

LONDON BOROUGH OF MERTON

CHILDREN, LIFELONG LEARNING AND FAMILIES

# GUIDELINES AND PROCEDURE FOR PARENTS PROPOSING TO EDUCATE THEIR CHILD AT HOME



LONDON BOROUGH OF MERTON CHILDREN, LIFELONG LEARNING AND FAMILIES

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# CONTENTS

<b>Questions you might ask:</b>	<b>Page</b>
Does my child have to go to school?	3
What is a parent's duty?	3
Can you clarify what this means?	3
What if my child is registered as a pupil at a Special School?	5
How do I go about educating my child at home?	5
What if I don't write and tell the LA but just keep my children at home?	6
How does the LA propose to make sure that the provision is efficient and suitable?	6
What kind of evidence of the education provided would be helpful to have ready for a visit/ include in a report?	7
How should I organise the teaching and learning?	8
What could be seen as elements of 'effective and suitable' education?	8
What about compulsory subjects?	9
How often will the LA want to review the education being provided at home?	9
How will we know if what we are doing is acceptable to the LA?	9
What happens if the LA does not consider the education provided to be efficient or suitable?	9
Where can I find further advice?	11
Will the authority share any information about my child with outside organisations?	11
<b>Safeguarding</b>	11
<b>Complaints process</b>	11
<b>Oversight</b>	12
<b>Some thought for your consideration</b>	12
<b>Challenges and benefits of EHE from parents and students perspective</b>	12
<b>Appendices</b>	
1) EHE clarification sheet for parents	14
2) Procedure within the Children, Schools and Families Department for children without an EHCP or proposed EHCP to be electively home educated.	20
3) Procedure within the Children, Schools and Families Department for children with an EHCP or proposed EHCP.	22
4) Qualification Options	23
5) Organisations who may be of help	25
6) Resources to support elective home education including mental health	26
7) Proposal by parent(s)/guardian(s) to educate their child at home	29
8) Proposal by parent(s)/guardian(s) to educate their child at home (with an EHCP)	36

This local policy should be read in conjunction with (two Statutory guidance documents from DfE and the Goodred V Portsmouth City Council and The Secretary of State for Education (2021) case

[Elective home education: guidance for local authorities](#)

[Elective home education: guidance for parents](#)

[Goodred v Portsmouth City Council \[2021\] EWHC 3057 \(Admin\) \(16 November 2021\) \(bailii.org\)](#)

## **GUIDANCE NOTES FOR PARENTS/GUARDIANS**

The intention of these notes is to help you understand what may be involved if you are thinking about or have decided to educate your child(ren) at home.

These notes take account of the legal position of parents and guardians taking on the responsibility of educating their child(ren) and the duties of the Local Authority (LA). The information is set out in a framework that should help you be aware of factors for consideration.

Following reading this guidance, should you decide that you do not in fact want to electively educate your child at home, please inform the Merton Education Welfare Service as soon as possible so that they can support you. Should you wish your child to move schools, please be aware that providing elective home education will not give them priority above other pupils wishing to find a place: if required, your child would join the waiting list for a new school.

You may find it helpful to refer to the DfE publication 'Elective Home Education, Departmental Guidance for Parents' ((April 2019) or further guidance about educating your child at home. Please find link above.

### **QUESTIONS YOU MIGHT ASK**

#### **(a) Does my child have to go to school?**

In England, education is compulsory. The 1996 Education Act imposes a duty on parents or guardians to "secure the education of their children ... of compulsory school age" (aged 5-16) but this can be done at school or "otherwise". For most children this means that they will normally go to a school; but for various reasons a number of parents undertake the responsibility of educating their children outside a school system.

#### **(b) What is a parent's duty?**

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 or her to receive efficient full-time education suitable for his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise". Throughout these guidelines, 'parents' should be taken to include all those with parental responsibility, including guardians and carers as per s.7 of the Education Act 1996.

#### **(c) Can you clarify what this means?**

1. **"Efficient and suitable education"**: This is not defined in the Act. Each case has to be judged according to the child's needs and the educational provision made. However, this phrase does not mean that school subjects have to be provided. Parents will need to show that the opportunities being provided are helping the child to learn, and that development is taking place appropriate to age, ability and aptitude, and any special needs. An education should equip a child for life in the 21<sup>st</sup> Century and not limit future life choices. It does mean that education must be age-appropriate, enable the child to make progress according to his or her particular level of ability, and should take account of any specific aptitudes (for example if a child is very good at mathematics, it might

focus more on that than some other subjects). More generally, you should bear in mind that:

- a. 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, and the education should aim at enabling the child, when grown-up, to function as an independent citizen in the UK - and furthermore, beyond the community in which he or she was brought up, if that is the choice made in later life by the child;
- b. to be 'suitable', education at home should not directly conflict with the Fundamental British Values as defined in government guidance, although there is no requirement to teach these;
- c. local authorities may 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 he or she may have;
- d. education may not be 'suitable' even if it is satisfactory in terms of content and teaching, if it is delivered in circumstances which make it very difficult to work (for example in very noisy premises). This might also affect whether it is 'efficient' and indeed, whether it is 'received' at all for the purposes of section 7 of the Education Act; and
- e. education may also not be deemed suitable if it leads to excessive isolation from the child's peers, and thus impedes social development.

There are no legal requirements for you as parents educating a child at home to do any of the following:

- acquire specific qualifications for the task
- have premises equipped to any particular standard
- aim for the child to acquire any specific qualifications
- teach the National Curriculum
- provide a 'broad and balanced' curriculum
- make detailed lesson plans in advance
- give formal lessons
- mark work done by the child
- formally assess progress, or set development objectives
- reproduce school type peer group socialisation
- match school-based, age-specific standards

However, many home-educating families do some of these, at least, by choice. Furthermore, it is likely to be much easier for you to show that the education provided is suitable if attention has been paid to the breadth of the curriculum and its content, and the concepts of progress and assessment in relation to your child's ability.

**2. "Full time":** The amount of education to be provided is not specified. To help you decide, children in school spend about 23-25 hours on work each week, plus homework according to age. Children at state schools attend for 38 weeks a year. The question of whether an education for a specific child is full-time will depend on the facts of each case; but parents should at least be able to quantify and demonstrate the amount of time for which your child is being educated. Education which clearly is not occupying a significant proportion of a child's life (making due allowance for holiday periods) will probably not meet the s.7 requirement.

**3. "Regular attendance at school":** This means that children should attend a school/educational establishment punctually and daily unless prevented by illness, injury, religious observance or with permission from the school not to attend. In Merton, a child educated at home may not attend a maintained school for part of the time. Some private schools may offer this facility.

**4. "Or otherwise":** This phrase is not defined in law, but would include children being taught at home by parents, including the use of online or distance courses, by private tutors, and/or by attending an education centre part time for a maximum of 17 hours.

**5. “Special Educational Needs”:** About 1 in 5 children may have some form of special educational needs at some time. For the vast majority of children such needs will be met by their school. Parents choosing to educate their children at home need to take account of any learning difficulties that the child has. Sometimes, a parent may wish to seek advice about a learning difficulty or ask for their child to be formally assessed. Advice is available and further details may be obtained from the Special Educational Needs Team (Tel: 020 8545 4810). If a formal Education, Health and Care needs assessment is initiated the LA will seek advice from the parent/carers, all involved educational professionals, Health, Schools, Social Care and others. The LA will then decide whether an Education, Health and Care Plan (EHCP) should be issued and on its contents.

Only in a small minority of cases - nationally around 2% - will children have special educational needs of a severity or complexity which requires the LA to determine and arrange the special educational provision for the child by means of a statutory EHCP. Where this arises the LA must satisfy itself that a parent choosing elective home education for their child is making provision for the child, as set out in part 3 of the EHCP. Once satisfied the LA is under no obligation to meet the costs of the home provision. The LA is still under a duty however, to maintain the child’s EHCP and review it annually in accordance with the Education Act 1996, Children and Families Act 2014, Special Educational Needs Regulations and the relevant SEN Code of Practice.

**(d) What if my child is registered as a pupil at a Special School?**

The Education (Special Needs) Regulations say “The parents of a child who is of compulsory school age and is registered as a pupil at a special school in accordance with arrangements made by the LA, shall not withdraw the child from the school without the consent of the LA, but any such parents aggrieved by refusal of the Authority to give their consent may refer the question to the Secretary of State, who shall give direction there on as he thinks fit.” The LA will clearly need to examine each request in detail, but until the process is completed, the child will remain on the roll of the special school named in the Education, Health and Care Plan. (See appendix 2)

**(e) How do I go about educating my child at home?**

This is dependent on the age of the child:

**1. Ages of 3-4:** You do not need to do anything, but if you would like information about home education we will provide this for you.

**2. Reception class age (age 4-5) but below compulsory school age:** This is any time up to the start of the term after the child’s fifth birthday. If your child is already registered as a pupil in a school, write to the Head Teacher to say that you intend to educate your child at home with effect from a certain date. A copy of the letter should also be sent to the Education Welfare Service at Merton (please see contact details at the end of this guidance). You should also complete the appropriate clarification sheet for parents (Appendix 1) to show that you know and understand what your rights and responsibilities are. If your child is not on the roll of a school please let us know you intend to educate your child at home, identifying the starting date. Please also tell us your child’s name, date of birth and your name and address. We will offer you a visit to see how the education is progressing and offer support and advice but you do not have to accept this or provide us with any information, as there is no legal requirement for your child to receive an education.

**2. Of compulsory school age:** This is the time from the start of the term after the child’s 5th birthday. If your child is already registered as a pupil in a school, write to the Head Teacher to say that you intend to educate your child at home with effect from a certain date. A copy of the letter should also be sent to the Education Welfare Service at Merton (please see contact details at the end of this guidance). You should also complete the appropriate clarification sheet for parents (Appendix 1) to show that you know and understand what your rights and responsibilities are. If your child is not registered as a pupil in a school then

please send the notification that you will be home educating to the Education Welfare Service.

On receipt of your letter informing the LA that you intend to educate your child at home you will be asked to complete and return a form giving details of the education plan. You will then be contacted by telephone/letter/e-mail by our Elective Home Education Advisor from the Merton School Improvement Team who will make an appointment to visit you to discuss the education being provided. The purpose of the visit will be to ensure that your child is receiving their full entitlement to education.

**3. After compulsory school age:** When your child reaches statutory school leaving age (the last Friday in June of the academic year they reach 16 years old), Merton LA will no longer monitor the home educational provision.

However, the government has introduced a requirement that all young people must continue to participate in education or training until their 18th birthday. It is your responsibility to ensure your child does this.

To comply with this requirement, your child has a number of choices:

- a) To continue the home education that you currently provide for a further two academic years or until their 18th birthday.
- b) To study full-time in a School 6th Form, 6th Form College, FE College or with a training provider until their 18th birthday.
- c) To take up an apprenticeship;
- d) To enter full time employment or voluntary work with training equivalent to one full day a week. The training should lead to an approved qualification.

Whatever your decision please inform the LA's Education Welfare Service (please see contact details at the end of this document).

**4. If your child is already being educated at home and your family moves to Merton:** Please write to the LA and let us know your child's name, date of birth and previous as well as current address, telling us that they are being educated at home. The LA will ask you to complete a form giving details of the education plan. You will then be contacted by telephone/letter/e-mail by our Elective Home Education Advisor from the Merton School Improvement Team who will make an appointment to visit you to discuss the education being provided. Again, the purpose of the visit will be to ensure that your child is receiving their full entitlement to education.

**5. If you leave Merton:** If you leave Merton whilst educating your child at home, we should be grateful if you could let the LA know by contacting the Education Welfare Service at Merton with your new address within 24 hours of leaving the borough (please see contact details at the end of this guidance).

**(f) What if I don't write and tell the LA but just keep my children at home?**

This will clearly put the LA in a difficult position, since, for the sake of the child's education, we must satisfy ourselves that parents are fulfilling their responsibilities. However, if you do not advise the LA of your intention to educate at home and your child is on a school roll, the matter will be treated as non-attendance and investigated by an Education Welfare Officer. If they are not on the roll of a school, the matter will be treated as a child missing education.

**(g) How does the LA propose to make sure that the provision is efficient and suitable?**

Parents who are home educating their child(ren) are expected to provide evidence of a suitable education that would, on the balance of probabilities, convince a reasonable person that a suitable education is being provided for the age and ability of the child.

The Local Authority has a duty to enquire about a child's education if they are of compulsory school age. We believe that this is a proactive duty and we will make enquiries in a timely manner to fulfil our duty of oversight. If we do ask you for information, you are under no duty

to comply although it would be sensible for you to do so given that the LA must be satisfied as to whether the education being provided is suitable.

We would prefer that an officer from our service meets with you in order to discuss your arrangements, but parents are not legally required to give us access to their home.

Some parents may welcome the opportunity to discuss the provision that they are making for the child's education during a home visit. You may choose to meet an officer at a mutually convenient and neutral location instead, with or without the child being present, or choose not to meet at all.

If you choose to meet an officer, you will be asked to provide evidence that you are providing a suitable education. The Elective Home Education Advisor will discuss with you the programme of work you have arranged, look at the work being undertaken and discuss the learning opportunities with both you and your child. A report will be written following the visit and a copy sent to you. The LA will also keep any observations you would like to make on file.

You should note that the visiting advisor will not be able to direct the learning which takes place. However, they will be able to offer general advice and discuss with you the following: resources available on the internet; details of examination boards; possible qualification options; and useful contacts. If you decide to educate your child at home it is your responsibility to plan your child's education and carry it out. The LA cannot provide books or other equipment which may be recommended.

Where a parent elects not to allow access to their home or their child, this will not of itself constitute a ground for concern about the education provision being made. Where we are not able to visit the home, we should be able to discuss and evaluate the educational provision by alternative means.

As an alternative to having a visit, you may wish to provide the LA with a detailed written report about the education you are providing, including the subjects studied, the content of each subject and evidence of the progress your child is making, including samples of their work. We would however recommend that you make use of the first year's worth of visits for advice and guidance from the advisor before considering this option.

If your child has an EHCP you will be asked to provide evidence of how you are meeting their needs as outlined in the plan whether you receive a visit or provide a written report.

**(h) What kind of evidence of the education provided would be helpful to have ready for a visit/ include in a report?**

We recognise that there are many, equally valid, approaches to an educational provision. We will, therefore, consider a wide range of information from home educating parents, in a range of formats. A written programme of work would be a good starting point for discussion. The information may be in the form of specific examples of learning e.g. pictures/paintings/models, diaries of educational activity, projects, assessments, samples of work, books, educational visits as well as current activities etc.

The sort of questions that an advisor is likely to ask will include the following:

- How are you planning to ensure your child(ren) receive(s) a breadth of learning experiences to prepare them for life in 21<sup>st</sup> century Britain?
- Have you made long-term plans for the whole year? How do these relate to what you have planned for the next few weeks?
- Have you thought about how subjects or topics will link together?
- Have you planned a mixture of work so that your child does practical work as well as written tasks?

- Who or what will you use to help you?
- In what ways will you record your child's progress or difficulties?
- How will you evaluate your child's work and make sure that they know what the next steps are to make progress?
- How will you decide whether you are being successful?

You should try to arrange the programme so that your child has a clear pathway in to Further/Higher Education and that a wide range of career opportunities would be open.

**(i) How should I organise the teaching and learning?**

There is no one approach or style that can be recommended, but we would recommend that it is as active, practical and participative as possible. Opportunities to take advantage of any resources available would be sensible. We also suggest using a wide resource base including local and national media, the internet, community facilities, and visits, which might stimulate your child's interest.

Variety in style, content and the processes involved is likely to make the education more enjoyable. Opportunities also need to be given for independent study and research. We would also suggest that a quiet area for learning, which can offer opportunities for sustained study/work, be provided.

Public examinations and regular attainment testing (e.g. SATs and GCSEs) are available to children on the roll of schools/colleges. If you wish your child who is electively home educated to sit exams or assessments, please note that it is your responsibility to organise these and schools are not under any obligation to provide this facility. There is also a financial implication to this, as schools will ask parents to fund the testing or examinations, should they offer the opportunity to enter as a private candidate. There are also strict timescales for making applications to enter exams, so you should check these in advance.

**(j) What could be seen as elements of 'effective and suitable' education?**

It is not possible to provide details within a short document of all that could be considered 'efficient and suitable', and the definition is obviously often influenced by parents' own philosophy. Whether provided in school or at home, the curriculum consists of everything which is done in order to educate the child and to meet their needs. It should cater for the child's physical, intellectual, social, emotional and spiritual development.

It should include opportunities to mix and relate to other boys and girls in work and play away from the home to ensure socialisation and enable friendships to develop. Children need to be able to use a range of social skills in different contexts, to resolve conflicts with others effectively, cooperate well with others and be willing to take part in a variety of social activities in different social settings.

We would also recommend participation in some physical activity such as dance, swimming, walking, cycling, football or other activities which may include the arts and music. Children should understand the benefits of a healthy diet and, when appropriate to their age and abilities, about the dangers of smoking, drug taking, use of alcohol, sexual health and other factors that may impact on their emotional and mental health needs.

Children should understand the difference between right and wrong, be developing an understanding of the consequences of their actions, have an understanding of their own culture, have a set of values/beliefs and respect other peoples belief's and cultures that are different from their own.



**(k) What about compulsory subjects?**

There are no compulsory subjects for parents who educate at home. The National Curriculum does not apply. However, it may be sensible to be aware of this aspect in your planning as some subjects are compulsory for all 5-16 year olds attending state schools. They are English, Mathematics, Science, Technology, History, Geography, Art, Music, Physical Education, Modern Foreign Language (from age 11) and Religious Education (unless parents exercise their right to withdraw a child).

You may wish your child to (re)enter the state system at a later date and (re)integration would be much easier if they have been taught these subjects at home beforehand. Therefore, we strongly urge you to consider aspects of the National Curriculum in your planning.

We recognise that there are a variety of ways in which education can be provided. This information is offered with the intention of helping you to think through the issues.

**(l) How often will the LA want to review the education being provided at home?**

Under Section 13A Education Act 1996, the Local Authority has overall responsibilities towards children in Merton to ensure that they are in receipt of suitable education. It is also for the Local Authority to decide what is necessary and proportionate to assure itself that every child is receiving a suitable education (Elective home education department guidance for Local Authorities dated April 2019).

We want to establish a good working relationship with you as soon as possible after we receive the information about your intentions to educate at home, and hope that this is possible. We also very much hope that a visit from the advisor is possible in order to support you in your choice to home educate. Our aim is to have a minimum of two visits in the first year, the first visit being 6-8 weeks after you notify us of your intention to educate your child yourself, or sooner if you have been doing so previous to us being notified. You will be offered another visit six months later and then yearly after this if the education is reviewed and evaluated to be 'efficient and suitable'. However, if we have concerns at any stage while your child is being home educated we will ask to arrange another visit to look again at the education being provided. This would be arranged for 3 months later, and advice would be offered about how the education might be developed.

Again, at each point, you will have the opportunity to provide an evidence based report rather than receive a visit from the advisor.

**(m) How will we know if what we are doing is considered suitable and efficient education by the LA?**

The local authority needs to be satisfied that appropriate education is taking place and therefore it will be about building a full picture of the individual circumstances.

For children without an EHCP, there will be verbal feedback from the advisor on each visit, which will be followed by a written report. This will give an indication of whether the provision is generally efficient and suitable and may also include areas for consideration and for provision, giving recommendations.

For children with an EHCP the EHE adviser will submit evidence on the basis of the information provided to the Authority's Special Educational Needs and Disabilities Integrated Service (SENDIS) to enable the panel to make a decision if the home education is meeting the SEN of the child. Again, this process will be followed by a written report to parents.

**(n) What happens if the LA does not consider the education provided to be efficient or suitable?**

The report from the LA will provide details should the education provided not be considered efficient or suitable. The report will also suggest actions that could be taken to develop provision.

There may be a variety of reasons why the information / evidence provided has not been deemed suitable by the local authority. This may include:

- The education provision described lacks detail and it is difficult to ascertain what is being taught / what subjects are being studied.
- There is no or very limited examples of work submitted.
- There is no or very limited information regarding resources used internally and externally.
- There is no or very limited detail of how the child's progress is being monitored or examples of work to demonstrate relevant progression.
- It does not appear that the education being provided is full time.

It is important to note that the above is for guidance and by way of example only and is not an exhaustive list. Each case is judged upon its own individual circumstances.

If this happens, a further visit will be arranged within three months to look again at the education being provided taking account of any evidence you have provided and any other information it has about the education your child is receiving. If a parent makes no response at all, then we are entitled to conclude that the child is not receiving a suitable education."

If the LA still considers the education being provided not to be efficient and suitable, we will record the child as a child missing education and ask you to complete an application for a place at a school and to enrol your child at a school. If your child is enrolled at a school, you will be subject to the same attendance requirements as other children attending a school.

If the LA feel that we have not had sufficient information about the home education being provided, or have had no information or we have told you that the EHE you are providing is unsuitable and asked you to enrol your child in a school and you have not done so and it appears to us that your child is not receiving a suitable education at home, we must take action to ensure that your child receives an education that is suitable as defined in our policy and in law.

Where a Child has an EHCP and the Local Authority is not satisfied that the educational provision at home can meet the child's needs as described in the plan, the LA will work with you to conduct an interim review of the EHCP and identify an appropriate school place. If you do not agree with the school identified by the LA then you may appeal this decision at the First Tier Tribunal. If you do not register your child at a school we must take action to ensure that your child receives an education that is suitable as defined in our policy and in law.

Where a Child has an EHCP and is on the roll of a Special School and the Local Authority is not satisfied that the education provision at home can meet the child's needs as described in the plan, the Senior SEN Case Officer will work with you to return your child to the school named in the plan. You may wish to ask for another school to be consulted with and you have the right to appeal to tribunal if you do not feel that the placement is suitable. Failure to return your child to the school named in the plan may result in the Authority pursuing legal action to ensure that your child receives an education.

In all cases we will write to you more formally by serving you with a notice in writing in accordance 437(1) Education Act 1996. You will have at least 15 days to respond to satisfy the Local Authority that your child is receiving efficient education which is suitable to their age, ability and aptitude and any special education needs that they may have as per s.7 Education Act 1996.

If you satisfy us that efficient and suitable education is taking place we will advise you that we are satisfied and no further action will be taken at this time.

If we are not satisfied that suitable education is taking place the Local Authority will issue a Notice of intention to serve a School Attendance Order in accordance with section 438(2) Education Act 1996. The parent will have a period of 15 days to respond to satisfy the Local Authority that their child is receiving efficient education which is suitable to their age, ability and aptitude and any special education needs that they may have. If the parent does not satisfy the Local Authority that education is in place, it is the intention of the Local Authority to serve the parent/carer with a School Attendance Order. The Authority will identify the education provision available within Merton/provided by Merton. This document also lays out other options available to the parent including arranging a review of the EHE within the same 15 day period.

If the parent fails to respond or comply with the Notice of intention to issue a School Attendance Order, the Authority will serve a School Attendance Order which will name the school that the child should attend and allow the parent/carer 15 days to register their child to the roll of the school. We would also make a referral to Children and Families Hub to consider whether they ought to take action under safeguarding and child welfare procedures.

We hope this guidance makes it clear that the LA does not wish to appear threatening. However, in the interests of the child and the responsibility placed on us by the Education Act to ensure an appropriate education is being provided, we must ensure we fulfil this.

**(o) Where can I find further advice?**

Details of organisations which can provide support and information about planning home education, places to visit, resources and general issues, are given at the end of this document. They can also help you contact other parents who are home educating their children in your area.

**(p) Will the authority share any information about my child with outside organisations?**

Information will be shared within the Children, Schools and Families department to monitor the education of children who are out of school, support the production of statistics and assess services we provide for those out of school.

If your child is in the academic year 9, 10 or 11 or higher, or falls into this age group during the time you are home educating we will pass your and your child's details (name, address and telephone number) to the Education, Training, Employment team (ETE) to ensure that they are in receipt of education/training or in employment until their 18<sup>th</sup> birthday. This team can also provide appropriate support and advice regarding post 16 options.

We may also share information with the police or social care to assist in the detection or prevention of crime and for the protection of the child.

We will share information with the Health Authority for the protection of public health and to enable medical services to be offered where appropriate.

From time to time we are required to provide some of this data to the DfE and to agencies that are prescribed by law.

We may share information with other statutory and voluntary agencies with your consent.

**Safeguarding**

The Local Authority has a responsibility to ensure that all children are protected from harm and where there is a safeguarding concern we will make a referral to Children's and Families Hub as failure to provide suitable education is capable of satisfying the threshold requirement contained in S.31 Children Act that a child is suffering or is likely to suffer significant harm.

## **Complaints process**

If you wish to make a complaint, you should follow the Council's complaint procedure which is detailed on Merton Council's website.

## **Oversight**

Ofsted conducts periodic inspections of local authorities including a review of the way they carry out duties of those children who are or who maybe home educated. Reports of LA inspections are available on the Ofsted section of the gov.uk website

## **SOME THOUGHTS FOR YOUR CONSIDERATION**

Deciding to educate at home is a major step, which will commit you considerably as far as time and energy are concerned. Do think long and hard about this commitment; talk and listen to your child; and plan what you intend to do before finally deciding. Look at any costs, which may be involved - equipment, visits, books, tutors, etc.

Please consider also the social side of growing up: contact with other children, joint activities and the stimulus of seeing other children's work are real benefits of school life, aiding the social development of individual children.

It would not be in your child's or your best interests if you decide to educate at home because of disagreement with a teacher, a school or with the LA or because your child is reluctant to attend school. Talk to the school about the problem or your concerns, or refer it to the governors of the school/academy. The Education Welfare Service may be able to support around reluctant attendance.

If you decide to employ someone to provide education for your child it would be advisable to ensure that they have a Disclosure and Barring Service (DBS) check and have some teaching qualification. You should seek references from other service users or employers. It is your responsibility to ensure that the person you engage to provide education to your child is suitable.

You may wish to consider introducing your child(ren) to school at a later date. This has the advantage of allowing specialist teaching, preparing for examinations and may overcome the problem of the parent's own ability in some areas of education. It can, however, cause some problems if the curriculum, which has been followed at home, is very different and it may be difficult socially for your child. Additionally, to obtain a school place, you would need to make an application and as an electively home educated child, your child would not receive any priority and if no place is available they would not be offered, but placed on a waiting list.

## **FINALLY**

Some parents who decide to educate at home find it a happy and constructive experience as you can see from comments below, but not all of them. It is, as you have read, an enormous challenge to undertake. If you so decide, then Merton LA wishes you well and will do what it can to try to ensure that a good education is provided. Please help us to maintain a good working partnership and keep us informed if you move house or out of Merton.

Do remember that if at any time you wish your child(ren) to (re)enter the school system, Merton School Admissions are available to assist you in this matter.

## **Challenges and Benefits of EHE from parents and students in Merton**

We have asked parents and children who are EHE what some of the challenges and benefits have been of elective home education, please see responses below:-

### **Benefits**

“Being able to follow my children’s interests”

“To be able to support their learning at their pace and respect jumps and plateaus that occur, while they consolidate their understanding.”

“To help them understand that learning is a continual process and happens everywhere, and to make where the learning happens part of the experience.”

“To ensure that learning is a personal process not about comparing yourself to others.”

“To support intrinsic motivation, allowing children to feel proud of their own accomplishments rather than because of extrinsic rewards or validation”

“To embed their learning in the real world and to feel part of society.”

“To develop friendships across a broad age range”

“Personalized curriculum that can follow child's interests more”

“A subject can be studied at the speed and depth that suits the child's abilities and interests”

“More family time and flexibility to travel”

Child’s view - "You have more fun which helps your brain learn." "You can take your time on what you are learning, you don't have to rush." "You can choose what you want to learn, so you will learn more because you are concentrating and passionate about it."

“Chance to do other activities and interests, study at my own speed, more flexible schedule, more trips to museums, lots of Home Ed classes and trips & 1:1 tutoring”

### Challenges

“External Judgement- I had a lot of preconceived ideas before I began this journey so I completely understand where people are coming from, but it is still hard”

“I genuinely think in London we are extremely lucky, we have so many activities and clubs to be a part of, although I know this is different in different areas. “

“Right now there is a lot of concern over what the changes to home ed guidance will mean in practice.”

“Cost of classes and books”

“Self expectations/ pressure to provide what's needed “

“Finding exam centres/ knowing how, when and where to enter for exams”

Child’s view - “finding the resources”

## **APPENDIX 1**

### **ELECTIVE HOME EDUCATION (EHE) IN MERTON**

#### **CLARIFICATION FOR PARENTS OF THEIR RESPONSIBILITIES (PRIMARY SCHOOLS)**

**This is not a notification of your intention to commence elective home education.**

**If you wish to proceed with EHE you are requested to notify the school separately in writing, and you will then be contacted by the Local Authority.**

This document is relevant when parents express an interest in electively home educating their child(ren) who are statutory school age, (a child is statutory school age at the start of the school term following the child's 5<sup>th</sup> birthday up to the last Friday in June of the school year that the child reaches 16 years of age).

When parents elect to home educate, they are committing to the following:

- To take full responsibility for their child's education;
- To provide a full-time education;
- To provide an education which is 'efficient and suitable';
- To provide an education which meets their child's needs, including any special educational needs;
- To provide an education which does not foreclose on any future opportunities for the child.

**Parents should also be aware of the following:**

- The Local Authority cannot provide any funding to support parents who choose to educate their child at home.
- Schools will not provide work, books or enter the child for exams (SATS)
- Parents who withdraw their child from school but subsequently choose to reapply to the same or a different school may find that there are no suitable places readily available in the borough. A long wait on the waiting lists of one or more schools may ensue and there is no guarantee of re-entry.
- Where a parent wishes to withdraw their child who is at risk of permanent exclusion, and the parent intends to make an application for alternative schools, it is most likely that the case would be referred to the Merton Local Authority Children Missing Education Panel if an appropriate elective home education is not provided while awaiting a place at a new school. No priority is given to application made for children who are electively home educating.
- For many reasons, parents frequently find that they cannot sustain home education in the longer term.
- Preparing the child for national qualifications (including GCSEs, if planning to continue elective home education into secondary education) and registering the child for examinations is the sole responsibility of parents; this includes finding an examination centre willing to enrol the child.
- When parents withdraw their child from school in order to home educate, the school will follow legal guidelines and inform the Local Authority.
- The Home Education advisor will contact the parent and work with the family to review the provision of education within the legal framework.
- If provision of education at home is found not to be 'efficient or suitable' at two reviews, parents will be asked to complete an application in order that the child return to school. If all the parent's school preferences are rejected by the relevant schools or if no application is forthcoming, the case will be referred to the LA's Hard to Place Panel.

- The pupil will be expected to take the school place which is allocated. If he/she fails to attend, the Education Welfare Service will consider issuing a School Attendance Order.
- A referral may be made to Social Care if there are concerns about a pupil's welfare. A welfare check may be carried out.

**Please be aware that information relating to attendance, any exclusions or any other relevant details will be shared if a request is received following a school application for your child.**

You are asked to sign this document to indicate that you have read and understood your responsibilities with regard to Elective Home Education as indicated above.

Child's full name \_\_\_\_\_

Date of birth \_\_\_\_\_

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Date: \_\_\_\_\_

Copy provided to Parent/Carer by \_\_\_\_\_

**Please note, If you still wish to proceed with EHE you are requested to notify the school separately in writing, and you will then be contacted by the Local Authority.**

**If you would like to have a meeting to discuss elective home education or require support prior to your child being removed from the school roll, please contact the school directly to request this.**

## **ELECTIVE HOME EDUCATION (EHE) IN MERTON CLARIFICATION FOR PARENTS OF THEIR RESPONSIBILITIES (SECONDARY SCHOOLS)**

### **This is not a notification of your intention to commence elective home education.**

**If you wish to proceed with EHE you are requested to notify the school separately in writing, and you will then be contacted by the Local Authority.**

You have advised us of your interest in home education. If you do proceed with EHE you are committing to the following:

- To take full responsibility for your child's education;
- To provide a full-time education for your child;
- To provide an education which is 'efficient and suitable';
- To provide an education which meets your child's needs, including any special educational needs;
- To provide an education which does not foreclose on any future opportunities for your child.

#### **You should also be aware of the following:**

- The Local Authority cannot provide any funding to support you should you choose to educate your child at home.
- Schools will not provide work, books or enter your child for exams.
- Local colleges may offer places to pupils aged 14-16 but availability and funding arrangements are at the discretion of the college. You would need to source this information yourselves.
- If you withdraw your child from school but subsequently choose to reapply to the same or a different school may find that there are no suitable places readily available in the borough. A long wait on the waiting lists of one or more schools may ensue and there is no guarantee of re-entry.
- If your child is at risk of permanent exclusion when you withdraw them from their school, and you subsequently advise that you can no longer provide home education, or, after two consecutive EHE reviews that are deemed "not appropriate", you will be requested to make an application for alternative local schools. It is most likely that the case would be referred to the Merton Local Authority Children Missing Education Panel which may determine that a period of time at the Canterbury Campus is the appropriate placement, and not necessarily a placement in a different mainstream school.
- For many reasons, parents frequently find that they cannot sustain home education in the longer term.
- Preparing your child for national qualifications and registering them for examinations will be your sole responsibility; this includes finding an examination centre willing to enrol your child.
- If you elect to withdraw your child from school in order to home educate, the school will follow legal guidelines and inform the Local Authority.
- The Local Authority's Home Education advisor will contact you and work with you to review the provision of education within the legal framework.
- If provision of education at home is found not to be 'efficient or suitable' at two reviews, you will be asked to complete an application in order that your child return to school. If none of your school preferences can be met or if no application is forthcoming, the case will be referred to the LA's Fair Access Panel.



- You will be expected to take the school place which is allocated. If your child fails to attend, the Education Welfare Service will consider issuing a School Attendance Order.
- A referral may be made to Social Care if there are concerns about a pupil's welfare. A welfare check may be carried out.

**Please be aware that information relating to attendance, any exclusions or any other relevant details will be shared if a request is received following a school application for your child.**

You are asked to sign this document to indicate that you have read and understood your responsibilities with regard to Elective Home Education as indicated above.

Child's full name \_\_\_\_\_

Date of birth \_\_\_\_\_

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Date: \_\_\_\_\_

Copy provided to Parent/Carer by \_\_\_\_\_

**Please note, If you still wish to proceed with EHE you are requested to notify the school separately in writing, and you will then be contacted by the Local Authority.**

**If you would like to have a meeting to discuss elective home education or require support prior to your child being removed from the school roll, please contact the school directly to request this.**

## **ELECTIVE HOME EDUCATION (EHE) IN MERTON**

### **CLARIFICATION FOR PARENTS OF THEIR RESPONSIBILITIES For Pupils with an Education Health and Care Plan (EHCP)**

**This is not a notification of your intention to commence elective home education.**

**If you wish to proceed with EHE you are requested to notify the school separately in writing, and you will then be contacted by the Local Authority.**

This document is relevant when parents express an interest in electively home educating their child(ren) have an Education Health and Care Plan and are statutory school age, (a child is statutory school age at the start of the school term following the child's 5<sup>th</sup> birthday up to the last Friday in June of the school year that the child reaches 16 years of age).

When parents elect to home educate, they are committing to the following:

- To take full responsibility for their child's education;
- To provide a full-time education;
- To provide an education which is 'efficient and suitable';
- To provide an education which meets their child's needs, including any special educational needs;
- To provide an education which does not foreclose on any future opportunities for the child.

**Parents should also be aware of the following:**

- If your child or young person has an EHCP *it is advised that you contact the SEN Team at [SEN@merton.gov.uk](mailto:SEN@merton.gov.uk) to arrange a meeting discuss elective home education and the implications on the delivery of provision within Section F of your child's EHCP.*
- Schools will not provide work, books or enter the child for exams (SATS)
- Parents who withdraw their child from school but subsequently wish for their child to return to an education setting will need to liaise with the SEN Team to undertake consultations with appropriate settings.
- For many reasons, parents frequently find that they cannot sustain home education in the longer term.
- Preparing the child for national qualifications (including GCSEs, if planning to continue elective home education into secondary education) and registering the child for examinations is the sole responsibility of parents; this includes finding an examination centre willing to enrol the child.
- When parents withdraw their child from school in order to home educate, the school will follow legal guidelines and inform the Local Authority.
- The EHE advisor will contact the parent and work with the family to review the provision of education within the legal framework.
- If provision of education at home is found not to be 'efficient or suitable' at two reviews, the SEN Team will contact you to discuss the next steps regarding a formal review of the EHCP.
- A referral may be made to Social Care if there are concerns about a pupil's welfare. A welfare check may be carried out.

**Please be aware that information relating to attendance, any exclusions or any other relevant details will be shared if a request is received following a school application for your child.**

You are asked to sign this document to indicate that you have read and understood your responsibilities with regard to Elective Home Education as indicated above.

Child's full name \_\_\_\_\_

Date of birth \_\_\_\_\_

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Relationship to child: \_\_\_\_\_

Date: \_\_\_\_\_

Copy provided to Parent/Carer by \_\_\_\_\_

**Please note, If you still wish to proceed with EHE you are requested to notify the school separately in writing, and you will then be contacted by the Local Authority.**

**If you would like to have a meeting to discuss elective home education or require support prior to your child being removed from the school roll, please contact the school directly to request this.**

## APPENDIX 2

### **PROCEDURE WITHIN THE CHILDREN, SCHOOLS AND FAMILIES DEPARTMENT FOR CHILDREN WITHOUT AN EDUCATION, HEALTH AND CARE PLAN (EHCP) TO BE ELECTIVELY HOME EDUCATED**

#### **LONDON BOROUGH OF MERTON**

1. The Education Welfare Service or Director of Children, Schools and Families are informed of the parent's intention to electively home educate their child. If the child is leaving/has left a school, the school will complete the common transfer form indicating the child is to be educated other than at school. In addition, schools or education establishments are legally required to notify the Local Authority that the child has been removed from their roll because they are electively home educating.
2. The Local Authority sends a letter to the parents with the guidelines and an EHE proposal form. We ask that the proposal form be completed by parents and returned to the Education Welfare Service within two weeks.
3. The Education Welfare Service will allocate the case to an Elective Home Education Advisor who will telephone/write to parents offering an appointment for a home visit or the opportunity to provide an evidence based report with further detail

Where appropriate, discussions will also be held with Social Care.

4. Following a visit or the provision of an evidence based report by parents, the advisor will aim to provide their report within five working days to the EWS. This will then be sent to parents, where possible, within two weeks of the visit.
5. If the education provision is not considered efficient or suitable, then the parents and EWS will be advised and a further visit will be arranged for three months time. At this point we would strongly urge parents to accept a visit rather than provide a report, to ensure that the full range of evidence of home education can be reviewed. If the education continues to be considered not efficient or suitable after a second consecutive review, the EWS will work with the parent to return the child to education. This could include issuing a School Attendance Order and pursuing prosecution through the courts to ensure the child receives a suitable education if the parent does not return the child to a suitable education placement.
6. If the education is judged to be efficient and suitable by the advisor a subsequent visit will be arranged for six months later. If this review again identifies the education as efficient and suitable, the advisor will arrange to visit yearly thereafter. Parents may choose to provide evidence based reports instead of receiving a visit.

7. Any review due on or after 1<sup>st</sup> June during the academic year in which the child reaches 16 and therefore ceases to be of compulsory school age will not be carried out. This will enable parents/guardians/education providers and the child to focus on examination preparations, should that be part of the education provided at home.
8. Any initial, 3 month, 6 month or yearly check of the education that would naturally fall in August will be rescheduled for September.
9. If at any time the parent wishes the child to enter/re-enter the education system Merton School Admissions will assist with this.

## APPENDIX 3

### **PROCEDURE WITHIN THE CHILDREN, SCHOOLS AND FAMILIES DEPARTMENT FOR CHILDREN WITH AN EDUCATION, HEALTH AND CARE PLAN OR EDUCATION, HEALTH AND CARE PLAN**

#### **LONDON BOROUGH OF MERTON**

1. The Local Authority are informed of the parent's intention to educate their child at home or receive a request for information to be sent.
2. The Local Authority sends a letter to the parents with the guidelines and an EHE proposal form. We ask that the proposal form be completed by parents and returned to the Education Welfare Service within two weeks.
3. The Education Welfare Service will allocate the case to an Elective Home Education Advisor who will telephone/write to parents offering an appointment for a home visit or opportunity for a review of the education provision.
4. Where appropriate the EHE Advisor may have discussions with other professionals including officers in SENDIS and Social Care.
5. The EHE Advisor will aim to complete an EHE review on the home education within five working days.
6. The report arising from the review will be sent to the Head of SENDIS to agree the outcome of the review and the SCO will provide a copy of this completed review to the family as soon as possible. If the education being provided meets the child's needs and is efficient and suitable, the caseworker will facilitate that the plan is amended to name "home education".
7. If the education is judged to meet the child's needs and is efficient and suitable by the head of SENDIS a subsequent visit will be arranged for six months later. After each check of the education the head of SENDIS will make a decision about the education being provided and communicate this to the parent. If this check of the education being provided is judged to meet the child's needs and is efficient and suitable the visits will be yearly thereafter.
8. If the head of SENDIS considers that the education provision does not meet the child's needs and is not efficient or suitable, then the parents, EHE Advisor and EHE Manager will be advised in writing.
9. For any child with an EHCP of SEN, once there has been a judgement that the education being provided does not meet the child's needs, and is not efficient or suitable, a subsequent visit will be arranged for three months' time.
10. If the education is still judged not to meet the child's needs and is not efficient or suitable by the head of SENDIS on a second consecutive review, the SENDIS Caseworker and EWS will work with the parent to return the child to the school named in the plan.
11. Where the plan names a school and the parent refuses to enrol the child we may issue a School Attendance Order and pursue prosecution through the courts to ensure the child receives a suitable education.
12. Any initial, 3 month, 6 month or yearly inspection that would naturally fall in August will be rescheduled for September.
13. If at any time the parent wishes the child to enter/re-enter the education system the Senior Caseworker in SENDIS will assist with this.

## **APPENDIX 4**

### **QUALIFICATION OPTIONS**

The following information sets out some of the options available to home-educating families who wish to provide opportunities for their children to study for recognised qualifications. This is not an exhaustive list, but sets out the main options available and provides contact details for relevant organisations. Please note that the following information is also liable to change from time to time. We are not endorsing these organisations and any use of these is at your own discretion

#### **GCSE**

One of the greatest challenges for home educating parents is what to do about GCSE examinations. There are various options for home educated students wishing to take GCSEs. These can be started at any age.

If you wish your electively home educated child to sit their GCSE exams in the academic year 11 when the majority of their peers sit these exams, you may be able to register them with a school/organisation as a "private candidate". If you require access arrangements you should plan to complete this registration by December of Year 11. You should check in advance the application dates as late registration can cost more or you may apply too late to be accepted. Not all schools accept private candidates and not all subjects are available.

Another option is to take the IGCSE (International GCSE) exam, which has no coursework and relies entirely on the exam results for the grade. Parents need to weigh up the convenience of a course which relies totally on the exam against the preferences of the student, and the pressure of every thing relying on examinations. IGCSE's can be taken early and students can go on to take one or two each year as appropriate.

Others may wait until they are 16 and then enrol part-time at a college to take GCSEs appropriate to their future careers. This allows full research and study into the subject rather than simply focussing on the exams and trying to take as many as possible at once. Some combine both with taking some subjects before sixteen and the others at college.

Different boards do have different requirements - e.g. for particular topics in science exams, or set books for English Literature. General GCSE class books, workbooks or 'revision guides' (such as those published by Letts, Collins or CPG) will give an overview of the majority of what is required but parents will need to see syllabi and past papers ( for example GCSE maths past papers) and probably use specific books. Revision guides that identify the requirements of the different boards as well as providing revision and assessments are very useful.

#### **Enrolment at a Further Education College**

Some colleges may, at the discretion of the Principal, be willing to accept children of school age for full and part-time courses. This approach has the advantage that all the work and entry for qualifications is organised by the college, but it does require at least some attendance at classes, which will not appeal to all home-educating families. If a student enrolls at a FE college, their parents will be liable to pay all of the course fees themselves.

#### **Self-Study**

Many home educating families prefer not to enrol for attendance at a further education college but choose instead to work independently towards recognised qualifications. Because of compulsory internal assessment components, there are many subjects and qualifications, which are not available to external candidates unless an appropriate arrangement can be made with an approved centre, which meets with the examining board's requirements. Some centres and examining boards may be willing to accept coursework, which has been marked and authenticated by a private tutor. Thus, families who study for qualifications from home will need to:

- contact the relevant examination board to find out about their requirements;
- register with an approved centre for their child to be presented for the qualification; and
- pay a registration fee for each subject their child will take.

It may also be possible for a group of home educators to consider seeking approved status in their own right.

### **Correspondence Courses**

Correspondence courses can be an option for students who prefer to work independently, though they will be required in most cases to follow a structured curriculum and programme of work. Correspondence courses offer a wide range of qualifications at different levels and the organisations offering these courses will advise about arrangements which need to be made for registering with an examination centre and for marking and authenticating coursework. The cost of this option varies depending on the organisation and the qualification chosen, but can prove expensive.

### **Examining Boards**

#### **The Assessment and Qualifications Alliance (AQA)**

The AQA is one of three unitary examining bodies in England incorporating the now merged Associated Examining Board and the Northern Examinations and Assessment Board. The AQA also has responsibility for the City and Guilds' GNVQ qualification.

Contact: AQA Stag Hill House, Guildford, Surrey GU2 7XJ  
 Tel: 01483 506 506 Fax: 01483 300 152  
 Website: [www.aqa.org.uk](http://www.aqa.org.uk)  
 E-mail: [webmaster@aqa.org.uk](mailto:webmaster@aqa.org.uk)

#### **Oxford Cambridge & RSA (OCR)**

OCR is one of three unitary examining bodies in England incorporating the RSA (Royal Society of Arts), UCLES (University of Cambridge Local Examinations Syndicate), and MEG (Midland Examining Group).

Contact: OCR Information Bureau, General Qualifications:  
 9 Hills Road, Cambridge, CB2 1PB  
 Website: [www.ocr.org.uk](http://www.ocr.org.uk)  
 Tel: 01223 553998 Fax: 01223 552627  
 E-mail: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

OCR Information Bureau, Vocational Qualifications:  
 Progress House, Westwood Way Coventry CV4 8JQ  
 Tel: 024 851 509 Fax: 024 421 944  
 E-mail: [cib@ocr.org.uk](mailto:cib@ocr.org.uk)

#### **Edexcel**

Edexcel was formed in 1996 by the merger of BTEC and the University of London Examinations and Assessment Council (ULEAC). Edexcel is one of the main examination boards for England and Wales.

Contact: Edexcel, 190 High Holborn, London WC1V 7BH  
 Tel: 0870 240 9800 Fax: 020 7190 5700  
 Website: [www.edexcel.org.uk](http://www.edexcel.org.uk) E-mail: [enquiries@edexcel.org.uk](mailto:enquiries@edexcel.org.uk)

#### **WJEC** (provides examinations throughout England as well as Wales)

WJEC  
 245 Western Avenue  
 Cardiff, CF5 2YX  
[info@wjec.co.uk](mailto:info@wjec.co.uk)



## Other Information/Resources

There is general information, compiled by people from this list and elsewhere, on a [Wiki page about exams for home educators](#).

Merton School Admissions can be contacted on 020-8274-4906 at London Borough of Merton, School Admissions (10th Floor), Civic Centre, London Road, Morden, Surrey, SM4 5DX. Special Education Needs guidance may be found on Merton's website [www.merton.gov.uk/learning/edinclusion/edspecialneeds](http://www.merton.gov.uk/learning/edinclusion/edspecialneeds)

## APPENDIX 5

### ORGANISATIONS WHO MAY BE OF HELP

#### **Advisory Centre for Education (ACE) Ltd**

1C Aberdeen Studios  
22 Highbury Grove  
London N5 2DQ

Telephone: 020 7354 8318  
Advice line: 0808 800 5793  
[www.ace-ed.org.uk](http://www.ace-ed.org.uk)

#### **World-Wide Education Service**

Waverley House  
Penton, Carlise  
Cumbria  
CA6 5QU

Telephone: 01228 577 123  
Fax: 01228 577133  
<http://www.weshome.com/office@weshome.demon.co.uk>

#### **Education Otherwise Association Limited**

P.O. Box 7420,  
London N9 9SG

Telephone: 0870 7300 074  
[www.education-otherwise.org](http://www.education-otherwise.org)  
[enquiries@education.otherwise.org](mailto:enquiries@education.otherwise.org)

#### **Home Education Advisory Service**

P.O. Box 98,  
Welwyn Garden City,  
Herefordshire AL8 6AN

Telephone: 01707 371 854  
[www.heas.org.uk](http://www.heas.org.uk)  
[enquiries@heas.org.uk](mailto:enquiries@heas.org.uk)

#### **3A Tutors Ltd.**

Telephone: 0800 458 5788  
[www.3atutors.co.uk](http://www.3atutors.co.uk)

#### **Harrison Allen**

Telephone: 020 8874 0233  
[www.harrisonallen.co.uk](http://www.harrisonallen.co.uk)

## APPENDIX 6

# RESOURCES TO SUPPORT ELECTIVE HOME EDUCATION

### Websites

BBC - Bitesize	<a href="http://www.bbc.co.uk/schools/bitesize">www.bbc.co.uk/schools/bitesize</a>
DfE related links	<a href="https://www.gov.uk/home-education">https://www.gov.uk/home-education</a>
Home Education UK	<a href="http://www.home-education.org.uk/">http://www.home-education.org.uk/</a>
Home Education Resources <a href="http://www.home-education.org.uk/resources-educational.html">educational.html</a>	<a href="http://www.home-education.org.uk/resources-educational.html">http://www.home-education.org.uk/resources-educational.html</a>
Muddle Puddle (An independent site for 0-8 year olds).	<a href="http://www.muddlepuddle.co.uk/mpblog/">http://www.muddlepuddle.co.uk/mpblog/</a>
The Home Service (A national Christian home education group)	<a href="http://www.home-service.org">www.home-service.org</a>
Oxford Home Schooling	<a href="https://www.oxfordhomeschooling.co.uk/">https://www.oxfordhomeschooling.co.uk/</a>
3A Tutors Ltd.	<a href="http://www.3atutors.co.uk">www.3atutors.co.uk</a>
Harrison Allen	<a href="http://www.harrisonallen.co.uk">www.harrisonallen.co.uk</a>

There are an increasing number of organisations offering open and distance learning courses. The following contacts provide a useful start in finding a suitable course and organisation:

### **Oxford Home Schooling**

GCSEs and A-levels offered via correspondence, specifically for students educated at home. There's a student advisor, and a personal tutor who marks work and assists in any way needed. Consultations by phone at an inexpensive rate within the UK. Can be used by students abroad too, but they usually have to return to the UK to take the actual exams.

### **Oxford Open Learning**

GCSEs, A-levels and some business courses via distance learning. This is intended for over-18s who need further qualifications for their careers or college courses.

### **Sheffield Online College**

GCSE English and psychology, or A-level English, all done online, with exams centres arranged. For people in the UK only, but students of 16-19 who are not in full time education do not have to pay any fees.

### **National Extension College (NEC)**

This offers a wide variety of distance learning opportunities, including IGCSEs, GCSEs and A-levels, with tutors to help with problems and mark assignments. They can sometimes offer facilities to take the exams in Cambridge.

### **InterHigh**

Online tuition in National Curriculum subjects for students aged 11-16, including IGCSE provision in the final year. Started in September 2005; for students in the UK or abroad. Anyone wanting to take GCSE exams would have to find a centre - either in the UK or their country of residence (this is sometimes possible at ex-pat schools or British embassies).

### **Accipio**

Accipio Learning is a provider of live, interactive, online education and offers a learning experience that is similar to a mainstream school. [www.accipio-learning.com](http://www.accipio-learning.com)

**Briteschool**

Online virtual classrooms in up to eight subjects to IGCSE level. They also offer tuition for the European Computer Driving License (EDCL).

**Little Arthur Independent School**

A school offering packs and tuition for home educators aged 11-16, IGCSEs in the basic core subjects. They are based in the Scilly Isles, and exams must be taken at their centre.

**First College UK**

Online learning community with live classes for students aged 11 -17. Prepares them for IGCSE exams (which do not require graded coursework). Classes are held live four days a week, 09.30 - 14.00 GMT (UK time) for between 5 to 15 students.

**Northstar UK**

This is a Christian college set up specifically for online courses for home educated students, both in Key Stage 3 and GCSEs. Their site gives fairly extensive details, and it's possible to log on as a 'guest' and try out the software in advance. Assignments are completed and graded via email and a tutor is available to help, also via email. There are no age limitations, and any number of courses may be taken. Parents or students are responsible for finding an exam centre.

**The Open and Distance Learning Quality Council (ODLQC)**

ODLQC is an independent body, which accredits open and distance learning courses. The ODLQC produces a free information leaflet, which lists all approved organisations and their courses. Contact: 16 Park Crescent, London W1B 1AH Tel: 020 7612 7090 Fax: 020 7612 7092  
Website: [www.odlqc.org.uk](http://www.odlqc.org.uk) E-mail: [info@odlqc.org.uk](mailto:info@odlqc.org.uk)

**The Association of British Correspondence Colleges (ABCC)**

ABCC is a voluntary association of colleges, which comply, with a code of ethics.  
Contact: P.O. Box 17926, London SW19 3WB Tel: 020 8544 9559 Fax: 020 8540 7657  
Website: [www.nationline.co.uk](http://www.nationline.co.uk)

**The British Association for Open Learning (BAOL)**

BAOL promotes quality and best practice in open, flexible and distance forms of learning. BAOL members work to a code of practice for open learning and are listed on the BAOL website. Contact: Suite 12, Pixmore Centre, Pixmore Avenue, Letchworth Garden City, Hertfordshire SG6 1JG  
Tel: 01462 485 588 Fax 01462 485 633 Website: [www.british-learning.com](http://www.british-learning.com) E-mail: [info@british-learning.com](mailto:info@british-learning.com)

**NSAI Virtual Academy**

Students from all over the UK and abroad can use this to participate in individually tailored learning programmes and interact with other members as part of a vibrant, supportive and secure community environment.

[www.nisai.com/uk/education/nisai-virtual-academy](http://www.nisai.com/uk/education/nisai-virtual-academy)

**National Christian Schools' Certificate (NCSC)**

The National Christians Schools' Certificate (NCSC) provides a graduated series of certificates, ranging from Level 1, which is equivalent to 5 GCSEs (grades A\*-C), through Level 2, which is equivalent to 2 AS/A2 passes, and culminating with Level 3, which is equivalent to 3 AS/A2 passes (grades A-C). There is also an Honours Certificate, which is awarded to pupils who show exceptional performance.

Examinations are conducted at home under the supervision of parents, but the NCSC Board has strict moderation procedures to ensure the validity of results. The course is highly structured and requires a minimum pass mark of 80 per cent for each module test.

Contact: The European Academy for Christian Homeschooling (TEACH)

Marantha House, Unit 5, Northford Close, Shrivenham, Swindon, Wiltshire SN6 8HL

Tel: 01793 783783 Fax: 01793 783775

Website: [www.christian-education.org](http://www.christian-education.org)

E-mail: [admin@ncsboard.org.uk](mailto:admin@ncsboard.org.uk)

### **Christian Education Europe**

A different option for Christian families is to use a curriculum such as ACE (Accelerated Christian Education) which, although American in origin, is now adapted for European students. This is linked with the ICCE (International Certificate of Christian Education) programme which gives a certificate equivalent to 5 GCSEs after sufficient study at the correct level, and goes on eventually to a diploma which is equivalent to three A-levels in addition to 8 GCSEs. This diploma is acceptable at many universities as an alternative to A-levels, and provides a good alternative to the exam route. The cost is less than taking that number of GCSE courses by correspondence or paying full price at a college, and there are tests at home rather than formal exams. However the course is highly structured with a considerable number of workbooks, and an American Christian slant.

### **Emotional Health and Wellbeing Support for Children Young People & Families**

**Emotional Health and Wellbeing of children and young people (CYP) is a growing concern nationally. In Merton, we are keen to continue to support our CYP.**

If you live in any of the five of our London boroughs: **Kingston, Merton, Richmond, Sutton and Wandsworth** and you need mental health support in a crisis **you can call our 24/7 Mental Health Crisis Line on 0800 028 8000.**

**Merton Autism Parent Support (MAPS): Wed 10am- 1pm**

Tel: 02039630595 or [Infor@mertonmencap.org.uk](mailto:Infor@mertonmencap.org.uk)

Merton Local Offer:

<https://directories.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=2>

**Support and Advice for Children & Young People:** We have on line telephone and face to face counselling available at Off the Record for 11-25 year old's, including self-help materials, webinars and workshops at: <https://www.talkofftherecord.org/merton/>  
Saturday telephone confidential support from 10am-1pm call 02081756776  
KOOOTH (Xenzone) online Counselling and emotional well-being platform for CYP, accessible through mobile, tablet and desktop is also available to all young people over the age of 11 years at : <https://www.kooth.com> Mon-Fri 12pm-10pm, Saturday & Sun 6pm-10pm  
You can also call ChildLine for free 9.00am to midnight:  
0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)  
**HOPE line UK 0800 068 4141**  
You can also contact the new NSPCC's helpline (0800 136 663) for people who have experienced sexual harassment or abuse in education

### **Digital resources**

<https://uktraumacouncil.org/resources/traumatic-bereavement>

<https://dfemedia.blog.gov.uk/2021/02/01/mental-health-resources-for-children-parents-carers-and-school-staff/>

<https://swlondonccg.nhs.uk/your-health/mental-health/covid19-resource-hub/>

<https://swlondonccg.nhs.uk/your-health/mental-health/covid19-resource-hub/returning-to-school/>

**Digital Wellbeing Mental Health Support for London:**

<https://www.good-thinking.uk/>

**London Borough of Merton**  
**Education at Home**

**PROPOSAL BY PARENT(S) / GUARDIAN(S) TO EDUCATE THEIR CHILD AT HOME**

(without EHCP)

Name of Child: .....

Date of Birth: .....

Gender:.....

Ethnicity: .....

Date commencing home education.....

Reason for commencing home education : please enter on attached sheet

Name of Parent(s)/Guardian(s) proposing to educate their child at home

(1).....

(2).....

Name & date of birth of other children (0-18) in home/siblings and current education provision

.....  
.....  
.....

Home Address:.....

.....

Telephone Number:.....

Email address:.....

Address where the child is to be educated (if different from above):.....

.....

Previous and current schools attended (if any).....

.....

.....

If you have home educated the child/children noted above or any other children in the past

please give details. ....

.....

2. Outline the way you intend to approach the child's education

3. Curriculum proposed e.g. subject/area, content, resource, delivered by parents or tutor

4. Methods to be used - teaching and learning strategies planned; how the work is to be recorded; and whether arrangements are to be made for external examinations, if appropriate,

5. Patterns of work - timetable/diary.

6. Visits - arrangements made to give child experience of interest outside of the home to include the local/wider environment.

7.	Social Contacts/Physical Activity - arrangements to be made for play, games, clubs, societies or groups.
8.	Agency contact - Either statutory or voluntary (e.g. Educational Welfare Officer, Education Otherwise, etc.).
9.	Any other information. <b>Please include if the child has any health needs, an EHCP or SEN.</b>

Please circle your reason for electing to home educate below:-

Reason for EHE	Explanation and examples
Physical health	Child is EHE due to one or more physical health conditions e.g. autoimmune illness.
Mental health	Child is EHE due to one or more mental health conditions e.g. anxiety.
Health concerns relating to COVID-19	Child is EHE due to underlying health conditions which increase their, or a member of their families, risk of serious illness from COVID-19 or anxiety regarding COVID-19 transmission.
Did not get school preference	Child is EHE as they did not receive their first choice of school preference and their parents were unhappy with any other option. This should be used in cases where it was the parent's choice as opposed to there being no school place available, in which case 'Difficulty in accessing school place' should be used.
Permanent exclusion	Child is EHE as they were permanently excluded from their previous school and parent did not



	want or get alternative education arrangements (e.g. alternative provision).
Risk of school exclusion	Child is EHE as parents chose to remove the child from school before the child was excluded.
Difficulty in accessing a school place	Child is EHE as there are no suitable school places available e.g. for geographical reasons such as moved home and no suitable school with available places or difficulty in accessing a school that meets the child's needs. This should be used in cases where there is no school place available, as opposed to the preferred choice not being available.
Philosophical or preferential reasons	Child is EHE as the parent prefers to home educate in order to follow child-centred, flexible approaches to learning instead of mainstream education, or parent feels their child is more suited to home education.
Religious reasons	Child is EHE as their religious views were not compatible with the school ethos or curriculum e.g. in regard to relationships and sex education.
Lifestyle choice	Child is EHE due to their family's lifestyle choice. This could be as their family travels regularly e.g. service children, Gypsy/Roma, Traveller of Irish heritage, child actors, circus performers etc.
Suggestion/pressure from the school	Child is EHE as they have been off-rolled by the school e.g. to suggest home education for a child who is not attending school regularly, or behavioural needs are not being met at the school.
Dissatisfaction with the school - general	Child is EHE as they left their previous school due to general dissatisfaction e.g. unhappy with the curriculum of the school, ethos of the school, member of school staff etc.
Dissatisfaction with the school - SEND	Child is EHE as they left their previous school because their needs were not met or there was inadequate SEND provision.
Dissatisfaction with the school - bullying	Child is EHE as they left their previous school because of bullying which was not resolved.
Parent/guardian did not give reason	The reason why child is EHE was not provided by parents or parents refused to give a reason.

**Ethnicity of child**

<b>DfES Extended Codes</b>	<b>Approved Extended Categories</b>	<b>DfES Main Code</b>	<b>Ethnicity. Please tick the box</b>	<b>DfES Extended Codes</b>	<b>Approved Extended Categories</b>	<b>DfES Main Code</b>	<b>Ethnicity. Please tick the box</b>
<b>WBRI</b>	<b>White - British</b>	<b>WBRI</b>		<b>AIND</b>	<b>Indian</b>	<b>AIND</b>	
WCOR	White - Cornish	WBRI		<b>APKN</b>	<b>Pakistani</b>	<b>APKN</b>	
WENG	White - English	WBRI		AMPK	Mirpuri Pakistani	APKN	
WNIR	White - Northern Irish	WBRI		AKPA	Kashmiri Pakistani	APKN	
WSCO	White - Scottish	WBRI		AOPK	Other Pakistani	APKN	
WWEL	White - Welsh	WBRI		<b>ABAN</b>	<b>Bangladeshi</b>	<b>ABAN</b>	
WOWB	Other White British	WBRI		<b>AOTH</b>	<b>Any Other Asian Background</b>	<b>AOTH</b>	
<b>WIRI</b>	<b>White - Irish</b>	<b>WIRI</b>		AAFR	African Asian	AOTH	
<b>WIRT</b>	<b>Traveller of Irish Heritage</b>	<b>WIRT</b>		AKAO	Kashmiri Other	AOTH	
<b>WOTH</b>	<b>Any Other White Background</b>	<b>WOTH</b>		ANEP	Nepali	AOTH	
WALB	Albanian	WOTH		ASNL	Sri Lankan Sinhalese	AOTH	
WBOS	Bosnian- Herzegovinian	WOTH		ASLT	Sri Lankan Tamil	AOTH	
WCRO	Croatian	WOTH		ASRO	Sri Lankan Other	AOTH	
WGRE	Greek/ Greek Cypriot	WOTH		AOTA	Other Asian	AOTH	
WGRK	Greek	WOTH		<b>BCRB</b>	<b>Black Caribbean</b>	<b>BCRB</b>	
WGRC	Greek Cypriot	WOTH		<b>BAFR</b>	<b>Black - African</b>	<b>BAFR</b>	
WITA	Italian	WOTH		BANN	Black - Angolan	BAFR	
WKOS	Kosovan	WOTH		BCON	Black - Congolese	BAFR	
WPOR	Portuguese	WOTH		BGHA	Black - Ghanaian	BAFR	
WSER	Serbian	WOTH		BNGN	Black - Nigerian	BAFR	
WTUR	Turkish/ Turkish Cypriot	WOTH		BSLN	Black - Sierra Leonean	BAFR	
WTUK	Turkish	WOTH		BSOM	Black - Somali	BAFR	
WTUC	Turkish Cypriot	WOTH		BSUD	Black - Sudanese	BAFR	
WEUR	White European	WOTH		BAOF	Other Black African	BAFR	
WEEU	White Eastern European	WOTH		<b>BOTH</b>	<b>Any Other Black Background</b>	<b>BOTH</b>	
WWEU	White Western European	WOTH		BEUR	Black European	BOTH	
WOTW	White Other	WOTH		BNAM	Black North American	BOTH	
<b>WROM</b>	<b>Gypsy / Roma</b>	<b>WROM</b>		BOTB	Other Black	BOTH	
WROG	Gypsy	WROM		<b>CHNE</b>	<b>Chinese</b>	<b>CHNE</b>	
WROR	Roma	WROM		CHKC	Hong Kong Chinese	CHNE	
WROO	Other Gypsy/Roma	WROM		CMAL	Malaysian Chinese	CHNE	
<b>MWBC</b>	<b>White and Black Caribbean</b>	<b>MWBC</b>		CSNG	Singaporean Chinese	CHNE	
<b>MWBA</b>	<b>White and Black African</b>	<b>MWBA</b>		CTWN	Taiwanese	CHNE	
<b>MWAS</b>	<b>White and Asian</b>	<b>MWAS</b>		COCH	Other Chinese	CHNE	
MWAP	White and Pakistani	MWAS		<b>OOTH</b>	<b>Any Other Ethnic Group</b>	<b>OOTH</b>	
MWAI	White and Indian	MWAS		OAFG	Afghan	OOTH	

MWAO	White and Any Other Asian Background	MWAS		OARA	Arab Other	OOth	
<b>MOTH</b>	<b>Any Other Mixed Background</b>	<b>MOTH</b>		OEGY	Egyptian	OOth	
MAOE	Asian and Any Other Ethnic Group	MOTH		OFIL	Filipino	OOth	
MABL	Asian and Black	MOTH		OIRN	Iranian	OOth	
MACH	Asian and Chinese	MOTH		OIRQ	Iraqi	OOth	
MBOE	Black and Any Other Ethnic Group	MOTH		OJPN	Japanese	OOth	
MBCH	Black and Chinese	MOTH		OKOR	Korean	OOth	
MCOE	Chinese and Any Other Ethnic Group	MOTH		OKRD	Kurdish	OOth	
MWOE	White and Any Other Ethnic Group	MOTH		OLAM	Latin/ South/ Central American	OOth	
MWCH	White and Chinese	MOTH		OLEB	Lebanese	OOth	
MOTM	Other Mixed Background	MOTH		OLIB	Libyan	OOth	
<b>REFU</b>	<b>Refused</b>	<b>REFU</b>		OMAL	Malay	OOth	
<b>NOBT</b>	<b>Information Not Yet Obtained</b>	<b>NOBT</b>		OMRC	Moroccan	OOth	
				OPOL	Polynesian	OOth	
				OTHA	Thai	OOth	
				OVIE	Vietnamese	OOth	
				OYEM	Yemeni	OOth	
				OOEG	Other Ethnic Group	OOth	

Declaration and signature of Parent/Carer

I understand that you may:

- A) Check the information I have provided against other information held about me or my child.
- B) Share information with Education, Training, Employment Team (ETE) for any child over the age of 13 years.
- C) Share information with School Nursing to enable a service to be offered to the home Educated child
- D) Share information with Social Care, the Health Authority and the Police where necessary
- E) Not share any information about me or my child unless the law allows us to do so.

Parent signature:  Date:
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Please return this form to the Education Welfare Service, London Borough of Merton, Civic Centre, Morden. SM4 5DX

**APPENDIX 8**

**London Borough of Merton**  
**Elective Home Education**

**PROPOSAL BY PARENT(S) / GUARDIAN(S) TO EDUCATE THEIR CHILD AT HOME WHERE THE CHILD HAS A EDUCATION, HEALTH AND CARE PLAN (EHCP)**

Name of Child.....

Date of Birth..... Gender .....

Ethnicity..... Date commencing home education .....

Name of Parent(s)/Guardian(s) proposing to educate their child at home

(1).....

(2).....

Name & date of birth of other children (0-18) in home/siblings and current education provision

.....

.....

Home address.....

.....

Telephone number.....

Email address.....

Address where the child is to be educated (if different from above)

.....

.....

.

Previous and current schools attended (if any).....

.....

.....

If you have home educated the child/children noted above or any other children in the past  
Please give details?

.....  
.....

1. Outline the way you intend to approach the child's education

2. Curriculum proposed - (See (j) and (k) of guidance notes) e.g. Subject/area, content, resources, parents or tutor

4. Methods to be used - teaching and learning strategies planned; how the work is to be recorded; and whether arrangements are to be made for external examinations, if appropriate.

5. Patterns of work - timetable/diary.

6. Visits - Arrangements made to give child experience of interest outside of the home to include the local/wider environment.

<p>7. Social Contacts/Physical Activity - arrangements to be made for play, games, clubs, societies or groups.</p>
<p>8. Agency contact - Either statutory or voluntary (e.g. Educational Welfare Officer, Elective Home Education, etc).</p>
<p>9. <b>As your child an EHCP, the Local Authority has a statutory duty to check on the actions/progress towards meeting the educational outcomes in a child's EHC Plan. The actions/progress will subsequently be reviewed by the Local Authority.</b></p> <p><b><u>Outcome One</u></b></p> <p>Actions:</p> <p>Progress:</p> <p><b><u>Outcome Two</u></b></p> <p>Actions:</p> <p>Progress:</p>

**Outcome Three**

Actions:

Progress:

**Outcome Four**

Actions:

Progress:

**Outcome Five**

Actions:

Progress:

**Outcome Six**

Actions:

Progress:

**Outcome Seven**

Actions:

Progress:

**Outcome Eight**

Actions:

Progress:



<p><b><u>Outcome Nine</u></b></p> <p>Actions:</p> <p>Progress:</p> <p><b><u>Objective/Outcome Ten</u></b></p> <p>Actions:</p> <p>Progress:</p>
--

Please circle your reason for electing to home educate below:-

<b>Reason for EHE</b>	<b>Explanation and examples</b>
Physical health	Child is EHE due to one or more physical health conditions e.g. autoimmune illness.
Mental health	Child is EHE due to one or more mental health conditions e.g. anxiety.
Health concerns relating to COVID-19	Child is EHE due to underlying health conditions which increase their, or a member of their families, risk of serious illness from COVID-19 or anxiety regarding COVID-19 transmission.
Did not get school preference	Child is EHE as they did not receive their first choice of school preference and their parents were unhappy with any other option. This should be used in cases where it was the parent's choice as opposed to there being no school place available, in which case 'Difficulty in accessing school place' should be used.
Permanent exclusion	Child is EHE as they were permanently excluded from their previous school and parent did not want or get alternative education arrangements (e.g. alternative provision).
Risk of school exclusion	Child is EHE as parents chose to remove the child from school before the child was excluded.
Difficulty in accessing a school place	Child is EHE as there are no suitable school places available e.g. for geographical reasons such as moved home and no suitable school with available

	places or difficulty in accessing a school that meets the child's needs. This should be used in cases where there is no school place available, as opposed to the preferred choice not being available.
Philosophical or preferential reasons	Child is EHE as the parent prefers to home educate in order to follow child-centred, flexible approaches to learning instead of mainstream education, or parent feels their child is more suited to home education.
Religious reasons	Child is EHE as their religious views were not compatible with the school ethos or curriculum e.g. in regard to relationships and sex education.
Lifestyle choice	Child is EHE due to their family's lifestyle choice. This could be as their family travels regularly e.g. service children, Gypsy/Roma, Traveller of Irish heritage, child actors, circus performers etc.
Suggestion/pressure from the school	Child is EHE as they have been off-rolled by the school e.g. to suggest home education for a child who is not attending school regularly, or behavioural needs are not being met at the school.
Dissatisfaction with the school - general	Child is EHE as they left their previous school due to general dissatisfaction e.g. unhappy with the curriculum of the school, ethos of the school, member of school staff etc.
Dissatisfaction with the school - SEND	Child is EHE as they left their previous school because their needs were not met or there was inadequate SEND provision.
Dissatisfaction with the school - bullying	Child is EHE as they left their previous school because of bullying which was not resolved.
Parent/guardian did not give reason	The reason why child is EHE was not provided by parents or parents refused to give a reason.

**Ethnicity of child**

<b>DfES Extended Codes</b>	<b>Approved Extended Categories</b>	<b>DfES Main Code</b>	<b>Ethnicity. Please tick the box</b>	<b>DfES Extended Codes</b>	<b>Approved Extended Categories</b>	<b>DfES Main Code</b>	<b>Ethnicity. Please tick the box</b>
<b>WBRI</b>	<b>White - British</b>	<b>WBRI</b>		<b>AIND</b>	<b>Indian</b>	<b>AIND</b>	
WCOR	White - Cornish	WBRI		<b>APKN</b>	<b>Pakistani</b>	<b>APKN</b>	
WENG	White - English	WBRI		AMPK	Mirpuri Pakistani	APKN	
WNIR	White - Northern Irish	WBRI		AKPA	Kashmiri Pakistani	APKN	
WSCO	White - Scottish	WBRI		AOPK	Other Pakistani	APKN	
WWEL	White - Welsh	WBRI		<b>ABAN</b>	<b>Bangladeshi</b>	<b>ABAN</b>	
WOWB	Other White British	WBRI		<b>AOTH</b>	<b>Any Other Asian Background</b>	<b>AOTH</b>	
<b>WIRI</b>	<b>White - Irish</b>	<b>WIRI</b>		AAFR	African Asian	AOTH	
<b>WIRT</b>	<b>Traveller of Irish Heritage</b>	<b>WIRT</b>		AKAO	Kashmiri Other	AOTH	
<b>WOTH</b>	<b>Any Other White Background</b>	<b>WOTH</b>		ANEP	Nepali	AOTH	
WALB	Albanian	WOTH		ASNL	Sri Lankan Sinhalese	AOTH	
WBOS	Bosnian- Herzegovinian	WOTH		ASLT	Sri Lankan Tamil	AOTH	
WCRO	Croatian	WOTH		ASRO	Sri Lankan Other	AOTH	
WGRE	Greek/ Greek Cypriot	WOTH		AOTA	Other Asian	AOTH	
WGRK	Greek	WOTH		<b>BCRB</b>	<b>Black Caribbean</b>	<b>BCRB</b>	
WGRC	Greek Cypriot	WOTH		<b>BAFR</b>	<b>Black - African</b>	<b>BAFR</b>	
WITA	Italian	WOTH		BANN	Black - Angolan	BAFR	
WKOS	Kosovan	WOTH		BCON	Black - Congolese	BAFR	
WPOR	Portuguese	WOTH		BGHA	Black - Ghanaian	BAFR	
WSER	Serbian	WOTH		BNGN	Black - Nigerian	BAFR	
WTUR	Turkish/ Turkish Cypriot	WOTH		BSLN	Black - Sierra Leonean	BAFR	
WTUK	Turkish	WOTH		BSOM	Black - Somali	BAFR	
WTUC	Turkish Cypriot	WOTH		BSUD	Black - Sudanese	BAFR	
WEUR	White European	WOTH		BAOF	Other Black African	BAFR	
WEEU	White Eastern European	WOTH		<b>BOTH</b>	<b>Any Other Black Background</b>	<b>BOTH</b>	
WWEU	White Western European	WOTH		BEUR	Black European	BOTH	
WOTW	White Other	WOTH		BNAM	Black North American	BOTH	
<b>WROM</b>	<b>Gypsy / Roma</b>	<b>WROM</b>		BOTB	Other Black	BOTH	
WROG	Gypsy	WROM		<b>CHNE</b>	<b>Chinese</b>	<b>CHNE</b>	
WROR	Roma	WROM		CHKC	Hong Kong Chinese	CHNE	
WROO	Other Gypsy/Roma	WROM		CMAL	Malaysian Chinese	CHNE	

<b>MWBC</b>	<b>White and Black Caribbean</b>	<b>MWBC</b>		CSNG	Singaporean Chinese	CHNE	
<b>MWBA</b>	<b>White and Black African</b>	<b>MWBA</b>		CTWN	Taiwanese	CHNE	
<b>MWAS</b>	<b>White and Asian</b>	<b>MWAS</b>		COCH	Other Chinese	CHNE	
MWAP	White and Pakistani	MWAS		<b>OOOTH</b>	<b>Any Other Ethnic Group</b>	<b>OOOTH</b>	
MWAI	White and Indian	MWAS		OAFG	Afghan	OOOTH	
MWAO	White and Any Other Asian Background	MWAS		OARA	Arab Other	OOOTH	
<b>MOTH</b>	<b>Any Other Mixed Background</b>	<b>MOTH</b>		OEGY	Egyptian	OOOTH	
MAOE	Asian and Any Other Ethnic Group	MOTH		OFIL	Filipino	OOOTH	
MABL	Asian and Black	MOTH		OIRN	Iranian	OOOTH	
MACH	Asian and Chinese	MOTH		OIRQ	Iraqi	OOOTH	
MBOE	Black and Any Other Ethnic Group	MOTH		OJPN	Japanese	OOOTH	
MBCH	Black and Chinese	MOTH		OKOR	Korean	OOOTH	
MCOE	Chinese and Any Other Ethnic Group	MOTH		OKRD	Kurdish	OOOTH	
MWOE	White and Any Other Ethnic Group	MOTH		OLAM	Latin/ South/ Central American	OOOTH	
MWCH	White and Chinese	MOTH		OLEB	Lebanese	OOOTH	
MOTM	Other Mixed Background	MOTH		OLIB	Libyan	OOOTH	
<b>REFU</b>	<b>Refused</b>	<b>REFU</b>		OMAL	Malay	OOOTH	
<b>NOBT</b>	<b>Information Not Yet Obtained</b>	<b>NOBT</b>		OMRC	Moroccan	OOOTH	
				OPOL	Polynesian	OOOTH	
				OTHA	Thai	OOOTH	
				OVIE	Vietnamese	OOOTH	
				OYEM	Yemeni	OOOTH	
				OOEG	Other Ethnic Group	OOOTH	

### Declaration and signature of Parent/Carer

I understand that you may:

- Check the information I have provided against other information held about me or my child.
- Share information with Education, Training, Employment Team (ETE) for any child over the age of 13 years.
- Share information with School Nursing to enable a service to be offered to the home educated child
- Share information with Social Care, the Health Authority and the Police where necessary
- Not share any information about me or my child unless the law allows us to do so.

Parent signature:

Date:

Please return this form to the Education Welfare Service, London Borough of Merton, 10<sup>th</sup> Floor Civic Centre, Morden Road, Surrey SM4 5DX.