



Elective Home Education Survey 2018

November 2018

Summary Analysis of the ADCS Elective Home Education Survey 2018

Executive summary

In autumn 2018, ADCS issued a survey to all 152 local authorities (LAs) in England to understand better the volume and characteristics of this cohort of children and young people who are known to be home schooled and the support on offer to them and their families. Headline findings from this exercise include:

- 106 responding LAs recorded a total of 40,359 children and young people known to be home schooled on school census day, 4 October 2018. It can therefore be estimated that there were 57,873 children and young people being home schooled across the 152 LAs in England. This represents an increase of approximately 27% from 5 October 2017, when this exercise was last carried out
- Across the 106 responding LAs, the number of known home-schooled children and young people has increased in each of the past five years, by an average of approximately 20% each year
- Overall there is a significant jump in the number of children being home schooled between key stages one and two. Key Stage 4 saw the largest percentage increase of those being home schooled from 2017 (32%), however, the majority are in Key Stage 3
- LAs reported that an average of 11% of their home schooling cohort were known to children's social care, both historic and/or current. On average, 18% of their home schooling cohort were known to wider children's services, meaning that nearly a third of the known cohort had some contact with children's services
- At any one point in the academic year, a total of 54,204 children and young people were known to be home schooled in 105 responding LAs, meaning somewhere in the region of an estimated 78,466 were known to be home schooled in England during 2017/18
- A combined total of 515 School Attendance Orders (SAOs) were issued relating to the suitability of home schooling. This represents a relative increase of approximately 112% from 2017
- The majority of respondents reported that over 80% of their known cohort had previously attended school, with general dissatisfaction with the school being the most commonly cited reason for families choosing to home school.

Commentary provided by LA staff highlighted a wide appetite for a registration requirement for home schooled children to help identify those who are not receiving a suitable full-time education and to safeguard them. LAs remain concerned around the practice of home schooling being presented to parents as an option to avoid exclusion or fines, especially where a child has complex and overlapping health and social care needs.

This year, elective home education has received a renewed focus in the media and from government, with two consultations and a call for evidence released by the Department for Education, as well as the progression of Lord Soley's Home Education (Duty of Local Authorities) Bill. ADCS believes parents and carers who opt to electively home educate should register with the LA and LAs should be resourced to establish systems and safeguards to assure themselves that children and young people who are home schooled are receiving a good standard of education, delivered in a suitable learning environment, and that they are safe.

Summary Analysis of the ADCS Elective Home Education Survey 2018

1. Background

In January 2016, and October 2017 the Association of Directors of Children's Services (ADCS) issued a survey to all 152 local authorities (LAs) in England on elective home education (EHE). The questions were designed to understand the volume, and characteristics of children and young people who are known to be home schooled, the flux over recent years, the reasons behind a family's decision to home school, to understand how LAs across the country are supporting these families, and how available resources are being deployed in this area.

The number of children and young people who are home schooled are not routinely captured via a national data return and this is the third consecutive year of completing this exercise as we look to build the evidence base. In 2016 it was estimated that somewhere in the region of 37,500 children and young people were known to be home schooled, rising to 45,500 in 2017 nationally.

This exercise was repeated in October 2018 to coincide with the first school census day of the 2018/19 academic year and an updated version of the survey was issued to all LAs. The results are summarised below.

2. Understanding the cohort

2.1. Total number of children known to be home schooled on Thursday 4 October 2018

Across the 106 LAs completing this survey, a total of 40,359 children and young people were known to be home schooled as of 4 October 2018, the first school census day of the current academic year. It can therefore be estimated that there were 57,873 children and young people being home schooled across the 152 LAs in England on 4 October 2018. This represents an increase of approximately 27% from 5 October 2017. Greater awareness of home education, rising birth rates and improved LA recording techniques may, in part, account for some of the reasons for this growth in the cohort.

The largest reported cohort in any one LA was 2,322 and one LA reported having no children who were home schooled while the mean average across all 106 LAs was 381. 104 LAs specified the gender breakdown of their home schooling cohort, approximately 51% are male and 49% are female. This gender split reflects findings in previous surveys.

Many respondents expressed concern that the number of children and young people being home schooled in their locality was higher than reported, however, the lack of a mandatory registration scheme or a duty placed on parents and carers to comply with enquiries from their LA, means that respondents could not be certain of the true number:

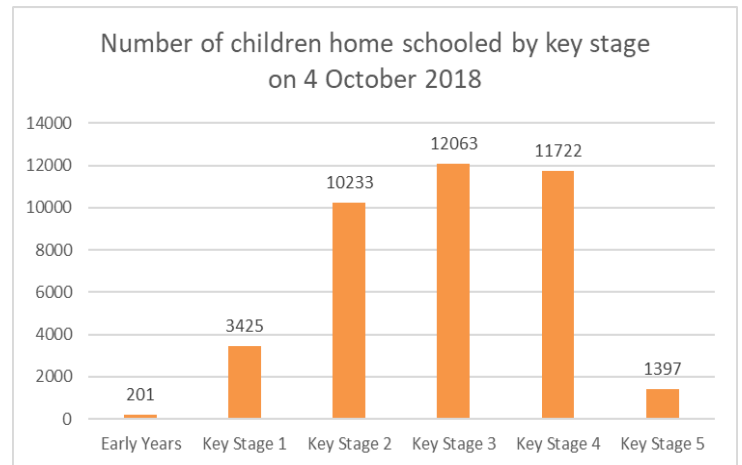
"In line with other LA's nationally our numbers are worryingly increasing."

"It is difficult to keep accurate records of children who are EHE in an LA when there is no obligation on the parents to advise the LA of their address or contact details. GDPR requires the LA to keep only accurate information, this creates a conflict here."

"We saw a large spike in September which represented double the number of EHE cases in comparison to the past 3 years."

2.2. Breakdown of home schooled children by key stage and gender on school census day

106 LAs answered this question. Similar to findings in 2017 and 2016, there is a significant increase between key stages one and two in the numbers of children being home schooled. Although Key Stage 3 is the largest cohort (12,063), Key Stage 4 saw the largest percentage increase of those being home schooled from 2017 (32%).



As in 2017, this year's survey requested information about early years and key stage five aged children and young people due to a continued national policy focus on the early years and the raising of the participation age to 18 years. Please note that 95 respondents provided data for early years and 80 respondents were able to provide data for Key Stage 5:

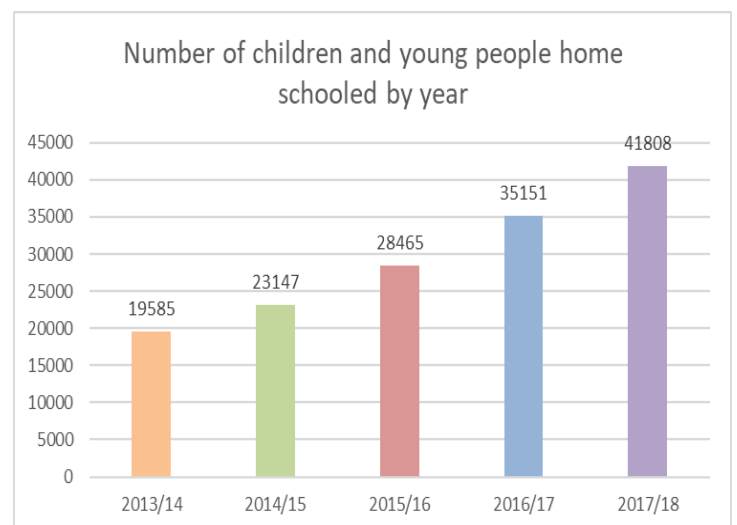
"In common with many other LAs, we are seeing an increase in children withdrawn from school to be home educated. Of concern, are the numbers who are doing this in the later stages of education."

"We continue to see a rise in notifications of home education from all year groups but particularly KS4 and some of these young people have mental health issues or undiagnosed conditions. We see increasingly more are eligible for free school meals - often with low attendance and are concerned by pressure to be removed from school rolls."

"We are concerned about the prevalence of children being de-registered for EHE in Key Stage 4 and what appears to be "off rolling". We are concerned by parental reports that some schools appear to pressure or cajole parents to de-register for EHE in the face of low attendance, poor academic progress or risk of exclusion."

2.3. Year-on-year increases in the home schooling cohort

105 LAs answered this question, providing the number of children and young people known to be home schooled on the final day of the previous five academic years. Not all held data for the past five years, with 96 respondents providing data for 2013/14 and 101 respondents providing data for 2014/15. The number of known home-schooled children and young people has consistently increased in each of the past five years by around 20% each year:



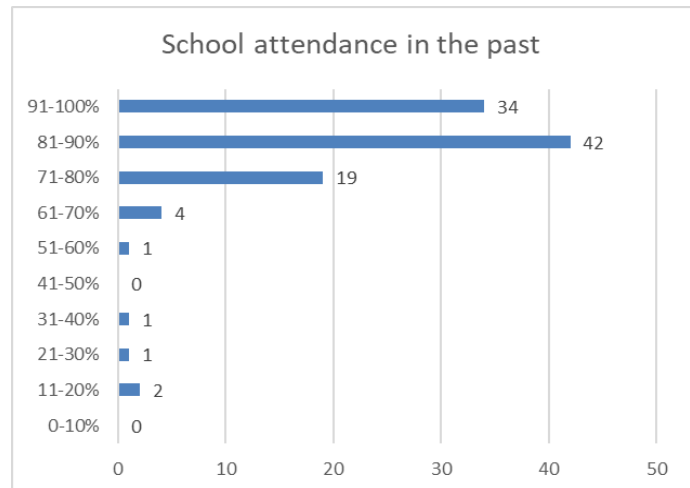
"The number of children now recorded as educated at home is rising. Over the past five years we have had an increase of over 100%.

Figures do not include the number of children educated at home which are unknown to professionals or other services meaning that it is not

possible to maintain accurate records or provide support/information to what could be a significant cohort.”

“Part of the increase over recently years may be due to improved reporting, especially the duty on schools to inform LAs of children being removed from school roll to home educate or for other reasons.”

“In the last year, the numbers of parents choosing to home educate has increased locally. The causes are unclear but may be as a result of improved communication between us as an LA and our partners in identification and referral. However, we also recognise a need to more thoroughly investigate the reasons for withdrawing children from school.”



2.4. The cumulative total of home schooled children and young people in 2017/18

This year’s survey again tried to capture the in-year churn seen in this cohort and 105 LAs reported that the cumulative total of children and young people known to be home schooled at any point across the 2017/18 academic year was 54,204. Meaning it could be inferred that somewhere in the region of 78,466 were known to be home schooled at some point during the 2017/18 academic year, this represents an average in-year variation of 30%:

- A unitary LA in the North West had a home schooling population of 323 on the final day of the 2017/18 academic year. The same LA had 629 children and young people on record at any one point during the 2017/18 academic year, an in-year variation of 95%.
- A county council in the East Midlands had a home schooling population of 749 on the final day of the 2017/18 academic year. The same LA had 1,206 children and young people on record at any one point during the 2017/18 academic year, an in-year variation of 61%.
- A London borough had a home schooling population of 172 on the final day of the 2017/18 academic year. The same LA had 245 children and young people on record at any one point during the 2017/18 academic year, an in-year variation of 42%.

2.5. Previous school attendance

104 LAs responded to this question, 42 LAs (40%) reported that between 81 – 90% of their local EHE cohort had previously attended school whilst 34 LAs (33%) reported that between 91 – 100% had previously attended school. These findings mirror those from 2017 which suggests that the decision to home school continues to not be purely down to a philosophical or lifestyle choice:

“Our experience is that in some cases, a parents' decision to home school is not an informed choice but precipitated by a breakdown in the relationship with the school, for example as a result of attendance issues or risk of exclusion.”

“The figure is 89%, we have seen an increase in the number of cases where the student will return to a local school after a short period of home educating.”

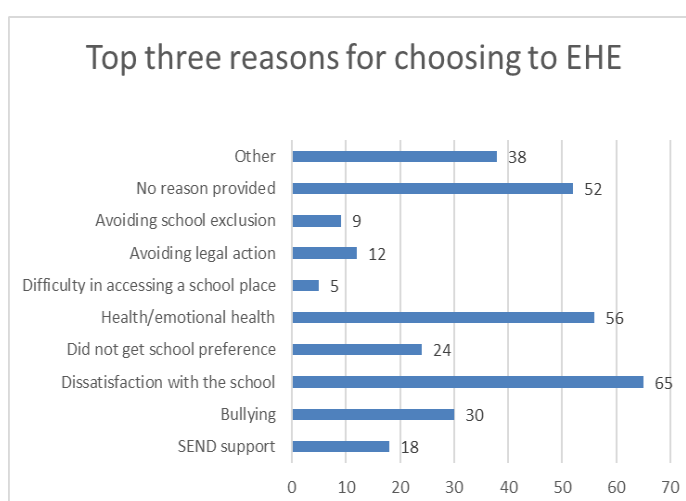
“EHE is being used more frequently as a short measure by parents, particularly in reference to not obtaining their first preference school place, [as shown by] increased numbers in term 1 of each year.”

2.6. Most common reasons given for choosing to home school

As in 2017, we asked LAs to select the top three reasons provided by parents of carers locally for choosing to home school. 104 LAs responded to this question and ‘general dissatisfaction with the school’ was cited 65 times, ‘health/emotional reasons’ 56 times and 52 LAs reported parents not providing a reason as the third most common response. ‘Other’ was cited 38 times and within this, philosophical or lifestyle reasons were frequently raised:

“A large number of children are taken out of school because they have been ill advised by schools, have disagreement with schools or the parents are wishing to use EHE as an interim measure not fully realising the implications of educating their child at home.”

“Locally we are seeing more children and young people becoming home educated as a means to avoid an exclusion, penalty notice fines or parents who remove their children as a result of stress, mental health and crippling anxiety.”



“Some parents are pressured into having to 'choose' EHE as a way of instantly removing their child from a stressful school environment. School attendance officers/welfare officers are offering a way out by suggesting immediate removal can be achieved if they choose to say they are home educating and they can then look to apply for another school. This results in children being out of education for a period of time, interrupting their schooling, while parents fail to implement any education having not actively chosen that option and await the process of school applications to complete.”

2.7. Special educational needs

We asked LAs for the percentage of children who are home schooled who had an education, health and care plan (EHCP) on school census day. 105 LAs provided a response to this question, of this number, 99 said 1 – 10% of their home schooling cohort had an EHCP, 3 said 11 – 20% and 3 did not have any children with an EHCP:

“I have two further concerns with unregistered settings and children who may have SEND issues. My first is when a child is withdrawn from mainstream education either part-way through an assessment process or when parents have withdrawn consent. The child becomes EHE and starts to attend a learning centre and the learning centre tell the parents what they want to hear - that there are no issues with learning despite working far below age related expectations and possible undiagnosed SEND issues. The second is where there are school based services involved with supporting children who may have some need for additional support but no EHCP, for example occupational health,

speech and language therapy, behaviour therapy. I am concerned that these children are missing out on crucial support which could be a contributing factor in their future learning.”

2.8. Relative size of the cohort

To gauge the relative size of the home schooling cohort, LAs were asked to compare their local EHE cohort to the wider school age population. 101 LAs responded to this question, of this number 35 said less than 0.5%, 53 said 0.5 – 1.0%, and 11 said 1.1 – 1.5% of their school age population were home schooled. Of the remaining two LAs who responded, 1 said 2.1 – 2.5% and the other said more than 4%.

2.9. Permanent exclusions in advance of home schooling

A total of 92 LAs provided an answer to this question and reported a combined total 217 children and young people were permanently excluded in advance of being home schooled. Of the 92 respondents, 38 LAs said that no children and young people had been permanently excluded in advance of being home schooled. Two LAs reported 16 children had been excluded, however, the narrative supplied by respondents illustrated the complexity of this situation:

“There is a link between exclusions and EHE but it is not straightforward to understand parental intention during exclusions/removals from schools. We are enhancing our recording of any exclusions prior to EHE to capture a clearer picture. Some parents describe a schools' threats of permanent exclusion which led to a EHE 'decision'.”

“There has been an increase in the use of a ‘no tolerance’ approach in many academies in our local area, which we attribute to the rise in number of EHE. We have extremely limited or no influence in academy policy and practice to be able to explore this or to be able to advise and support parents to make a fully informed decision before they opted to home educate. Once they opted to remove their child from school for EHE and are off roll, it is too late.”

“It is difficult to evidence an EHE decision having been the precipitating factor if the school threatened permanent exclusion and subsequently didn't issue the permanent exclusion because the child was withdrawn. All too often the 'suggestion' of home education has been offered as a solution to ease the parental stress when they are emotionally vulnerable and under threat of warnings from attendance and welfare officers or head teachers and behaviour support.”

3. Supporting home schooling children and their families

3.1 Visit at home or a neutral venue

105 LAs responded to this question. 93 LAs (88.5%) reported that they request a home visit or meeting at a neutral venue while 12 (11.5%) do not. This represents a slight increase from 2017 where 86% of the responding LAs reported that they request a home visit. Some LAs reported that they only request a home visit where they have reason to believe that the provision may be unsuitable or there are safeguarding concerns, whilst other LAs reported that they offer or request a home visit at the point of being notified that a child is being home schooled:

“We have developed a joint protocol with Children's Social Care and Health in regard to those families who refuse engagement. We will undertake checks with MASH and if there are no agencies that can evidence engagement with the family or sight of the child, we will instigate a home visit with a Social Worker and Education Officer, primarily to ensure that the child is safe and well.”

“Family Outreach Workers within the Prevention team offer a visit to all families at the point of notification of EHE and through annual review visits.”

“We 'offer' to meet with families either at the home address or a neutral venue but where they decide not to take up this option then we do encourage them to provide evidence in a number of different ways. There are a very small number of families (less than 5%) who know the legislation and request that we only contact them when we have evidence to believe that their child may not be receiving a suitable education. We will then review the individual case and where appropriate, initiate the School Attendance Order Procedure.”

3.2 Take up on home visits and presence of children and young people

Of the 93 respondents who request a home visit, 86 provided figures showing a 72% average take up rate of visits. 66 LAs were able to provide more detail about instances where children and young people are present at these meetings, an average of 81%.

3.3. Alternative evidence of education

52 LAs responded to this question, 28 of whom provided a numerical answer. Based on these responses, an average of 36% of families opted to provide evidence of education in lieu of a home visit e.g. samples of work or a report by an independent tutor.

3.4. Use of school attendance orders (SAOs)

Of the 105 LAs that answered this question, 53 respondents (50%) reported not issuing any notices in the 2017/18 academic year. A combined total of 515 SAOs were issued by the remaining 52 LAs relating to the suitability of home schooling, representing an increase of approximately 112% from 2017. The highest number reported by any LA was 83, further, 89 LAs reported that 434 cases were resolved before an SAO was formally issued. In many cases sufficient evidence of education was provided, however, 274 children returned to a school-based education as a result of initiating the process or issuing a formal SAO:

3.5. Exam support

Of the 105 LAs responding to this question, 51 respondents (49%) offer support to home schooling children to sit formal exams, from signposting parents to venues where their children can take exams to advice on how parents can claim funding to cover the costs of entering exams.

“Parents can claim funding for exams sat during Year 10 or 11 up to £287 per child, subject to published conditions. The child must have been registered as EHE for a year prior to the exams. The LA worked with an EHE parent group to establish an exams centre in the county to support EHE parents and children.

“Letters are sent to all year 11 children at the start of the academic year advising them of the options available to them in relation to exams. We provide a link between parents and the local school facilitating exams for these children.”

“[We offer] access to part time programmes through our Adult Community Education provision (funded through ESFA).”

3.6. Formal exam entries

31 LAs had data available on the number of children and young people who are home schooled and were known to have sat formal exams in the last full academic year. Eight LAs reported that zero home schooling children and young people sat formal exams while the remaining 23 reported a total of 263 children and young people had sat formal exams with a range of 0 – 68 per LA.

75 LAs stated they were unable to provide data because they do not hold this information; neither parents nor the school and colleges, where the child sits their exams, are required to share this information with the LA.

3.7. Support from FE colleges

Of the 106 LAs who answered this question, of which 68 respondents reported local colleges provided some form of support to Key Stage 4 learners who are home schooled:

“Some Further Education Colleges provide under 16 courses for Years 10 & 11, others do not. If offered alongside suitable elective home education, the courses can be a valuable resource for parents and are a bridge to post 16 full-time education. Some families have written to their schools stating they are removing their child from school specifically to enrol in a college for under 16 part-time courses which are designed to be supplementary to EHE. This is a concern because the child is leaving full time school with a wide curriculum for often part-time college placement. The colleges usually offer a limited curriculum, and some do not offer Maths or English at GCSE level for the Year 10 & 11 courses.”

“One of our colleges offers a package which is a 15 hour per week programme of study covering English and Maths with vocational elements (e.g. taster sessions in hair and beauty, hospitality, construction, motor vehicles, engineering or early years). Our other colleges have no 'package' but appear to consider direct applications on a case by case basis.”

“Many colleges are reluctant to offer provision, primarily due to confusion around funding and accountability in respect of compulsory school age children, however, some colleges embrace it. One local college offers both full and part time provision while two others offer part time provision of 6 hours per week (3 hours Maths/English, 3 hours vocational).”

4. Safeguarding and welfare

4.1. Information sharing policies for out of area moves

Of the 103 LAs responding to this question, 99 (96%) stated that they had policies and procedures in place to share information with the new LA where a home schooling family moves out of area while 4 LAs (4%) did not. This marks a slight increase on the findings from 2017

This year, LAs were asked whether they record home schooling children and young people who move out of area as children missing education (CME). Of the 102 LAs who responded, 46 (45%) said that they did, 55 (54%) said that they did not, while one LA was unsure:

“As long as we have a forwarding address we contact the new LA with details and inform that a home educated child is now resident in their authority. If a new address is not known, these children are reported to CME and a pupil tracking officer.”

“No distinct policies are in place for EHE transfers but a common understanding of safeguarding practice with regard to movement of children and CME exists between LAs. This has been helped by the development of the national and regional EHE professionals’ networks.”

“As parents are not legally obliged to notify their LA when they move home, this sharing of information is not occurring consistently in all cases, only those where we become aware of a change of address.”

4.2. Size of home schooling cohort known to children’s social care and/or wider children’s services

The 96 LAs who responded to this question reported an average of 11% of their home schooling cohort that were known to children’s social care, both historic and/or current. However, responses ranged from 0% - 51%.

79 LAs reported an average of 18% of their home schooling cohort were known to wider children’s services, both historic and/or current. Again, there was significant variation in evidence with responses ranging from 0% - 80%. Two local authorities raised serious concern over the increasing number of vulnerable children and young people who are taken out of formal education to be home schooled but do not meet the threshold for children’s services involvement.

“There has been a trend of young people being Electively Home Educated with more complexity of need, particularly with emotional, health and well-being needs.”

“We strongly support the call for compulsory registration and would welcome a requirement for parents to engage with the local authority, it is our firm belief that children with a child protection plan should not be home schooled.”

“During the 2017-18 academic year, 70% of new registrants were known to Specialist Children's Services and/or Early Help.”

4.3. Use of unregistered/illegal schools and tuition centres

Of the 104 LAs that answered this question, 50 (48%) were aware of unregistered tuition centres operating in their area and 12 (11.5%) were aware of unregistered schools operating illegally in their area. As in 2017, LAs with a high concentration of unregistered schools and/or tuition centres report that they are in regular contact with Ofsted and the DfE about their concerns:

“[The LA’s] concerns relate to:

- A lack of Safer Recruitment procedures*
- A lack of Safeguarding training and policy*
- Limited or inadequate curricular offer*
- Health and Safety / Fire Safety compliance issues associated with unsuitable / unsafe buildings*
- Concerns over hygiene and sanitation, as well as food preparation*
- Possible residential settings for under 16-year olds.”*

“Parents/carers have advised us during some visits that their children attend tuition centres, but they do not wish to reveal the names or their location. Parents are subsequently provided with guidelines regarding tutors and supplementary schools which we encourage them to follow.”

“There appears to be an increasing number of private tutors and organisations offering ‘education’ in our area. It is a concern due to the increasing numbers of children using these centres and that the LA has no duty to quality assure the practice or safeguarding of any private offer for children. Although there are many good, safe and effective private tutors and education centres, the current unregulated system is open to abuse. Parents often assume that they are regulated and do not check the provision.”

5. Resources

5.1 Annual budget (and actual spend) on the coordination of home schooling

86 responses were received to this question and, as in 2017, there was significant variation in annual budgets allocated. On average, LAs set a budget of approximately £57,000 while five LAs reported that they either did not have a dedicated budget or did not know what the budget is, possibly because these services operated in a wider context. Of the remaining 81 LAs, budgets ranged from £5,000 up to £242,000.

81 LAs responded to the actual budget spend question, 28 (35%) LAs reported an overspend whereas 18 reported an underspend. The proportion of LAs overspending on supporting home schooling families has increased since 2017 where 14% of responding LAs reported an overspend.

5.2 Number of relevant full time equivalent (FTE) staff

100 LAs provided an answer to this question. 53 respondents reported they had one or less than one FTE member of staff to co-ordinate and monitor home schooling provision; 47 LAs had more than one FTE member of staff; and five had five or more FTE members of staff. Of the 100 LAs who provided an answer, the average number of FTEs per LA on 4 October 2018 was 1.5, a slight increase from 2017.

6. Additional comments

“The current guidance is dated and not fit for purpose, we cannot insist that a parent meets with us/shares information or that we meet with the child. We have seen a marked increase in the numbers of children [in our LA] who are now home educated. We do not have any national benchmarks or minimum standards for home educated children as we have in schools and there isn't any data collected at a national level to give us a clear picture of how home educated children progress post 16 and how many become NEET.”

“Legislative change in this area is significantly overdue. It is wholly unacceptable that children can be entirely removed from the line of sight of protective statutory agencies, or that elective home education can be used for purposes of avoidance of appropriate protective intervention. The legislation in this area is extremely vague and very open ended which makes it difficult for local authorities to exercise their functions to effectively safeguard children, as required by other statutory provisions... Additionally, and as stated above, we remain very concerned that there remains no definition in statute law for efficient, ‘suitable’ education, especially if there is an element of assessment to determine what education is or is not suitable. There needs to be a framework of some sort to determine this. Whilst the concept of full time education might differ between education settings, there should be a minimum number of hours per day that could be classed for full time education for primary and secondary age children.”

“We believe that the current legal framework around EHE is unsatisfactory. The introduction of compulsory registration and a requirement for the LA to meet with the child on at least an annual basis would provide greater opportunities to safeguard vulnerable children.”

“We work hard to establish positive relationships with our EHE community: offering regular opportunities for meetings with the EHE team, opportunities for drop-ins to meet each other. We also work with our health colleagues to ensure the healthy schools programme can be delivered by passing on information regarding vision screening, vaccination programmes etc. A general trend appears to be that parents are reporting being pressured by schools to remove children for EHE. This appears to be particularly prevalent where changes to the curriculum, accountability (progress 8) etc are impacting on a school's performance data. In addition, there is a pattern of parents reporting schools as being reluctant to offer appropriate support for SEND pupils resulting in parents feeling they have no option other than EHE.”

“[We are] in favour of registration, monitoring and more support for EHE. The numbers of children leaving school for EHE has increased by 220% [in county LA] in the last five years. Anecdotally there are many children who become EHE after attendance problems but only a minority of parents detail the reasons for EHE when writing to the school so capturing the reasons is difficult.”

“There is a year on year increase in the number being electively home educated and often the reasons are to avoid fines, exclusions or due to social, emotional and mental health difficulties. It is difficult to keep accurate records if parents do not inform us of change of address or they are choosing to EHE. The biggest challenge is for LA's to identify suitable education and then ascertain suitable education. Austerity and the measures that LA's are being forced to take are having a negative effect on the support available for EHE families and, together with school changes to the curriculum, and their accountability stakes is resulting in the increase in elective home education cases often including the most vulnerable children.”

“As of 4th October [our LA is] aware of 941 children known to be EHE. We believe there are an additional unknown number of children who we are unable to ensure are receiving the education they are entitled to nor are we able to be assured of their welfare. We are unable to effectively meet 437(1) Education Act 1996 to intervene & 436A to enable local authorities to identify children not registered at school or receiving a suitable education. We acknowledge that whilst home educated children are at no greater risk of safeguarding concerns, it is dangerous to assume that neglect of a child's education or wellbeing will be identified through other professionals when their existence may not be known. We feel EHE is a reflection of the education and social landscape. Our understanding of that landscape will be improved through increased engagement, allowing greater strategic consideration to address the drivers that lead to families withdrawing their child from school.”

“We are comfortable with parents electing to home educate for lifestyle/philosophical /cultural reasons, but we are concerned about parents selecting EHE for reasons not related to this. We would like to see mandatory registration in order to help us discharge our responsibilities in this area.”

“Legislation and guidance from the DfE needs reviewing and strengthening as a matter of urgency. There must be a legal definition created to explain what is meant by a 'suitable education'? The legislation needs amending so that rather than an LA having to wait for 'it to appear' that a child is not being educated, proactive powers are provided which would allow an LA more legislative authority to intervene earlier.”

“The sanctions available to Magistrates where a parent fails to comply with a School Attendance Order (SAO) need reviewing. At the moment a parent can only be given a fine of up to a £1000 or a

conditional discharge. There are occasions where following prosecution, a parent still fails to comply with the SAO and an LA is left with no alternative but to go back to court. Both Magistrates and LA Officers are frustrated that just continually fining a family may not produce compliance. Sanctions equal to those given to Magistrates under Sec 444 1a of the Education Act 1996 need to be put in place where there is failure to comply with an SAO. Currently, a parent who 'knowingly fails to secure the regular attendance at school of their child', can receive a more severe sanction than the parent of a child where there is no/unsatisfactory evidence of there being any education at all, but they still fail to comply with the SAO."

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

ADCS is the national leadership association in England for statutory directors of children's services and their senior management teams



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