



Elective Home Education Survey 2020

November 2020

Executive summary

Since 2016, ADCS has undertaken an annual elective home education (EHE) survey to capture the number and characteristics of children and young people who are known to be home educated. The survey also aims to understand the reasons behind a family's decision to electively home educate, how LAs across the country are supporting these families, and how any available resources are being deployed in this area. This year's survey also included a focus on the Covid-19 pandemic and how this has impacted upon the number of children and young people electively home educated.

133 LAs responded to the 2020 survey, our highest ever response rate. Based on the data received, we estimate that a total of **75,668** children and young people were being electively home educated on the first school census day, 1 October 2020. This is **an increase of 38%** from the same school census day in 2019 (3 October). Of this number, we estimate that approximately 25% became EHE after 1 September 2020. Further, during the 2019/20 academic year, we estimate that the total cumulative number of children and young people being home educated was **86,335**. This represents **a 10% increase** since the 2018/19 academic year, despite schools being closed to the majority of pupils from 23 March 2020.

Feedback from responding LAs clearly indicated that health concerns over Covid-19 was a primary reason for parents or carers choosing to formally home educate their child this year. However, some parents or carers noted that their positive experience of educating their child at home during the partial school closures was a contributory factor.

Clearly Covid-19 has had a significant impact on the number of children and young people who are EHE. A number of LAs noted in their survey responses that many families intend on enrolling their child/ren back in school once their concerns over the virus are alleviated. However, prior to the pandemic, the EHE population was growing by approximately 20% each year for the past five years as previous ADCS EHE surveys have shown. Further, LAs have consistently highlighted the fact that they cannot be certain of the true size of this cohort given that there is no statutory register of EHE children and young people.

LAs have a duty to establish whether a suitable education is being provided but do not have a role in assurance of this. Survey responses show that LAs remain extremely concerned that they cannot know all children and young people who are EHE in their local area. Every child has the right to a high-quality education in a safe learning environment and ADCS is concerned that without powers to see both the child and their place of learning, we cannot know that these children are safe from harm or exploitation. LAs can only safeguard children who are known to them and without a mandatory register, there is no way of knowing the full extent of this cohort. ADCS awaits the outcome of the Department for Education's *Children not in school* consultation which proposed duties on LAs to maintain a register of children who are electively home educated and to provide support to parents who educate their children at home. While a voluntary register can only ever be partially effective, LAs have generally welcomed the proposed new duties in the absence of any indication that government has an appetite for a national mandatory register. However, ADCS is clear that the government must fully fund these duties, especially when the size of the elective home education cohort is increasing year-on-year.

Summary Analysis of the ADCS Elective Home Education Survey 2020

Key findings

- On school census day, 1 October 2020, a total of 66,648 children and young people were known to be electively home educated (EHE) across 133 responding LAs. It is therefore estimated that **75,668** children and young people were being EHE across all 151 LAs in England. This represents an increase of approximately **38%** from the same school census day in 2019 (3 October)
- 16,926 children and young people have become EHE since 1 September 2020. It is therefore estimated that **19,510** children and young people have become EHE since 1 September 2020. This represents **25%** of the total estimated number being home educated on school census day, 1st October 2020
- During the whole of the last academic year (2019/20) 73,757 were known to be EHE. Therefore, an estimated cumulative total of **86,335** children and young people were being home educated across all 151 LAs during the previous academic year. This represents an increase of **10%** from the 2018/19 academic year
- The most common reason cited by parents for home educating their child/ren was due to health reasons directly related to Covid-19
- Approximately **9%** of children and young people being home educated are known to children's social care, both historical and/or current. **14%** are known to wider children's services, both historic and/or current.

1. Background

Since 2016, the Association of Directors of Children's Services (ADCS) has issued a survey to all 151 local authorities (LAs) in England on elective home education (EHE). The aim of the survey is to capture the number and characteristics of children and young people who are known to be home educated, the reasons behind a family's decision to home educate, to understand how LAs across the country are supporting these families, and how available resources are being deployed in this service area. The number of children and young people who are home educated is not currently captured via a statutory national data return.

This year's survey also aimed to capture the impact of Covid-19 on the number of children and young people being home educated. Anecdotally, it has been suggested that the number of families choosing to home educate their child/ren has increased dramatically and this has therefore stretched the capacity of LA children's services teams that work with EHE families. To reduce the burden on these teams, the 2020 EHE survey was shorter and focused on the numbers being home educated and the ways in which the pandemic has impacted this.

2. Understanding the cohort

2.1 Total number of children known to be home educated on Thursday 1 October 2020

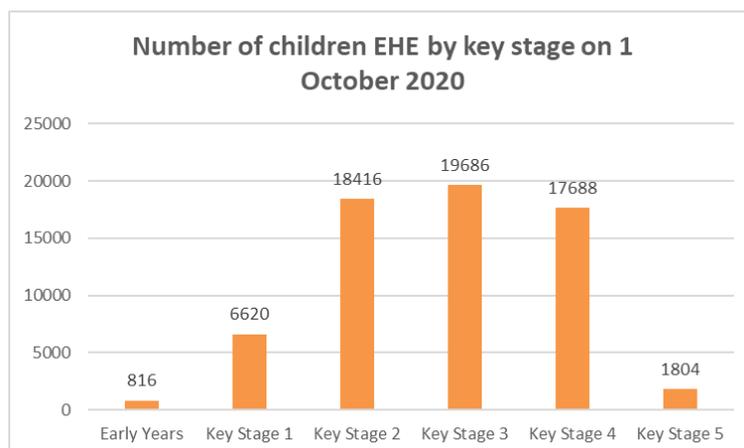
Across the 133 responding LAs, a total of 66,648 children and young people were known to be home educated on 1 October 2020, the first school census day of the 2020/21 academic year. It can therefore be estimated that there were 75,668 children and young people being home educated across all 151 LAs in England on this date. This represents a significant increase of 38% from School Census day on 3 October 2019. The largest reported cohort in a single LA was 3,167 young people

while the lowest number reported by an LA was four. The mean average across all 133 LAs was 501, a 33% increase on the average reported in 2019.

This year, LAs were asked to provide the number of formal requests for elective home education that had been made since 1 September 2020. 131 LAs responded to this question and provided a combined figure of 16,926. It can therefore be estimated that, since 1 September 2020, 19,510 formal requests were made for elective home education across all LAs, this represents approximately 25% of the total number of children and young people being home educated on school census day, 1 October 2020.

Feedback from survey respondents clearly showed the impact of Covid-19 and the partial closure of schools. When schools were partially closed during the first national lockdown in March, the number of formal requests made to home educate was significantly lower. Indeed, across responding LAs, only 5,678 children and young people began to be electively home educated from the period of 23 March to 31 August 2020 (an estimated national figure of 6,646). During this period, the majority of school children were being educated at home whilst remaining on a school roll and receiving support and learning materials from their school. However, since schools fully re-opened in September the EHE population has risen significantly as demonstrated by the numbers reported in the survey and comments provided by LAs:

LAs were asked to provide a breakdown of their EHE cohort on school census day by key stage. 131 LAs responded to this question and the findings from this year largely reflect that of previous years. The largest increase in the number of EHE children and young people from 2019 was in Key Stage 2 (6,427) followed by Key Stage 3 (4,750). However, the largest percentage increase since 2019 was in the early years (85%).



“The majority of new EHE applications relate directly to Covid, however, not all through fear or anxieties around returning. For some, the experience of lockdown was a positive one and, with more families working from home, they wish to continue educating their children.”

“We were expecting more students to go EHE between March and August however due to Covid-19 and the national lockdown students stayed on school rolls.”

“We have seen an increase across both primary and secondary schools, with more young people who are eligible for free school meals and with previous social care involvement at some time in their life and more recently from BAME communities. Since September we are seeing more family groups becoming EHE, rather than individuals.”

2.2 Relative size of the cohort

To gauge the relative size of the EHE cohort, LAs were asked to compare this to the wider school age population. 128 LAs responded to this question and a majority (80) reported that between 0.5% - 1.0% of their school aged population was being home educated on 1 October 2020. 26 LAs said that

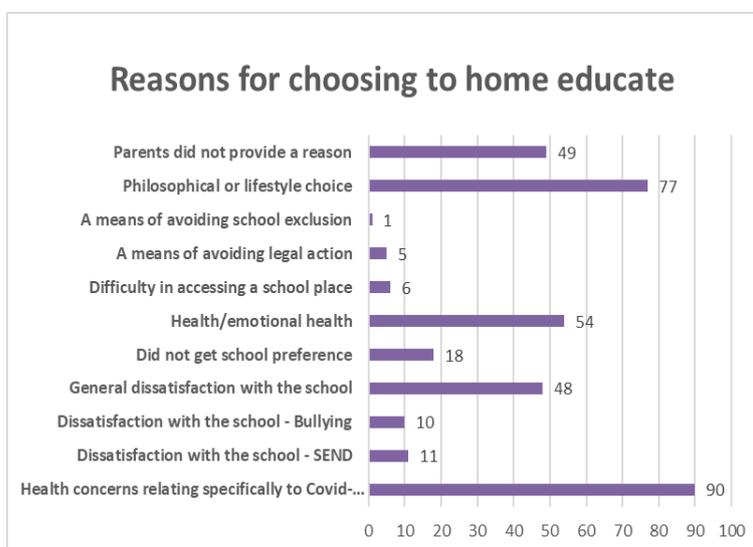
the proportion was between 1.1% - 1.5% and 15 LAs said that the proportion of their school aged population being home educated was less than 0.5%. Only two LAs reported this to be more than 4%.

2.3 The cumulative total of home educated children and young people in 2019/20

As with previous surveys, LAs were again asked to provide the cumulative total of children and young people known to be home educated at any point during the 2019/20 academic year. 129 LAs responded to this question reporting a combined total of 73,757. It is therefore estimated that 86,335 children and young people were being electively home educated nationally at some point during the 2019/20 academic year; an increase of 10% since the previous academic year. This increase is made more notable by the fact that schools were closed to a majority of pupils for much of the 2019/20 academic year when families were able to keep their children at home without formally removing them from the school roll.

2.4 Most common reasons given for choosing to home educate

LAs were asked to select the top three reasons provided by parents or carers locally for choosing to home educate their children. 130 LAs responded to this question and “health concerns relating specifically to Covid-19” was the most common reason, being cited 90 times. “Philosophical or lifestyle choice” was cited 77 times and “health/emotional health” was the third most common reason provided by parents or carers, cited 54 times.



Respondents generally noted that the number of EHE referrals dropped from March to August 2020 despite a general increase prior to the outbreak of the pandemic. When schools fully re-opened in September, the number rose dramatically. LAs attributed this to the concerns of parents over the health of their child/ren associated with Covid-19, however, the positive experience that parents had during the partial closure of schools was also cited, albeit less frequently. Further, in many instances families chose to home educate their child/ren with the intention of this being a short-term measure until the threat of the virus has receded. Consequently, in these instances, the decision to home educate is made much more quickly with less discussion with the school prior to removing the child or young person from the school roll.

“Parents are anxious about the health and safety of their children at school and opting to home educate to avoid challenge over non-attendance. Parents routinely state that their children would be in school if it were not for Covid-19 and that they plan for their children to return ‘when it’s all over’.”

“During the partial school closures a lot of contacts were received from parents enquiring about the EHE support available from the LA with curriculum and learning materials. Parents did not fully

understand the difference between remote learning (during partial school closure) and elective home education and acquired misplaced confidence.”

“The disruption that children, parents and schools experience when they have to send a ‘bubble’ home has led to frustration with some parents not willing to continue and submitting formal de-registrations to take responsibility of their child’s education at home. LAs do not receive any government funding to support with home education and the LA now has the equivalent of a full primary school being home educated.”

“The increase that we have noted indicates that parents are not removing one of their children from a school roll to home educate them (as would have previously been the case) but are in fact removing all of their children from their respective school rolls due to their anxieties relating to the pandemic.”

2.5 Type of schools

This year, LAs were asked whether any specific types of schools have seen a noticeable increase or reduction in the number of their pupils becoming home educated. Most commonly, responding LAs noted the largest increase amongst children of primary school age becoming EHE. Most respondents found there was little difference between maintained, academy schools or independent. School governance was only mentioned on three occasions where the LA had concerns over one or more academies suspected of off-rolling.

“Prior to Covid-19, the biggest rise in children being removed from school to be home educated was from years 9-11 and often related to behaviour, attendance, with the highest numbers leaving relating to schools [with an Ofsted judgement of] ‘requires improvement’ or ‘inadequate’. This academic year has seen children of all ages from all types of school (selective, mainstream, faith), leaving school due to concerns over Covid, as well as the usual numbers for the start of term that relate solely to year 7 school offers.”

3. Safeguarding, welfare and special educational needs

3.1 Special educational needs

As in the 2019 and 2018 surveys, LAs were asked for the percentage of children and young people who are home educated and have an education, health and care plan (EHCP) on 1 October 2020. 131 LAs provided a response to this question with 104 saying that less than 5% of their EHE cohort has an EHCP. However, 26 LAs reported that between 6% and 10% of their EHE cohort has an EHCP. These figures largely reflect responses from last year’s survey. Within the feedback provided by LAs, very few noted an increase in children and young people from special schools or with an EHCP being home educated. However, a small number of LAs noted that some families chose to home educate their child with an EHCP while they wait for a placement at a special school.

3.2 Size of the electively home educated cohort known to children’s social care and/or wider children’s services.

LAs were asked to provide the percentage of their EHE cohort that is known to children’s social care, both historical and/or current. 126 LAs responded with a mean average of 9% known to children’s social care representing a 4% decrease from 2019. However, some LAs said that they do not have historical data meaning that this figure could be higher. Responses ranged from 0% - 44%.

99 LAs provided the percentage of those being home educated that are known to wider children's services, both historical and/or current. On average 14% are known to wider children's services, again representing a 4% decrease from 2019. Responses ranged from 0% - 70%.

The biggest concern amongst responding LAs was the welfare of those children and young people whom they had not been in contact with, either because the parent or carer refused contact or because the LA lacked the capacity due to the significant increase in the number of electively home educated children and young people. However, LAs have prioritised contacting those who are known to children's social care or where the school has raised concerns.

3.3 Children missing education

LAs were also asked whether they record EHE children and young people who move out of area as children missing education (CME). Of the 128 LAs who responded, 85 (66%) said that they did and 37 (29%) LAs said that they did not. The remaining six responding LAs were unsure. This marks a noticeable increase of 27 LAs recording these children and young people as CME since the 2019 survey.

3.4 Use of unregistered/illegal schools

LAs were asked if they were aware of any unregistered or illegal schools operating in their area. Of the responding 129 LAs, 16 were aware of such settings:

"Many tuition centres do not offer art, music, PE or even have an outdoor area for children to take a break in or take physical exercise. They know the law around home education and are adept at briefing parents in what to say to LAs, for example "parents are offering the remaining curriculum at home." Our concern with Covid-19 restrictions more recently has been with regard to many tutoring services and centres moving their services online and we would welcome the publication of the voluntary accreditation scheme for online schools which would further support parents to identify suitable provision."

This year, LAs were also asked to provide comments on any concerns they may have over individuals or companies offering private tuition to **all** children in their area, particularly in light of the partial closure of schools in March 2020. Many LAs explained that parents are informed of the importance of safeguarding checks if they choose to use a private tutor e.g. DBS or using recommended tutors. However, the majority of respondents expressed serious concern around the lack of regulation or oversight of private tutors or companies providing education who are often unknown to the LA. Where families choose to educate their child at a tuition centre, LAs continue to raise concerns as these are not currently regulated in the same way as full-time education settings. Children are therefore put at risk of safeguarding issues such as radicalisation, online threats or abuse and neglect:

"In light of EHE growth, tuition agencies and individual tutors may well promote their services in this area and it is concerning that there is no central responsibility for monitoring the credentials of these tutors. A register of all self-employed tutors and tuition agencies who offer tuition services to any family would provide some assurance. They should be required to provide evidence of qualifications, references and confirmation of the necessary DBS checks."

"There have always been concerns about private tutoring and this is purely a parental choice. The concerns are no different in the current situation, except that some parents have discussed EHE believing that the remote learning support offered by schools, celebrities and others during school closures will continue to be available to EHE families."

“There appears to be no or little accountability for such companies and private tutors, this raises concerns around the appropriateness of the work they provide and quality.”

4. Support for electively home educated children and their families

4.1 Offer of support

Findings from previous ADCS surveys suggest that the vast majority of LAs request home visits with EHE families or a meeting at a neutral venue. This is not always due to the LA having specific concerns around safeguarding or unsuitable provision, but as an initial contact to all known EHE families. This will often include an offer of support from the LA.

This year, LAs were asked whether this offer of support had changed due to the pandemic. The vast majority of responding LAs noted that it had changed, although to varying degrees. Understandably, where home visits already took place, these were replaced with virtual visits with the family where possible. This year, many LAs reported having to reset parental expectations around support they would receive with EHE. Some families had assumed that the amount of support received during partial school closures would continue into elective home education, however, this is not the case:

“[The] service was stretched before the pandemic and the huge increase in numbers since means our support is very thinly spread, we have had to draft in additional members of staff to support with processing referrals and updated our website to signpost parents to the EHE guide for parents rather than take individual calls.”

“We now produce a newsletter to support families who are home educating which includes information on local and national resources and references the local Covid situation. We have seen more parents receptive to offers of support, however this cannot be sustained without increased resource.”

“It’s been of the utmost importance that parents are fully au fait with what elective home education is, as opposed to what occurred during the partial school closures. We must ensure that families are aware that there is no support from schools, either academically or pastorally, and that they are taking on the duty of care to ensure their child’s educational, social, emotional and mental health needs are all being met when they opt to home educate.”

4.2 Difficulty receiving qualifications

To understand better the impact of Covid, LAs were asked to provide feedback on how the cancellations of exams (and move to teacher assessed grades) in 2020 impacted on electively home educated children receiving qualifications. The majority of responding LAs did not collect data on how many EHE children or young people had experienced difficulty in receiving a qualification, however, written feedback suggested that this was generally the case. In normal times, FE colleges will often provide support in their area for EHE Key Stage 4 learners to sit exams and LAs reported that in many areas this has continued. Nevertheless, LAs are already expressing concern over arrangements for 2021 exams:

“EHE children struggled as they did not have teacher assessments to fall back on.”

“Unfortunately, there were several students who were entered to sit external examinations at private centres and who did not have a qualified teacher/tutor to submit evidentiary support on their behalf. Therefore, they were unable to receive a grade for the summer series and have had to defer to the autumn series.”

“We recognise that regardless of the pandemic it is becoming more difficult for EHE pupils to access exams as an external candidate. We would welcome some guidance from the DfE should [teacher] assessment be required in Summer 2021 so we can support families to achieve their goals.”

4.3 Resources

As in previous years, LAs were asked to provide their budget for supporting the coordination of EHE for the 2019/20 academic year. 93 LAs responded to this question reporting an overall average annual budget of £34,000 where a dedicated budget is allocated. This is a significant decrease of £30,000 from 2019. However, there was significant variation in annual budgets allocated and a number of LAs reported that they either did not have a dedicated budget or could not specify the budget allocation, possibly because these services operated in a wider context.

LAs were also asked to provide their actual spend on EHE for which 105 LAs were able to provide information. The overall average spend for the 2019/20 academic year was £35,000. However, 90 LAs were able to provide a figure for both annual budget and actual spend. 18% reported an overspend in their EHE budget and 15% reported an underspend, with the remaining 67% reporting no difference in spend.

4.4 Number of relevant full-time equivalent (FTE) staff

126 LAs provided an answer to this question and reported an overall average of 2.3 FTE members of staff per LA to co-ordinate and monitor EHE provision, an increase of 0.5 FTE from 2019. Many LAs employ staff in this area who also have wider responsibilities within the LA outside of EHE. Further, due to demand pressures put on EHE teams this year, some LAs have drawn in more members of staff to help with the increased number of EHE referrals being received.

5. Additional comments

LAs were invited to provide any additional comments on the national policy context or any specific trends in their locality. Comments touched on the strain LAs are under in trying to contact all families who elect to home educate. Where capacity allows, some LAs have worked with families, offering multi-agency support where required, in order to keep children on roll. . Most commonly, respondents were clear that without a register or a means of seeing the child in their learning environment, LAs cannot be satisfied that the child or young person is being educated in a safe or appropriate environment:

“We would welcome: mandatory registration; a duty on all parents to notify the LA formally of their decision to home educate; increased statutory responsibilities placed on parents/carers with respect to a framework for EHE; a duty placed on parents to make themselves and their child available to meet with an LA officer on a routine basis (minimum annually).”

“When compared with the raft of safeguarding duties placed on schools in respect of their pursuit of non-attending pupils, the ‘light touch’ powers of LAs in relation to EHE children are derisory.”

“Currently, EHE legislation allows for parents to remove their children from school rolls without any meaningful opportunity first to unpick motivation or understanding of how children will receive a suitable and sufficient education from home. A mandatory ‘cooling off’ period would be helpful moving forward and during Covid-19.”

“During the pandemic, there are parents who would like their child to remain on the school roll but for them to access remote learning from home set by the school. This is because they would like their

child to go back to their school once they feel it is safer for them to do so and don't want to lose their space by electing to home educate. If there were an attendance code that allowed for this, schools might be more willing to consider this as an option. This could keep children on roll and reduce EHE numbers in the current climate."

"The trends have seen a significant increase in new EHE cases due to Covid concerns which is having an unrealistic impact on resources to support families new to EHE and to assess the quality and appropriateness of the education provision they are putting in place. There is an increase in vulnerable families moving to EHE which is of local and national concern."

"There needs to be future planning from the Department for Education and other national bodies on what we are going to do post pandemic when parents will be requesting their child's school place back and this is no longer available. We are absolutely going to face an admissions crisis over the next year which will in turn cause further difficulties within EHE, CME and attendance."

"We note that local authorities do not receive funding through DSG for work with EHE children. We estimate that had the 298 current EHE children in the local area been in school, they would draw down annual funding in the region of £2.16 million."

"We offer families a meeting with school, EHE Officer and Education Welfare Officer when parents indicate they are wanting to EHE to ensure they are aware of their responsibilities and to try to resolve any issues in school which may be the cause of this decision. If parents deregister their child and decide it is not working within 12 weeks the child goes back on roll at the school they left."

"Prior to Covid, home education requests continued to rise (as has been the trend over the past few years), and cases once again were becoming increasingly more complex, with greater social care, SEND and multiagency involvement. Collaborative work between EHE and CME has been imperative, allowing for greater challenge when dealing with inappropriate home education, as well as liaising with social care and health when children may not have been seen by a professional and there is a safeguarding concern."

Appendix 1 – EHE cohort summary per region

A summary breakdown of key figures for each of the nine regions. Some LAs submitted their response anonymously and are thus not included in the below breakdown.

| Region: North East (10 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 2,044 | 204.4 |
| Number of EHE since 1 September 2020 | 613 | 61.3 |
| Number of EHE from 23 March to 31 August | 92 | 9.2 |
| Cumulative total across 2019/20 academic year | 2,171 | 217.1 |
| Percentage of EHE population known to children's social care (historical and/or current) | N/A | 6.7% |
| Percentage of EHE population known to wider children's services (historical and/or current) | N/A | 8.2% |

| Region: North West (18 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 6,661 | 370 |
| Number of EHE since 1 September 2020 | 1,790 | 99.4 |
| Number of EHE from 23 March to 31 August | 459 | 25.5 |
| Cumulative total across 2019/20 academic year | 7,506 | 417 |
| Percentage of EHE population known to children's social care (historical and/or current) | N/A | 13.9% |
| Percentage of EHE population known to wider children's services (historical and/or current) | N/A | 18.6% |

| Region: Yorkshire & Humber (14 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 6,323 | 452 |
| Number of EHE since 1 September 2020 | 1,751 | 125 |
| Number of EHE from 23 March to 31 August | 430 | 33 |
| Cumulative total across 2019/20 academic year | 7,517 | 537 |
| Percentage of EHE population known to children's social care (historical and/or current) | N/A | 6.9% |
| Percentage of EHE population known to wider children's services (historical and/or current) | N/A | 12% |

| Region: East Midlands (8 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 6,442 | 805 |
| Number of EHE since 1 September 2020 | 1,606 | 200 |
| Number of EHE from 23 March to 31 August | 611 | 76 |
| Cumulative total across 2019/20 academic year | 7,194 | 899 |
| Percentage of EHE population known to children's social care (historical and/or current) | N/A | 10.1% |
| Percentage of EHE population known to wider children's services (historical and/or current) | N/A | 16.7% |

| Region: West Midlands (11 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 5,650 | 514 |
| Number of EHE since 1 September 2020 | 1,507 | 396 |
| Number of EHE from 23 March to 31 August | 396 | 36 |
| Cumulative total across 2019/20 academic year | 6,449 | 586 |
| Percentage of EHE population known to children's social care (historical and/or current) | N/A | 11.4% |
| Percentage of EHE population known to wider children's services (historical and/or current) | N/A | 18.5% |

| Region: Eastern (11 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 10,599 | 964 |
| Number of EHE since 1 September 2020 | 2,401 | 218 |
| Number of EHE from 23 March to 31 August | 831 | 76 |
| Cumulative total across 2019/20 academic year | 12,091 | 1,099 |
| Percentage of EHE population known to children's social care (historical and/or current) | N/A | 4.7% |
| Percentage of EHE population known to wider children's services (historical and/or current) | N/A | 13.7% |

| Region: South West (9 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 6,674 | 742 |
| Number of EHE since 1 September 2020 | 1,268 | 141 |
| Number of EHE from 23 March to 31 August | 641 | 71 |
| Cumulative total across 2019/20 academic year | 8,056 | 895 |
| Percentage of EHE population known to children's social care (historic and/or current) | N/A | 2.3% |
| Percentage of EHE population known to wider children's services (historic and/or current) | N/A | 5.4% |

| Region: South East (14 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 11,521 | 822 |
| Number of EHE since 1 September 2020 | 2,743 | 196 |
| Number of EHE from 23 March to 31 August | 1,205 | 86 |
| Cumulative total across 2019/20 academic year | 14,104 | 1,084 |
| Percentage of EHE population known to children's social care (historic and/or current) | N/A | 5.2% |
| Percentage of EHE population known to wider children's services (historic and/or current) | N/A | 15.8% |

| Region: Greater London (29 responding LAs) | Total | Regional average per responding LA |
|---|--------------|---|
| Number of EHE on 1 October 2020 | 7,231 | 258 |
| Number of EHE since 1 September 2020 | 2,311 | 83 |
| Number of EHE from 23 March to 31 August | 878 | 31.3 |
| Cumulative total across 2019/20 academic year | 7,831 | 280 |
| Percentage of EHE population known to children's social care (historic and/or current) | N/A | 12.5% |
| Percentage of EHE population known to wider children's services (historic and/or current) | N/A | 15.4% |

Appendix 2 – survey questions

Data

1. On 1 October 2020, how many children and young people were you aware of being electively home educated in your local area?
2. As of 1 October 2020, what percentage of your school aged population are electively home educated?

Less than 0.5%

0.5% - 1.0%,

1.1% - 1.5%

1.6% - 2.0%

2.1% - 2.5%

2.6% - 3.0%

3.1% - 3.5%

3.6% - 4.0%

More than 4%

3. How many children were electively home educated by Key Stage, as captured on 1 October 2020?

Early Years

Key Stage 1

Key Stage 2

Key Stage 3

Key stage 4

Key Stage 5

4. How many formal requests for elective home education have been made since 1 September 2020?
5. How many formal requests for elective home education were made between 23 March 2020 and 31 August 2020?
6. During 2019/20, how many local children were known to be electively home educated at any point across the academic year (the cumulative total)?
7. Please provide any further comments

Cohort

8. What are the top 3 reasons given by parents/carers for choosing to electively home educate, as captured on 1 October 2020?

Health concerns relating specifically to Covid-19

Health/emotional health

Dissatisfaction with the school - SEND

Dissatisfaction with the school - Bullying

General dissatisfaction with the school

Did not get school preference

Difficulty in accessing a school place

A means of avoiding legal action

A means of avoiding school exclusion

Philosophical or lifestyle choice

Parents did not provide a reason

9. What percentage of the total number of children who are electively home educated have an education, health and care plan (EHCP) as captured on 1 October 2020?

0-5%

6-10%

11-15%

16-20%

21-25%

More than 25%

10. Please provide comments on the impact that the pandemic and resulting partial school closures has had on requests for families to electively home educate.

11. If you have any further comments on the type of schools that have seen a noticeable increase or reduction in the number of children becoming home educated, please do so here. (Comment)

Support for EHE families

12. Has your offer of support for children and families who are electively home educating changed as a result of the pandemic? How?

13. How many electively home educating children are known to have had difficulties in receiving qualifications following the cancellation of exams in 2020 due to them being unable to receive an assessment?

14. Please leave a comment in relation to question 13

Vulnerable children

15. Do you routinely record children who are electively home educated and move elsewhere with their families as missing education (CME)?

16. What percentage of your total elective home educating cohort are known to children's social care e.g. are a child in need or have a care plan (historic and/or current)? Please omit the % sign from your answer.

17. Beyond children's social care, what percentage of electively home educating children are known to wider children's services e.g. early help (historic and/or current)? Please omit the % sign from your answer.
18. Are you aware of children who are electively home educated in your area attending unregistered or illegal schools? If 'yes', please leave a comment.
Yes
No
19. Do you have any concerns over individuals or companies offering private tutoring to all children in your local area, particularly in light of the partial closure of schools? Please leave a comment

Arrangement of local services

20. What was the budget/actual spend on co-ordinating and/or providing home education support services in your authority in the last full academic year (2019/20)?

Budget:
Total spend:
21. How many FTE staff work in this area, co-ordinating and/or supporting home educating families?
22. Please use this space to leave any additional comments you have on the national policy context or specific issues and trends in your locality, particularly in relation to the impact of Covid-19 on this area of work. Please also use this space to share details of local policies or practices you think might be of interest to others.

The Association of Directors of Children's Services Ltd (ADCS)

ADCS is the national leadership
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