/illegal provision has been closed down:

*“All concerns have been raised with the DfE. Due to one [unregistered] setting operating half of the day under religious learning and the other half for general education (English, maths etc), I am informed that this does not count as full time. The LA continues to monitor the provision and liaise with the DfE.”*

*“Whilst families in this category claim to be EHE, very few engage sufficiently to allow the LA to assess the suitability of the education provided. The majority of these settings are now considered to be religious institutions, however, they continue to pose a health and safety risk and offer those attending a limited education.”*

## **5. Resources**

### **5.1. Annual budget (and actual spend) on the coordination of elective home education**

84 LAs responded to this question and the overall average annual budget was £64,000, however, there was significant variation in annual budgets allocated and a number of LAs reported that they either did not have a dedicated budget or did not know what the budget is, possibly because these services operated in a wider context. Budgets ranged from £5,000 - £320,000, however, only four LAs reported having an annual budget of £200,000 or more.

73 LAs provided both their allocated annual budget and their actual spend, 15 (21%) LAs reported an overspend whereas 10 (14%) LAs reported an underspend on their EHE budget. The highest overspend by an LA was £132,000. The number and proportion of LAs overspending on supporting EHE children and families has decreased since 2018, however, the number and proportion of LAs reporting an underspend has also decreased.

## **5.2. Number of relevant full-time equivalent (FTE) staff**

119 LAs provided an answer to this question and reported an average of 1.8 FTE members of staff to co-ordinate and monitor EHE provision in this area per LA. 27 respondents reported they had one or less than one FTE member of staff; 56 LAs had more than one; and seven had five or more FTE members of staff. In comparison to returns from 2017 and 2018, LAs appear to be recruiting more staff in this area.

*“The EHE team has recently restructured as it became very clear that additional capacity was needed and as such the actual spend on EHE will be significantly higher for the 2019/20 academic year. The team operate with multi-agency partners and the charity sector to offer the very best support. Commissioning from the team is undertaken for Educational Psychology services. The team also has a dedicated Supporting Families Key Worker who offers Early Help and support to families.”*

## **6. Additional comments – proposed duties on LAs**

The government’s recent consultation *Children not in school*, proposed duties on LAs to provide support to EHE families where it is requested and to maintain a register of children not registered at specified types of school. Several LAs provided further comments on these proposed duties of LAs:

*“[The LA] welcome this proposal to provide support to EHE families, however LAs will require appropriate levels of funding allocated to them, with clear guidelines setting out clearly what the expectations of the LA are and what support will be offered. This will ensure consistency of service throughout the country and make it measurable, where EHE forms part of any inspection.”*

*“There will be the need to ensure that expectations from parents are reasonable. For example, if a child is particularly talented in a subject or sporting activity then the parents may take them to events around the United Kingdom or abroad. This can involve fees to participate and also the cost of travel. These can be substantial and there needs to be a limit on what assistance can be sought or expected from the LA. The proposed duty will require guidance around possible pathways for children who are EHE to access public examinations. This will assist in establishing uniformity and consistency between LAs and also in parental expectations of the LA. It is essential that a postcode lottery situation is avoided.”*

*“We currently have 222 children registered as electively home educated. In every authority there will be an unknown number of children who are home educated and remain unknown to universal services. This would suggest that voluntary registration schemes are not effective in identifying every child and whether they are in receipt of education.”*

*“When children leave schools during the academic year to be electively home educated the remaining Age Weighted Pupil Funding for that child at the point they are removed from roll should be allocated for use by the LA to assist with engaging with and supporting parents who electively home educate their children.”*

*“We consider that without legislation in place, the interpretation of the DfE guidance will vary across the country and there are still many parents who will not want local authorities to carry out any monitoring visits. Without evidence it is impossible for a local authority to know whether the children the LA is accountable for are in receipt of any education.”*

*“[The LA] agree that there should be a statutory duty on local authorities to provide advice and support on request to parents who educate children at home, providing that the government provides the additional resources to fulfil this duty. There would need to be a careful balance*

*between offering advice and support, taking into consideration the views of the parent/child and ensuring that they are fully aware that - even though there is that offer of support/guidance from the LA - the responsibility and duty to ensure a suitable education is provided, still remains with the parents.”*

*“The lack of adequate and clear statutory powers and guidance continues to seriously hinder the ability of LAs to assess and monitor the suitability of the education being provided for EHE children and to ensure that their development and wellbeing is safeguarded. This is well known and it is essential that it is now addressed.”*

## **Elective Home Education Survey 2019**

### **Introduction**

The numbers of children and young people who are home educated are not routinely captured via a national data return.

Since 2016, ADCS has issued a short survey to local authorities (LAs) in a bid to understand more about this cohort of children, the support on offer to them and their families and how services are arranged locally.

We understand that local authorities can only report on the children who are known to them and that it is difficult to gain a comprehensive picture of the size and make up of this cohort without a formal registration process, however, we are interested in furthering our collective understanding and stimulating national debate. The DfE has recently consulted on a register of all children and young people who are not educated in school which, if implemented, will improve our understanding of the number of those being home educated. We do not yet know the progress of this register but ADCS will monitor this and adapt future surveys appropriately.

Please complete this survey using school census day (Thursday 3 October 2019) data. Before submitting your response, you will be able to close and then return to the survey with your answers saved as long as you are using the same device. Please contact [matt.cunningham@adcs.org.uk](mailto:matt.cunningham@adcs.org.uk) in the first instance if you have any questions or queries about this exercise.

Thank you for your assistance.

## Elective Home Education Survey 2019

### Data

1. On 3 October 2019, how many children and young people were you aware of being electively home educated in your local area? Please include the overall figure and gender breakdown.

Total

Male

Female

2. How many children were electively home educated by Key Stage, as captured on 3 October 2019?

Early Years

Key Stage 1

Key Stage 2

Key Stage 3

Key Stage 4

Key Stage 5

3. How many children were known to be electively home educated on the final day of each of the following academic years locally?

2018/19

2017/18

2016/17

2015/16

2014/15

4. During 2018/19, how many local children were known to be electively home educated at any point across the academic year (the cumulative total)?

5. What proportion of your local electively home educating cohort have previously attended school?

- |                              |                               |
|------------------------------|-------------------------------|
| <input type="radio"/> 0-10%  | <input type="radio"/> 51-60%  |
| <input type="radio"/> 11-20% | <input type="radio"/> 61-70%  |
| <input type="radio"/> 21-30% | <input type="radio"/> 71-80%  |
| <input type="radio"/> 31-40% | <input type="radio"/> 81-90%  |
| <input type="radio"/> 41-50% | <input type="radio"/> 91-100% |

Comment:

6. What are the top 3 reasons given by parents/carers for choosing to electively home educate, as captured on 3 October 2019?

- |   |   |
|---|---|
| <input type="checkbox"/> Dissatisfaction with the school - SEND     | <input type="checkbox"/> Difficulty in accessing a school place |
| <input type="checkbox"/> Dissatisfaction with the school - Bullying | <input type="checkbox"/> A means of avoiding legal action       |
| <input type="checkbox"/> General dissatisfaction with the school    | <input type="checkbox"/> A means of avoiding school exclusion   |
| <input type="checkbox"/> Did not get school preference              | <input type="checkbox"/> Philosophical or lifestyle choice      |
| <input type="checkbox"/> Health/emotional health                    | <input type="checkbox"/> Parents did not provide a reason       |

Other (please specify)

7. What percentage of the total number of children who are electively home educated have an education, health and care plan (EHCP) as captured on 3 October 2019?

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| <input type="radio"/> 0% - 5%   | <input type="radio"/> 16% - 20%     |
| <input type="radio"/> 6% - 10%  | <input type="radio"/> 21% - 25%     |
| <input type="radio"/> 11% - 15% | <input type="radio"/> More than 25% |

8. As of 3 October, what percentage of your school aged population are electively home educated?

- |                                      |                                    |
|--------------------------------------|------------------------------------|
| <input type="radio"/> Less than 0.5% | <input type="radio"/> 2.6% - 3.0%  |
| <input type="radio"/> 0.5% - 1.0%    | <input type="radio"/> 3.1% - 3.5%  |
| <input type="radio"/> 1.1% - 1.5%    | <input type="radio"/> 3.6% - 4.0%  |
| <input type="radio"/> 1.6% - 2.0%    | <input type="radio"/> More than 4% |
| <input type="radio"/> 2.1% - 2.5%    |                                    |

9. How many children and young people were **permanently** excluded from school during the 2018/19 academic year in advance of becoming electively home educated?

10. How many children and young people received at least one **fixed-term** exclusion from school during the 2018/19 academic year in advance of becoming electively home educated?

11. How many electively home educated children and young people returned to mainstream school in your area during the 2018/19 academic year?



## Elective Home Education Survey 2019

### Visits

12. Does your LA contact parents/carers to request a home visit or a meeting at a neutral venue in order to discuss the education arrangements for their child(ren)?

Yes

No

13. If 'yes' to question 12, does your LA contact parents/carers to request an **annual** home visit or a meeting at a neutral venue?

Yes

No

Comment

14. If 'yes' to question 12

What percentage of home educating families agree to a home visit by the LA? Please omit the % sign from your answer.

What percentage of meetings are children and young people present at? Please omit the % sign from your answer.

15. What percentage of families provide alternative evidence to a home visit e.g. samples of work or an independent home tutor report? Please omit the % sign from your answer

16. How many School Attendance Orders (SAOs) relating to the suitability of home education did your local authority issue in 2018/19?

17. How many of these cases were resolved before an SAO was formally issued?

18. In total, how many children returned to a school-based education as a result of initiating the SAO process or the issuing of a formal SAO?

19. What proportion of children who are registered as electively home educated have been issued with a penalty notice for non-attendance at school during the 2018/19 academic year?

- less than 0.5%
- 0.5% - 1.0%
- 1.1% - 1.5%
- 1.6% - 2.0%
- More than 2%

## Elective Home Education Survey 2019

### Support

20. Does your LA offer any support for children and families who are electively home educating?

- Yes  
 No

21. If 'yes' to Question 20, what support do you offer? Please choose all appropriate answers

- |  |   |
|--|---|
| <input type="checkbox"/> Exam costs              | <input type="checkbox"/> Officer visit                  |
| <input type="checkbox"/> Details of exam centres | <input type="checkbox"/> Access to online platforms     |
| <input type="checkbox"/> Signposting             | <input type="checkbox"/> Access to multi-agency support |

22. How many children in your local area who are electively home educated are known to have sat formal exams in 2018/19?

23. Are you aware of any FE colleges in your local area providing support for Key Stage 4 learners who are electively home educated?

- Yes  No

Comment

24. Do you have any further comments on the government's proposed duty on local authorities to provide support to electively home educating families?

## Elective Home Education Survey 2019

### Safeguarding and welfare

25. Where families who electively home educate move out of your area, do you have clear policies and procedures in place to share any relevant information with the new LA?

Yes

No

Comment

26. Do you routinely record children who are electively home educated and move elsewhere with their families as missing education (CME)?

Yes

No

Unsure

27. What percentage of your total elective home educating cohort are known to children's social care e.g. are a child in need or have a care plan (historic and/or current)? Please omit the % sign from your answer.

28. Beyond children's social care, what percentage of electively home educating children are known to wider children's services e.g. early help (historic and/or current)?

Please omit the % sign from your answer.

29. Are you aware of children who are electively home educated in your area attending unregistered or illegal schools that operate full-time? If 'yes' please indicate how many children currently attend these settings.

Yes

No

Comment

30. If you answered 'yes' to Question 29, do you have any specific concerns about these settings relating to safeguarding, health and safety or the suitability of the educational experience on offer, for example?

**Elective Home Education Survey 2019**

**Arrangement of local services**

31. What was the budget/actual spend on co-ordinating and/or providing home education support services in your authority in the last full academic year (2018/19)?

Budget spend £

Actual spend £

32. How many FTE staff work in this area, co-ordinating and/or supporting home educating families?

## Elective Home Education Survey 2019

### Additional Comments

33. Please use this box to leave any additional comments you have on the national policy context or specific issues and trends in your locality. Please also use this space to share details of local policies or practices you think might be of interest to others.

34. Please leave your name and email address if you wish to be informed directly of the outcomes of this work, otherwise findings will be shared via DCSs in due course.

LA or type of LA and  
region (i.e. unitary in the  
North West)

Name

Email address



## The Association of Directors of Children's Services Ltd (ADCS)

ADCS is the national leadership association in England for statutory directors of children's services and their senior management teams



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