

Elective Home Education (EHE) Guidance

1.0 Introduction

This information is to support parents or carers who elect to educate their children at home and to explain Darlington Council's procedures for ensuring that arrangements met the legal requirements.

- 1.1** Elective Home Education ('EHE') is the term used by the Department for Education ("DfE") to describe a parent's decision to provide education for their children at home instead of sending them to school. It is not home tuition provided by the Local Authority (LA), or where the LA provides education otherwise than at a school.
- 1.2** Home-educated children are those who, for a range of reasons, are being educated at home and in the community by parents, or tutors, and are not registered full time at mainstream schools, special schools, Pupil Referral Units (PRUs), colleges, or children's homes with education facilities or education facilities provided by independent fostering agencies.

2.0 Principles

Education for all children in the United Kingdom is compulsory; attendance at school is not, provided suitable arrangements are in place. Parents are responsible for ensuring that their children receive a suitable education. Where parents choose to home educate, Darlington Council considers it to be desirable for parents and the LA to work together, recognising each other's rights and responsibilities and establish and maintain a positive dialogue in the interests of the child to ensure that a high quality education is received and children are safeguarded.

- 2.1** Section 7 of the Education Act 1996 states "it shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full time education suitable to his age, ability and aptitude {and to any special needs he may have} either by regular attendance at school or otherwise." To be considered efficient a child's home education need not be the same as a child would receive at school, but the Council must be satisfied that the education is appropriate for the child.

3.0 Purpose

The purpose of this guidance is to clarify for schools, parents, carers, guardians and related agencies, the framework by which the LA carries out its statutory responsibilities and to encourage good practice by setting out the legislative position and the roles and responsibilities of the LA and parents in relation to children of compulsory school age educated at home. The guidance sets out parents' rights to educate their children at home, together with the legal duties and responsibilities of Headteachers and Darlington Council. It also sets out the arrangements Darlington Council will make in order to carry out its legal duties.

4.0 Who are the children and young people on EHE?

There are currently around 219 (as of Aug 22) children who are known to the LA as being electively home educated in Darlington. Parents and carers have chosen to take this responsibility for a variety of reasons.

4.1 The main reasons given for children on the EHE register are:

- Ideological or philosophical views which favour home education or wishing to provide education which has a different basis to that normally found in schools.
- Religious or cultural beliefs and wish to ensure that the child's education is aligned with these.
- Dissatisfaction with the school system, or schools(s) at which a place is available
- Bullying of a child in school
- Health reasons, particularly mental health of a child
- As a short-term intervention for a particular reason
- Child unwillingness or inability to go to school, including school phobia or school refuser
- SEND or perceived lack of suitable provision in the school system for those needs
- Disputes with a school over education, SEN or behaviour of the child, in some cases resulting in 'off rolling'.
- Familial reasons which have nothing to do with schools or education (home carer)
- As a stop gap awaiting place in a school of choice.
- Avoiding potential prosecution for poor attendance
- Avoiding potential exclusion.

4.2 Most families who take the decision to home educate do so because they believe it to be in the best long term interest of their child. Such families usually provide a high standard of education for their children. On occasion, some families may feel that electing for home education is the only available option when it appears that school issues cannot be resolved or where personal circumstances mean that attending school regularly is problematic. The LA EHE Advisor aims to support families in these situations to ensure families understand the implications of the child no longer being on a school roll, for example having to take qualifications as an external candidate, and the lack of school places for young people during GCSEs.

4.3 When assessing the suitability of arrangements that are in place the council must consider both safeguarding and educational issues and respond accordingly within the legal frameworks available.

4.4 A child is of compulsory school age from the school term after his/her 5th birthday until the last Friday in June of the academic year in which they reach the age of 16. There is no obligation to provide education before or after this period.

5.0 Choosing Home Education

- 5.1 Darlington Council acknowledges that there is no one 'correct' educational system. All children learn in different ways and at varying rates. It is vital that parents and children choose a type of education that is right for them, and the council understands and is supportive of many differing approaches or 'ways of educating' which are all feasible and legally valid.
- 5.2 The role of the LA EHE Advisor is not to tell parents how to educate their children or to promote registration at school. It is to support and respond to concerns that a child is not receiving a full-time education suitable to his or her age, ability and aptitude and, where appropriate, provide support and information for parents.
- 5.3 Parents who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations.
- 5.4 Where young people are entering EHE during Key Stage 4, attention will be given to ensuring appropriate learning pathways are discussed with relevant parties. There is an expectation that clear plans will be in place for achieving recognised qualifications at age 16 and securing progression to post 16 learning or employment with training, and, recognising the vulnerability of becoming NEET ("not in education, employment or training") for young people who exit school at this late stage.
- 5.5 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". It is appropriate for EHE practitioners to be mindful of this when planning education provision.
- 5.6 When the council begins monitoring the home education of a child we will seek to learn what the parents' objectives are (what they set out to achieve). Only in this context can the **efficiency** of the provision be judged. The **suitability** of education is considerably harder to determine, except in the broadest terms, or where a child has specific needs, which must be met.
- 5.7 If parents inform schools they are considering home education, it is important that schools and parents are fully appraised of the expectations and implications of home educating before committing to making this important decision. Darlington Council recommends that parents are given contact details and advised to seek advice from the LA EHE Advisor before the parents formally ask the school to remove the child from the school roll. Schools must not seek to persuade parents to educate their child at home, nor would it be recommended for parents to elect to

educate their children at home as a way of solving a perceived or ongoing problem for a school.

5.8 Where parents are looking to home educate due to a breakdown in relations at the school and the parents are notifying of intent to home educate for these reasons, there should be a presumption that mediation will be explored prior to a final decision being made on whether to remove the child from the school roll and that the LA can be engaged in that process. The LA would expect all Darlington schools to have had a discussion with parents, signposting them to support & guidance before making any formal decision. The LA EHE adviser can support with this and it is recommended that they are included in meetings to discuss between parent and school prior to the decision being made to remove the child from roll.

5.9 If a child is on the roll of a school they must inform the headteacher by letter that they intend to home educate. The headteacher is then required to notify the local authority. If they do not inform the headteacher in writing the child will remain on roll and the parent may be liable to prosecution for non-attendance.

5.10 When a school receives written notification from a parent of their intention to home educate their child, it is the responsibility of the school to:

- Invite the parents to discuss any issues or concerns that could be resolved to enable the child to continue to be educated at school in a way which meets the parents' expectations
- If the parents' decision is firmly to home educate, to acknowledge this in writing and delete the child's name from the school register. However in the interests of the family, recommended good practice would be to allow a period of 20 school days after deletion of the name from the school register, for the parents to reflect on their decision having sought further advice and support and to change their mind if they so wish.
- Inform the LA immediately of removal of the child's name from the register following the above. (Regulation 12 (3) of the "The Education (Pupil Registration) Regulations 2006)
- Ensure that the pupil file is retained in accordance with usual procedures until requested by a receiving school.

5.11 The only circumstances under which parents are under an obligation to inform the LA directly of the intention to home educate a child concerns pupils registered at a special school.

- Special schools should not automatically remove a child from their roll because a parent states that s/he intends to opt for home education.
- Parents must seek the consent of the LA before making arrangements to home educate. Until this is provided and the LA has approved the

educational provision for the child, the child should be expected to attend school as normal. Failure to attend without reason should be treated as unauthorised absence.

5.12 If a child is registered at a school as a result of a school attendance order the parents must get the order revoked by the LA on the ground that arrangements have been made for the child to receive suitable education otherwise than at school, before the child can be deleted from the school's register and educated at home.

5.13 The LA may also receive information that a child is either not attending schools and/or being home educated from a number of sources. These include: the Admissions team, Social Care, , Health services, Housing or other Local Authorities.

5.14 In all cases where it becomes apparent that a child is being home educated the guidelines below should be followed.

- If it is unclear whether a parent is simply absenting a child from school or providing education, the situation should be explored and clarified as a matter of urgency.
- While a child remains on a school roll, the school should treat any ambiguous failure to attend as an unauthorised absence. On this basis an attendance officer can legitimately visit the home to explore the reasons for the absence. Schools must be advised to seek this service where any ambiguity over education provision exists.
- If a child is not on roll at a school, the Children Missing Education Officer should investigate.
- It should not be assumed that home education is being provided until a parent states that this is the case.

5.15 A child with an EHCP/statement of special educational needs can be educated at home. Any assessment of the home education will be linked with the process of keeping a child's special needs provision under review..

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6.0 EHE referral process

If a child is registered at a Maintained or Independent school, and the parents elect to home educate, they must inform the school in writing. Schools are advised to refer families to the EHE Adviser to ensure they are fully informed of the process prior to receiving formal notification of intention to withdraw the child from school.

6.1 Schools are strongly advised to offer to meet with the parents to discuss and resolve any issues about school and the child's needs that might influence the parents' decision to continue with their child's attendance at school or to home educate.

6.2 The LA and EHE Advisor will monitor data and highlight schools considered to have larger than average numbers of children leaving to EHE and report the findings of this data.

6.3 The LA will offer an early opportunity for parents to inform them if they believe they have been pressured by the school. In such situations, the LA will ask the school to reconsider and apply any influence it may have to encourage the school to take a pupil back.

7.0 Monitoring of EHE

Contact will be made with parents who opt to home educate:

- Initial contact will be made by the LA EHE Advisor. This will be aimed at establishing the position, gathering initial information and providing help if the parent is actually seeking a school place.
- Where parents intend to continue to home educate, the case will be monitored regularly by the LA EHE Advisor.

7.1 If a parent decides to cease home education they may apply to the LA for a place at a school. The LA EHE Advisor will support them with the process as needed.

7.2 The type of educational activity can be varied and flexible. It is recognised that home-educating parents are **not** required to:

- teach the National Curriculum
- provide a broad and balanced curriculum
- have a timetable
- have specific premises equipped to any particular standard
- set hours during which education will take place
- have any specified qualifications
- observe school hours, days or terms
- give formal lessons
- mark work done by their child
- formally assess progress or set development objectives
- reproduce school type peer group socialisation
- match school-based, age-specific standards

7.3 Full time does not mean being bound by school hours and terms, as this measurement of contact time is not relevant to home education where there is often almost continuous one-to-one contact.

7.4 If an EHE child decides to take GCSEs, then parents should make their preparations as early as possible. It is sensible to start planning when their daughter/son is in Year 9 (the school year in which they become aged 14).

- 7.5** It is essential to find out where their daughter/son can sit the examinations. This must be an accredited centre. They should contact their local school or further education college to see if it will accept external candidates. Parents will have to use the same syllabus/exam board as the school/college. They can also look on the internet for accredited examination centres under the chosen examination board.
- 7.6** Parents will need to ask how much the school/college/ examination centre will charge, as they will also, under current legislation, have to pay the exam board fees. The LA is currently unable to provide this funding for GCSEs if a child is receiving EHE.
- 7.7** It is the parents' responsibility to identify exam boards and syllabus material and to prepare their child for any examinations. Parents are responsible for meeting deadline dates and the costs for registering for examinations they wish to enter their child for.

7.

- 7.9** Local Authorities have a duty to try and identify children not receiving a suitable education. Section 436A of the Education Act 1996:

“A local education authority must make arrangements to enable them to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age but —

- (a) are not registered pupils at a school, and
- (b) are not receiving suitable education otherwise than at a school.”

- 7.10** Section 437 (1) Education Act 1996 provides that “if it appears to a LA 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 a notice in writing on the parent requiring him to satisfy them within the period specified in the notice (which must be no less than 15 days) that the child is receiving such education.”

- 7.11** The LA may make enquiries of parents who are educating their children at home to establish that a suitable education is being provided. This was established in case law (Phillips v Brown, Divisional Court [20 June 1980, unreported] Judicial review by Lord Justice Donaldson) which said ‘an LEA is entitled, though not required, to make **informal** enquiries of parents’. However, parents will be under no duty to comply. In his judgement, Lord Donaldson said, however, that it would be ‘sensible for them to do so’. If parents ‘give no information or adopt the course ... of merely stating that they are discharging their duty without giving any details of how they are doing so, the LEA will have to consider and decide whether it ‘appears’ to it that the parents are in breach of Section 36 of the 1944 Act [now Section 7 of the 1996 Education Act]’

7.12 Section 437(3) Education Act 1996 provides that if a parent fails to satisfy the LA within the specified period that their child is receiving a suitable education, it has the power to issue a “school attendance order” requiring that their child become a registered pupil at the school named in the order

7.13 The LA has general duties to make arrangements to safeguard and promote the welfare of children (see section 175 of the Education Act 2002 and sections 10 and 11 of the Children Act 2004). The EHE Advisor along with all employees of the local authority, has a responsibility to ensure all children are safeguarded and their welfare promoted throughout their work. Section 175 (1) provides:

“A LA shall make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting the welfare of children”.

7.14 Sections 17 and 47 of the Children Act 1989 provide the LA with a power to insist on seeing children in order to inquire about their welfare where there are grounds for concern, although such powers cannot be used in order to establish whether the child in question is receiving suitable education at home.

7.15 Officers must act upon any concerns that a child may be at risk of significant harm, in accordance with Darlington Council’s child protection procedures.

7.

7.17 The LA will do all it can to monitor each case which comes to its attention. This is viewed as important in order to safeguard children and to ensure that a suitable educational experience is provided, so children are enabled eventually to take their place in society and to contribute to it. Monitoring also provides the opportunity to offer parents advice and to signpost opportunities available.

8.0 EHE procedures

In order to comply with its duty to intervene if it appears that a child of compulsory school age is not receiving a suitable education and to adequately plan for support for families, the LA guidance is to maintain a record of children known to Darlington Council being educated at home. This is a list of the children known to Darlington Council only and therefore not an exhaustive list of all children educated at home in Darlington. Families who have children who have never been on roll may also register to access advice and support.

8.1 Parents can respond to a request for information about their child’s education provision by writing to or by meeting the LA EHE Advisor and talk things through. Many people find a home visit helpful, but parents may wish to meet at another venue.

8.2 The first monitoring visit will be used partly to establish a positive relationship with the family and the child. The main priority is to gain a picture of what has been done

so far and what the parent's objectives are for the future (what they set out to achieve).

- 8.3** Parents may welcome the opportunity to discuss the provision that they are making for their child's education during a home visit but parents are not legally required to give the LA access to their home. They may choose to meet a LA representative at a mutually convenient and neutral location instead, with or without the child being present, or choose not to meet at all. Where a parent elects not to allow access to their home or their child, this does not of itself constitute a ground for concern about the education provision being made. If they choose not to meet, parents will be asked to provide evidence that they are providing a suitable education. Parents might prefer, for example, to write a report, provide samples of work, have their educational provision endorsed by a third party (such as an independent home tutor) or provide evidence in some other appropriate form.
- 8.4** If it appears to the LA that a suitable education is not being provided, the LA will seek to gather any relevant information that will assist reaching a properly informed judgement. This will include seeking from the parents any further information that they wish to provide which explains how they are providing a suitable education.
- 8.5** A written report will be made and copied to the parents stating whether the authority has any concerns about the education provision and specifying what these are, to give the child's parents an opportunity to address them. The report will use the following three descriptors:
- The provision provides evidence of a suitable education
 - The provision is generally suitable but needs the following improvements...
 - The provision has not provided any evidence of a suitable education
- 8.6** The LA EHE Advisor monitors progress with each case being reviewed based on its needs.
- 8.7** Parents will be given the opportunity to address any specific concerns that the authority has. The child will be given the opportunity, but not required, to attend any meeting that may be arranged or invited to express his or her views in some other way.
- 8.8** Whilst there are no statutory duties in relation to the routine monitoring of the quality of home education, under Section 437(1) of the Education Act 1996, local authorities shall intervene if it appears that parents are not providing a suitable education.
- 8.9** Ultimately the LA might send parents a formal notice asking them to satisfy the LA that their child is receiving suitable education, and if this is not forthcoming then the LA will look at serving a School Attendance Order requiring parents to send their child to school. Once the School Attendance Order is issued it can only be revoked (cancelled) if evidence is presented to the LA that a suitable education is being provided.

8.10 In order to determine confirmation that parents are providing a suitable education the LA ensures that informal enquiries about educational provision are initiated in the first instance. However it would be quite consistent with these guidelines to proceed to a formal notice under s.437(1) of the Education Act 1996 if parents refuse to respond to informal enquiries. If parents then refuse to respond to the notice, school attendance proceedings should follow. The LA is clear that although parents' rights should be respected, the prime objective is the welfare of the child.

8.11 The LA's role is confined to situations where it is not satisfied that the education is full-time and suitable to the child's age, ability and aptitude. Darlington Council does not think this means that the authority should do nothing until evidence of failure by the parent materialises, but it does mean that the approach should be proportionate. Darlington Council finds it adequate to make informal enquiries once a year and if the outcome is satisfactory, leave matters there. Otherwise it begins to look unnecessary and over-bearing. However if lack of response gives rise to a view that the authority isn't satisfied then more frequent enquiry and escalation to a s.437(1) order are consonant with the authority's role.

9.0 Safeguarding in EHE

Where one or more of the conditions set out below are met, there is an expectation that every child whose parent(s) elect to home educate to participate in a meeting with the LA EHE Advisor and the child at a mutually convenient time and place in order to satisfy the LA of the suitability of the education provision proposed. From past experience the presence of one or more of these factors is a strong indication that the child in question may well not be engaging in a suitable education and may be seriously under-achieving.

9.1 If the child is known to be vulnerable, a refusal to cooperate is more serious in view of the potential safeguarding risks. To establish education suitability the LA will request that both the child and evidence of learning are seen. Where one or more of the conditions set out below are met education will not be recorded as suitable if this meeting is not facilitated.

The conditions where this meeting would be required are:

- a) The child has a history of persistent unauthorised absence from school (by persistent absence, Darlington Council mean absence of 15% or higher);
- b) The child has a record of poor attainment at school as measured by progression in performance using prior attainment and National Curriculum Test Results as the basis for assessment;
- c) The child has previously been permanently excluded from school(s) or has been subject to more than one fixed term exclusion whilst at school;
- d) The child has been referred to early help and/or to children's social care.

9.2 Where none of the four conditions set out above are present, the LA would strongly encourage parents to participate in a meeting in order that they receive the full support available. However in these circumstances, unless there is any other matter

which suggests that the child is not receiving a suitable education otherwise than at a school, there is no requirement for such a meeting.

9.3

9.4 Child Protection Plan (CPP) – home education cannot be seen as a protective factor for a child. A child being educated at home is not necessarily being seen on a regular basis by professionals such as teachers and this logically increases the chances that any parents who set out to use home education to avoid independent oversight may be more successful by doing so. Services may be less likely to become aware of the signs of abuse or neglect in these circumstances.

9.5

10.0 The Criteria for Judgements

As noted above, parents are required to provide suitable and efficient education. The terms are amplified below on the basis of case law and reasonable practical interpretations:

Suitable education – This is defined in case law as ‘education in line with the child’s age, aptitudes and abilities and any special educational needs’. This is further defined as education which enables children 'to achieve their full potential', and 'to prepare ... for life in modern civilised society'.

‘Suitable’ – Is defined in more detail in the Elective Home Education departmental guidance for LA April 2019; 9.1 ‘What do the s.7 requirements mean’, this includes:

- No person should be denied the right to education
- Parent’s wishes are relevant, however are not the sole arbiters of what constitutes a suitable education.
- A suitable education must not conflict with British Values as defined by governmental guidance.
- Should not involve marked isolation; a suitable education should involve socialisation.
- Environmental factors must be considered.

10.1 Officers might legitimately argue that education which does not provide a reasonable range of subject matter, including access to basic skills of literacy and numeracy, ICT, and some knowledge and understanding of the world in which we live, would be failing to equip the child to take his/her place in modern civilised society.

10.2 Children’s social and emotional development are crucial. Those educated at home may not have as wide a range of possibilities in these areas as those who attend school. It is, therefore legitimate to expect parents to make provision for these areas. Contact with peers and the development of emotional resilience should be

regarded as essential elements of equipping the child to take his/her place in modern civilised society.

10.3 The notion of reaching one's full potential is problematic. However, a suitable education could reasonably be expected to provide some challenge and stretch to the child across a reasonably wide range of study.

10.4 Whilst the National Curriculum and national standards provide a benchmark for schools, these do not apply to EHE. The EHE Advisor must be cautious about making assumptions that particular skills or knowledge should be gained by particular ages. There should be awareness, for instance, that in most European countries, children do not start formally to, read, write or calculate until the age of six-and-a-half or seven.

10.5 There is some research that says 'late readers' can take off rapidly if not branded as a failure by an over-demanding education system at an early age.

10.6 Efficient education

This is defined in case law as education which 'achieves what it sets out to achieve'. Implicit in this notion is that parents should know and articulate what they set out to achieve through the education they provide.

10.7 It is important that, at every visit, the monitoring and support EHE Advisor establishes what the parent intends the child to learn next. Subsequent judgements should be made in the light of parents' stated objectives.

10.8 Parents may find it hard to specify their objectives and so rely on broad ideas, such as 'read, write and do sums'. It is reasonable to assume that this would entail making progress in such areas between visits at a rate which appears to be in line with the child's apparent ability.

10.9 It is legitimate to offer advice on realistic objectives for the next period of learning. Parents are not obliged to accept this advice.

10.10 In relation to a child's social and emotional development, it would be legitimate to expect an efficient education to provide frequent and regular opportunities for social contact and interaction with his or her peers.

10.11 Case law implies that the parent should have a clear idea of what they set out to achieve, not simply to follow the random choices of their child. It is probably insufficient for the parent simply to have the objective of teaching the child that which the child chooses to learn. There is, however, no case law to support this view.

10.12 Visit records will be kept centrally in the named child's file. They are to be written after each visit. A running record of contact dates and actions will be kept centrally.

11.0 Special Educational Needs

Parents' right to educate their child at home applies equally where a child has special educational needs (SEN). This right is irrespective of whether the child has an EHCP or not.

- 11.1** If a child has an EHCP/statement of SEN and the parent chooses to home educate, information will be shared between the SEN casework officer and the monitoring and support teacher for EHE. Copies of annual reviews and any reports around the home education provision will be copied to the SEN case worker and the EHE Adviser.
- 11.2** Parents of any child subject to the statutory provisions of an EHC Plan (or Statement) who are considering whether to make their own arrangements should discuss this with their child's named SEN Caseworker to ensure that they are fully aware of alternatives (amended provision and/or change of placement) and their SEN statutory rights of appeal.
- 11.3** LA approval for removal from roll is not required for children with an EHCP who are registered at mainstream schools. Where parents elect to home educate a child with an EHCP who is registered at a mainstream school the school will remove the pupil from roll in the same way as for children who are not subject of an EHCP, following receipt of written confirmation from the parent that educational provision is being made otherwise than at school.
- 11.4** In cases where the EHC plan gives the name of a school or type of school where the child will be educated and the parents decide to educate at home, the LA is not under a duty to make the special educational provision set out in the plan provided it is satisfied that the arrangements made by the parents are suitable. The LA **must** review the plan annually to assure itself that the provision set out in it continues to be appropriate and that the child's SEN continue to be met. Where the LA has decided that the provision is appropriate, it should amend the plan to name the type of school that would be suitable but state that parents have made their own arrangements under Section 7 of the Education Act 1996.
- 11.5** In some cases a LA will conclude that, even after considering its power to provide support to home-educating parents, the provision that is or could be made for a child or young person with an EHC plan does not meet the child or young person's needs. The LA is required to intervene through the school attendance order framework 'if it appears...that a child of compulsory school age is not receiving suitable education'. The serving of a school attendance order is a last resort if all attempts to improve provision are unsuccessful. 'Suitable education' means efficient full-time education suitable to the child or young person's age, ability and aptitude and to any SEN he or she may have.

12.0 If a child is not on a school roll

The LA EHE Advisor will explore the options for access/signposting to other Council services and facilities for parents, within available resources, and to also seek to

ensure EHE children have appropriate access to services and facilities from other agencies that would generally be delivered via school.

12.1 The LA EHE Advisor will advise and assist families who request support with returning children to school or with identifying a school place.

12.2 If a parent is waiting for a school place at their preferred choice of school, they can elect to home educate whilst the child's name remains on the waiting list for their preferred school. School admissions will inform the LA EHE Advisor of this decision and the parents will be sent EHE guidance notes and the young person will be registered as EHE. It is the parent's responsibility to provide suitable and efficient education and to ensure that they understand the process involved to remain on the waiting list of their preferred school.

13 Reviewing procedures and practices

Darlington Council will review this guidance and practice in relation to EHE on a regular basis.

Sept 2022