

**KENT COUNTY COUNCIL  
EQUALITY ANALYSIS / IMPACT ASSESSMENT (EqIA)**

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**Directorate:** Education and Young People's Services (EYPS)

**Name of policy, procedure, project or service**

Elective Home Education Policy

**What is being assessed?**

Revised policy

**Responsible Owner/ Senior Officer**

**Scott Bagshaw – Head of Service**

**Hilary Alford – County Access to Education Manager**

**Date of Initial Screening**

**30/03/2015**

**Date of Full EqIA :**

<b>Version</b>	<b>Author</b>	<b>Date</b>	<b>Comment</b>
1	H Alford	16/4/2015	
2	J Hill	17/4/2015	
3	S Bagshaw	17.04.15	
4	A Agyepong	20.04.15	
5	S Bagshaw	20.04.15	
6	J Hill	21/04/2015	
7	S Bagshaw	24/04/15	
8	S.Bagshaw	29/04/2015	
9	H Alford	1/07/2015	
10	J Hill	3/08/15	
11	H Alford	3/09/2019	Draft to Akua Agyepong
12	H Alford	22/11/2019	Discussed changes with Akua Agyepong

## Screening Grid

Characteristic	Could this policy, procedure, project or service, or any proposed changes to it, affect this group less favourably than others in Kent? YES/NO If yes how?	Assessment of potential impact <b>HIGH/MEDIUM</b> <b>LOW/NONE</b> UNKNOWN		Provide details: a) Is internal action required? If yes what? b) Is further assessment required? If yes, why?	Could this policy, procedure, project or service promote equal opportunities for this group? YES/NO - Explain how good practice can promote equal opportunities
		Positive	Negative	Internal action must be included in Action Plan	If yes you must provide detail
<b>Age</b>	No	Medium	Low	<p>This policy relates to Children and young people of compulsory school age. All cases known to KCC are treated the same way irrespective of age.</p> <p>Internal Action Data evidences that a disproportionate number of children &amp; young people who are EHE have experienced fixed term or permanent exclusions or poor attendance, further work is required.</p>	
<b>Disability</b>	No	Medium	Low	<p>Children with a disability will need extra support to be educated home.</p> <p>KCC 2017-18 Business Intelligence report evidences that a greater proportion of children who are educated at home have special educational 23.9% or hold an Education Health and Care Plan 3.5% when this is measured against children on a school roll KCC pupils on a school roll – SEN Support 9.8% EHCP 3.1%</p>	The policy confirms that parents who EHE can access advice from the EHE Support and Advice Officers if they wish to request an Education Health and Care Plan assessment, meaning that a child who is EHE can access the same opportunities available to a

					child on a school roll.
<b>Sex</b>	No	low	low	The breakdown between male and female shows some small bias towards females.	
<b>Gender identity/transgender</b>	No	low	low	None	
<b>Race</b>	No	Medium	low	None	
<b>Religion or belief</b>	No	low	low	This data is not collected	The policy recognises that some parents make educational choices in the context of their beliefs and that in doing so they will hold the rights of the child at the centre of all discussions
<b>Carers</b>	No	low	low	Further data needed	The policy recognises that some families may require additional advice and support from other agencies.

## Part 1: INITIAL SCREENING

**Proportionality** - Based on the answers in the above screening grid what weighting would you ascribe to this function – see Risk Matrix

Low	Medium	High
Low adverse impact	Medium positive impact to Young Carers, the policy provides guidance relating to their rights.	High positive impact for disability and race protected groups, to ensure that they have full knowledge of their rights and responsibilities.

### State rating & reasons

We do not have sufficient data on some protected characteristics to make a judgement

### Context

In England and Wales, parents and carers have the primary responsibility for ensuring that their children receive an effective education. Although this responsibility is usually delegated to Schools some parents and carers choose to exercise this right directly by providing an education based in the home.

The Council is required to have a policy on Elective Home Education, covering its approach to its monitoring arrangements with families. A policy is in place but requires updating in line with the DfE Elective Home Education guidance for Local Authorities and Parents published in April 2019 and several Serious Case Reviews published nationally where Elective Home Education was an element considered in the review. The DfE Guidance for local authorities now provides a far more comprehensive and up to date coverage of the case law and relevant statutory framework.

In addition the revised policy raises the profile of the rights of the child to an efficient, effective education, and also highlights the duties the Local Authority has relating to safeguarding whilst stressing that these powers cannot be used in order to establish whether a child is receiving a suitable education.

All parents have a duty to make sure that their children receive an efficient, full time education suitable to their age, ability and aptitude, either through regular attendance at school or otherwise, including by educating them at home.

Elective Home Education (EHE) is the term used to describe parents' decisions to provide education for their children at home instead of sending them to school. Parents are legally responsible for ensuring that their children receive a 'suitable' education. In light of the EHE guidance April 2019. The policy sets out clearer guidance for parents regarding what would be considered as suitable education, requiring literacy and numeracy to form part of the education provision.

This revised policy aims to inform parents, carers and guardians, schools, council officers, and other related agencies about the policy and procedures to be followed.

To enable KCC to monitor and support all EHE families who register with the authority, KCC have a number of EHE officers assigned to support and advise families, these officers are mindful that the level of support required will vary according to the expertise of the family. Not all families who elect to Home Educate make this choice with full knowledge of what is involved or what their financial responsibilities will be.

KCC would hope that all parents understand and agree the importance of establishing and maintaining a positive conversation with its officers in the interest of the child and their education provision.

**KCC aims to:**

- Work to promote positive relationships and respect with parents and carers for the benefit and wellbeing of children and young people
- Provide effective and efficient EHE working practices, and staff with a sound knowledge of elective home education
- Exercise its statutory functions with a view to safeguarding children and young people
- Acknowledge diversity in parental wishes and methods of educating their children
- Acknowledge the diverse needs of these children and young people
- Acknowledge that parents/carers of all educational, social, racial, religious and ethnic backgrounds can successfully educate their children outside the school setting
- Promote the relevant principles and priorities outlined in the Supporting Independence: Corporate Outcomes Framework 2015 - 2019.

**Key background documentation:**

- European Convention on Human Rights, 1953
- UN Convention on the Rights of the Child, 1990
- Education Act 1996
- Education Act 2002
- Children Act 1989
- Children Act 2004
- Education and Inspections Act 2006
- Education (Pupil Registration) (England) Regulations 2006
- Education (Pupil Registration) (England) (Amendment) Regulations 2016
- Elective Home Education: Departmental guidance for Local Authorities, 2019
- Elective Home Education: Departmental guidance for Parents 2019
- Badman Report to the Secretary of State, Review of Elective Home Education in England, 2009
- Revised DfE guidance for local authorities on the funding of home educated children 2013-14
- Ofsted report into Elective Home Education, Local Authorities and home education, 2010
- Birmingham Safeguarding Children Board, Serious Case Review into Khyra Ishaq, 2010

- Barking and Dagenham Safeguarding Children Board, Serious Case Review into Child T and Child R, 2011
- Serious Case Review, June 2013, anonymised, Family W,
- Support for Elective Home Education, Committee Report, DfE, December 2012
- Working together to safeguard children, 2018
- Children and Families Act 2014
- SEND Code of practice, 0-25 years, 2014
- SEND Code of practice, 0-25 years, 2015
- Kent Inter Agency Threshold Criteria for Children in Need February 2015
- X County Council v The Mother, The Father, The Child by his Children's Guardian[2015] EWFC B40  
<http://www.bailii.org/ew/cases/EWFC/OJ/2015/B40.html>
- ADCS EHE Survey of Local Authorities 2018

### **Beneficiaries**

Parents, carers and guardians educating their child at home, children and young people receiving their education, schools, council officers and related agencies should benefit from this revised policy

### **Aims and Objectives**

This document sets out our recently reviewed policy and procedures to enable Kent County Council (KCC) to comply with its statutory duties under section 436A of the 1996 Education Act duties towards children and young people living in Kent whose parents have elected to educate them otherwise than at school. It is published for parents, schools and other agencies with an interest in elective home education.

Kent County Council recognises that historically many parents who elect to educate their child(ren) at home do so to a high standard and for a variety of reasons. Some of these children have never attended school. Such families usually provide an extremely high standard of education for their children. However, the data KCC have collected over the past four years evidences that some families may feel that electing for home education is the only available option when it appears that school issues cannot be resolved, or where personal circumstances mean that attending school regularly is problematic. Not all families who elect to home educate make this choice willingly or having fully considered the implications on their family life and the limited support available.

There is growing evidence that decisions are being taken, because of concerns about the schools their children attend rather than a true desire to educate outside of the state system. Some parents are surprised to learn what is involved and what their financial responsibilities are. KCC EHE officers are assigned to support all families who inform the authority and are mindful that the level of support required will vary according to the expertise and experience of the family.

Where parents have chosen to home educate, KCC the child to have a positive experience and to ensure the best educational interests of the child are being met. KCC is committed to supporting families that make this choice and is keen to

develop strong and mutually beneficial relationships to help ensure the growing network of home educators are assisted where this is needed in ensuring all children and young persons can access the education they deserve.

Where appropriate KCC officers will seek to meet with families to offer advice and support where it is needed, sharing identified best practice with less experienced families and will assist families in accessing material and support groups.

**This policy discusses:**

- The law relating to EHE
- Parental Rights, Responsibilities and Considerations
- Kent County Councils Responsibilities
- Responsibilities of Schools in Kent
- Elective Home Education and Safeguarding
- Support Guidance and Resources Provided by Kent County Council
- Kent County Councils EHE Procedures
- Where Formal Notice is Required
- Elective Home Education and Special Educational Needs
- information for parents considering home education
- KCC processes
- acknowledging diversity and Gypsy, Roma and Traveller children
- special needs and Education Health and Care Plans (EHCP)
- safeguarding
- the support that is available, including from outside agencies.

This Policy also identifies the circumstances when home education may not be appropriate, for example, if the parent is intending to use home education as a response to disagreement with the head teacher or others at school or other unmet needs etc. where with support a resolution may be possible.

The provision of clear information has an important role to play in the promotion of positive relationships. KCC has updated the written information it makes available to prospective and existing home educating parents. Information is also available through KCC EHE Webpage and KCC's EHE Facebook page. This information includes the legal position, roles and responsibilities, and support that is available and can be translated through online translation applications.

Where necessary and on request we will print and supply details of our web content in hard copy for families unable to access this information on-line.

**Safeguarding children and young people**

The welfare and protection of all children and young people, both for those that attend school and those who are educated otherwise including at home, is of great concern and the responsibility of the whole community. (Working Together to Safeguard Children 2018)

KCC recognises that the majority of children and young people being educated at home are safe and secure, Sections 10 & 1 of the Children Act 2004 place general duties on local authorities for promoting the well-being and (in relation to their non-

education functions) safeguarding and promoting the welfare of children in their areas. This includes children educated at home as well as those attending school. Section 175 of the Education Act 2002 requires authorities to make arrangements for ensuring that their education functions are exercised with a view to safeguarding and promoting children's welfare. Therefore, the general duties of local authorities in relation to safeguarding are the same for all children, however they are educated. Social services teams in local authorities and those dealing with home education should take steps to ensure that relevant information on individual children is shared.

Where additional complex factors are identified that may affect a child's education at home, evidence suggests that these families are more likely to be involved with KCC's Integrated Children's Services. In some cases where there are safeguarding concerns around the Child or Young person, a team of professionals may already be involved, and a higher level of support and advice is required to support the child's education. This policy aims to outline how KCC will carry out its duty to safeguard vulnerable Children & Young People, while maintaining a mutually beneficial relationship with Kent's EHE families.

### **Information and Data**

Kent has identified a significant increase in the number of registrations - from 793 in 2008 to 2690 in 2018-19<sup>1</sup>. New referrals are being received at a significantly increased rate of 133 per month, which has meant that during the 2018-19 academic year KCC had 3888 individual children registered at some point to home educate.

In response to the increased demand on the service and the clarity regarding the role of the Local Authority set out in DfE Guidance published in April 2019, KCC is reviewing its current policy, with renewed focus on how best KCC can engage with EHE groups and support families from the offset. The team will publish a report annually presenting the data findings.

We know from some of our meetings with families that in some instances schools are encouraging parents of children with challenging behaviour to agree to home educate to improve the school's attendance records and results. There appears to be growing numbers of families, particularly those with children in Key stage 4 who feel they have no option but to electively home educate due to a breakdown in relationships with schools rather than this being a considered choice.

KCC considers it important to capture, where possible, details of EHE families and their localities to help target levels of support and to assist the authority in identifying any patterns that may be forming that adversely impacts disproportionately on any particular groups. Data collated during the **2017-18**<sup>1</sup> academic year shows that 1425 children were newly registered to EHE and evidences that disproportionate numbers of those who are being educated at home (19.2%), have experienced at least one fixed term exclusions. When looking at the Mosaic data for 1410 pupils we can see 40.6% come from deprived households. KCC policy will assure that these families receive appropriate support from KCC professionals and the EHE team.

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<sup>1</sup> Source: KCC school pupils (including EHE and CME) as at January 2018, Integrated Children and Young People's dataset 2017-18



## Age

Although age is not a protected characteristic for under 18's, through monitoring the EHE referrals that come into the LA from schools, we are able to identify a pattern which indicates many of these decisions may be schools driven.

We see a significant rise immediately before school census and SATS and a very high number who opt to take this decision in Years 10 and 11. The decision to remove a child from education after 10 years of school immediately before their final exams may indicate that home schooling is unlikely to be the preferred approach to education for these families but rather driven by other underlying causes.

This data clearly evidences where there are requirements for further engagement with schools who KCC identify as off-rolling disproportionate numbers of CYP leaving to EHE

## Disability

Children with a disability will require additional support to be educated at home. KCC data shows us that a greater proportion of children who are educated at home have special educational needs or have had an Educational Psychologist referral, when measured against KCC pupils on a school roll.

## Sex

It was possible to identify the sex of 1289 of the 1425 children and young people who had a new EHE case opened in the **2017-18** academic year.

Total EHE cases opened 2017-18:            51% Female            49% Male

More males (56%) had a new EHE case opened in primary school, academic year groups R to 6, whereas more females had a new EHE case opened in secondary school, 55%.

Looking at individual academic year groups, 61% of cases opened for children and young people in year 10 were female.

We are aware that some communities feel that there is less of a requirement for girls to be formally educated once they reach secondary school age and further research will be undertaken on KCC's profile.

## Race

The policy applies to all pupils regardless of their racial group. That said, there may be a potential for some groups (for example the Irish Traveller and Gypsy Roma Community) to be recorded as missing from education rather than being home educated. The Gypsy/Roma children registered to EHE is disproportionate when compared to the percentage of the Kent pupil population, 7.6% compared to 1.1% respectively.

<b>Ethnicity</b>	<b>EHE CYP</b>	<b>%</b>	<b>KCC Pupils %<sup>1</sup></b>
White – British	1,011	80.9%	79.3%
Gypsy / Roma	95	7.6%	1.1%
Other White Background	36	2.9%	5.5%
Other Mixed Background	20	1.6%	2.2%
Traveller of Irish Heritage	13	1.0%	0.1%
Black – African	8	0.6%	2.2%
White & Asian	6	0.5%	1.3%
White & Black Caribbean	6	0.5%	1.0%
Black Caribbean	5	0.4%	0.2%
White & Black African	5	0.4%	0.7%
Other Ethnic Groups	11	0.9%	4.9%
Not yet obtained	23	1.8%	0.4%
Refused	10	0.8%	0.5%
Unknown	40	3.1%	0.3%
<b>Total</b>	<b>1,289</b>		

Of the children and young people recorded as receiving education at home, many do not have any factors which would give any cause for concern regarding them receiving a suitable education, however, these children and young people may have other factors which may affect their ability to learn well. Where parents require additional support or services, the EHE Support and Advice Officer can signpost the to the relevant team or professional service.

### **Children’s Services**

When compared to the KCC pupil population a much higher proportion of EHE children and young people were known to other KCC services:

<b>Service (September 2017 to August 2018)</b>	<b>Matched EHE CYP %</b>	<b>KCC Pupils<sup>1</sup> %</b>
Troubled Families	15.5%	3.7%
Early Help Notifications	41.1%	8.3%
Early Help Notifications	41.1%	8.3%
SCS Referral	13.1%	4.3%
Children in Need	4.9%	1.6%
Child Protection Plan	1.3%	0.6

Using the 2017-18 Integrated Children and Young People’s dataset, the data provides a breakdown of the 1,212 children and young people that had a new EHE case opened, and matched to the dataset, who were known to other KCC Children’s Services during the period September 2017 to August 2018.

When compared to KCC pupils for the same period, a much higher proportion of EHE children and young people were supported by other Children’s Services teams. Over 40% had an early help notification between September 2017 to August 2018, compared to only 8% of KCC pupils. Whereas 13% had a referral to the Specialist Children’s Service (SCS) team during this period, compared to only 4% of KCC pupils.

### **Free School Meals**

A high proportion of children and young people who had a new EHE case open were eligible for free school meals whilst at school.

Integrated Children and Young People's dataset 2016-17 & 2017-18, matched EHE CYP. KCC pupils on roll as at January 2018 only. This indicator does not include universal free school meals for all children in year 2 or below.

Using information from the Integrated Children and Young People's datasets it was possible to obtain the free school meal eligibility for 892 (63%) EHE CYP that match to the datasets. Over half of these children and young people were eligible for free school meals whilst at school, which is much higher than the 11.7% of KCC pupils on roll that were eligible for free school meals.

### **Special Educational Needs**

Integrated Children and Young People's dataset 2016-17 & 2017-18, matched EHE CYP against KCC Pupils receiving SEN Support on roll of a Kent school January 2018.

The Integrated Children and Young People's dataset provided data of the SEN provision for 1,156 (90%) EHE CYP that match to the datasets. Nearly a quarter of the EHE children and young people received SEN support when they were in school between September 2016 to August 2018, which is much higher than the 10% of KCC pupils that were receiving SEN support in January 2018.

The percentage of EHE children and young people with an Education, Health and Care Plan (EHCP) is as expected, as it is similar to the percentage of KCC pupils with an EHCP, 3.5% compared to 3.1% respectively.

The Integrated Children and Young People's dataset for 2017-18 identified CYP with high needs funding. Of the 1,212 children and young people who had a new EHE case opened and matched to the dataset, 41 were recorded as having high needs funding, 3.4%. This is similar to the proportion of KCC pupils with high needs funding, 3.1%.

The main reason for SEN support for EHE children and young people is Social, Emotional and Mental Health.

<b>Primary Need</b>	<b>EHE CYP</b>	<b>%</b>
Social, Emotional & Mental Health	84	30.4%
Speech, Language & Communication Needs	48	17.4%
Moderate Learning Difficulties	51	18.5%
Specific Learning Difficulty	40	14.5%
Autistic Spectrum Disorder	25	9.1%
Other Difficulty/Disability	14	5.1%
Physical Disability	7	2.5%
Other	7	2.5%
<b>Total</b>	<b>276</b>	

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Source: KCC school pupils (including EHE and CME) as at January 2018, Integrated Children and Young People's dataset 2017-18

## **Attendance**

A high proportion of children and young people who had an EHE case open had poor attendance whilst at school.

Of the 1,289 EHE children and young people matched to both the 2016-17 and 2017-18 integrated datasets, school attendance data was available for 941 of these children and young people.

<b>Attendance</b>	<b>EHE CYP</b>	<b>%</b>
Below 90% both academic years	480	51.0%
Above 90% both academic years	211	22.4%
Dropped below 90% in 2017-18	196	20.8%
Increased above 90% in 2017-18	54	5.7%
<b>Total</b>	<b>941</b>	
<b>KCC Pupils on roll Jan 2018 below 90%</b>		<b>13%</b>

This data shows that over half of these children and young people recorded attendance below 90% in both academic years and 22% recorded attendance above 90% in both academic years.

In comparison, only 13% of all KCC pupils had school attendance below 90% for the academic year 2017-18.

## **Exclusions**

Looking at fixed term exclusions, 247 of the 1,289 EHE children and young people matched to both the integrated datasets had a fixed term exclusion from school at least once in the past two years, which is 19.2% of the EHE children and young people.

Of these, 69 (5.3%) had a fixed term exclusion from school in both academic years. This compares to 2.4% of all KCC pupils having at least one fixed exclusion during the academic year 2017-18.

There were 68 permanently excluded pupils from Kent schools in 2016-17, of these 6 had an EHE case open between September 2017 and August 2018. There were 49 permanently excluded pupils in the academic year 2017-18 and less than 5 of these had an EHE case opened.

## **Mosaic data**

Mosaic is a classification system designed by Experian to profile the characteristics of the UK population. Each household in the UK is classified as belonging to one of the 66 types, which fall into a broader range of 15. These types and groups describe the residents of a household in terms of their typical demographics, their behaviour, their lifestyle characteristics and their attitude. Of the 1,410 EHE children and young people, 1,407 were successfully profiled using their address or postcode.

Mosaic Group	EHE CYP	%	KCC Pupil % <sup>1</sup>	Grouped
A – Country Living	129	9.1%	5.4%	<b>Affluent Groups</b>  EHE CYP: 23.3% KCC Pupils: 37.9%
B – Prestige Position	52	3.7%	9.1	
C – City Prosperity	0	0.0%	0.5%	
D – Domestic Success	107	7.6%	18.1%	
E – Suburban Stability	40	2.8%	4.8%	
F – Senior Security	25	1.8%	0.8%	<b>Comfortable Groups</b>  EHE CYP: 35.9% KCC Pupils: 34.5%
G – Rural Reality	153	10.9%	6.4%	
H – Aspiring Homemakers	222	15.7%	20.2%	
I – Urban Cohesion	12	0.9%	1.2%	
J – Rental Hubs	57	4.0%	4.1%	
K – Modest Traditions	37	2.6%	1.8%	<b>Deprived Groups</b>  EHE CYP: 40.6% KCC Pupils: 26.6%
L – Transient Renters	126	8.9%	6.2%	
M – Family Basics	401	28.4%	18.6%	
N – Vintage Values	11	0.8%	0.5%	
O – Municipal Challenge	35	2.5%	1.3%	
Unknown	3	0.2%	1.0%	
<b>Total</b>	<b>1,410</b>			

When the Mosaic groups are grouped together by affluence and deprivation. the above Table shows there are proportionally more EHE children and young people from the most deprived households when compared to children and young people from the more affluent and comfortable households.

### **Judgement**

#### **Potential Impact**

Not all parents and carers of children understand the legal requirements and the implications of taking their child out of Local Authority Education provision.

The Legal Framework relating to children with statements of Special Education Needs may be a barrier to parents providing their children with a suitable home education.

Cultural and Religious differences may lead parents and KCC officers to have different interpretations of a 'suitable, efficient, full time education'.

Families of children who have never attended school may be unaware of the Elective Home Education policy and service.

Removing a child or young person from the education system may isolate them from their peers and prevent them receiving support from professionals who have been assigned to work with the family in a support, mentoring or safeguarding capacity. In line with its statutory duties KCC will exercise its education functions including its EHE support team with a view to safeguarding children and young people.

## **Positive Impact**

In terms of Equality Impact Assessment, there is no negative impact on any particular groups. There is positive impact on SEN (disability), race and religion/belief, as the policy is aimed at providing greater awareness of processes for all families who are choosing elective home education and will ensure that children are in receipt of the education to which they are legally entitled, either through Home education or by returning to mainstream education, whilst ensuring that staff working in EHE are sensitive to cultural or religious backgrounds.

By engaging with Kent's families who educate at home, best practice evidenced by more experienced families can be shared with those who may be less experienced but equally motivated to educate their children at home.

Where families have reluctantly elected to home educate these families will be identified and supported at the earliest opportunity, enabling KCC officers to support the family in securing a school place, or directing them to educational resources if they prefer thus preventing any unnecessary delay in children accessing suitable education.

Where there are safeguarding concerns, which indicate the child is unlikely to be accessing suitable education, professionals will be on hand to engage with and support families meaning no Child or Young Person is left unsupported.

## **Action Plan**

### **The EqIA has highlighted areas where further data is required.**

Historically the quality of data held on EHE has been poor and inconsistent across the county. Measures have been taken to centralise the EHE officers and ensure a standard approach to referrals and information capture.

KCC will continue to analyse the experience and outcomes of EHE learners to establish if there are particular communities where children are more or less likely to be in receipt of effective education at home, and more work has been completed to identify if where this is the case to ensure appropriate targeted advice, support and information is available.

We do not currently effectively capture the reasons why parents choose to educate their children at home. It is important that we get a better understanding of this, to ensure we can effectively distinguish between the groups that make this choice freely and those who feel pressured to deliver home education as a last resort to meet their legal responsibilities as parents.

## **Monitoring and Review**

This EqIA will be reviewed biannually.

The policy has been reviewed and amended in light of recent government guidance and will be further reviewed following any changes to legislation. The service is reviewed on an annual basis. Statistical analysis of equality information; age, gender, disability, ethnicity and SEN of home educating families will take place on an annual basis to identify any discernible trends and will be used to inform the development of the EHE service.

Referrals to other services, e.g. through Kent's Integrated Children's Services triage process will also be monitored to record where support is targeted at home educating families with additional needs.

The policy will be reviewed biannually, and in accordance with any legislative changes.

### **Sign Off**

I have noted the content of the equality impact assessment and agree the actions to mitigate the adverse impact(s) that have been identified.

### ***Senior Officer***

Signed: \_\_\_\_\_ Name: Scott Bagshaw

Job Title: Head of Fair Access Date: \_\_\_\_\_

### **DMT Member**

Signed: \_\_\_\_\_ Name: Matt Dunkley

Job Title: Corporate Director Date: \_\_\_\_\_

### Equality Impact Assessment Action Plan

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
<b>All</b>	<p>Inconsistency in data held which came from a number of databases.</p> <p>Data requires correlation and further analysis of the information</p>	<p>All records to be held centrally on Synergy database.</p> <p>Access to the data held on the Orchestra database which will provide a live feed of children and young people off-rolled to EHE</p>	<p>Better understanding of the increase in families choosing to EHE.</p> <p>Targeting appropriate levels of support</p> <p>Better quality data resulting in better analysis</p>	<b>Hilary Alford</b>	<b>September 2020</b>	<b>N/A</b>
<b>Age, disability, Gender, race and religion</b>	<p>Data evidences that a disproportionate numbers of children &amp; young people who are EHE have experienced fixed term or permanent exclusions or poor attendance,</p>	<p>Encourage meetings with families to identify where support is required.</p> <p>Identify and record reasons why families chose to EHE</p> <p>Fair Access officers to support families to secure school places, when it transpires</p>	<p>Children accessing suitable education more quickly either in the home or back in school.</p> <p>Identify schools who present trends and report to the Headteacher and the schools adjudicator in the annual report.</p> <p>Offer meeting to discuss strategies to identify and support</p>	<b>Hilary Alford</b>	<b>September 2020</b>	<b>N/A</b>



Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
		they wish the child to return to state education	learners at high risk of permanent exclusion and poor attendance.			
<b>Gender, Race, Religion</b>	We are aware that some communities feel that there is less of a requirement for girls to be formally educated once they reach secondary school age and further research will be undertaken on KCC's profile	<p>Work with schools and partner agencies to try to gain an improved cultural insight where it exposes that some groups of children are failing to access education appropriately in the home.</p> <p>Engage with Virtual Head-GRT, ISK as part of joint strategies to explore information and data that they may hold and to explore any discernible trends that have arisen in service delivery</p>	<p>Better understanding of any cultural characteristics which will assist officers in identifying the best approach to take to encourage the continuance of learning for young adults of compulsory school age.</p> <p>Identification of services and support where families choose to EHE</p>	<b>Andrew Macey</b>	<b>September 2020</b>	
<b>All</b>	Safeguarding issues	Present policy to Kent Children's Safeguarding	Partner agencies to share their EQIA's on EHE	<b>Hilary Alford/ Andre Macey</b>	<b>April/ May 2020</b>	<b>N/A</b>

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
	Children with CIN and CP leaving state education to home educate.	Board as part of consultation for discussion	<p>Partner agencies are able to see policy position in order to ensure that opportunities for shared working are taken at policy development stage</p> <p>Better support for EHE families and young people from all Safeguarding partners Process is clearer allowing better planning by professionals supporting families under CIN &amp; CP and CiC's .</p> <p>Young people with safeguarding needs are appropriately supported by KCC and partner agencies</p>			
<b>ALL</b>	Ensuring EHE parents are aware of KCC policy and offer of support to EHE	<p>Development of EHE website on Kent.gov.uk</p> <p>Publish New</p>	Parents are able to access resources in order to make informed decisions on EHE	<b>Hilary Alford</b>	<b>September 2020</b>	<b>N/A</b>

Protected Characteristic	Issues identified	Action to be taken	Expected outcomes	Owner	Timescale	Cost implications
	Ensuring that children have access to information regarding their legal rights to an education	<p>Policy</p> <p>Upload the revised EHE policy on KCC EHE Facebook page, for parents and children and young people.</p> <p>Report to Headteachers where patterns emerge.</p> <p>Publish annual EHE reports and data on the KCC EHE website</p>	<p>Parents are able to access KCC's policy position on the implementation of EHE</p> <p>Parents are sign-posted to resources and opportunities that are available to EHE young people.</p> <p>Children and young people have access to KCC Facebook page</p> <p>Data is transparent and readily available</p>			
<b>ALL</b>	CYP who are EHE are aware of their rights and can influence the policy and service as direct beneficiaries	Consultation with children and young people who are EHE	<p>CYP can influence the service</p> <p>CYP are aware of their convention and equality rights about education</p> <p>CYP are informed of KCC's EHE policy framework</p>			