

Elective Home Education

Guidance and Notes for Parents/Carers

Salford City Council

July 2024

This guidance has been updated following the DfE Consultation (2018) and latest publications '*Elective Home Education: Departmental Guidance for Local Authorities*' (April 2019) and '*Elective Home Education: Departmental Guidance for Parents*' (April 2019)

Introduction

Welcome to Elective Home Education!

The intention of this guidance is to help you understand what is involved if you are thinking about, or have decided to, educate your child at home. You may already know about, and may have already researched home education, but for those of you who are still unsure, hopefully the information below will ensure that you are making an informed decision and are fully aware of what is expected of you, as home educating parents.

The information enclosed relates to the legal position of parents* taking on this responsibility, as well as the duties of the local authority. It also contains some useful resource and enrichment advice. Lastly, it provides information on how to access other services, including the School Nurse Team, Connexions and private examination centres.

****'parents' should be taken to include all those with parental responsibility, including guardians and carers***

What is Elective Home Education?

Elective home education (EHE) is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time. This is different to education provided by a local authority other than at a school, for example for children who are too ill to attend school.

What should Parents think about before deciding to home educate?

Deciding to educate your child at home instead of sending him or her to school is a step that should not be taken lightly. It will mean a major commitment of your time, energy and money. Think hard before making a final decision. It is especially important that you as parents consider the nature of the education you intend to provide for your child before you begin to teach him or her at home. Think about the curriculum you will provide, and whether it will allow your child to reach his or her potential now and, in the future, including whether you expect your child to sit public examinations such as GCSEs or not. Also consider whether home education is in your child's overall best interests, including social development.

Before making your choice, you should be clear that when parents opt to home educate, you are taking full responsibility for your child's academic, social and emotional education. **There is no funding, resource (physical or online), or teaching support from the local authority for home educating families, including the arrangements and costs of sitting any GCSE examinations, or access to any technology to support the child's learning. The home educating parent will be expected to take full responsibility for planning, marking and resourcing their**

child's education – including any costs associated with this. You will also no longer be eligible for any financial support that you may have been previously receiving via free school meal entitlement.

Also bear in mind also that if you remove your child from a school in order to educate at home, but then change your mind, there is no guarantee that a place would still be available at the school; an application would have to be made in the usual way through the local authority's process for in-year admissions. If no place was available at your child's former school, then your child would have to attend the school allocated by the local authority. We are also aware that some parents have attempted to use temporary 'home education' as a means of circumventing a school place allocation at the start of primary or secondary education.

Remember that pressure should **never** be put on you as parents by a school to remove your child from a school to avoid formal exclusion/prosecution, or because your child is having difficulty with learning or behaviour. This practice - sometimes called 'off-rolling' - is unacceptable, and if pressure of this sort is put on you by any school, you should inform the local authority. If you are considering home education because the school system is not currently working well for your child, or because you have other family problems which make it difficult to ensure school attendance for your child, you should consider what other steps you could take to secure a more satisfactory education. If you are considering home education for your child due to a disagreement with the school or a teacher, talk to the teacher concerned, or to the head teacher if appropriate, before you make your decision. This is particularly important for children in Years 10 and 11, who are already preparing for public examinations. It is also unwise to consider temporary home education as a means of getting your child into a school other than the one he or she is currently registered at.

In summary, therefore, as parents you should consider:

- a. Why are you thinking of educating your child at home?**
- b. What does your child think about the idea?**
- c. Do you have the time, resources and ability to teach your child properly?**
- d. Is your home suitable for undertaking teaching and learning, in terms of noise, space and general environment?**
- e. What support do you as parents have from others? What would happen if you were unable, perhaps through illness, to provide teaching for your child for a period of time?**
- f. Can you provide social experiences, access to cultural and aesthetic experiences and physical exercise, to help your child develop?**
- g. Do you envisage educating your child at home for the whole of their time of compulsory school age, or only temporarily? What are your long-term intentions for the education of your child?**

The law relating to EHE

The responsibility for a child's education rests with their parents. In England, education is compulsory, but school is not. The 1996 Education Act imposes a duty on parents of children of compulsory school age to ensure that they are receiving "efficient, full time, [suitable] education." This can be done at school or "otherwise". For most children, this means that they will go to school, but for various reasons a small number of parents decide to undertake the responsibility of educating their child outside of the school system. Parents have a right to educate their children at home. Section 7 of the Education Act 1996 states that:

'The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable –

- a. to his age, ability and aptitude, and***
- b. to any special educational needs he may have, either by regular attendance at school or otherwise.'***

An "efficient, full-time" and "suitable" education is not defined; however, it is broadly described in case law as an education that "achieves that which it sets out to achieve", and a "suitable" education is one that "primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so". In practice, the question of whether education for a specific child is full-time will depend on the facts of each case, but you as parents should at least be able to quantify and demonstrate the amount of time for which your child is being educated. Education which clearly is not occupying a significant proportion of a child's life (making due allowance for holiday periods) will probably not meet the s.7 requirement.

Parental rights and responsibilities

You have the option at any point to educate your child at home. Parents may decide to exercise their right to home educate their child from a very early age and so the child may have not been previously enrolled at a school. We would be grateful if you would inform us at the local authority of your intention to educate your child at home from a particular date so that accurate records can be kept.

If your child is already registered as a pupil at a Salford school, you need to write to the head teacher of that school and inform them of your decision to home educate your child with effect from a particular date. The head teacher of the school then has a duty to inform the LA of anyone withdrawn from the school and for what reasons. The LA will then register your child with the home education team who will begin corresponding with you from there.

If you move into Salford, we would be grateful if you would write to the LA informing us of your child's name, date of birth, your previous address and your current address.

Likewise, should you leave the area, it would be appreciated if you could inform us of your new residence, so we may pass on your details to the receiving LA.

If, at any stage, it becomes apparent to you as parents that in fact you cannot provide suitable home education, you should contact the local authority as soon as possible with a view to securing a suitable school place for your child and minimising any interruption to studies. If your child is of compulsory school age, the local authority must find a school place. However, as pointed out above, this may not be in a school of your choice.

Children's rights

The United Kingdom has ratified the United Nations Convention on the Rights of the Child (UNCRC). Article 12 of the UNCRC requires states to provide a right for children to express their views and for due weight to be given to those views, in accordance with the age and maturity of the child. This does not give children authority over parents, and a decision to educate a child at home is a matter for you as parents. You should, however, consider whether home education is realistically possible in your family's particular circumstances, and if your child is happy to be educated in this way. The local authority may wish to gain the child's opinion on the suitability of the home education received (as distinct to the question of the child's preference for being educated at home rather than at school), as this can be relevant to any decision it needs to make on whether the s.7 requirements are met.

Children with special educational needs

Parents also have the right to educate their child at home if they have an Education, Health and Care Plan (EHCP). The EHCP will remain in place and the LA must ensure that parents make suitable educational arrangements to meet the child's special educational needs. It remains the duty of the LA to maintain and review this on an annual basis. **If your child is on the roll of a special school, their name may not be removed from the school register without the Local Authority's consent.**

On receipt of notification that a parent has requested their child be removed from school and where they have an EHCP, the head teacher will notify the SEND caseworker and the EHE team, and the parent will be contacted to arrange to meet in order to discuss the provision being proposed. The meeting will involve representatives from the school, the EHE officer, SEND services, the parent, and on occasion other services involved with the family. The Local Authority must be satisfied that the child will have their special educational needs satisfied through home education.

Local authority's role and responsibilities

Parents are able to choose what education they provide for their child and Salford recognise that there are many ways in which this can be done. We are aware that, as a local authority, we have no formal powers or duty to monitor the provision of education at home. However, we do have a statutory duty (under s.436A of the Education Act

1996) to make arrangements to enable us to establish the identities, so far as it is possible to do so, of children in our area who are not receiving a suitable education.

The simple fact that a child is being educated at home does not mean that he or she is not receiving a suitable full-time education. However, in order to fulfil our s.436A duty, local authorities are entitled to make informal enquiries of parents to establish what education is being provided. Therefore, we are likely to make such enquiries if it becomes aware that you are educating a child at home - or may be doing so. As parents you are under no legal obligation to respond, but if you do not, we are entitled to conclude from the absence of any response that it appears that your child is not receiving a suitable education, with all the consequences that can follow from that (see below).

Salford local authority usually ask to see the child at home or in another location, as well as seeing examples of work done. As parents, you are under no legal obligation from education law to agree to such a meeting or to produce specific evidence, but you should consider carefully the reasons for not doing so, what is in the best interests of your child, and what is the most sensible approach. If you do not do enough to satisfy the local authority about the education being provided at home, it may have no option but to conclude that the education does not meet the s.7 requirement.

Most families who are new to home education need a little time to establish themselves. Initially, we will ask you to complete a simple proposal form, just to let us know your chosen philosophy and the kind of resources you will use, but we will allow you a settling in period so that you can fully decide on your philosophy and how you are going to deliver it. However, it must be noted that this does not mean that there can be any significant break between the end of schooling and the provision of good education at home. Within this period, we will ask you for a home visit and will contact you by letter, email or phone to make an appointment. A report will then be written following the visit and a copy will be sent to you. The report will give an indication of whether the provision is suitable and may also include areas for consideration giving recommendations.

Once the initial review has taken place, then we will be in touch (probably on an annual basis – unless an earlier review is needed) to ask if you are continuing to home educate and for an update as to how things have gone since we were last in touch.

We fully appreciate that families who home educate may not provide formal teaching. Indeed, we have many families who choose much more autonomous educational methods. All methods are respected and carefully considered. Our visits and written evidence reviews are made with an open mind and will be used to look at:

- Educational philosophy/beliefs
- Resources and methods used to meet the philosophy
- Evidence to demonstrate the child's learning (this may be through conversation, photographs, discussion with the child/third party or looking at completed work).

You should note that the EHE team will not be able to direct the learning that takes place, nor can he/she accept any responsibility for this. If you decide to educate your child at home, it is your responsibility to plan, implement and fund your child's education. The LA cannot provide books or any other equipment or resources that may be recommended, although we will try to be as helpful as we can.

It is acknowledged that each family will choose a different plan for their child's learning and, as such, each submission of information or home visit will be viewed individually. We will take into account the family's philosophy on education, and we always endeavour not to discriminate, or judge based on a 'formal, curriculum-led' approach not being undertaken.

Contact with the home education community may prove very useful to some home educators to broaden their network and extend opportunities for educational visits, etc. There are several well-established home education organisations which may be beneficial and whose details may be found online.

Please be aware that specified personal data may be shared on a proportionate and necessary basis under the general power of competence in Section 1 of the Localism Act 2011 and the legal obligations of the Care Act, the Children's Act, and the Health and Social Care Act. The purpose of this is to manage and support children and families in a multi-agency partnership approach and reduce duplication, as well as improving outcomes for children and families.

If the parents of a child who has a social worker declare an intention to home educate, the local authority will usually contest this, unless it can be demonstrated that home education will be in the child's best interests and will not prejudice the effective implementation of any CP/CIN plan in place.

What is reasonable evidence for the LA to see?

The LA would ideally like to see evidence of the progress your child has made. The evidence must be sufficient to show that your child is receiving an efficient, full-time education suitable to his/her age, ability and aptitude. Parents might prefer to write a report, have their educational provision endorsed by a third party or provide samples of work. The form of specific examples of learning may include pictures/paintings/models, diaries of educational activity, projects, assessments, samples of work, books or educational visits.

The LA would hope to see evidence of:

- Consistent involvement of parents, or other significant carers, playing a substantial role, although not necessarily constantly or actively involved in providing education
- Recognition of the child's needs, attitudes and aspirations

- Opportunities for the child to be stimulated by their learning experiences
- Access to resources / materials required to provide home education for the child- such as paper and pens, books and libraries, arts and crafts materials, physical activity, ICT and the opportunity for appropriate interaction with other children and adults.

What if the LA is not satisfied that the education is suitable?

In the majority of cases, home educators do satisfy the LA that provision is satisfactory. However, under section 437(1) of the Education Act 1996, the local authority has a duty to intervene if it appears that parents are not providing a suitable education. A home visit will be offered with the aim of helping you overcome the difficulties within a mutually agreed timescale. If, after this time, the situation has not improved, you should arrange for your child to return to school. Should you need help to find a school place, the Home Education Team or Salford School Admissions can assist.

Please note that whilst we don't have a duty to ask for evidence that a suitable education is being provided, Case law (**Phillips v Brown, Divisional Court [20 June 1980, unreported]**), has established that if a parent refuses to give information on how they are discharging their duty to provide suitable and efficient education for their child, then the LA will have to decide whether it 'appears' that a parent is in breach of Section 7 of the 1996 Education Act. Although parents have no duty to respond to such a request from the LA, **"it would be sensible for them to do so"**.

If we are still not satisfied following discussion or correspondence, it may be necessary to apply for a School Attendance Order (Sections 437-443 1996 Education Act). In these rare cases, we will tell you which school we intend to name on the Order. This course of action would only ever be used where there is a clear lack of any education being provided as defined in Section 7 of the Education Act 1996. If an Order is served, it will be arranged for your child to be admitted to, and to attend, the school named on the Order; failure to do so would be an offence.

If a School Attendance Order is not complied with, instead of prosecuting parents for non-compliance - or as well as doing so - the local authority can apply to for an Education Supervision Order (ESO), made under s.36 of the Children Act. An ESO enables the local authority to impose conditions as to the way in which a child is to be educated and will require the child to be seen by the local authority. If you, as parents, do not comply with an ESO, the local authority can prosecute you and/or apply to a relevant court for a Care Order under s.31 of the 1989 Act. A Care Order makes the local authority responsible for decisions relating to the education of your child because it becomes the child's corporate parent even if the child continues to live with you as his or her actual parents.

Plainly, it is in the interests of all parties not to let any dispute about a child's education get to the stage described above. Informal discussion should enable most difficulties to be resolved, and a willingness to co-operate so as to secure the proper education for your child should be shown by everyone involved. The LA would do all we could to prevent such serious action. However, in the interests of the child, this is the responsibility placed on us by the Act and we must ensure that we fulfill this.

Finally – some thoughts for your consideration

Deciding to educate your child at home is a major, long-term commitment. With this in mind, please take the time to explore all options to see whether you think it will work for you and your family. If you are considering this because of a disagreement with a teacher or school, we highly recommend you talk out the problem, or refer it to the Governors of the school, or the LA for help in finding a resolution. There are often many services available to support children and their families in school that parents may not be aware of.

In some cases, we are aware that home education may be an alternative to engaging a child in education who refuses to attend school. However, it is not always the solution. You must **not** feel pressured by anyone to withdraw your child to home educate because they will not attend school, or as an alternative to exclusion or prosecution. Home educational should be chosen for positive, beneficial reasons, enriching your child's experience of education and increasing their chances of educational development. Should you feel pressurised by your child's school in any way, then please contact the LA Inclusion Team or Educational Welfare Service as soon as possible.

Some parents who decide to home educate find it a positive, beneficial and constructive experience. If you decide to go ahead, Salford LA wishes you well, and will do what we can to support you in ensuring that a good education is provided for your child. Please help us to establish and maintain a good working partnership.

We hope these notes provide you with some useful information regarding home education and Salford's policies and procedures. Please do not hesitate to get in touch at electivehomeeducationadmin@salford.gov.uk if you have any concerns or need any clarity.

Resource and enrichment information

Below are numerous websites, ranging from educational resources to socialisation opportunities, which you may find useful when delivering home education. This list is by no means exhaustive; there is a wealth of further support and resources that can easily be found online or by searching through these sites.

Advice, support, and information	Website
Home Education Advisory Service	www.heas.org.uk
Education Otherwise	www.educationotherwise.org
Family Lives	www.familylives.org.uk
Ed Yourself	www.edyourself.org
Salford Information and Advice Support Services (SIASS)	https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/

Educational resources, books, and schemes of work	Website
TES	www.tes.co.uk/teaching-resources
Primary resources	www.primaryresources.co.uk
BBC Bitesize	www.bbc.co.uk/education
CGP educational workbooks	www.cgpbooks.co.uk
Khan Academy	www.khanacademy.org
Twinkl	www.twinkl.co.uk
Reading Eggs	www.readingeggs.co.uk
Schofield & Sims workbooks	www.schofieldandsims.co.uk
Collins educational workbooks	www.collins.co.uk
Oak National Academy	www.thenational.academy
My Maths	www.mymaths.co.uk
Literacy Planet	www.literacyplanet.com
Doodle Learning	https://doodlelearning.com/for-parents
Maths Watch	www.mathswatch.co.uk
Primary Leap	www.primaryleap.co.uk
EdPlace	www.edplace.com
Future Learn	www.futurelearn.com
Oxford Reading Tree: Biff, Chip and Kipper books	https://www.oxfordowl.co.uk
Science: Whizz, Pop, Bang	www.whizzpopbang.com
MFL: Duolingo	www.duolingo.com
Oxford Home Schooling/Open Learning	www.oxfordhomeschooling.co.uk
IXL	www.ixl.com

National curriculum & examination information	Website
Department for Education	www.education.gov.uk
National Curriculum	www.gov.uk/government/collections/national-curriculum
Qualification & Curriculum Authority	www.qca.org.uk
Exam board - OCR	www.ocr.org.uk
Exam board - AQA	www.aqa.org.uk
Exam board – Pearson EdExcel	https://qualifications.pearson.com/en/home.html
Exam board – Cambridge iGCSE	www.cambridgeinternational.org

Special Educational Needs, neurodiversity, emotional wellbeing and mental health	Website
SEND home education	www.he-special.org.uk
Dyslexia UK	www.dyslexia.uk.net
Salford Child and Adolescent Mental Health Service (CAMHS)	Accessed via GP referral www.mft.nhs.uk/rmch/salford-camhs
The Local Offer	www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities
42 nd Street	www.42ndstreet.org.uk
You Can Community Club	https://www.facebook.com/people/You-Can-Community-Club/61554451296779/
ADHD Foundation	www.adhdfoundation.org.uk
Salford Thrive	https://www.salford.gov.uk/children-and-families/safeguarding-children/salford-thrive-directory/
Kooth	www.kooth.com/
Young Minds	www.youngminds.org.uk
Nessy Learning	https://www.nessy.com/en-gb/homeschooling

Socialisation and other	Website
Arts Let Loose	www.artsletloose.org.uk
Manchester EHE community catalogue via Ed Otherwise	https://www.edotherwise.org/community/cat/Manchester/
Manchester museums & art galleries	www.visitmanchester.com/things-to-see-and-do/attractions/museums-and-galleries
Internet safety	www.thinkuknow.co.uk
Salford Youth Service	https://www.salford.gov.uk/children-and-families/youth-services/youth-service/
Events and activities in Salford	https://directory.salford.gov.uk/kb5/salford/directory/results.page?directorychannel=4-7
Manchester science festival	www.manchestersciencefestival.com
National Trust	www.nationaltrust.org.uk
Manchester Academy of Gymnastics	www.manchesteracademyofgymnastics.com
Scouts and Beavers	www.scouts.org.uk
Rainbows, Brownies and Guides	www.girlguiding.org.uk
Coding clubs	www.codeclub.org.uk
Stagecoach Performing Arts	www.stagecoach.co.uk
Climbing centre	www.rockoverclimbing.co.uk
Salford Community Leisure (including MAPAS, museums, libraries and leisure centres)	www.salfordcommunityleisure.co.uk
Arts awards	www.artsawards.org.uk
Explore Learning	www.explorelearning.co.uk
Tutor Hunt	www.tutorhunt.com
Gypsy, Roma, Traveller advice and support	https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/ethnic-minorities-and-travellers/

Enrichment activities

Education at home can be flexible and can be enriched with a variety of activities and interests; the list of activities is infinite! The suggestions below are designed to help you think about what you may wish to do. You have the flexibility to decide for

yourself what is appropriate for your child, but you may wish to consider some of the following:

Filling in the gaps: sometimes lessons may have moved on in specific areas before a child is ready or has grasped the concepts. Consider filling in the gaps in understanding and knowledge.

Using your child's own interests: talk to your child and find out what his / her interests are. Use these as starting points for research projects and topic work. Work which interests is far more motivating and exciting.

Get to know other home educating families: consider joining parental groups on home education sites and social media, such as Facebook. The local authority EHE Team can often put you in touch with other home educating parents. Sometimes families meet to work, or complete practical / craft activities.

Social activities

- Allow time for meeting the extended family and for social events
- Churches or The Youth Service have events and activities for young people
- Visit the theatre, go bowling, go to museums, etc
- Plan regular visits to the library and plan some time for reading. Consider choosing both fiction and non-fiction books
- Find out about activities planned for children at the library. (Story reading sessions, puppets, etc)
- Internet access is available at the library

Getting out and about

- Plan some time to get 'out and about'; allow for breaks
- Use the local library or the Salford / Greater Manchester website to do research about what is going on locally or places to visit
- Join local clubs or groups. (Ramblers, brass bands, drama groups: anything that interests your child)

Physical activities

- Plan to do some physical activity each day: swimming, cycling or walking. Consider joining a gym, using a sports centre or getting some equipment or fitness DVDs
- Join a sports team (netball, basketball or football team)
- Practice gross and fine motor skills, such as brain-gym activities

Art and craft

- Plan some time for art and craft activities: make things with different materials

- Improve drawing skills: design clothes or other items

Local issues

- Find out about your locality
- Read local papers and write letters to newspapers and councils
- Find out about how things have changed locally over the years. Look at old maps and contrast to today

The world

- The world is waiting to be discovered!
- Draw flags and find the countries on a map of the world
- Find out about a country: its people, history and culture

The natural world

- Watch wildlife programmes
- Draw and write about different animals and birds
- Find out about environmental issues: locally, nationally and globally
- Take temperature measurements and keep a weather log
- Find out about natural disasters (tornados, floods, earthquakes, etc.)

First Aid / Health

- Look for First Aid courses
- Find out about the human body and how it works; learn how to keep healthy
- Learn about health and safety Issues. The HSA produce some good workbooks for children with quiz style activities

Careers

- Find out about different jobs, working conditions, qualifications, hours and wages: look at advantages and disadvantages
- Contact the Connexions service. If you are educated at home and in Year 11, you can still access careers advice and be provided with a personal adviser

Cooking / Entertaining

- Plan healthy menus: try out new recipes
- Cook family meals and start baking

Shopping

- Play shop: price-up tins and other items from the kitchen cupboard. Develop a feel for the cost and price of things
- Count money in a purse or money box

- Make up a shopping list of basic items and compare the cost between supermarkets to find out the cheapest. Track the cost over time to see increase in prices
- Find out about Consumer Rights
- Use 'WHICH' for research to work out which is the best value for something your family is buying

Finance

- Banks have lots of leaflets. Find out about saving, credit and interest rates and the difference between accounts. Learn about finance and budgeting
- Find out the cost of running a home
- Track stocks and shares

Work experience

- You may wish to use work experience as part of your child's education. However, there are regulations about young people and work, so do your research first
- Ensure any work meets the regulations and there is insurance: Connexions may be able to advise you regarding work experience

Information for External (Private) GCSE Candidates

Can EHE students be entered to sit their GCSEs?

Of course! However, it can be very difficult for home educating parents/carers to find examination centres, so this needs to be organised well in advance. Many families contact local schools, private tuition centres or colleges as a place to sit exams. Many parents/carers choose to follow distance learning examination courses or employ a private tutor. It is advisable to research costs and available support before you begin. **Those who choose to educate their children at home must be prepared to assume full financial responsibility, including bearing the cost of any public examinations.**

Fees

Fees vary depending on subject, but as a guide the approximate fee per GCSE subject is around £200 and iGCSE, and for functional skills (English, maths and ICT) £90 per subject, **plus** administration and invigilator costs, where applicable. **Late entry and amendment fees** are charged by the exam boards to cover the extra work involved should you miss the deadline, so please ensure that you submit your application in plenty of time. Applications for the summer exam series in **May/June** must usually be submitted by **February**; however, as application process, costs and timescales may be different for each centre, we would suggest you contact each exam centre/board for more detailed information.

Where can my child sit their formal examinations?

There is a wide range of private centres, alternative provisions and public schools, all of whom offer private candidacy for home educated children, throughout the UK. The following pages provide further information on what this entails and also list the main educational establishments in Northwest England that offer this service. Please note, many of these centres only allow 100% exam options to be taken and usually nominate specific exam boards. Please make contact with your chosen centre well in advance, to ensure that they can cater for your selected exam board and specification.

Can EHE students sit GCSEs that require controlled assessments/performances/speaking & listening?

Of course, but this is slightly more difficult (and costly) to arrange. Should you wish to be entered for a GCSE that requires internal assessment (e.g., MFL, drama, art, etc.), you will need to register at a centre that specialises in external candidates and has the capacity to cater for these additional requirements.

Exam Boards

When applying to sit GCSEs as an external candidate, there are many examination boards to choose from, each with their own specification, content and assessment. It is advisable to do your research before deciding which board/specification to study, but the main boards used in the UK are listed below. Exam boards also provide additional information for private candidates that you are strongly advised to read and may be accessed via the links below.

- AQA: <http://www.aqa.org.uk/student-support/private-candidates>
- WJEC: <http://www.wjec.co.uk/students/private-candidates/>
- OCR: <http://www.ocr.org.uk/ocr-for/learners-and-parents/private-candidates/>
- Edexcel: <http://qualifications.pearson.com/en/support/support-for-you/students.html>
- Cambridge International Examinations: <http://www.cie.org.uk/cambridge-for/parents-and-students/exams-and-results/private-candidates/>

Before making an application to sit an examination, you must be fully aware of all the requirements and regulations concerned with the subject(s) for the examination board(s) involved. You must check the specification/syllabus for each subject for each board, ensuring you know the appropriate Subject Title and Codes for all units you wish to be entered for. It is **your responsibility** to ensure you note the correct titles and codes on your application. A centre will accept no responsibility for private candidates entering the incorrect examination specification. The correct codes can be found in the subject specification, but the exam boards generally also publish lists of their codes and, where publicly available, the appropriate links are published below for your reference.

Access arrangements

In some cases, students will be granted access arrangements, which allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. These arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. For example, readers, scribes, laptops and Braille question papers. You will need to apply to the appropriate examination board for these arrangements to be granted and they will expect current medical, or other written evidence, to substantiate the application. You must also ensure that you contact your chosen exam centre to discuss individual requirements and any access arrangements you have been granted / are applying for, to ensure they can facilitate these.

Further information can be found on the Joint Council for Qualifications website www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration

Exam centres

The following centres in the North West accept external candidates. However, please be aware that this is subject to amendment, and they may change their position at any time.

Town	Address	Web address
Blackpool	Spanish Learning Centre, 239 Church Street, Blackpool, FY1 3PB	www.spanishlearningblackpool.com/private-exams
Bolton	Tutors and Exams, Victoria Hall, Knowsley Street, Bolton, BL1 2AS	www.tutorsandexams.uk/bolton
Chorley	Jay-Em Studios, 27 Victoria Street, Chorley, PR7 2TX	www.jayemstudios.co.uk/gcse-alevels
Macclesfield	Macclesfield Tutorial College, 20 Cumberland Street, Macclesfield, Cheshire, SK10 1DD	www.macclesfieldtutorialcollege.com/private-examinations-centre
Stockport	Intuition Centre, 212A Finney Lane, Heald Green, Cheshire, SK8 3QA	www.intuitioncentres.com/exam-centre-welcome

If you would like any further help and advice regarding accessing exams, please don't hesitate to contact us on the email address below. Moreover, if you are aware of any other centres in Greater Manchester (or the North West) that accept private candidates or have any other information that may be helpful to home educating families, we would love to hear from you so that we can also include them.

Email: electivehomeeducationadmin@salford.gov.uk

Careers information

If you choose to educate your child at home, when they enter Year 11 they will have access to face-to-face information, advice and guidance from the Careers Connect service in Salford, in relation to their future career aspirations and advice on college and apprenticeship options.

It is important that you are aware when making the decision to educate your child at home that this decision may impact upon your son/daughter's future college options, in relation to the formal qualifications they will take during Year 11. If your child

wants to progress to college to study, for example, A levels, then they will need to meet the college entry requirements. Although this varies across colleges, it is usually a minimum of 5 or 6 GCSEs at grade 4 or above. For some colleges and certain A level subjects, students need to achieve grade 6s at GCSE. This is important to consider when deciding what GCSEs they will study (and how many GCSEs they will take) during Year 11. Information about post 16 course entry requirements can be found on individual college websites.

If a student is home educated, they will of course be able to progress to studying at college post 16, but the choice of courses open to them is affected by the GCSEs they take and their grades (as would be the case if a student was educated at school).

If you are undecided about whether to home educate and have questions relating to your child's future post 16/college options, you can request advice from Connexions prior to making your decision.

For more information please contact Lisa.bennett@careerconnect.org.uk