

Southampton City Council

Inclusion Services

Elective Home Education Policy 2024/25



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Elective Home Education Policy 2024/25			
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PURPOSE

The law states that that it is parents, not the state, who are responsible for ensuring that children are properly educated and that education does not have to be undertaken through attendance at school.

The local authority, however, holds a statutory duty to ensure that all children, including those who are electively home educated children, are receiving suitable education and the Department for Education (DfE) recognises that unsuitable or inadequate education can impair a child's intellectual, emotional, social or behavioural development.

The purpose of this policy is to explain how the local authority aims to discharge its statutory duty and support and engage with home educating families.

SCOPE

This policy applies to children of compulsory school age, where a legal requirement for education to take place exists, living within the Southampton boundary, whose parents or guardians (as defined in the Children Act 1989 and s576 of the Education Act 1996) have chosen to provide education for them at home, described by the Department for Education as elective home education.

This policy does not apply to children who have a home tutor provided by the local authority as a result of them being unable to attend school because of illness, exclusion or any other reason.

The consent of the local authority is not required for a child to be electively home educated, unless the child is enrolled in a special school arranged by the local authority.

Where a child has never been enrolled at a school, parents are under no legal obligation to inform the local authority that their child is being electively home educated. We actively encourage, however, all parents who have no plans to enrol their child in school to inform us as part of the reception intake each year. In addition a form is embedded in our EHE page on the council website to enable parents to notify us at any time, or an e-mail can be sent to our EHE generic in-box.

Throughout this policy, 'parents' should be taken to include all those with parental responsibility, including guardians and foster carers. The local authority may also be a corporate parent.

POLICY COMMITMENTS

Principle

We believe that well-informed parents will be in a better position to make positive decisions about their child's education provision.

We will work to achieve this by:

- Adopting a procedure that requires schools to attempt to engage with parents who intend to remove their child from roll to ensure that their responsibilities are fully understood and there are no issues or disputes that could be resolved.
- Maintaining a website aimed at providing advice and support for parents on a range of issues.
- Providing comprehensive elective home education guidance for parents.
- Promoting the value of research prior to reaching a final decision, including speaking with other home educators.
- Offering mediation to parents who are considering home education because they do

We will be respectful when working with families and act with integrity, honesty and transparency.

We believe that effective collaborative working will achieve improved outcomes for children.

- not feel empowered to address issues with their child's school.
- Providing clear information about home education that sets out the legal position and roles/responsibilities of both the local authority and parents.
- Providing a leaflet for parents of enrolled children to address common misconceptions about EHE.
- Supporting discussions with parents who are unable to write a deregistration letter.
- Making parents aware of the risks associated with unregistered schools.

- Providing clear and impartial advice to parents who are, or who are considering, EHE.
- Not making unsolicited phone calls to parents we are not already working with, making written contact instead.
- Acknowledging that parents are not legally required to give the local authority access to their home and offering to meet at mutually convenient locations.
- Providing parents with a report of visit.
- Ensuring that positives are always reflected in visit reports as well as suggestions to improve education provision, where appropriate.
- Ensuring that visits are pre-arranged unless we have experienced several failed visits without satisfactory explanation, or a visit is part of our children missing education procedures.
- Securing the agreement of parents to make referrals to other services, unless statutory guidance overrides this.
- Recognising that EHE can be the best option for some children.
- Acknowledging that parents do not have to engage with the local authority.
- Making next steps clear in all our communications with EHE parents.
- Ensuring that we have an EHE Privacy Notice in place.
- Responding appropriately to feedback from parents about any aspect of our service.
- Following national and local guidance on COVID-19, taking appropriate steps to minimise the risk to both families and SCC staff.

- Offering support and advice to families where there are barriers to their child returning to school in accordance with parental wishes.
- Publicising information and opportunities for our EHE community on our Facebook page.

We will work in a way in which public money and resources are used to greatest effect.

We are committed to supporting parents in the first instance to improve the education provision.

- Supporting statutory safeguarding processes as an education representative by attending meetings and providing reports.
- Sharing visit reports with allocated social workers.
- Supporting families wherever possible through statutory processes, providing reports to the SEND Panel as part of the EHC Needs Assessment process.
- Working with the Education Welfare Service when children were open to this service at the point of withdrawal from school.
- Mediating with other teams within the council to expedite enquiries on behalf of EHE families.
- In most cases, requesting written evidence from parents about education provision as part of our informal enquiries rather than proposing home visits.
- Inviting parents to share samples of learning undertaken.
- Providing parents with guidance on producing education reports.
- Signposting families to other services that can offer specialist advice and support for example in relation to careers, employment or special educational needs.
- Prioritising cases where Home Education Family Support Workers engage with families.
- Utilising data sources available to us to housekeep our database to ensure compliance with data protection law. If contact information for parents is available, we will use this to seek clarification before making any onward referrals.
- Asking parents to notify us of their EHE intention as part of the annual Reception intake admission process.
- Inviting parents who are new to the city or home education to notify us via our website.
- Using s437(1) Notices in cases where parents have not engaged with us on 2 occasions, without reasonable explanation, for pre-arranged visits or request for information on at least two occasions.
- Explaining what our concerns, if any exist, are and making clear recommendations to parents about changes to improve education provision.
- Suggesting ways in which improvements could be achieved.

We are committed to building effective relationships with all home educators that function to safeguard the educational interests of children and young people.

We will improve understanding of EHE amongst practitioners working with families and promote it as a positive alternative to school for some children that can achieve better outcomes.

- Agreeing a realistic timescale for improvements which would not exceed 12 weeks.
- Identifying pathways to improved outcomes.
- Signposting parents to helpful educational resources and information,
- Outlining for parents what characteristics we would reasonably expect suitable provision to include.
- Attending groups and meetings as invited by home educators.
- Demonstrating the value of the Home Education Family Support Worker role to families.
- Responding to parental enquiries for information or advice.
- Acknowledging receipt of parental reports and completed Overviews of Home Education.
- Seeking to learn about and understand the different approaches to home education.
- Maintaining a non-judgemental and open dialogue with families at all stages of our process.
- Wherever possible, being transparent when engaging with families where concerns have been raised regarding the education provision of their children, or where concerns have been raised which may potentially impact upon provision or learning, explaining what the concerns are. In such cases we will strongly recommend that parents meet with us.
- Building positive relationships with professional colleagues.
- Promoting the Home Education Family Support Worker role with professional colleagues.
- Providing awareness training on elective home education.
- Attending team meetings to increase understanding of elective home education.
- Supporting visits to schools.
- Providing training for schools about off-rolling as part of DSL training.
- Encouraging others to be positive about home education, challenging negative generalisations about EHE and reinforcing that it is of equal status in education law.
- Addressing concerns with schools who decline to remove pupils from roll for EHE in lawful circumstances.

We will ensure that we are well informed about EHE and wider issues that could impact upon education provision.

We understand that children can thrive in a positive home education environment with parents who are committed to their child achieving their full potential. Our process to meet our statutory duty will not, therefore, exert more oversight than is felt necessary.

- Building good relationships and networks with colleagues in other local authorities.
- Having due regard to DfE guidance on home education.
- Being aware of national publications with an EHE focus.
- Proactively keeping up to date with issues affecting the EHE community.
- Recognising that an unsuitable or inadequate education can impair a child's intellectual, emotional, social or behavioural development.
- Ensuring that Home Education Family Support Workers have undergone safeguarding training and participated in wider CPD opportunities.
- Recognising that unlike a subject centric school curriculum where the child must adapt to the curriculum, EHE can provide a child centric education, where the provision is adapted to the child
- Ensuring that our contact with home educating families is proportionate.
- Giving reasonable weight to information provided by parents, on its own merits, in 'Overview of Home Education' documents or in any other format.
- Operating an annual contact schedule when the LA duty has been discharged.
- Carrying out informal enquiries in the first instance requesting information on education provision from parents who exercise their right not to meet with the local authority.
- Suggesting ways in which parents may wish to provide evidence of education provision.
- Contacting our whole EHE community only in connection with our statutory duty, or to make parents aware of services or agencies offering support to home educating families.
- Responding to changes in circumstance which may impact upon the provision of suitable education.
- Identifying and responding to cases where children are not being provided with a suitable education, taking intervention action, as necessary.
- Offering to participate in Annual Reviews of Education, Health and Care plans, working collaboratively with parents and SEND colleagues to minimise LA oversight for families.

LEGISLATIVE CONTEXT AND OTHER RELATED DOCUMENTS

Education Act 1996

- Section 436A requires local authorities to establish the identities of children in its area who are not receiving a suitable education. The 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 at school.
- Section 437 concerns School Attendance Orders and states that local authorities must act if it appears that parents are not providing a suitable education by serving a notice in writing on parents, requiring them to satisfy the local authority that their child is receiving a suitable education.
- Section 13a requires local authorities to promote high standards and fulfilment of potential. This means that maintaining oversight of education provision is a legitimate part of our responsibilities towards children living in our area.
- Section 7 places a legal duty on parents to ensure their children receive efficient full-time education suitable to their age, ability and aptitude and any special educational needs they may have.
- Section 9 states that local authorities shall have regard to the general principle that pupils are to be educated in accordance with the wishes of their parents, so far as that is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure.

Children Missing Education Statutory Guidance for Local Authorities 2016

States that effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local authorities should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Education Act 2002

Section 175 of the act requires local authorities to make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting children's welfare. This applies equally to children who are being educated at home, as it does to children attending school.

Children Act 2004

Section 10 requires local authorities to make arrangements to promote co-operation to improve the well-being of children relating to:

- Physical and mental health and emotional well-being.
- Protection from harm and neglect.
- Education, training and recreation.
- The contribution made by them to society.
- Social and economic well-being.

This responsibility applies equally to children who are being educated at home, as it does to children attending school.

Section 53 sets out the duty on local authorities to take into account the child's wishes and feelings with regard to the provision of services. It does not, however, place an obligation on local authorities

to ascertain the child's wishes about elective home education as it is not a service provided by the local authority.

The School Attendance (Pupil Registration) (England) Regulations 2024

Section 9 (1)(f) states that a pupil shall be removed from a school roll following written notification from the parent that the pupil is receiving education otherwise than at school (elective home education is a form of education otherwise than at school).

The European Convention on Human Rights: Right to education

Article 2 of Protocol 1 states that no person shall be denied the right to education but the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.

The UN Convention on the rights of the child: Right to education and goals of education

Article 28 states that every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29 states that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 states that every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country where they live.

Human Rights Act 1998

The Act gives effect to the human rights set out in the European Convention on Human Rights. Article 8 - the right to respect for your family and private life, your home and your correspondence is one of the rights protected by the Human Rights Act.

SEND Code of Practice: 0 to 25 Years

Under this statutory guidance the local authority retains a responsibility for giving permission for children to be withdrawn from special schools to be home educated, for amending the Education Health and Care Plan and for reviewing it via the Annual Review process.

ILACS (Ofsted Framework, Evaluation Criteria and Inspector Guidance for the Inspection of Local Authority Children's Services)

Will focus on the information the local authority uses to monitor the welfare of electively home educated children. In particular, those children who are electively home educated and are either on a child protection plan, Education, Health and Care (EHC) plan or are a child in need.

The Ofsted Education Inspection Framework

The School Inspection Handbook states that Inspectors will be interested in high numbers of pupils moving on and off roll.

Grade descriptors for the leadership and management judgement expects that leaders will aim to ensure that all pupils successfully complete their programmes of study.

2019 DFE Elective Home Education Guidance for Local Authorities

This guidance document clarifies that:

- Identification of children who have never attended school and may be home educated forms a significant element of fulfilling the s.436A (children missing education) duty.
- Until a local authority is satisfied that a home-educated child is receiving a suitable full-time education, then a child being educated at home is potentially in scope of this (children missing education) duty. The department's children missing education statutory guidance for local authorities applies.
- The duty under s.436A means that local authorities must make arrangements to find out so far as possible whether home educated children are receiving suitable full-time education.
- In all cases where it is not clear as to whether home education is suitable (including situations where there is no information available at all), the authority should initially attempt to resolve those doubts through informal contact and enquiries. An authority's s.436A duty (and that under s.437) forms sufficient basis for informal enquiries. Furthermore, s.436A creates a duty to adopt a system for making such enquiries. Local authorities should be in no doubt about the necessity for doing this in order to make an early move to formal procedures under s.437 if necessary, thus avoiding delay in securing a suitable education when it is not being provided.
- Whilst the local authority has a duty to safeguard and promote the welfare of children, this duty does not give local authorities the power to enter the home of, or otherwise see, children for the purposes of monitoring the provision of elective home education.
- The Children Act 2004 sets out the duty on local authorities to, where reasonably practicable, take into account the child's wishes and feelings with regard to the provision of services. It does not, however, place an obligation on local authorities to ascertain the child's wishes about elective home education as it is not a service provided by the local authority.

There are also recommendations for local authorities contained in this guidance:

- They should provide clear information about home education that sets out the legal position and roles/responsibilities of both the local authority and parents.
- They should have a written policy, with input from home educating families, which should be reviewed regularly so that it reflects current law and is compatible with these guidelines.
- They are encouraged to address deficiencies informally before serving a Notice or Order.
- They should organise training on the law & EHE methods for all officers who have contact with EHE families.
- They should keep home educators & home education support organisations informed of the policies and procedures, of Ofsted reviews and any input they will have.

In addition, we will carry out further enquiries if we believe '[off-rolling](#)' is a feature of a child's removal from roll for the purposes of elective home education. See *safeguarding section*.

2019 DFE Elective Home Education Guidance for Parents

This document clarifies that:

- If a child has never been enrolled at a school, parents are under no legal obligation to inform the local authority that he or she is being home educated or gain consent for this.
- Parents are under no legal obligation from education law to agree to such a meeting (*with the local authority*) or to produce specific evidence but you should consider carefully the reasons for not doing so, what is in the best interests of your child, and what is the most sensible approach.

The Southampton City Council Fair Access Protocol

The updated School Admissions Code came into force on 1st September 2021. The code requires each local authority to have a Fair Access Protocol but it may only be used to place specific categories of vulnerable children where they are having difficulty in securing a school place in-year, and it can be demonstrated that reasonable measures have been taken to secure a place for them through the ordinary in-year admission process.

Electively home educated children are not deemed vulnerable as a cohort therefore parents wishing to apply for a school place will be placed in the same way as all other applicants, unless they meet one of the following criteria and they have failed to secure a place through the ordinary in-year admission process:

- Children either subject to a Child in Need Plan or a Child Protection Plan or having had a Child in Need Plan or a Child Protection Plan within 12 months at the point of being referred to the Protocol.
- Children living in a refuge or in other Relevant Accommodation at the point of being referred to the Protocol.
- Children from the criminal justice system.
- Children with special educational needs (but without an Education, Health and Care plan), disabilities or medical conditions
- Children who are carers.
- Children who are homeless.
- Children in formal kinship care arrangements.
- Children of, or who are, Gypsies, Roma, Travellers, refugees, and asylum seekers.
- Children who have been refused a school place on the grounds of their challenging behaviour and referred to the Protocol in accordance with paragraph 3.10 of the Admissions Code.
- Children for whom a place has not been sought due to exceptional circumstances.
- Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted.
- Previously looked after children for whom the local authority has been unable to promptly secure a school place.

Admissions Officers are responsible for identifying children who that should be placed via the Fair Access Protocol.

Southampton City Council Practitioner Guidance Document – Educational Neglect (May 2021)

The document provides further advice around signposting for professionals on the subject of educational neglect.

POLICY STATEMENT

The local authority recognises that parents choose to electively home educate for a variety of reasons.

This policy seeks to build on improved relationships with home educators and provide a means to effectively protect the educational and safeguarding interests of children being electively home educated where vulnerabilities are identified, or no information is available.

Our objectives are:

1. To improve our response to the local authority duty to be satisfied that electively home educated children are receiving an education that is suitable for their age, ability, aptitude and any special educational needs they may have, allowing them to reach their potential in a safe environment.
2. To improve engagement with parents prior to removal from roll, so that they are able to make informed decisions.
3. To reduce the risk of families being victims of ‘off-rolling’ practices.
4. To provide advice and support for families who are home educating.
5. To identify and respond to cases where children are not being provided with a suitable education and take intervention action, as necessary.
6. To improve awareness of home education amongst practitioners working with families.
7. To triangulate information available to identify where there may be safeguarding concerns, following established referral procedures, as necessary.
8. To only use enforcement procedures when they are necessary to secure a child’s right to an education (in accordance with s7 of the Education Act 1996).

The procedures contained in our flow charts have been designed to support delivery of the above objectives and they can be found in the following appendices:

1. School procedure.
2. LA procedure.
3. LA procedure - School Attendance Orders.
4. LA procedure - Education Supervision Orders.
5. LA procedure - Child protection and child in need planning.

PUPILS WITH AN EDUCATION, HEALTH AND CARE PLAN

When a parent’s intention to electively home educate a child becomes known an early Annual Review should be called by the school the child is enrolled at. Where this has not been possible, the local authority SEND Team will take responsibility for this. An early Annual Review will ensure that:

- A review can take place of the child’s needs.
- A baseline can be established against which progress can be measured at the next annual review.
- Parents can explain how they will ensure they will meet the needs of the child as written in the EHCP, but also how they will meet their wider duty under s7 of the Education Act 1996.

It is only after this early review has taken place that the SEND team will be able to determine:

- Whether consent will be given for a child with a EHCP to be removed from the roll of a special school, and/or,
- Any amendments need to be made to the EHCP.

There will always be a focus on SEN in our reporting templates because for education to meet s7 requirements provision must be suitable for the child’s special education needs.

Educated Other Than at School (EOTAS) or EHE?

CRITERIA	EHE	EOTAS
The local authority has commissioned tuition to ensure that the educational needs of the child are met.	X	√

The decision of the LA is that it would be inappropriate for the provision to be delivered in a school.	X	√
The child has an EHCP which names the type of provision that the LA believes would meet the child's needs but then states EOTAS.	X	√
The child has an EHCP which names the type of provision that the LA believes would meet the child's needs but states that the parent has elected to home educate under s.7 of the Education Act 1996.	√	X
The personal budget has been paid to the parent who will commission tuition to ensure that the special educational needs of the child are met.	X	√
The personal budget has been paid to the parent who will commission intervention that is not tuition to ensure that the special educational needs of the child are met.	√	X

For children with an EHCP who are registered as EOTAS or EHE, the SEND Team hold the lead responsibility for reviewing education provision. They will:

- Produce the EHCP.
- Ensure the SEND provision outlined in section F of the plan is provided for the child and enabling the child to make progress.
- Review progress made towards achieving the outcomes in the plan and set new ones.
- Where appropriate, review the use of a personal budget.

Collaboration between SEN and Inclusion

In cases where the EHCP names EHE in section I of the EHCP, a Home Education Family Support Worker will be invited to join the annual review, with prior parental agreement, to ensure that the wider parental responsibilities outlined in s.7 of the Education Act 1996 are being met. Where parents agree, this approach may require adjustment of EHE timescales to bring them in line with those of the SEN Team, but this approach should then reduce LA oversight.

Home Education Family Support Workers will also work alongside SEN Case Officers on complex SEN cases.

SEN Case Officer responsibilities	Home Education Family Support Worker responsibilities
<p>Produces the EHCP</p> <p>Which will state in section I the education provider name or placement type.</p>	<p>Determining whether the wider requirements of s7 of the EA1996 have been met.</p> <p>This includes the meeting of SEN needs.</p>
<p>Determines that EHE is meeting the SEN provision outlined in the plan</p>	<p>Informal enquiries</p>

<p>If EHE is suitable the EHCP should set out the type of provision the LA believes the child requires but state that parents have made their own arrangements under s.7 of the EA1996.</p>	<p style="text-align: center;">Formal enquiries</p> <p>(Begin with issue of s437(1) Notice)</p>
<p>Determines that EHE is not meeting the SEN provision outlined in the plan</p> <p>(EHE will not be recorded in section I where a provision name or type will be recorded instead)</p> <p><i>At this point the SEN Case Officer should discuss the case with the Children not in School Manager to agree a collaborative way forward for both services and an appropriate parental communication.</i></p>	<p style="text-align: center;">Offer of advice and support</p>
	<p style="text-align: center;">Consider a School Attendance Order or Education Supervision Order</p>
	<p style="text-align: center;">Consider legal action for failure to comply with an SAO</p>
<p style="text-align: center;">Review of provision outlined in the EHCP via the Annual Review process</p> <p>If at any point the Case Officer considers that the home education is no longer suitable, the LA must ensure that the special educational provision specified in the EHC plan is made available.</p> <p><i>At this point the SEN Case Officer should discuss the case with the Children not in School Manager to agree a collaborative way forward for both services and an appropriate parental communication.</i></p>	
<p style="text-align: center;">Offer of advice and support</p>	
<p style="text-align: center;">Consider a School Attendance Order or Education Supervision Order</p>	
<p style="text-align: center;">Consider legal action for failure to comply with an SAO</p>	

SUPPORT FROM HOME EDUCATION FAMILY SUPPORT WORKERS

If a child is not attending school full-time, the law does not assume that child is not being suitably educated, but it does require the local authority to enquire whether that education satisfies legal requirements and local authorities have these responsibilities for all children of compulsory school age.

Elective home education. Departmental guidance for local authorities. April 2019

Home Education Family Support Workers may contact parents to offer an initial discussion regarding the education provision in place, offer advice and support, as well as signposting to resources and local groups. The aim of the discussion will be to initiate a positive and constructive relationship with parents.

It is not possible for Home Education Family Support Workers to meet with all home educating families, but they are still accessible to all members of our home educating community at home.education@southampton.gov.uk. Efforts have however been made to provide information on our website that will help to inform parents who are beginning their home education journey, alongside creating processes that will ensure that known or potential vulnerabilities are afforded the highest priority.

In all cases we will carry out informal enquiries by asking parents to provide information on the breadth and content of their particular provision and invite the sharing of any available evidence.

Offering Visits

In our initial acknowledgement letters parents will be advised that they can request a visit (or contact) from an Home Education Family Support Worker at any time.

As resources allow, however, priority will be given to the following circumstances and visits may be offered as part of our informal enquiries. This is because children in many of these categories are those we would wish to ensure are receiving a suitable education given the additional challenges families may be facing and a report alone may not be sufficient for us to be confident that suitable education is taking place.

- In response to a parental request.
- When an EHE child is subject to child protection or child in need planning.
- Following a referral to the Children's Resource Service.
- At the request of the Social Worker if an EHE child is open to the Brief Intervention Service.
- On discussion with colleagues if an EHE family is open to Children & Families First.
- When an EHE child is open to the Youth Offending Service.
- When a child is in the EHC Needs Assessment process, involved in an SEN Tribunal or has recently been refused statutory assessment following an EHC Needs Assessment.
- When concerns have been reported to us by a professional or anonymously about the education provision in place, or regarding circumstances that may indicate that a suitable, full-time education provision is not in place or there may be an impact upon learning.
- If a change of circumstances becomes known that may impact upon provision or learning.
- When an EHE child was in receipt of specialist professional support at the point of becoming EHE e.g. SEND support, education welfare, Children & Families First, CAMHS.
- Where there have been previous episodes of EHE.
- If, at the time of becoming EHE, the child had not reached government attainment\progress expectations in English, maths or science.
- If an EHE child has a history of poor school attendance, or was persistently absent (PA) at the point of becoming EHE. PA is currently defined by the government as under 90% attendance.
- If an EHE child has been permanently excluded, or the subject of more than two fixed term exclusions over a rolling period of 2 terms, or was in the exclusion process at the time of withdrawal from school.
- When children are in a transition phase of their education.
- When a child has attended three or more schools in the preceding 12 months or who are known to have been without a school place for longer than half a term in the preceding 12 months.
- Where the local authority holds no information on the education provision in place for the child, having made informal enquiries.
- When a child has never accessed early years provision or been enrolled in a school.

Unannounced Visits

Our intention is to carry out unannounced visits only as part of our Children Missing Education procedures. Typically, this would generally be when we are tracking our Reception cohort each year but if it is possible to identify siblings at the same address from the education database, for whom education provision is known, a letter would first be sent to parents.

Annual contact visits

We will offer visits to families who have been placed on an annual contact schedule but we recognise that parents are under no obligation to meet with us and may choose to engage with this

process in a different way. These visits ultimately allow us to deliver the DfE expectation of annual contact so that we can be satisfied as to the current suitability of the education taking place.

One of our policy commitments, however, is:

We understand that children can thrive in a positive home education environment with parents who are committed to their child achieving their full potential. Our process to meet our statutory duty will not, therefore, exert more oversight than is felt necessary.

Our aim, therefore, is to use annual visits to provide families with an opportunity to showcase the learning that has taken place and the impact this has had on their child's education or wider development. Whilst there will be a focus on literacy, numeracy and progress, we welcome the opportunity to hear about any interests a child is pursuing, achievements they are particularly proud of, or any wider positive experiences.

All engagements with parents help Home Education Family Support Workers to support and advise other families and to advocate for the benefits that good quality EHE can offer.

Post 16

- In the Autumn Term of each year parents of all known Year 11 young people will be contacted in writing to signpost them to sources of advice and support. The only exception may be families who we have worked with before who may be contacted by telephone to offer advice or support.
- We will maintain a post 16 section on the EHE page on the council website with details of local colleges etc.
- We will publicise on the EHE Facebook page any opportunities or information available to promote access to education, employment or training.

Medical conditions

Consideration will be given to the potential impact upon education provision or learning in cases where:

- A child has a medical condition or diagnosis.
- A parent, or other significant member of the household, has a medical condition or diagnosis.

Parental Engagement

The local authority acknowledges that parents are under no legal obligation to agree to a Home Education Family Support Worker calling at their home, to meeting in a neutral location, to allowing access to their child or to providing information on the education provision in place.

The Department for Education, however, expects local authorities "*in all cases where it is not clear as to whether home education is suitable (including situations where there is no information available at all)*" to carry out informal contacts and enquiries.

Informal enquiries would always be our preferred way forward, but if parents do exercise their right not to accept a visit at a convenient location, which forms part of our approach to carry out informal enquiries into education provision, a request will then be made for further information and evidence to enable the local authority to discharge its duty to establish whether a child is being suitably educated.

Failed visits without cancellation or reasonable explanation i.e. agreed visits that do not go ahead because parents are not present at the address, or, visits pre-arranged by Home Education Family Support Workers with at least 10 days' notice that do not go ahead because parents are not present at the address, can result in a request for further information and evidence to enable the local

authority to discharge its duty to establish whether a child is being suitably educated. At this stage enquiries may be made to ensure that families are still resident at the address and as a risk assessment, agency checks may be undertaken to inform our next steps.

There may be other circumstances under which a lack of or refusal to engage in visits or meetings may necessitate a safeguarding referral being made, such as when a referral has been made to the local authority expressing concerns about the intellectual, emotional, social or behavioural development of the child or if disguised compliance or intentional non-engagement is considered to be a factor.

EVIDENCE OF EFFICIENT, SUITABLE, FULL-TIME EDUCATION

- The DfE recognise that the local authority needs to be able to reach a legitimate conclusion on whether a suitable education is being provided so requests for detailed information about education provision should be made as part of an authority's informal enquiries.
- Parents who are electively home educating their children are therefore expected to provide evidence of the education offered that will demonstrate to us that a suitable education is being provided in line with the age, ability, aptitude and any special educational needs and/or disabilities (SEND) of the child. In order to assist parents we believe that provision should have regard to the following characteristics:

Broad: it should introduce to children a wide range of knowledge, understanding and skills and must include Literacy and Numeracy.

Balanced: each part should be allotted sufficient time but should not push out other essential areas of learning.

Relevant: subjects should be taught to bring out their application to the child's own experience and to adult life and give due emphasis to practical aspects.

Differentiated: what is taught, and how it is taught, needs to be matched to the child's age, abilities and aptitude, considering any SEND.

Other aspects of a rounded education, such as personal, social and health education, outdoor and environmental education, citizenship, careers, technology and ICT could be incorporated into the learning experience.

- The DfE state in relation to suitable education that *"even if there is no specific link with the National Curriculum or other external curricula, there should be an appropriate minimum standard which is aimed at"*.
- The Committee on the Rights of the Child monitors the implementation of the UN Convention on the Rights of the Child and states that:

"Education must include not only literacy and numeracy but also life skills such as the ability to make well-balanced decisions; to resolve conflicts in a non-violent manner; and to develop a healthy lifestyle, good social relationships and responsibility, critical thinking, creative talents, and other abilities which give children the tools needed to pursue their options in life."

- Local authorities are allowed to use minimum expectations for literacy and numeracy in assessing suitability, whilst bearing in mind the age, ability and aptitude of the child and any special educational needs, as well as their starting point at the commencement of home education. Our approach will therefore be to establish whether a child is broadly in line with

national expectations. Where a child is significantly below, advice will be provided and, after a reasonable period of time has been allowed, education provision will be reviewed again.

- Home Education Family Support Workers will be asked to ensure that their reports distinguish between fact, observation, allegation and opinion and make clear when information has been provided from another source. They will also be encouraged to interact with the child or young person, where parents agree to this. These strategies will help to ensure that any assessment of the suitability of education provision is credible.
- When carrying out enquiries into education provision due regard will be given to the advice contained in the DfE guidance documents on [gov.uk](https://www.gov.uk) specifically relating to efficient, suitable and full-time.
- Where we are not able to meet with families, we will need to be able to discharge our duty to determine whether provision meets s7 requirements by other means. We will therefore request information from parents in a format of their choosing or provide a template for this purpose.
- Where parents decline to provide information or do not engage the DfE Elective home education Departmental guidance for local authorities states that:

“... where no other information suggests that the child is being suitably educated, and where the parents have refused to answer, the only conclusion which an authority can reasonably come to, if it has no information about the home education provision being made, is that the home education does not appear to be suitable.”

- If we feel that evidence provided by parents does not enable us to come to a decision regarding suitability, we will work with parents, requesting further information and encouraging parents to share samples of work with us and would hope that this approach will resolve the situation. These enquiries may in some cases be progressed as part of formal enquiries. When enquiries are being progressed under s437 of the Education Act they are then part of our formal enquiries.
- Approaches such as autonomous and self-directed learning, undertaken with a very flexible stance as to when education is taking place, will be judged by outcomes, not on the basis that a different way of educating children must be wrong.
- As parents you are under no legal obligation to respond to requests for information from the local authority but *“If you do not do enough to satisfy the local authority about the education being provided at home it may have no option but to conclude that the education does not meet the s.7 requirement.”*

Elective home education. Departmental guidance for parents. April 2019

- If a child attends other settings the local authority will take account of this provision when assessing whether s.7 requirements are being met.
- If, following informal enquiries, the local authority still believes that the education provision is not meeting the parental duty under s7 of the Education Act 1996, a Notice may be issued under s437(1) of the Education Act 1996 requiring parents to satisfy the local authority that their child is receiving suitable education.
- In cases where a parent does not respond to the s437(1) Notice or having received a response the local authority remains unable to reach a decision as to the suitability of the education provision, wider enquiries will be made in order to support the decision making process.

- Further detail on the provision of evidence and the circumstances under which information or evidence may be deemed unsuitable is contained in our guidance *Advice for parents considering educating their child at home and existing home educators*.

DE-REGISTRATION FROM EHE

In the following circumstances any child may be de-registered from elective home education on the local authority education database:

- Parents have advised that no education is taking place.
- Despite the provision of advice on how to improve education provision, the local authority has reached a judgement that s.7 requirements are not being met, based on information gathered or provided.

Parents will be notified if this action is to be taken because their child will then be classed as a Child Missing Education and procedures followed to seek enrolment in mainstream provision.

Where a child has an EHCP, in these circumstances, section I of the plan would be amended to state mainstream school.

CHANGES IN CIRCUMSTANCE

The following non-exhaustive list represents the circumstances under which the local authority may, at any time, contact parents to enquire about education provision. It is considered that the following circumstances may be an indicator that suitable full-time education is not in place, or, that arrangements may be compromised:

- On notification from the Children's Resource Service that a safeguarding referral has been made.
- On notification from Children's Resource Service that a PPN1 has been received (this is a public protection notification that is generated by Police Officers who attend incidents).
- If the child becomes subject to child protection or child in need planning.
- Following a referral to Inclusion Services about the education provision in place.
- Following a referral to or the involvement of the MET (missing, exploited, trafficked) Team.
- If the young person becomes open to the Youth Offending Service.
- When it is believed that the child may be attending an illegal or unregistered setting.
- Parental contact with Inclusion Services.
- Where professional concerns have been raised which may impact upon provision or learning.
- A wish to return to mainstream education.

In cases where a home educating family is known to be living overseas our records will be updated to indicate that the family are no longer resident in the city and the children are no longer electively home educated, because we are unable to fulfil our statutory responsibilities for such families.

CONTACT FROM NON-RESIDENT PARENTS

When we are contacted for information from non-resident parents about their child our process will be to:

- Establish and gain evidence of parental responsibility.
- Actively investigate whether there are any safeguarding issues which should be taken into account. This will involve liaison with the resident parent.
- Seek further advice if required from relevant others.
- Investigate whether there are any data protection issues and whether a Subject Access Request should be made.

- Decide whether or not to provide the information requested, based on the best interests of the child and ensuring that the resident parent is made aware of the decision.
- Respond to the non-resident parent.

If a non-resident parent is part of the home education provision for a child, we will seek relevant information from both the resident and non-resident parents to assist us in reaching an informed view of the breadth and content of the provision.

SAFEGUARDING

The welfare and protection of all children, both those who attend school and those who are educated at home, is of paramount concern and the responsibility of the whole community. Section 175 of the Education Act 2002 imposes a duty on local authorities to make arrangements for ensuring that the functions conferred on them are exercised with a view to safeguarding and promoting the welfare of all children.

An unsuitable or inadequate education can impair a child's intellectual, emotional, social or behavioural development and may therefore bring child protection duties into play. The 2019 DfE EHE guidance documents also clarify that a failure by parents to ensure that their child is in receipt of suitable education is capable of satisfying the threshold requirement contained in s31 of the Children Act 1989 that the child is suffering or is likely to suffer significant harm. Therefore:

- Single assessments, child protection and child in need plans will all reflect that home education is in place and explore whether the educational and development needs of the child are being met through the provision of efficient, full-time, suitable education.
- Electively home educated children subject to child protection or child in need planning will be referred to a Home Education Family Support Worker to undertake a review of education provision.
- Home Education Family Support Workers will attend safeguarding training.
- Home Education Family Support Workers will attend, wherever possible, child protection and child in need planning meetings to ensure there is an appropriate focus on the provision of efficient, full-time, suitable education.
- All Home Education Family Support Worker reports on education provision for children open to Children's Services will be shared with case holders, where this information is known.
- Contact will be made with families by Home Education Family Support Workers if we are made aware of a Hampshire Constabulary PPN1 report having been received for a home educated child.
- The SCC Children's Resource Service will notify the Children Not in School Manager of any referrals for home educated children, of compulsory school age, and the MET (missing, exploited, trafficked) Team will notify the Children Not in School Manager of any young people they are working with, of compulsory school age.
- Where it is known that children who are home educated have moved into the city, contact will be made with the previous LA to establish whether any safeguarding concerns existed.
- Depending upon the facts of an individual case, the local authority will consider whether action is required under safeguarding or education law, taking account of the advice of our legal advisers and the recommendations contained in the DfE guidance for local authorities.
- We do not, ordinarily, believe that elective home education is appropriate for children looked after and children who are subject to child protection planning. Where appropriate, Home Education Family Support Workers will work with parents and professionals to seek a school place that can meet the child's needs.

We will also report any safeguarding issues raised by parents about schools to the Headteacher, giving them a right of reply, and also to the SCC Lead for Safeguarding in Education Settings.

When could safeguarding powers be used by the LA?

Where necessary - because it is evident that a child is simply not receiving suitable education at home and the use of school attendance powers is not achieving a change in that situation - the local authority should be ready to use its safeguarding powers as explained in this guidance. The overriding objective in these cases is to ensure that the child's development is protected from significant harm

Elective home education. Departmental guidance for local authorities. April 2019

Further detailed information around procedures that LAs should follow can be found in the DfE guidance documents on [gov.uk](https://www.gov.uk) but parents should note that circumstances may include:

- When unsuitable or inadequate education may impair a child's intellectual, emotional, social or behavioural development.
- Where a parent has been prosecuted for failing to comply with a School Attendance Order and this fails to result in the child being enrolled at a school, whilst still deemed to be without suitable education provision.
- When children are vulnerable to contextual safeguarding factors e.g. vulnerable to child sexual exploitation, regularly going missing from home, involvement in criminal activity.

Keeping Children Safe in Education – September 2024

The updated KCSIE recommends that, where a parent\carer has expressed their intention to remove a child from school with a view to educating at home a meeting should be coordinated, where possible, to ensure that parents\carers have considered what is in the best interests of the child.

This approach has been part of our local process since 2017 but it should be accepted that:

- Meetings are voluntary and parents are under no obligation to engage with them.
- They cannot delay or prevent lawful removal from roll.

Ofsted focused visit May 2021

During discussions with inspectors it was recommended that Home Education Family Support Workers satisfy themselves that vulnerable children open to wider children's services are actually being seen by other professionals.

Off rolling

Ofsted defines off rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

Off-rolling can happen when a parent feels under pressure from a school and as though they have no other option than to withdraw their child to home educate, or seek a place at another school. It is often because a worst-case scenario has been painted for their child if they remained on roll.

In September 2021, new Ofsted National Education Director Chris Russell said standard wording would now be used for any inspection that finds off-rolling. The new guidance now says when off-rolling is identified as part of the reason for a school earning a requires improvement or inadequate judgment, reports will include the phrase: “This practise constitutes off-rolling according to Ofsted's definition”.

Off-rolling allegations made to the local authority will be recorded and reported to Headteachers who will be given a right of reply. Evidence will be requested so that the local authority can

investigate the allegation. Evidence could include records of meetings, CPOMS logs, details of SEN support, IEPs, behaviour support plans etc.

DATA SHARING

The LA is able to produce a list of all children known to be home educated, resident within the Southampton City Council boundary, from the education database.

Our school notification process provides information to enable us to prioritise Home Education Family Support Worker resource. This is also the means by which we can gather information, working towards the expectation of Ofsted that we monitor the welfare of electively home educated children.

Our Privacy Notice can be found on the Southampton City Council website at <http://www.southampton.gov.uk/schools-learning/support-education/elective-home-education/>

Transfer of safeguarding records

Where an Home Education Family Support Worker is required to be part of the professional network for children who are open to become open to children's social care, a Corporate Request Form will be sent to the previous school to ensure that safeguarding records are securely transferred so that we are able to identify, assess and respond to risks or concerns about the safety and welfare of children.

GOVERNANCE

This policy will be implemented by the Southampton City Council Inclusion Services Team, schools, Children's Services colleagues and parents.

It will be monitored by the Inclusion Services Team and updated on an annual basis at the end of the summer term.

CONCERNS OR COMPLAINTS

EHE parents who wish to report a concern or register a complaint about any aspect of our service should do so by contacting the Children Not in School Manager in the first instance. E-mails with a subject heading of "Concern" or "Complaint" will be dealt with as quickly as possible.

If, after the concern or complaint has been dealt with, parents remain dissatisfied with the response the formal Southampton City Council complaints procedure should be followed.

SUBSTANTIVE CHANGES

- Amended reference to local and national guidance documents, as well as the pupil registration regulations, to reflect that these have been updated for the new academic year.
- Updated reference to the EHE notification system now being online.

APPENDIX 1 - SCHOOL PROCEDURE

This procedure should be completed within 5 school days of parent stating their intention to EHE

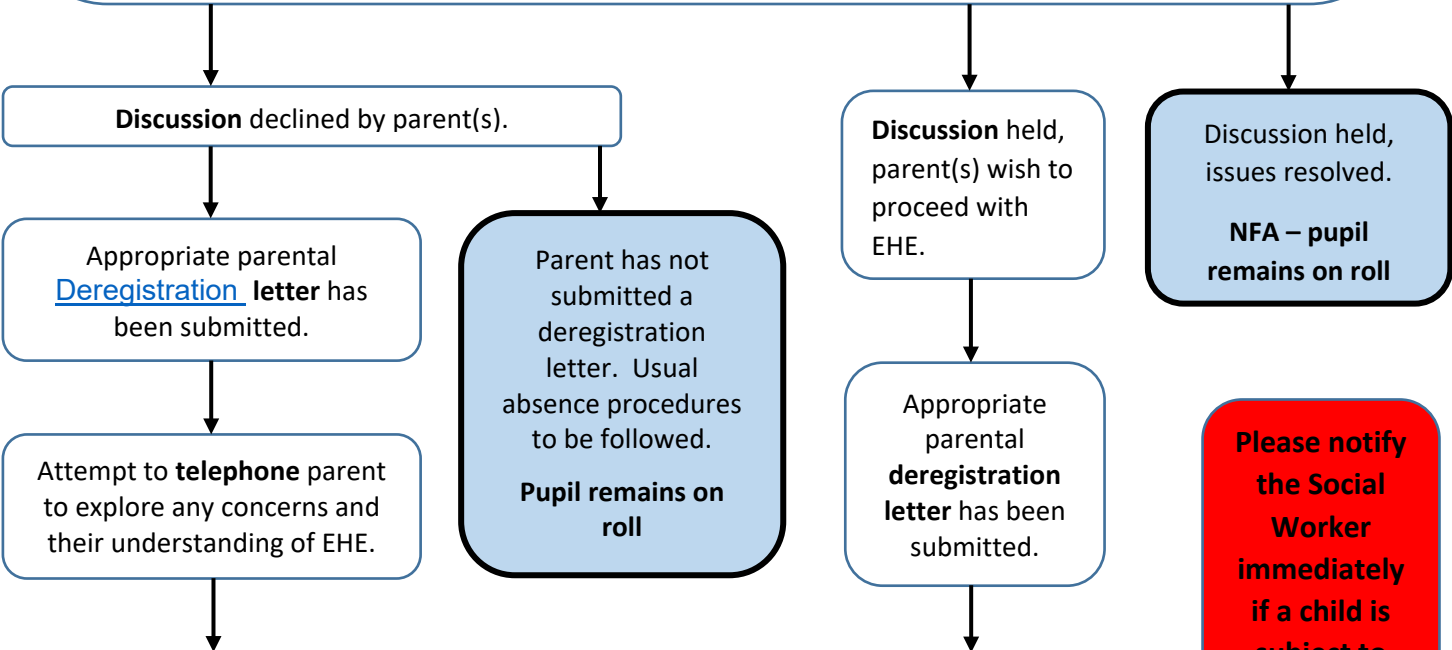
Parent(s) notifies the school of intention to home educate, verbally or in writing.
 Parent encouraged to complete a voluntary [Overview of Home Education](#). The [Information leaflet](#) for parents of children enrolled in school may also be issued.

An early Annual Review should immediately be called for all pupils with an EHCP.

Parent(s) invited to attend a discussion to explore any concerns and their understanding of elective home education. For pupils with an EHCP see further guidance.

- Work through the issues covered in the information leaflet for parents, as well as any others.
- EHE Family Support Workers and the Social Worker must be invited to the discussion if the pupil is subject to CP or CIN Planning using Home.education@southampton.gov.uk
- The SENCo should be present if the pupil has SEND.
- If the parent is unable to write a deregistration letter an EHE Family Support Worker should be invited using Home.education@southampton.gov.uk
- Education Welfare Officers should be invited if the pupil has been referred to the Education Welfare Service in order to secure regular school attendance.
- If open to YOS the YOS Officer should be invited as should Early Help practitioners working with the family.

Pupil remains on roll

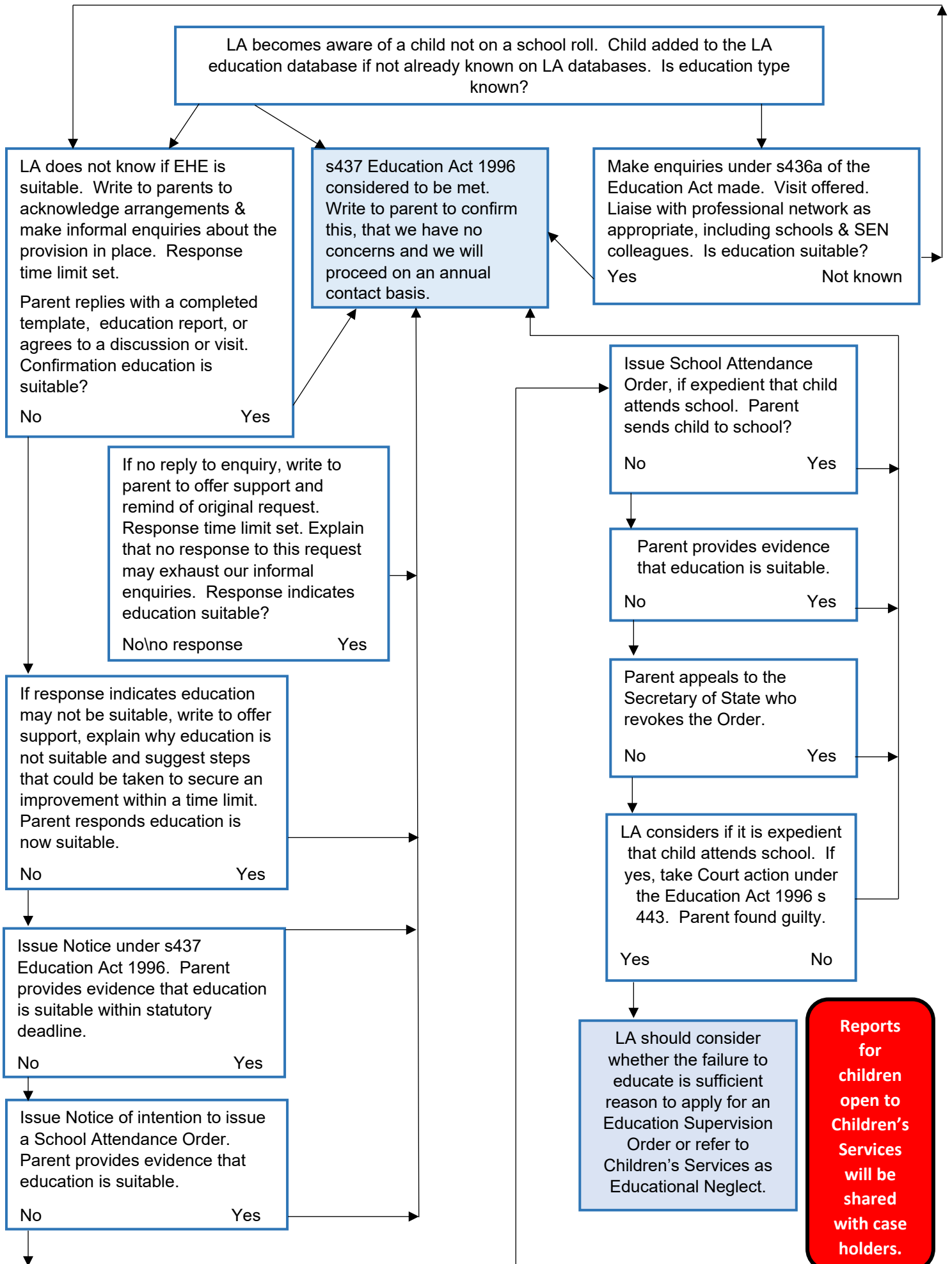


Pupil removed from roll as long as they do not have an EHCP and are enrolled in a [special school](#) (see further guidance). School actions to be taken:

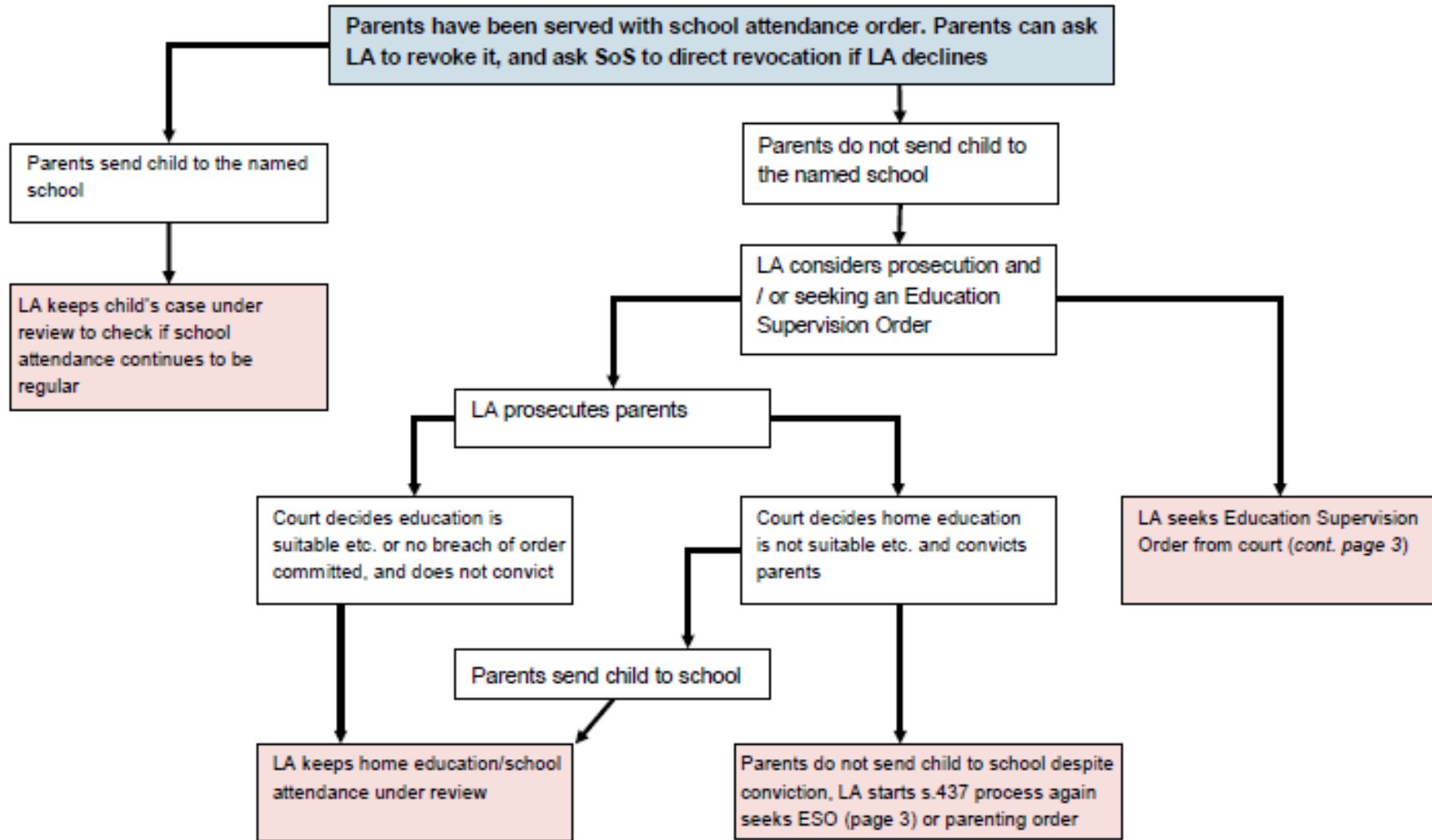
- Copies of parental deregistration letter, completed EHE [notification](#) and Overview of Home Education to be sent to Inclusion Services via the Southampton City Council website.
- Upload CTF to 7 m's.
- Acknowledgement letter sent to parents enclosing EHE information leaflet for parents if it has not already been
- Notify professionals and/or agencies involved with the family and the EWS.

Please notify the Social Worker immediately if a child is subject to CP or CIN Planning.

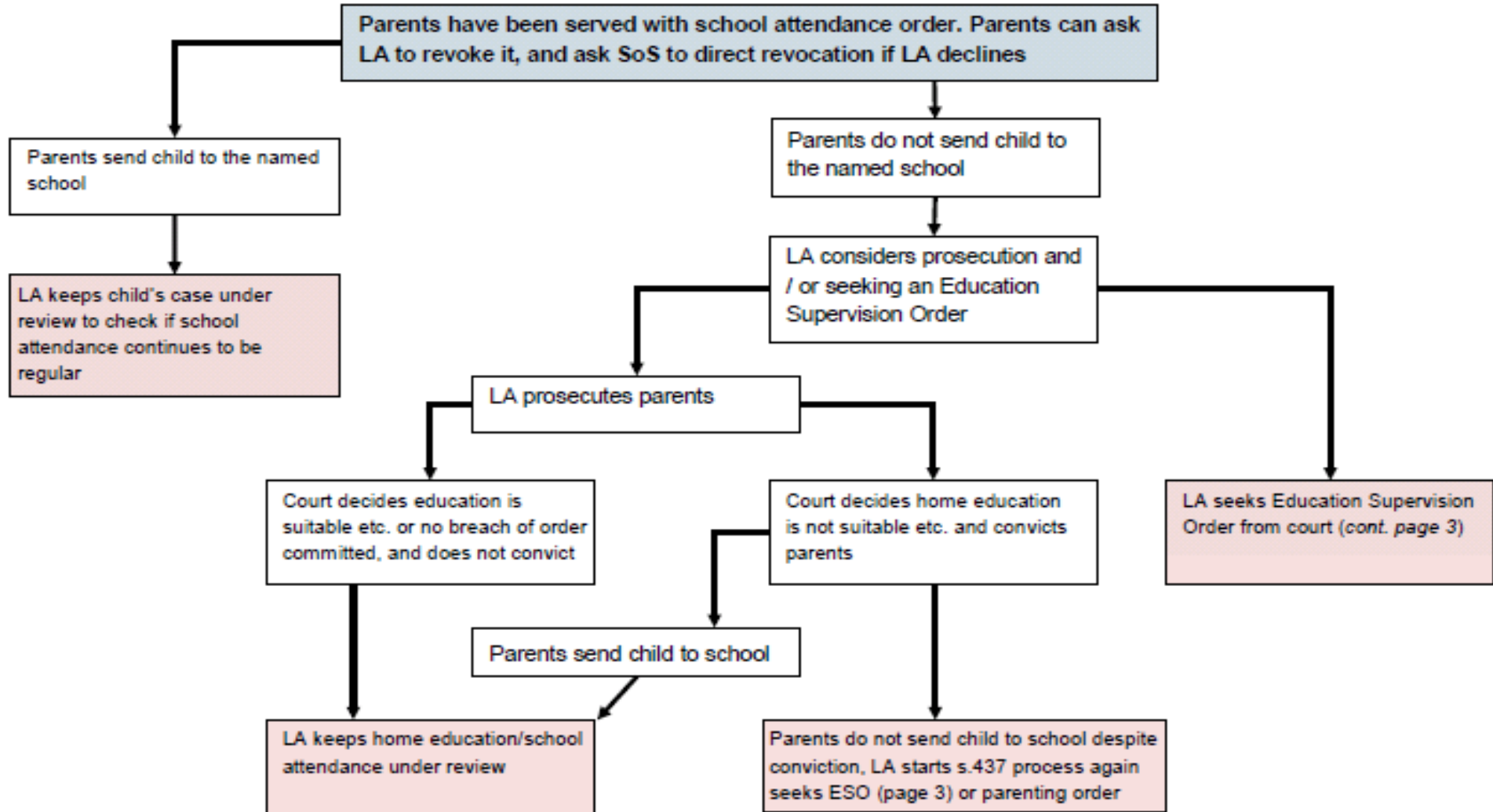
APPENDIX 2 - LA PROCEDURE



APPENDIX 3 - LA PROCEDURE – SCHOOL ATTENDANCE ORDERS



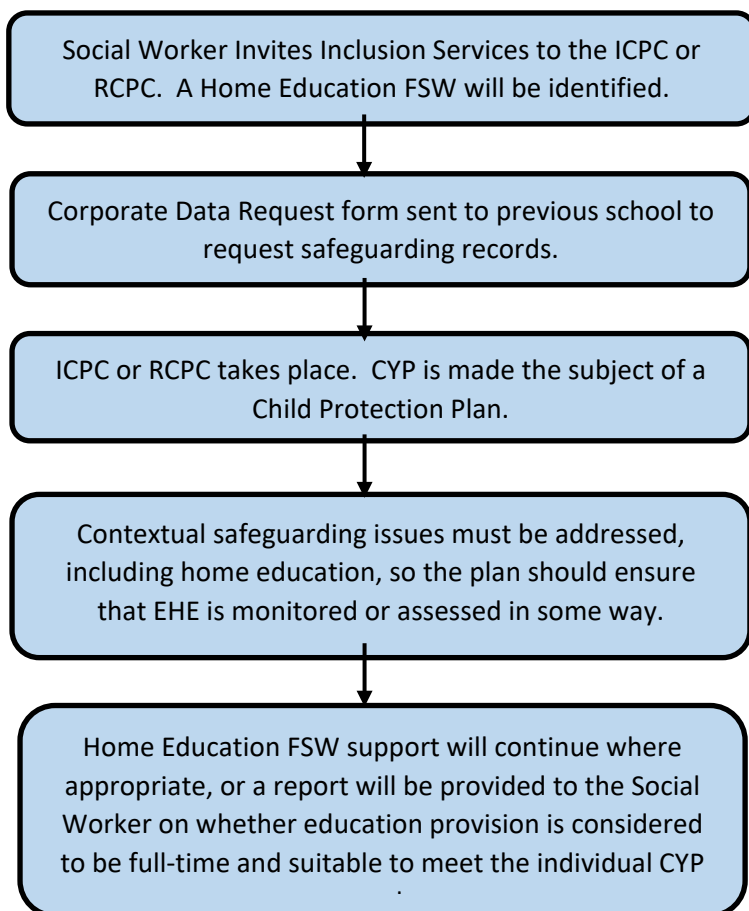
APPENDIX 4 - LA PROCEDURE – EDUCATION SUPERVISION ORDERS



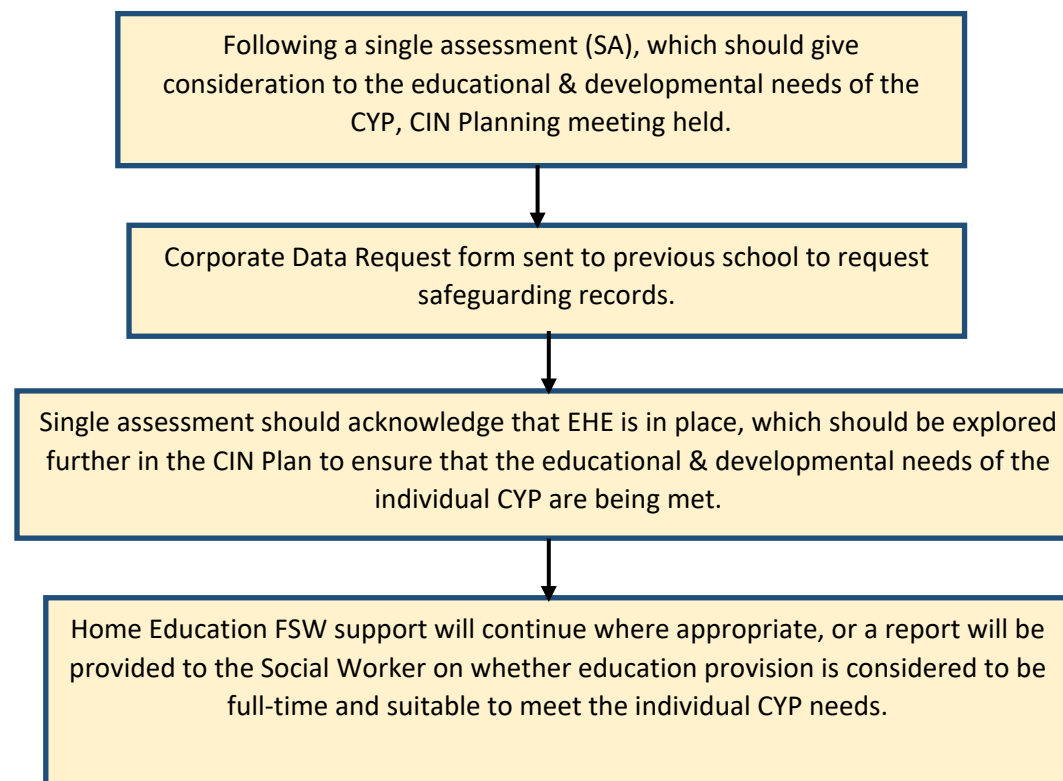
APPENDIX 5 – CHILD PROTECTION AND CHILD IN NEED PLANNING

- **CHILDREN’S RESOURCE SERVICE** will notify the ATM for Inclusion of all referrals for home educated children.
- **Assessment Teams** will notify ATM for Inclusion of single assessment outcomes.
- **The MET (Missing, Exploited, Trafficked) Team** will notify the ATM for Inclusion of all home educated children they are working with.

CP\SECTION 47 PLANNING



CIN\SECTION 17 PLANNING



Elective home education privacy notice

Academic year 2024\25



Why do we collect and use information?

Southampton City Council is the Data Controller for the purpose of collecting and using information from parents/carers and schools/academies to carry out our statutory responsibilities in relation to children who are educated at home and to meet our duty to improve the health of the population we serve.

We process information about your child, you as their parent/carer, alongside details around their school. We hold this personal data securely and use it:

- To develop an elective home education policy and process which is clear, transparent and easily accessible;
- To offer visits to home educating families by an SCC Home Education Family Support Worker
- To manage enquiries around our EHE service and communicate with home educating families.
- To seek to offer guidance to all known home-educating families in our area and provide advice and support for parents who request it;
- To maintain a record of children in Southampton who are known to be home educated;
- To obtain information about the education parents are providing to assist us in reaching a properly informed judgement on the suitability of the education being provided;
- To make arrangements to establish the identities, so far as it is possible to do so, of children in our area who are not receiving a suitable education;
- To contribute to the serving of School Attendance Orders, where required;
- To contribute to the core education record of your child held by Southampton City Council;
- To produce anonymised statistical data for Service Leads to support service delivery, improvement and planning;
- Inform families about how to access services and facilities from other agencies that would generally be delivered via school;
- To collaborate with other local authorities\services and operate a referral process;
- To undertake wider statutory duties in support of your child's education and welfare;
- To ensure compliance with our obligations under the accuracy principle of the General Data Protection Article (5)(1)(d)), Regulation (making sure our records about you and your family are up to date.
- To share information with Southern Health to support their duty to deliver public health functions such as the national Healthy Child Programme 0 to 19, the national Child Measurement and Childhood Immunisation Programmes and to support health visiting and school nursing services.
- To inform parents about important information or opportunities.
- To assess the quality of our services.

A wide range of council teams, responsible for working to improve outcomes for children, have access to the Capita ONE system including Transport, SEND, Education Welfare, Inclusion Services, School Admissions, Music Services, Portage, Virtual School, Family Engagement Workers, nominated Housing Managers\Officers. All users are required to sign a security declaration and undertake information governance training.

The following sections provide further detail around the information we process setting out what allows us to do this (lawful basis), who we may share it with, how long we keep it for (the retention period), alongside identifying any rights you may have and who to contact if you think we're not handling your information in the right way.

Categories of information that we collect, hold and share

The following personal and special category information may be processed but will vary depending upon whether an electively home educated child has previously been enrolled in a Southampton mainstream school:

- Your child's personal information (name, address, date of birth, gender and health information if it is relevant to the provision of education);
- Your personal information (title, name, address and contact details);
- Education information including enrolment history, exclusions, care status, attainment, attendance and SEND;
- Professional involvement with services, both statutory and non-statutory; and

- EHE history (such as communication with families, visit reports, plans and evidence of suitable education).
- Safeguarding information where Home Education Family Support Workers are required to be part of a professional network around a child.

The lawful basis on which we use this information

We collect and use the information ensuring that we comply with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA2018) requirements for processing through:

- Article 6(1)(e) - the processing is necessary to perform a task in the public interest or for our official functions, and the task or function has a clear basis in law;
- Article 9(2) (g) – Necessary for reasons of substantial public interest on the basis of Union or Member State law which is proportionate to the aim pursued and which contains appropriate safeguarding measures; and
- Sch.1, Pt.2, Para 6 - Substantial public interest conditions, for statutory etc. and government purposes.

These articles under the GDPR and the DPA2018 are supported by the following specific legislation:

- Sections 436A and sections 437 to 443 Education Act 1996;
- Section 10 and 11 of the Children Act 2004;
- Equality Act 2010;
- Section 7 of the Education Act 1996;
- Health and Social Care Act 2012;
- Working Together to Safeguard Children 2018; and
- SEND code of practice: 0 to 25 years.

Under these lawful bases we do not require your consent to process this information but we are required, through this privacy notice, to ensure you are fully informed of why we are collecting this information and what we will do with it.

Changes in your circumstances

Parents should notify us immediately if there are any changes in your circumstances and personal details so we can maintain an accurate and up to date record of your information.

Storing and Securing Data

The information provided to us will be held within the Council's Capita ONE system, which supports the delivery of education and early-years services.

Documentation sent to the council electronically will be scanned to create an electronic record and linked to the records of individual children on the Capita ONE system.

The information held within Capita ONE will be kept in line with our retention schedule and then disposed of as appropriate. The database is held on the council secure network. Maintenance and support of this system is primarily carried out by SCC employees with some aspects of these routines being carried out by Capital PLC which is covered by a separate data protection agreement. No information leaves the UK or European Economic Area (EEA).

Who do we share information with?

We do not share information with anyone unless there is a lawful basis that allows us to do so.

Depending on the individual circumstances of each situation, we may have to share this information with other teams within the Council working to improve outcomes for children and young people, or to fulfil other duties and powers to support our work. These might include those responsible for ensuring the participation of young people; Children Missing Education (for ensuring the provision of full time education); Virtual School (for support of children looked after); and/or Social Care (supporting welfare, safeguarding and corporate parent functions).

External bodies we may share information with include schools, colleges which offer 14-16 provision, other local authorities, the Police, NHS services, government bodies such as the School Adjudicator or Local Government Ombudsman.

In addition we may share anonymised data on our whole EHE cohort to other agencies, government departments or individuals. Examples would be in response to Freedom of Information requests, as part of a national data collection, or, to enable the local authority to respond to government consultations.

Home Education Family Support Workers may share information on individual cases, in the form of referrals, to other agencies/services. No referrals will be made without the consent of parents, unless to do so would place a child at increased risk of harm (Working Together to Safeguard Children 2018).

If the local authority is approached by the non-resident parent of an electively home educated child, the advice of our Legal Services Team will be sought to enable us to respond in a lawful manner.

Requesting access to your personal data and your rights

Under data protection legislation, individuals have the right to request access to information about them that we hold. Further information on how to make a Subject Access Request (SAR), including a link to the form, can be found at:

<http://www.southampton.gov.uk/council-democracy/council-data/data-protection/subject-access-requests.aspx>

You also have the right to:

- Prevent processing for the purpose of direct marketing;
- Object to decisions being taken by solely automated means;
- In certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- Claim compensation for damages caused by a breach of the Data Protection regulations.

Please note that under the GDPR, there is also a right to erasure but the right to erasure does not provide an absolute 'right to be forgotten'. Where the data being processed is for the purpose of 'performing a task in the public interest or for our official functions, and the task or function has a clear basis in law' (Article 6(1)(e)), this right does not automatically apply.

If you have a concern about the way we are collecting or using your personal data, you can raise your concern with us in the first instance, or, you can go directly to the Information Commissioner's Office, as the supervisory authority, at <https://ico.org.uk/concerns/>.

You have the right to object to your data being shared and an appropriate form to do this can be found at:

<http://www.southampton.gov.uk/council-democracy/council-data/data-protection/>.

If you are considering this option you may wish to first look at the guidance from the Information Commissioner which can be found at:

<https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/individual-rights/right-to-object/>.

Contact Details

Further information on how we handle personal information, your data rights, how to raise a concern about the way we are processing your information and a copy of the council's Global Privacy Notice can be found at:

<http://www.southampton.gov.uk/contact-us/privacy-cookies/privacy-policy.aspx>

You can also find details of the Southampton City Council Information Lawyer (Data Protection Officer) on the above web page.