



Department  
for Education

# **Elective home education: call for evidence**

**Government consultation**

**Launch date: 10 April 2018**

**Respond by: 2 July 2018**

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## Introduction

The Department for Education (DfE) is calling for evidence to help consideration of whether the current arrangements for oversight of elective home education are adequate to fulfil the government's aspiration that all children in England should receive a good education. It also seeks views on the proposed updating of departmental guidance on current arrangements for elective home education.

## Who this is for

- Parents and young people, especially those taking part in elective home education;
- Local authorities;
- Organisations which support families taking part in elective home education;
- Schools and teachers, and their representative organisations.

## Issue date

The call for evidence was issued on 10 April 2018.

## Enquiries

If your enquiry is related to the policy content of this document you can contact the team by email:

[HomeEducation.consultation@education.gov.uk](mailto:HomeEducation.consultation@education.gov.uk)

If your enquiry is related to the DfE e-consultation website or the consultation process in general, you can contact the DfE Ministerial and Public Communications Division by email: [consultation.unit@education.gov.uk](mailto:consultation.unit@education.gov.uk) or by telephone: 0370 000 2288 or via the [DfE Contact us page](#).

## Additional copies

Additional copies are available electronically and can be downloaded from [GOV.UK DfE Consultations](#)

## The response

The results of the call for evidence and the Department's response will be published on [GOV.UK](#) later in 2018.

# How to respond

## Respond online

To help us analyse the responses please use the online system wherever possible. Visit [www.education.gov.uk/consultations](http://www.education.gov.uk/consultations) to submit your response.

## Other ways to respond

If you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may download a Word document version of the form, and email or post it.

### By email

[HomeEducation.consultation@education.gov.uk](mailto:HomeEducation.consultation@education.gov.uk)

### By post

Elective Home Education: Call for Evidence  
Independent Education and Boarding Team  
Department for Education  
Bishopsgate House  
Feethams  
Darlington  
DL1 5QE

## Deadline

The call for evidence closes on **2 July 2018**. Comments in relation to proposed updated guidance on existing arrangements should be made to the same timescale.

## About this call for evidence

1.1 The Government intends to safeguard the primary duty of parents to lead their children's education, including the provision of home education. It does not intend that the state should supplant this parental role. This document starts out from the current legislative framework under which elective home education in England operates, and asks for views on some of the reported difficulties in providing assurance that every home educated child is receiving a good education. This document does not put forward any specific government proposals for change. However, it seeks comment, evidence and suggestions in relation to two main areas of interest:

The first is the **registration of children who are home educated**: what happens at present in terms of voluntary registration, and what views people have on the issue of registration;

The second is that of **monitoring of the educational provision by local authorities** in relation to elective home education. At present most local authorities operate some form of informal oversight, if possible by agreement with parents. We seek views on how effective this is and what changes might be needed.

1.2 There is a significant range of issues relating to children with special educational needs who are educated at home. However, this call for evidence does not deal specifically with these matters, which are covered in the SEN Code of Practice and in funding guidance issued by the department. The document does address one specific issue in relation to children who are educated in special schools, but whose parents wish to educate them at home.

1.3 In November 2017, the government made a commitment, during the Second Reading debate of the Home Education (Duty of Local Authorities) Bill introduced by Lord Soley into the House of Lords, to consult on draft revised non-statutory guidance for local authorities. The documents accompanying this call for evidence form draft versions of that guidance: there is one document intended primarily for local authorities, and another for parents. We are also inviting comments on these documents. They can be downloaded separately from this call for evidence document.

1.4 We would like to issue the revised guidance documents in their final form as soon as possible after the consultation period ends and responses have been analysed, as we have become aware of an appetite amongst both LAs and parents for clearer advice as to their respective roles and responsibilities.

1.5 We would like all those with an interest in home education to submit responses to this call for evidence so that the department can gather the fullest possible information.

## Background and context to this call for evidence

2.1 The government supports the right of parents to educate their children at home and believes that most who do so are educating their children well. However, it wants to ensure that all children in England who are educated at home receive a good education that prepares them well for adult life, in the wider community of British society. We believe the numbers of home educated children are rising (a survey conducted by the Association of Directors of Children's Services (ADCS) in the autumn of 2017 suggested that numbers had risen by over 20% in the previous 18 months to 45,500), and new issues affecting home education have arisen in recent years, especially the vulnerability of some children to radicalisation, and the spread of unregistered schools offering services to home-educating parents. These need to be addressed, but the system also needs to work in the interests of parents doing a good job. We are also interested in what support parents could use to make home education work better, although the basic policy that parents who home educate take financial responsibility for doing so, remains in place. Elsewhere, the Welsh Government has recently announced plans for increased scrutiny and support for home education.

2.2 The current legislative arrangements, under which elective home education is possible, were designed for a different age (they originate in the Education Act 1944). Parents have an obligation under s.7 of the Education Act 1996 to ensure that a child of compulsory school age receives an efficient full-time education suitable to the child's age, ability, aptitudes and any special educational needs which the child has, either by regular attendance at school, or otherwise. When parents elect to educate a child at home, it is therefore 'education otherwise than at school'. This is also true when a child receives part of his or her education at home and some in an institutional setting, which might be a part-time provision designed to supplement home education, but in some cases may be an unregistered school.

2.3 This government's vision is to ensure that all children and young people receive world-class education in a safe environment so that they all have the opportunity to succeed and reach their potential, regardless of background. The department believes that home education is often good, and that it is a valid way of realising these ambitions for children. However, there is no assurance that this is always the case. A number of problems arise from lacunae or shortcomings in the current legislation which have been drawn to the department's attention by local authorities and by local children's safeguarding boards - in correspondence and in meetings both with directors of children's services and with forums of local authority officers who deal with elective home education on a day-to-day basis:

- a. No-one knows for certain how many children are electively home educated in England. Although some local authorities operate voluntary registration schemes, there is no systematic collection of data. Schools are obliged under the Education (Pupil Registration) (England) Regulations 2006 to inform the local

authority of deletions from their admissions register, but parents are not obliged to notify the school or anyone else that the home education is the reason for withdrawing children from school. Some other children never attend school in the first place; and other families who educate children at home may move to a new local authority area without informing the original authority of residence.

Estimates of the total numbers of home educated children in England range from 20,000 -30,000 a decade ago to over 50,000 now. The 2017 ADCS survey mentioned above estimated a total of 45,500; but this may be an under-estimate. However, the extent to which this apparent increase in recent years is due to the authorities' being aware of a rising proportion of cases, as opposed to an underlying trend in the numbers themselves, is unknown;

b. A child being educated at home is not necessarily or even normally the same as a 'child missing education' (CME) but often the two issues are conflated inaccurately because of an expectation that children will most often be educated in school. Local authorities have a duty under s.436A of the Education Act 1996 to make arrangements, so far as possible, to establish the identities of children who are not receiving a suitable education, but because of the unreliability of data on home educated children and the lack of monitoring powers, local authorities may not know the identity of every child being home educated in their area;

c. Local authority officers working on home education have told the department that they come across many instances where schools have put pressure on parents to withdraw children from school to 'home educate' the child, as an alternative to the child being formally excluded. Sometimes this is also said to arise when a school does not wish to deal properly with special educational needs. This pressure may occur even though the parent is unwilling, and often unable, to carry out home education properly. Many local authorities have said that this practice of 'off-rolling' is increasing - although by its very nature this is hard to prove. This is potentially highly damaging to a child's education;

d. There is also some evidence from local authority admissions officers that a few parents are claiming to be home educating as part of an attempt to have their child placed at their favoured school at the normal point of primary or secondary entry, by utilising local 'fair access' protocols to get their child a place. This is done by withdrawing the child from an unwanted school place shortly after the start of the academic year, on the basis of a claim that the child is now being home educated - home education which is shortly afterwards ended, and a new school place is then sought at the school which the parents had preferred all along;

e. There is confusion amongst many home-educating families and local authorities about the extent of local authorities' powers. Although they are under

a duty to attempt to identify children not receiving a suitable education, local authorities may not know about all the children being home educated in their area, and have no express power to monitor on a routine basis the educational provision being made for a home educated child; neither can they impose any legal obligation on parents to let them see or talk to a child or the child's work. For most home educated children in most local authority areas, oversight is limited to an annual agreed visit or discussion of work; and in many cases where the family is known to be providing suitable education the authority may consider this to be perfectly satisfactory and have no desire, in general, to spend further time on the matter. However, this does not form the whole picture. Current departmental guidance based on the local authority obligation to try to identify children not receiving a suitable full-time education, is that it is reasonable for the local authority to make informal enquiries of the parent when a child is known to be educated at home; in this way the LA can exclude those who are being suitably educated at home from the LA's list of those who are at risk of missing education. If such informal enquiries do not yield satisfactory results, there is provision in s.437(1) of the 1996 Act to require formally that the parent show the education to be suitable and full-time. If the parent cannot, the local authority can initiate school attendance proceedings. There is more information on this, and the steps the LA can take if parents continue not to cooperate, in the draft guidance documents on which we are inviting views as part of this consultation;

f. home education is sometimes seen as a safeguarding matter and some home educators believe that local authorities use 'safeguarding' as a cover for extending their oversight of home education. Although it is sometimes said that home education has been a factor in serious injuries or deaths which have led to Serious Case Reviews, in fact the child concerned has normally been known to relevant agencies despite being home educated. Attempts to use data on child protection registers to show whether home education presents an increased risk have not been conclusive. Some local authorities have reported concerns that home educated children might be at increased risk of radicalisation, because of both the type of education they are receiving and their reduced contact with professional services. The department's published guidance on home education makes it clear that the safeguarding powers and duties which local authorities have under the Children Acts and under section 175 of the Education Act 2002 apply as much to home educated children as to those attending school. However, there is a need for clearer guidance on the extent to which safeguarding powers are relevant to home education at present and the draft guidance attached seeks to provide that clarification;

g. current arrangements do not make any specific provision for individual children to express a view on being educated at home. Lack of contact with external agencies may make it more likely that a situation can exist where the child is in



effect being denied a proper education because the provision does not meet the requirements of s.7, but the child cannot tell anyone. This is an enforcement problem. Even if the education is satisfactory, it may not be what the child wants (for example he or she may prefer to attend school);

h. the government also needs to be able to give public assurance that all children are protected from the risk of being radicalised through their education. There are arrangements to achieve this in state-funded and registered independent schools, particularly through the 'Prevent' duty. There is some evidence of radicalising influences in unregistered institutions that support parents who are home educating their children - see paragraph 255 of Ofsted's Annual Report for 2015/16<sup>1</sup>. Although there is no evidence that home education in itself increases the risk of radicalisation, there is a need for further information on this subject. The Casey Review on integration, published on 5 December 2016<sup>2</sup>, recommended that consideration be given to more regulation of home education.

2.4 The government considers that taking these factors together, there is a need for more evidence as to the effectiveness of the current arrangements to inform future policy. It is aware that these are matters which continue to be a cause of controversy amongst those who educate children at home or support those who do, and other stakeholders such as local authorities. The government is clear that the arrangements for home education should be proportionate, sensible in administrative terms, and allow authorities to focus on those families who are most at risk or need the most support to provide a suitable education – without detracting from the principle that the education of a child is first and foremost a parental responsibility. It also believes that families which are keen to educate children at home and can do it well may need advice and support from the local authority, and this issue is also included within the scope of this call for evidence.

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<sup>1</sup>[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/574186/Ofsted\\_annual\\_report\\_education\\_and\\_skills\\_201516\\_web-ready.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/574186/Ofsted_annual_report_education_and_skills_201516_web-ready.pdf)

<sup>2</sup><https://www.gov.uk/government/publications/the-casey-review-a-review-into-opportunity-and-integration>

## Next Steps

3.1 This call for evidence will, it is hoped, give ample scope to all interested parties to provide evidence on what works well, and what works less well, in ensuring that children educated at home are properly educated. It is also intended to allow respondents to put forward ideas and proposals for change, and justification for such change. The government has not made any decision on these issues but does believe that even if the majority of children who are educated at home are educated well, it is essential to ensure that this does not leave a minority of children ill-served.

3.2 When the closing date is reached, the government will therefore consider the responses carefully, and then publish a response. Any proposals for change, including new legislation, would safeguard the right of parents to educate their children at home.

3.3 As mentioned above, the government also proposes to update its guidance on current arrangements. The current version of DfE guidance was issued in 2007, and revised with only a small amendment in 2013, but the department believes that local authority powers and duties could be exercised more effectively than is sometimes the case at present, and this is the aim of the revised guidance. The government is inviting comments on drafts of the revised guidance: it will consider responses received, and revise the draft documents as necessary with a view to publication. The publication of the final revised guidance will be carried out on a separate timescale to the production of the government response to evidence submitted for the call for evidence proper.

3.4 Consequently, the government invites comments on this call for evidence and on the updated guidance documents, by **2 July 2018**.

## Information about home-educated children

4.1 One of the most common arguments put forward in relation to elective home education is that it is not possible to have effective oversight and monitoring of the provision made by parents unless there is mandatory registration of such children with their local authority. Some local authorities already run voluntary registration schemes as part of their arrangements for supporting home education; but inevitably these do not have complete coverage. Some local authorities do not have any registration arrangements. The current private member's bill mentioned earlier contains provisions designed to introduce compulsory registration. We therefore seek information on the success or otherwise of local registration schemes, and also views on the potential advantages or disadvantages of registration of children who are of compulsory school age but are being educated at home.

4.2 The government is aware of the view held by some that registration might set back the considerable efforts which some local authorities have made to build up strong working relationships, support mechanisms and consensus with home educators and organisations. We would welcome views on how registration could be as 'light-touch' and unbureaucratic as possible given the experience of local authorities and parents in participating in such schemes.

4.3 Although it can be argued that it should be sufficient to confine registration to situations where a child is only educated at home, it is also the case that in practice provision for some children is made in more than one setting. Some children attend unregistered part-time settings for part of the week – some of those settings operating legitimately, but others, not; and some children are 'flexi-schooled' - that is to say that they are both registered at a state-funded school which they typically attend on one or two days a week, and at other times are educated at home.

4.4 We would therefore welcome comment on the issue of scope of registration, drawing on evidence from local schemes as appropriate, and addressing as well the question of how registration schemes could approach the situation in which the home-educating parent is "outsourcing" some or all of the provision, for example to unregistered part-time tuition centres or home education collectives run by parents. One way to approach this might be for the parent to be required to name any setting which is providing education to the child in addition to that being provided at home. Evidence from those involved in flexi-schooling or other forms of a portfolio approach to home education is therefore especially welcome.

4.5 A related issue concerns information flows on children who are, or may be, educated at home. This can be information exchange between authorities - for example if it was known that a home-educated child had moved into another authority area and the new home authority may or may not be aware of this - or between local authorities and schools and other providers, when an authority needs to confirm that a child is on

the roll of the institution as claimed by a parent or guardian. This can be a problem if the local authority does not have access to that information already (for example, on names of children attending independent schools). Comments are invited on the adequacy of information flows to and between authorities to help them meet their duties to identify children who are missing education. The Education (Pupil Registration) (England) Regulations 2006 were recently amended in September 2016 to help improve tracking of children who may be missing education.<sup>3</sup>

4.6 Since registration schemes are currently voluntary, there is no penalty for not participating in them. If compulsory registration was to be introduced - by way of a duty on local authorities to keep a register of home educated children, and a parallel duty on parents of such children to register the child, the issue of sanction for parental non-compliance with their duty would inevitably arise. One line of argument is that specific sanctions are unnecessary, and even if registration were to be mandatory, local authorities could simply proceed with the school attendance order process if a child was known about but not registered, if the legislation provided that a failure to register gave a presumption that the education provided was not suitable. We would welcome views on these issues.

4.7 Local authorities have also told the department that in a significant number of cases parents withdraw children from school for home education without sufficient preparation, and soon realise that home education is not feasible; but the child's name has been removed from the school roll. In these circumstances a system that enables a child to be withdrawn from school on a provisional basis, during which time the parent would have to arrange the child's education in compliance with section 7 and would not be required to send the child to school, but at the end of which it would be possible for the child to return to the school without having to apply for re-admission on the same basis as other children, could well reduce the difficulties caused in these cases. We would welcome opinion on whether such a system is necessary and how it might work in practice.

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<sup>3</sup> <https://www.gov.uk/government/publications/children-missing-education>

## Questions for consultation (see response form)

4.8 We would therefore welcome your views on the following:

1) How effective are the current voluntary registration schemes run by some local authorities? What are the advantages and disadvantages associated with these local voluntary arrangements, and what would be the advantages and disadvantages of mandatory registration of children educated at home, with duties on both local authorities and parents in this regard?

2) What information is needed for registration purposes, and what information is actually gathered by local authorities? Would it help the efficacy of these schemes, and the sharing of information between authorities, if there were a nationally agreed dataset or if data could be shared by national agencies, such as DWP or the NHS?

3) Does experience of flexi-schooling and similar arrangements suggest that it would be better if the scope of registration schemes included any children who do not attend a state-funded or registered independent school full-time? If so, do you think that local authorities should be able to confirm with both state-funded and independent schools whether a named child is attending that school full-time?

4) Would the sanction of issuing a school attendance order for parental non-compliance with registration be effective, or is there another sanction which would be more useful?

5) What steps might help reduce the incidence of schools reportedly pressuring parents to remove children to educate them at home?

6) Is there an argument for some provision which allows a child to return to the same school within a specified interval if suitable home education does not prove possible?

## Monitoring educational provision made at home or for home-educated children

5.1 Registration would help to ensure local authorities know who is being educated at home. It is therefore only part of the solution even if were to be made mandatory. The government's view is that it could help to ensure that the parental duty to provide an efficient full-time suitable education is being met; but that without some form of oversight or monitoring, a registration scheme on its own might not be very effective. However, there is also a need for monitoring to be proportionate. Current practice amongst local authorities varies, but in many cases an authority has no difficulty in obtaining regular assurance that the educational provision is satisfactory. Local authorities should not need to carry out detailed monitoring of every home-educating family in their area; efforts should be concentrated on those families where there is genuine cause for concern about the ability and/or motivation of the parents to provide a proper home education, and also on those families which have just started to educate a child at home and may be unaware of the magnitude of the task and would benefit from some advice and support. The government also wants to ensure that parents are not subjected to spurious complaints or unwarranted interference by authorities when they are known to be educating their children properly.

5.2 At present, there is no clear legal framework for local authorities to monitor home education on any sort of routine basis, and parents have no obligation to co-operate with authorities' efforts to do so. Authorities have a duty to identify so far as possible children who are not receiving a suitable education; that duty does not include a child simply because he or she is being home educated. In practice, local authorities are able to reach informal understandings with most home-educating families about arrangements for review of provision, but some parents are unwilling to co-operate with these. Local authorities have no right to see the child or the education setting simply to assess home education. We are aware that some authorities feel uncertain over their role in assessing the suitability of education. This section of the call for evidence seeks information and comment on that aspect.

5.3 We would like information on the effectiveness of current practice and legislation, and leading on from that, views on what changes might be necessary to ensure that the monitoring and assessment of suitability is satisfactory. In addition, we seek information on some specific related issues.

5.4 Although many parents who home educate do not wish local authorities to be able to directly monitor the quality of provision, the government believes that both local authorities and many parents will in fact welcome clarity on these points so that disputes between authorities and parents as to the extent of local authority powers – which occur quite frequently at present - could be avoided. The circumstances in which children are educated at home, the degree of oversight needed and the support offered, vary hugely.

5.5 Some parents who are educating their children at home use private tutors to either provide all the education, or to supplement their own teaching. The qualifications of such tutors, and the relevant safeguarding checks, are a matter for the parents to deal with. We would welcome evidence from local authorities and parents as to the effectiveness of private tutors, and in particular any issues which arise from their use in terms of monitoring suitability of education received by the child. The same points arise in relation to parental use of part-time tuition centres to supplement home education.

## Questions for consultation

5.6 We would therefore welcome information and views on the following:

7) How effective is local authority monitoring of provision made for children educated at home? Which current approaches by local authorities represent best practice?

8) If monitoring of suitability is not always effective, what changes should be made in the powers and duties of local authorities in this regard, and how could they best ensure that monitoring of suitability is proportionate?

9) Should there be specific duties on parents to comply with local authorities carrying out monitoring if such LA powers and duties were created, and what sanctions should attach to non-compliance?

10) Is it necessary to see the child and/or the education setting (whether that is the home or some other place), in order to assess fully the suitability of education, and if so, what level of interaction or observation is required to make this useful in assessing suitability?

11) What can be done to better ensure that the child's own views on being educated at home, and on the suitability of the education provided, are known to the local authority?

12) What are the advantages and disadvantages of using settings which are not registered independent or state schools, to supplement home education? How can authorities reliably obtain information on the education provided to individual children whose education 'otherwise than at school' includes attendance at such settings as well as, or instead of, education at home?

13) What are the advantages and disadvantages of using private tutors to supplement home education? How can authorities best obtain information on the education provided to individual children whose education at home includes private tuition, or whom attend tuition away from home?

14) Are there other matters which stakeholders would wish to see taken into account in this area?



## **Support for home-educating families**

### **Access to examinations for children educated at home**

6.1 The department has received an increasing number of complaints that it is difficult for children educated at home to enter public examinations such as the General Certificate of Secondary Education. Not all families which educate children at home wish to participate in public examinations; but if they do wish children to enter, it is normally necessary to find a school which will act as a centre for external candidates. Although there are sometimes local arrangements to co-ordinate this, parents have often told us that they have not been able to find any centres at a reasonable distance from their home. We would welcome information and comment on this issue.

### **Local authority support for home-educating families**

6.2 Some local authorities have comprehensive programmes of information and support for families which educate children at home. Although no specific funding is provided by central government for this, the local authorities concerned believe that positive interaction and support will pay dividends in education of children and reduced workload for the authority in monitoring suitability. The department also believes that families who want to educate their children at home should be able to get advice and support from their local authority. We would welcome information and comment on good practice in this area, views on whether there should be a duty on local authorities to provide such support and if so, how such a duty could be framed.

### **Questions for consultation**

6.3 We would therefore welcome your views on the following questions in relation to support for home-educating families:

15) What might be done to improve access to public examinations for children educated at home?

16) What good practice is there currently in local authority arrangements for supporting home-educating families? Should there be a duty on local authorities to provide advice and support, and if so how should such a duty be framed?

## Other matters

### Out-of-school settings

7.1 The government is publishing its response to the call for evidence on out-of-school settings which took place in 2015 and it has announced that it intends to boost capacity to identify and tackle concerns in such settings when they arise, by supporting and working with a number of local authorities to demonstrate the benefits of different approaches to multi-agency working. In taking this issue forward, the government will also bear in mind relevant responses to this call for evidence on home education, given the fact that some of these settings provide part of the education for 'home-educated' children.

### Financial matters

7.2 It has been suggested to the government that it might help to discourage schools from pressuring parents to educate children at home if schools faced a financial consequence if a parent withdraws a child from the school roll to educate at home, and is deleted from the admissions register. The department might consider whether this could be calculated in the same way as that which applies for permanent exclusions, as set out in the Schools and Early Years (England) Finance Regulations<sup>4</sup> - that is to say it would only be an amount nationally determined, with no local 'top-ups'. This is calculated from the relevant per-pupil funding and the date of removal from the roll. The money thus deducted from schools' budget shares would return to the authority for utilisation in fulfilling the authority's home education duties.

### Pupils attending special schools

7.3 It is a requirement under regulation 8(2) of the Education (Pupil Registration) (England) Regulations 2006<sup>5</sup> that if a child has been placed at a special school under arrangements made by a local authority, the consent of the local authority must be obtained before the parents can remove the child from the roll of the school, to undertake home education (or for any other reason).

7.4 Some home-educating families have claimed that their local authorities have unreasonably refused consent even though those families can make what they consider

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<sup>4</sup> <http://www.legislation.gov.uk/ukxi/2015/2033/contents/made>

<sup>5</sup> <http://www.legislation.gov.uk/ukxi/2006/1751/contents/made>

suitable provision for the special educational needs of the children involved. Local authorities, for their part, may have genuine difficulty in making a full assessment of the suitability that provision, at least in the short term; but if consent is refused and the parents withdraw the child from the school to home educate anyway, an offence is being committed by the parents under s.444 of the Education Act 1996. We would welcome views on whether change is needed to this provision.

## **Revised departmental guidance on current arrangements for elective home education**

7.5 The department published a non-statutory guidance document on elective home education in 2007, with a small amendment made in 2013, and this remains current<sup>6</sup>. Although directed at local authorities, it is often referred to by parents and others interested in home education. The department has prepared revised guidance documents, one for local authorities and one for parents. These are based on the current legal position but are intended to provide more clarity on some issues which currently cause difficulty – in particular the extent of local authorities' powers and responsibilities. The aim is to ensure that within the current legal framework, prompt action can be taken when necessary to ensure that a child receives suitable education. The draft versions of these two documents are available as part of the consultation package and we would like views upon them. Finalised version of the guidance documents will be published as soon as possible after the end of the consultation period and analysis of responses.

## **Questions for consultation**

7.6 We would welcome your views on the following questions about the other matters set out above, and some general matters:

17) Should there be a financial consequence for schools if a parent withdraws a child from the school roll to educate at home?

18) Should there be any changes to the provision in Regulation 8(2) of the Education (Pupil Registration) (England) Regulations 2006 requiring local authority consent to the removal of a child's name from the roll of a maintained special school if placed there under arrangements made by the local authority?

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288135/guidelines\\_for\\_las\\_on\\_elective\\_home\\_educationsecondrevisev2\\_0.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288135/guidelines_for_las_on_elective_home_educationsecondrevisev2_0.pdf)

19) Are there any other comments you wish to make relating to the effectiveness of current arrangements for elective home education and potential changes?

20) What data are currently available on the numbers of children being educated at home in your local authority area?

21) Do you have any comments on any of the contents of this call for evidence document in relation to equality issues?

22) Comments are also invited on the revised DfE guidance documents for local authorities and for parents on current arrangements for elective home education (*the online response form allows for comment on separate sections of the documents*).

23) Do you think that anything in the revised guidance documents could have a disproportionate impact, positive or negative, on those with 'relevant protected characteristics' (including disability, gender, race and religion or belief) and if so, how?



Department  
for Education

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