

Elective Home Education

Considerations that may inform a Local Authority decision in relation to suitable education

Although there is no legal definition of 'suitable', parents/carers who are home educating their child(ren) are expected to provide evidence of an education programme that would convince a reasonable person that a 'suitable' education is being provided for the age and ability of the child.

In considering the parent/carer's provision of education, the local authority may reasonably expect the provision to include the following characteristics:

- **Broad:** it should introduce the child to a range of knowledge, understanding and skills
- **Balanced:** each aspect should be allotted sufficient time
- **Relevant:** subjects can be taught in order to bring out their application to the child's own experience, to adult life and to give due emphasis to practical aspects
- **Differentiated:** what is taught, and how it is taught, needs to be matched to the child's age, abilities and aptitude, taking into account any special education need.

A good curriculum also includes other aspects at an appropriate level such as personal, social and health education, outdoor and environmental education, citizenship, careers, food technology and information and communication technology. Opportunities to mix and relate with other children and adults are considered to be important to a child's personal and social development.

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 are no, or very limited, examples of the child's work submitted
- There is no, or very limited, information regarding resources used at home or elsewhere
- There is no, or very limited, detail of how the child's progress is being monitored or examples of work to demonstrate relevant progression
- There is no clear academic or time structure

It is important to note that the above is for guidance and by way of example only and is not an exhaustive list. Each child's education will be considered in the context of their individual circumstances.

The types of information and evidence could be gathered through a variety of means such as conversations with the child and parents/carers, photographs and workbooks, progress reports and dated work, a timetable and/or a curriculum plan

The local authority will want to build a picture of the individual circumstances, rather than adherence to a rigid check list, in reaching a view about suitability of the education in place and any concerns will be communicated to parents/carers.