

Southend-on-Sea-on-Sea Borough Council Children & Learning

Elective Home Education (EHE)

Guidance to Parents

March 2019



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INTRODUCTION

These notes are for parents/carers who are thinking of educating their child at home, outside of the school system.

The term used by the Department for Education (DfE) to describe parents' decisions to provide education for their children at home instead of sending them to school is Elective Home Education (EHE). EHE is different to home tuition provided by a local authority or education provided by a local authority other than at a school. This guidance is intended for use in relation to elective home education only.

Throughout the guidance the term 'parents' should be taken to include all those with parental responsibility, including guardians and carers. Additionally, the term local authority refers to Southend on Sea Borough Council.

Deciding to educate your child at home is a step which should not be taken lightly. It will mean a major commitment of your time, energy and money. Do think hard before making a final decision. It is especially important that you consider the nature of the education you intend to provide for your child before you begin to teach him or her at home. Think about the education you will provide. Will this meet the needs of your child? Do you think that you have enough personal knowledge and expertise in all the subjects? If not – are there people you can get to help you? These could be members of the family or friends who can offer the necessary help on a regular basis. Alternatively, whilst there is no requirement to do so, you may wish to pay a tutor to help with some areas of learning. Remember too that learning may take place in a variety of locations, not just in the family home.

Please also consider the social side of growing up. Contact with other children both in a work and play setting is a vital part of your child's social development and you will want to ensure that your child/children have opportunities to participate in activities which foster this aspect of personal growth.

Parents decide to withdraw their children from school for a variety of reasons. If this step is considered as a last resort because of a difficulty in school or a disagreement with a teacher, it is always best to attempt to resolve the difficulty rather than to withdraw the child. Problems in school should be taken up with the school. If necessary the school governors or the Local Authority (LA) may be able to assist in resolving the difficulty. In some cases, it may be that a transfer to another school might be an option but we strongly advise against removing your child to home educate as an interim arrangement whilst seeking another school. Not being on the roll of a school does not increase your chances of gaining a school of your choice. Parents should use their right of appeal against any admission refusal, rather than remove their child from their current school. Southend's School Admission Team or Elective Home Education Team can support you through any queries or concerns that you may have.

Some parents may want to introduce or re-introduce their children to school after a period of home education. If this is likely to be the case we would recommend that following a curriculum similar to the National Curriculum would assist a smooth transition back to school. There is, however, no requirement to follow any set curriculum.

For Frequently Asked Questions (FAQs) visit Southend-on-Sea Borough Council website www.southend-on-sea.gov.uk

GUIDANCE ON THE LAW

Parental rights and responsibilities

The responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not.

Article 2 of Protocol 1 of the European Convention on Human Rights states that:
“No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions.”

The Education Act 1996 Section 7 sets out the duty of parents of children of compulsory school age.

“The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable –

- a. to his age, ability and aptitude, and*
- b. to any special educational needs he may have,*

either by regular attendance at school or otherwise.”

An 'efficient' and 'suitable' education is not defined in the Education Act 1996 but 'efficient' has been broadly described in case law as an education that 'achieves that which it sets out to achieve', and a 'suitable' education is one that 'primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so'.

'Otherwise' is not defined in law, but includes being taught at home by parents and/or private tutors, and the use of correspondence courses.

'Full-time' is also not defined in law – children attending state school receive approximately 23 – 25 hours a week for 38 weeks each year. However this measurement of contact time is not likely to be relevant to elective home education, where there is often almost continuous one-to-one contact and education often takes place outside normal school hours. The type of educational activity undertaken can also be varied and flexible.

Parents may decide to exercise their right to home educate their child from a very early age and so the child may not have been previously enrolled at school. They may also elect to home educate at any other stage up to the end of compulsory school age. In law parents are not required to register or seek approval from the local authority to educate their children at home. Parents who choose to educate their children at home will need to be prepared to assume full financial responsibility, including bearing the cost of any public examinations. Parents must also ensure that their children receive suitable full-time education for as long as they are being educated at home.

RESPONSIBILITIES OF THE LOCAL AUTHORITY

Section 437 of the 1996 Education Act gives Local Authorities (LA) the responsibility to ensure that children living in their area receive 'suitable' education.

The Act states:

'If it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or 'otherwise', they shall serve notice in writing on the parent requiring him/her to satisfy them within the period specified in the notice that the child is receiving such education.'

Local authorities have a statutory duty under section 436A of the Education Act 1996, inserted by the Education and Inspections Act 2006, to make arrangements to enable them to establish the identities, so far as it is possible to do so, of children in their area who are not receiving a suitable education.

This duty applies in relation to children of compulsory school age who are not on a school roll, and who are **not** receiving a suitable education otherwise than being at school (for example, at home, privately, or in alternative provision).

Local authorities also have a duty under section 175(1) of the Education Act 2002 to safeguard and promote the welfare of children. This section states:

'A local authority shall make arrangements for ensuring that the functions conferred upon them in their capacity as a local authority are exercised with a view to safeguarding and promoting the welfare of children.'

The Children Act 2004 (the 2004 Act) provides the legislative framework for developing children's services as detailed in Every Child Matters: Change for Children.

The Every Child Matters Agenda, promoted by the Government, puts a statutory responsibility on the local authority to ensure that every child is 'safe' and 'healthy'.

The background and aims of Every Child Matters can be found on its dedicated website. Section 10 of the 2004 Act sets out a statutory framework for cooperation arrangements to be made by local authorities with a view to improving the well-being of children in their area. To this end, and to assist the local authority in performing its statutory role of safeguarding children, the registration and support of Elective Home Education (EHE) provision, which for parents is voluntary, can be of benefit to both families and the local authority.

WITHDRAWING YOUR CHILD FROM SCHOOL

Before embarking on EHE it is recommended that you ensure every avenue has been explored to resolve school disputes. Children who are at school may be removed by writing to the head teacher and informing him/her of your desire to withdraw your child. A letter similar to that shown below would be appropriate:

Headteacher

Name and address of school

Dear **name of Headteacher**

Child's name – Child's date of birth

I am writing to let you know that from **date** I will be making alternative arrangements for **child's name** education; this arrangement involves Elective Home Education.

I would like to take this opportunity of thanking you and your staff for the help and support, which you have given to **Child's name** during his time at the school.

Yours sincerely

Your name and signature

It is also advisable to send a copy of the letter to your local authority at the same time, (preferably by recorded delivery). When you write your letter it is a good idea to state the date on which you intend to withdraw your child from school.

Please send or email a copy of your letter to:-

Southend-on-Sea Borough Council
Elective Home Education
Department for People
Civic Centre
Victoria Avenue
Southend-on-Sea
SS2 6ER

Email: ehe@southend.gov.uk

The school must delete the child's name from their admissions register upon receipt of written notification from the parents that the pupil is receiving education otherwise than at school. Schools have to send a return (giving the child's name, address and the grounds upon which their name is to be deleted from the register) to the local authority as soon as the ground for deletion is met and no later than deleting the pupil's name from the register. They should also copy parents into the notice to the local authority.

SPECIAL EDUCATIONAL NEEDS

If your child has an Education Health and Care Plan (EHCP) this makes a difference to the procedures to be followed.

Local authorities must have regard to the *Special Educational Needs Code of Practice*. Information about SEN in relation to home education is included in the Code (paragraphs 8.91 – 8.96). The Code of Practice again emphasises the importance of local authorities and other providers working in partnership with parents.

The SEN Code of Practice is available at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Parents' right to educate their child at home applies equally where a child has SEN. This right is irrespective of whether the child has an Education Health Care Plan (EHCP) or not. If the school or institution named in your child's EHCP is a special school the local authority must give consent for the child's name to be removed. If your child has an EHCP and you are considering Electively Home Educating them then it is advised to discuss this with the school's SENCo or Head Teacher and request that an Annual Review is arranged. This is your formal opportunity to request changes to EHCP, including the setting named in Section I.

If you are considering withdrawing a child with an EHCP from school and educating him/her at home, you will also want to discuss the matter with the Special Needs Service within the local authority so that they can discuss the specialist provision required for your child and how this can be delivered.

Where a child has an EHCP and is home educated, it remains the local authority's duty to ensure that the child's needs are met. An EHCP is a legal document, binding on all parties. Where a child with an EHCP is educated at home, parents undertaking the education are still bound by the provisions of the EHC plan, and any support of the home education programme will take into consideration the outcomes and provisions set out in the EHCP. The Local Authority is required to conduct the Annual Review process to determine if parents can make suitable provision for the child's special educational needs.

If educating the child at home results in provision that falls short of meeting the child's needs, then the parents would be considered not to be making "suitable arrangements". In these circumstances the authority would not be able to conclude that they were absolved of their responsibility to arrange the provision in the EHCP. Whilst parents are only required to provide an efficient, full-time education suitable to the age, ability and aptitude and to any special educational needs the child may have (as defined in Section 7 of the Education Act 1996), it remains the authority's duty to arrange the provision specified in the EHCP for as long as the plan is maintained. Where the local authority is satisfied that parents are making suitable arrangements, it remains under a duty to maintain the EHCP and review it annually, following procedures set out in chapter 9 of the SEN Code of Practice. Where the EHCP is reviewed, whilst parents are welcome to attend, they are not obliged to do so.

Where it is agreed that a child with an EHCP will be educated at home the EHCP should specify any provision that the local authority has agreed to make (under section 319 of the Education Act 1996) to help parents to provide a suitable education.

The above clearly makes withdrawal of a child with an EHCP to be educated at home a more complex matter than is the case for the majority of children.

A parent who is educating their child at home may ask the local authority to carry out a statutory assessment or reassessment of their child's special educational needs and the local authority must consider the request within the same statutory timescales and in the same way as for all other requests.

ELECTIVE HOME EDUCATION (EHE) PROCEDURES

If you live in Southend-on-Sea and decide to educate your child at home or, if you are already a home educator and you move into Southend-on-Sea, whilst the following are entirely voluntary on parents behalf, the local authority believes that the development of an ongoing and constructive dialogue between home educators and the local authority is not only good practice, but is also conducive to both your child's progress and development and the mutual understanding of the issues and challenges of home education.

The support process developed by Southend-on-Sea-on-Sea Borough Council is one way that enables this dialogue to develop.

- Contact your local Elective Home Education (EHE) support services on 01702 215073 or email ehe@southend.gov.uk and request an information pack
- Send a copy of the letter you have written to the Headteacher informing him/her of your decision to home educate to the local authority and once your completed form is received in the EHE office your child's details will be registered with us.

You will be offered an appointment by a support officer, to take place in approximately 5 days of receipt of your form. Again this is not a requirement in law but, if you agree to a home visit or a meeting at a suitable venue, it would be useful for you to have the books and resources you are using available for discussion. On this visit the support officer would be pleased to see the work your child has done and to discuss this work with you and your child. The support visit also provides you with an opportunity to ask questions seek guidance and share best practice/celebrations and/or concerns with the support officer. During this visit the support officer will write notes, a copy of which will be handed to you.

The professional judgement made will be either '**satisfactory**' i.e. where the education you are providing complies with legal requirements, you will be offered further visit appointments every year until your child either registers as a pupil at a school or reaches the end of statutory education age.

Or '**unsatisfactory**' i.e. during a support visit, if the support officer is not satisfied with the education provided, recommendations will be made and you will be offered a further visit within 2 months to ensure that the educational provision you are making for your child is meeting the legal requirements.

If the local authority has evidence that your child is not receiving an efficient full-time education suitable to his/her age, ability and aptitude or meeting any special educational needs, and there are no extenuating circumstances, the Early Help Family Support Service will be contacted and may initiate legal action to ensure your child is properly educated. You have the right to defend your decision to home educate in a Court of Law.

N.B. *One of the principle ways the support officer can assess the quality of the education being offered to your child is by looking at the written work your child has done and evidence of progress that they have made. The support officer can also take this opportunity to discuss the work being*

done together with you and your child

Whilst it is not a requirement it is good practice for work to be dated, marked and kept in order as this is a valuable way of ensuring your child is making progress and will contribute to the evidence that your child is receiving a suitable and appropriate education.

Local Authority Support

From time to time, the Local Authority will be offering workshops to registered home educating parents where they will be able to network and access examples of good practice.

With this in mind, we welcome agenda suggestions for future EHE events/workshops - please email us at ehe@southend.gov.uk.

In order to ensure we capture the viewpoints of the EHE community we invite parents and young people to join us to review EHE procedures and policy. Please contact us at ehe@southend.gov.uk if you would like to join the working group.

If at any time you wish to return your child to school, the admissions service will be able to advise you on how to go about this. The normal admissions procedure will apply and will be subject to a place being available in the appropriate year group at your preferred local school. Admissions can be contacted on 01702 212934

To discuss educating your child at home call the Elective Home Education Team on 01702 215 073 or email ehe@southend.gov.uk.

CURRICULUM CONTENT & METHODS

Guidance

1. Content

Whilst children educated at home are not bound to follow the National Curriculum, a broad, balanced curriculum, suited to their own individual needs, will aid their ongoing progress and development.

Good education ensures a child gains attitudes, skills and knowledge to fit them for the challenges of our rapidly changing world:

A broad education introduces a child to the skills and knowledge of a range of subjects and types of subject, ensuring an open rather than a closed mind.

A balanced education ensures not one subject area takes up so much time that there is no room for others, or for the creative use of leisure. In practice this means planning to include at least the three core National Curriculum subjects together with many, if not all, the foundation subjects.

Any education must be suitable to the individual needs of the child. This means taking into account, in curriculum planning, the child's age, aptitudes and any special needs he/she may have.

2. Methods

There are a number of ways of teaching – some will suit your child better than others. A variety of teaching methods will enhance interest. For example, teaching on a subject-by-subject basis may be most appropriate where examination courses are being followed.

A topic method, integrating the knowledge and skills of a number of subjects, often offers a more natural approach, especially at primary and younger secondary level. Whatever combination of teaching methods is used, planning, assessment and recording are important if your child is to make progress.

NATIONAL CURRICULUM – Key Stages 1 & 2

Guidance

The National Curriculum information given here may seem very complex – it is designed for implementation by schools and teachers. To cover the whole breadth of the curriculum would be a difficult task when home educating.

Key Stage 1 – Designed for pupils aged 5 – 7

Key Stage 2 – Designed for pupils aged 7 – 11

Programmes of Study

These set out what pupils should be taught in each subject

Assessment

The National Curriculum historically was divided into levels: at the end of each Key Stage, for all subjects except art, music and physical education, standards of pupils' performance are set out in level descriptions of increasing difficulty. For art, music and physical education, end of Key Stage descriptions set out the standards of performance expected of the majority of pupils at the end of Key Stages 1 and 2.

These levels did not necessarily relate exactly to a child's age – for example, the English curriculum was divided into Speaking and Listening and Reading and Writing; each of these areas is divided into eight levels. By the end of Key Stage 2 most pupils should be within the range levels 2 to 5. Clearly this wide range allows for the differing abilities of different pupils. The government's expectation is that the majority of pupils will be working at Level 4 by the end of the Key Stage 2.

As part of reforms to the national curriculum, the historic system of 'levels' used to report children's attainment and progress was removed in September 2014. This allows teachers and schools greater flexibility in the way that they plan and assess learning.

The programmes of study within the new National Curriculum set out expectations at the end of each key stage and all maintained schools are free to develop a curriculum relevant to their pupils that teaches this content.

The important thing to remember is that your child can only start and progress from the point they are at, not some arbitrary level determined by their age. Find out your child's starting level of attainment and provide work that will allow him/her to move on from that point.

NATIONAL CURRICULUM Key Stage 3

Guidance

The National Curriculum information given here may seem very complex. It is designed for implementation by schools and at secondary level by specialist subject teachers. For any parent to wish to cover the whole breadth of the curriculum presents a difficult task.

Key Stage 3: this covers the first three years of the secondary phase of education and is therefore designed for pupils aged 11 to 14.

Programmes of Study: these sections refer to the content of the subject, areas to be studied, etc.

Attainment Targets: these sections refer to the knowledge and skills which need to be achieved.

Assessment

The National Curriculum historically was divided into levels but these do not necessarily relate exactly to the child's age. For example, a child may reach the end of their school career without reaching the highest level in some subjects, whilst in others they might reach the highest level well before reaching the end of their statutory period of education.

An example of the above is the English curriculum, which is divided into Speaking and Listening and Reading and Writing. Each of these areas is divided into eight levels. By the end of Key Stage 3 most pupils should be within the range of levels 3 to 7. Clearly this wide range allows for the different ability and learning speed of different pupils. The government's expectation is that the majority of pupils will be working at Level 5 by the end of Key Stage 3.

As part of reforms to the national curriculum, the historic system of 'levels' used to report children's attainment and progress was removed in September 2014. This allows teachers and schools greater flexibility in the way that they plan and assess learning.

The programmes of study within the new National Curriculum set out expectations at the end of each key stage and all maintained schools are free to develop a curriculum relevant to their pupils that teaches this content.

The important thing to remember is that your child can only start and progress from the point they are at, not some arbitrary level determined by their age. Find out your child's starting level of attainment and provide teaching and work that will allow them to progress from that point.

NATIONAL CURRICULUM Key Stage 4

Key Stage 4 (14 – 16)

This comprises the courses leading to GCSE examinations and other accredited qualifications. Many parents and young people who have embarked on a programme of home education will consider taking some GCSE examinations, others will not. Some may be beginning to think about more vocationally oriented programmes, which may include work experience. These are matters which need careful thought if a young person's future life options are to be kept broad.

Sitting examinations whilst being home educated can be a complex process. However, many home educated pupils do achieve success in public examinations. Some possible approaches are outlined here.

Most parents teaching their children at home try to provide a broad and balanced curriculum, often similar in spirit to the National Curriculum taught in state schools. This is not surprising as home-educated children will need to cope with further education and employment in their post school lives.

GCSE Examinations

GCSE is not one centrally organised examination. There are a number of different examination boards and each offers a variety of syllabuses. Because of this, it is vital, before embarking on courses, to ensure you have a centre prepared to accept your entry and know exactly which syllabus you are going to follow.

All this is made easier if you can be entered by an educational institution, i.e. a school or college.

Suggested procedure:

1. If you have an existing and good relationship with a school or college, ask them if they will enter your child for the exams you wish them to sit. At the same time make sure they will undertake to assess the coursework. A school will probably need to make a charge for this.
2. You could contact an examination board to seek advice concerning examination centres in the Essex area. Coursework must be assessed and signed off by a qualified teacher. You will have to arrange for this requirement to be fulfilled. You will need to choose the examination syllabus you wish your child to follow and read the requirements very carefully. To find an examination centre you will need to contact local schools, however schools do not have to provide a place for your child to sit the examination. Do not leave the booking of an examination place too late.

(In either case, make sure you know and have a copy of the exact syllabus to be studied for that year; exam boards can supply these and old exam papers for a nominal cost).

3. There is an examination known as International GCSE run by Cambridge Board. A number of home-educated young people have used this as there is no course work involved.

Note: It is normal for GCSE courses to be studied over two years, though some people have managed them in a single year. Exam entries need to be finalised in the January, prior to the exam in June. Advance planning is essential.

Where a young person has been withdrawn from a school part way through Key Stage 4, there may be the need to liaise with the previous school to ensure continuity of coursework and syllabus being followed.

GCSE Examination Boards

OCR/RSA

1 Hills Road
Cambridge
CB1 2EU

General qualifications

Including GCSE and A Level:

Telephone: +44 (0)1223 553998

Email: general.qualifications@ocr.org.uk

Vocational qualifications

Including Cambridge Nationals, Cambridge Technicals and NVQs:

Telephone: +44 (0)2476 851509

Email: vocational.qualifications@ocr.org.uk

Edexcel

Stewart House
32 Russell Square
London WC1B 5DN
Telephone: 0870 240 9800
Web: <https://qualifications.pearson.com/en/home.html>

AQA Examinations

2nd Floor
Lynton House
7-12 Tavistock Square
London
WC1H 9LT

Tel: 0800 197 7162

Web: www.aqa.org.uk

South Essex College

Luker Road,
Southend-on-Sea on Sea,
SS1 1ND

Tel: 0345 52 12345

Web: www.Southend-on-Sea.ac.uk

Southend Adult Community College

Ambleside Drive
Southend-on-Sea on Sea
SS1 2UP

Tel: 01702 445700

Web: <http://www.Southend-on-Sea-adult.ac.uk>

Note: *It is unlikely that Colleges of Further Education will accept students who are of statutory school age, as neither the Further Educational Funding Council nor the Local Authority will fund these students in other than exceptional circumstances.*

EFFECTIVE LEARNING

- Ensure a good working environment - a room or area away from distractions, with suitable furniture and sufficient resources such as books, materials and stationery.
- In planning, think of the balance you want between the activities of reading, note taking, answering questions, researching further information and recording work. What do you expect your child or young person to write? What other methods of recording do you wish to use, e.g. drawings, diagrams, audio-tape, computer-stored data?
- A timetable may be useful which gives your child or young person a balance between subject areas and a variety of types of activity.
- A routine of work times may be effective, but be flexible enough to alter this when it would be of benefit to your child or young person.
- Arrange the timings of the type of work, e.g. core/basic skills, foundation, discrete or themed, around what best suits your child or young person's concentration levels, e.g. whether in the morning or afternoon.
- Be ready to stop and focus on areas that need further input or practise when necessary, especially in the area of basic skills.
- Try hard to make sure the books and other texts used are at the right level for your child.
- Be prepared to adapt texts and other materials to make them more accessible to your child and find out what engages them most.
- You will not be an expert at everything. Utilise the resources within the family, friends, neighbours and the wider community to contribute towards your child's learning, explore the possibility of group work and engaging an Enhanced DBS checked tutor (please see 'choosing a tutor' leaflet on EHE website).
- Discuss the work with your child or young person before they start to find out what they already know and then make sure they have understood the task. Do read your child's work, talk to them about it and suggest where improvements might be made. This personal level of marking and feedback is a luxury not often available to teachers of whole classes.
- Presentation of written work is important. However, do not insist that everything is presented perfectly. Allow use of 'rough' or notebooks and select some items to be revised and presented as 'final copy'.
- Where you mark work do not necessarily pick out every error if there are many, instead concentrate on what needs to be improved on or on one type of error to avoid discouragement or demotivation. Giving constructive feedback and praise to your child or young person will contribute a valuable element to their learning; it will also aid motivation and promote progress.

- Consider how you will assess that your child is learning and making progress. This could be through, for example, questioning on or practising informal/published materials or tests.

Some of the skills needed to learn effectively depending on the age of the child or young person are:

Some key skills for reading:

- Decoding – sounding out words or phonological awareness
- Word recognition – words that they cannot sound out
- Vocabulary – understanding words
- Sentence construction – knowing how ideas link up in a sentence
- Reading for understanding
- Skim reading to find single facts

Some key skills for writing:

- Grammar
- Punctuation
- Note making
- Planning
- Writing Instructions
- Sequencing and structuring ideas

Critical thinking:

- Analysing
- Arguing
- Classifying
- Comparing and contrasting
- Defining
- Describing
- Evaluating
- Explaining
- Problem solving

Creative thinking:

- Brainstorming
- Creating
- Designing
- Imagining
- Improvising
- Questioning

Communicating:

- Evaluating
- Analysing
- Listening
- Reading
- Speaking
- Turn taking
- Writing
- Using technology

Collaboration:

- Decision making
- Delegating
- Evaluating
- Goal setting
- Leading
- Managing time
- Resolving conflicts
- Team building

CORRESPONDENCE COURSES AND PROFESSIONAL TUTORS

Some home educating parents subscribe to correspondence courses or employ professional tutors. These methods are expensive, but may be a solution where parents do not have the expertise to teach particular topics themselves.

There are a number of correspondence courses available online. Southend-on-Sea Local authority does not recommend any specific correspondence college, but strongly advises that parents satisfy themselves that any course purchased accords with their own philosophical and educational aims.

To find providers and check the status of correspondence colleges contact:

The Council for Accreditation of Correspondence Colleges
27 Marylebone Road
London, NW1 5JS

Southend-on-Sea Local authority cannot recommend particular tutors, as to do so would imply approval. If employing a private tutor, it is vital to protect your child's welfare and ensure their progress by satisfying yourself the tutor is a fit person to be with your child, and has the appropriate qualifications for the subject and level for which you are employing them. You must ensure that all measures have been taken to ensure that your child will be safe.

Ideally you might find a tutor through personal recommendation. However, failing this, there are a number of agencies offering the services of tutors.

Personal Tutor Check List

1. DBS checked and up to date.
2. References (check these are bona fide and not 'friends' references, they need to be from professionals).
3. Scrutinise the tutor's CV, check dates of accreditation and places of study.

Do not be afraid to ask questions as your child's safety is paramount. Ideally a tutor visiting your home is better than dropping off your child at the tutor's home or place of work.

(Please visit www.southend.gov.uk/home_education_-_choosing_a_tutor).

Correspondence GCSE Courses

National Extension College

The Michael Young Centre
Purbeck Road
Cambridge CB2 8HN

Tel: 01223 400200
www.nec.ac.uk

Oxford Open Learning

4 Kings Meadow
Oxford OX2 0DP
T: 01865 798022
www.ool.co.uk

PARENT SUPPORT

To discuss educating your child at home call the Elective Home Education Team on 01702 215073 or email ehe@southend.gov.uk .

There are a number of national and local organisations who are available to advise and guide home educating parents on where they can access support when considering how they will provide their child with a suitable education. Our list of useful contacts/addresses also includes details of a number of websites which provide parents and students with access to resources and online tools which may complement the educational experiences that elective home educators may wish to include as part of their child's home education.

It is suggested that you purchase the 'Home Education Handbook' and HEAS Introductory Pack written by the **Home Education Advisory Service** (a not-for-profit organisation) at:-

Home Education Advisory Service
P.O. Box 98
Welwyn Garden City
Hertfordshire
AL8 6AN

Tel: 01707 371854
Web: <http://www.heas.org.uk>
Email: enquiries@heas.org.uk

The national administration address for **Education Otherwise** is:

PO Box 325,
St Germans,
Kings Lynn,
Norfolk
PE34 3XW

Web: <https://www.educationotherwise.org>
Helpline: 08445 867542; 08445 867543; 08445 867544
Email: via website contact page

Useful websites:

Primaryresources.co.uk –parents can access free lesson plans & activity ideas

Channel4learning.com—online learning resources for educators of primary and secondary age children

Bbc.co.uk/schools—the BBC Learning website with primary and secondary resources

Tes.co.uk—a website where parents may access a variety of educational resources, including lesson plans or resources for specific topics of interest

Senteacher.org –a website dedicated to providing free printable resources for those responsible for teaching children and young people with special educational needs

Edyourself.org –a home education consultancy site providing updates on key areas of practice and policy related to elective home education.

General help with legal rights:

ACE Education Advice
36 Nicholay Road
London N19 3EZ

Freephone: 0300 0115 142
W: Ace-ed.org.uk

Coram Children's Legal Centre
University of Essex
Wivenhoe Park
Colchester
CO4 3SQ

T: 01206 877 910
W: Childrenslegalcentre.com

In summary

Think long and hard about it before making a decision. It is a great responsibility and a considerable commitment of your time, energy and resources.

Plan what you intend to do with your child before making a decision to home educate.

Look at the costs involved including visits, equipment, books, tutors, etc

Provide opportunities for your child to be involved in social activities, contact with other children and joint activities with other children and groups. The impetus which comes from such activities may provide a useful social setting and improve your child's motivation to succeed with his/her learning.

Options should be kept open. The needs of your child will change at different ages. If you wish for your child to return to mainstream school please contact Admissions on 01702 212934 who will inform you of current school vacancies.

Seek an opportunity in cases where opinions differ to talk to the head teacher or consult with the EHE advisor at ehe@southend.gov.uk .

Keep in touch. We organise EHE events 3 times a year, where parents and children can come together and find out information from their local area and services that may be able to support you on child's educational journey. We are always seeking your ideas on what support you need and how we can introduce you and your child to new local experiences. Please contact EHE on 01702 215073.

Southend on Sea Borough Council Contacts

Elective Home Education (EHE) Support

Pupil Access Lead/EHE Support Officer
Southend-on-Sea on Sea Borough Council
Department for People
Civic Centre
Victoria Avenue
Southend-on-Sea
SS2 6ER

Tel: 01702 215073

email: ehe@southend.gov.uk

School Admissions

Southend-on-Sea on Sea Borough Council
Department for People
Victoria Avenue
Southend-on-Sea
SS2 6ER

Tel: 01702 212934

Access & Inclusion Lead (Head of Service Cathy Braun)

Southend-on-Sea on Sea Borough Council
Department for People
Victoria Avenue
Southend-on-Sea
SS2 6ER

Tel: 01702 215007

Special Educational Needs Team

Southend-on-Sea on Sea Borough Council
Department for People
Civic Centre
Victoria Avenue
Southend-on-Sea
SS2 6ER

Tel: 01702 215007