



Department
for Education

Elective Home Education and Children Missing Education

**Guide for the completion of the 2023 to
2024 aggregate data collection**

Version 1.1 October 2023

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Version History

This gives details of any changes made to the content of this document.

Version	Comments	Date
1.0	Baselined version. <ul style="list-style-type: none">• Roll forward of dates• Addition of two new data items for 2023/24 collections:<ul style="list-style-type: none">○ 2.6 – length of time CME○ 2.7 – primary reason for CME• Clearer guidance regarding the recording of EHE children and CME who are also children in need• Clearer guidance regarding which children should be recorded as CME	July 2023
1.1	To correct an error with dates listed for data item 3.5.	October 2023

1. Summary

This guide details how local authorities should collect and submit data about electively home educated children and children missing education (CME) to the Department for Education (DfE).

Elective home education (EHE) is a term used to describe a choice by parents to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time. This is different to education provided by a local authority otherwise than at a school - for example, tuition for children who are too ill to attend school – and for the purposes of this data collection such children should not be included.

Children missing education are children of compulsory school age who are not registered pupils at a school *and* are not receiving suitable education. CME are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. CME does not include children who are registered pupils of a school but are persistently absent.

Collecting this data will help local authorities understand the true numbers of EHE children and CME in their area. It will also help to identify local issues that may be driving home education and potentially encourage more joined up working with other authorities who may be experiencing similar challenges. The provision of the data to DfE will help government understand the numbers of EHE and CME nationally and at local authority level, informing policy development aimed at supporting local authorities and future changes to the EHE framework.

This aggregate data collection is voluntary and will take place termly over the 2023 to 2024 academic year.

We want to encourage as many LAs as possible to participate, to ensure we have a clear national level understanding. This is particularly important in regard to CME, who are some of the most vulnerable children we are collectively trying to support. The Summer 2023 data collection received a 96% response rate from LAs. The first [EHE](#) and [CME](#) statistical publications were released in May 2023 covering data from the Autumn 2022 and Spring 2023 data collections.

We would welcome any feedback that could be used to improve and refine future data collections. Feedback can be submitted via the [data collections service request form](#).

1.1. Data Protection and Data Sharing

Data from which it is possible to identify children, parents and staff (in any medium, including within a MIS) is personal data.

The UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018 (DPA 2018) put in place certain safeguards regarding the use of personal data by organisations, including the department, local authorities and schools. Both give rights to those (known as data subjects) about whom data is processed, such as children, their parents / carers and staff. This includes (amongst other information that the department is obliged to provide) the right to know:

- the types of data being held
- why it is being held
- to whom it may be communicated

As data processors and controllers in their own right, it is important that local authorities process all data (not just that collected for the purposes of this data collection) in accordance with the full requirements of the UK GDPR. Further information on the UK GDPR can be found in the Information Commissioner's Office (ICO) overview of the [UK General Data Protection Regulation \(GDPR\)](#).

1.2. Legal duties under the General Data Protection Regulation and Data Protection Act 2018: privacy notices

Being transparent and providing accessible information to individuals about how you will process their personal data is a key element of UK GDPR and the DPA 2018. The most common way to provide such information is through a privacy notice. Please see the Information Commissioner's Office (ICO) website for [further guidance on privacy notices](#).

The department provides suggested wording for [privacy notices](#) that local authorities may wish to use. However, where the suggested wording is used, the local authority **must review and amend** the wording to reflect local business needs and circumstances. This is especially important, as the local authority will process data that is not solely for use within departmental data collections.

It is recommended that the privacy notice is made available to data subjects via the internet as well as handed out in paper form or placed on an accessible noticeboard. Privacy notices do not need to be issued on an annual basis as long as new children, parents and staff are made aware of the notices and they are readily available electronically or in paper format.

1.3. Legal duties under the General Data Protection Regulation and Data Protection Act 2018: data security

Providers and local authorities have a (legal) duty under the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018 to ensure that any personal data

they process is handled and stored securely. Further information on data security is available from the [Information Commissioner's Office](#).

Where personal data is not properly safeguarded, it could compromise the safety of individuals and damage your reputation. Your responsibility as a data controller extends to those who have access to your data beyond your organisation where they are working on your behalf; for example, where external IT suppliers can remotely access your information. The '[Responsible for information](#)' page provides further guidance and advice.

It is **vital** that all staff with access to personal data understand the importance of:

- protecting personal data
- being familiar with your security policy
- putting security procedures into practice

As such, you should provide appropriate initial and refresher training for your staff.

1.4. Data collection dates

Autumn data collection

- Census date – Thursday 05 October 2023
- Return date – Friday 03 November 2023

Spring data collection

- Census date – Thursday 18 January 2024
- Return date – Friday 16 February 2024

Summer data collection

- Census date – Thursday 16 May 2024
- Return date – Friday 14 June 2024

1.5. Changes from previous data collection

For the 2023/24 academic year data collections, two additional data items have been included:

- [2.6 – length of time CME as at census date](#)
- [2.7 – primary reason for CME](#)

Further detail is shown in the relevant sections.

1.6. Which children to include

Section 1 of the data collection covers children who are electively home educated who are resident in your local authority area.

Section 2 of the data collection covers children missing education (CME) who are resident in your local authority area.

Section 3 covers EHE and CME children who were resident in your local authority area in the previous academic year (1 September 2022 to 31 August 2023).

Sections 1, 2 and 3 cover EHE and CME children of compulsory school age¹

1.7. Requesting COLLECT access

The method for local authorities to submit their data to the department is via [COLLECT](#), our centralised data collection and management system.

Contact your local authority approver, if:

- you want to request a DfE sign-in username or password so you can access COLLECT
- 'EHE and CME' is not on the list of collections you can see in COLLECT

If you do not know who your approver is, use the [DfE sign-in request form](#).

If you've forgotten your password, use [DfE sign-in](#) to reset it. You'll need to click 'start now' and then the 'I've forgotten my password' link.

[COLLECT guides](#) are available for assistance with submitting your return.

For queries about submitting your data, contact us using our [data collection service request form](#).

1.8. Completing your return in COLLECT

Local authorities will be able to submit data via on screen entry in [COLLECT](#), DfE's centralised data collection system.

¹ A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1 January and 31 March, then they are of compulsory school age on 31 March; if they turn 5 between 1 April and 31 August, then they are of compulsory school age on 31 August. If they turn 5 between 1 September and 31 December, then they are of compulsory school age on 31 December. A child continues to be of compulsory school age until the last Friday of June in the school year that they reach sixteen.

Once data has been entered into COLLECT, if there are any outstanding queries, errors or data quality issues, please add a return level note to explain the reasoning for these.

If you are unable to return any data items, please leave these blank rather than entering zeros and add a return level note to detail any missing data. DfE will then be able to OK the associated errors or queries. Recording in this manner allows DfE to differentiate between missing data and true zero counts.

Please utilise the Summary Report available in COLLECT which summarises your data return. This can be useful to download or print out to ensure all data items are correct and to gain sign off from senior management.

Once you have completed the data return and you are happy it is accurate, please press the 'submit' button. By submitting EHE and CME data to DfE, local authorities are confirming:

- Their return has received internal sign-off
- Data is accurate
- Their consent to publication of the data at local authority level, at DfE's discretion.

After data has been submitted, DfE will check your data and may contact you if necessary. Once DfE are content with your data, it will be authorised.

2. Data items

Local authority number

The local authority 3-digit code identifies a particular local authority. The local authority represents where the children are resident.

Total return completion time (in minutes)

The time taken by local authority staff to collate data for the return, inclusive of time taken to enter the data into COLLECT. Please record as the total number of minutes. For example, 2 hours and 30 minutes should be recorded as 150 minutes.

Contact forename

Forename of the local authority staff member who completed the return for contact purposes should there be any issues with the data return.

Contact surname

Surname of the local authority staff member who completed the return for contact purposes should there be any issues with the data return.

Telephone number

Telephone number of the local authority staff member who completed the return for contact purposes should there be any issues with the data return.

Email address

Email address of the local authority staff member who completed the return for contact purposes should there be any issues with the data return.

Section 1 – Electively home educated children on census date

1.1 Number of EHE children on census date

The total number of children of compulsory school age who are resident in the local authority area who are electively home educated on census date.

EHE is a term used to describe a choice by parents to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time. This is different to education provided by a local authority otherwise than at a school - for example, tuition for children who are too ill to attend school – and for the purposes of this data collection such children should not be included.

An EHE child whose education is deemed unsuitable should no longer be classified as an EHE child and should be classified as CME. Therefore, there should be no double-counting between data items 1.1 and 2.1.

Section 436A of the Education Act 1996, is a duty on local authority to make arrangements to try and identify children of compulsory school age who are not registered pupils at schools and are not receiving suitable education otherwise than at a school. Although there's no legal obligation on local authorities to classify a child as CME at a particular stage of the statutory process under sections 436A and 437 of the Act, we would expect that a local authority classify a child as CME once they have deemed that the child is not receiving suitable education.

If local authorities have not had an opportunity to assess whether a child is receiving suitable education, that does not mean that the child should automatically be classified as not receiving suitable education. Not knowing does not mean the child is not being suitably educated, though the local authority may ultimately reach this conclusion if they have asked for information and not received satisfactory responses.

1.2 Sex of EHE children on census date

The total number of EHE children on census date (as recorded in 1.1) by sex (female, male or unknown). Sex should be recorded as detailed on the child's birth certificate or gender recognition certificate. The unknown category should be used where the sex of the child is unknown to the local authority including where the parent/guardian refused to provide the child's sex as detailed on the child's birth certificate or gender recognition certificate.

1.3 Ethnicity of EHE children on census date

The total number of EHE children on census date (as recorded in 1.1) by ethnicity. The local authority must not ascribe any ethnicity to a child. This information must come from the parent/guardian or child.

Where the ethnicity has not yet been collected, this is recorded as 'NOBT' (information not yet obtained). Where a parent/guardian or child declines to provide ethnicity data, code 'REFU' (refused) is recorded and returned.

DfE main code	Description
WBRI	White British
WIRI	White Irish
WIRT	Traveller of Irish heritage
WOTH	Any other white background
WROM	Gypsy/Roma

MWBC	White and Black Caribbean
MWBA	White and Black African
MWAS	White and Asian
MOTH	Any other Mixed background
AIND	Indian
APKN	Pakistani
ABAN	Bangladeshi
AOTH	Any other Asian background
BCRB	Black Caribbean
BAFR	Black African
BOTH	Any other Black background
CHNE	Chinese
OOTH	Any other ethnic group
REFU	Refused
NOBT	Information not yet obtained

1.4 Expected year group of EHE children

The total number of EHE children on census date (as recorded in 1.1) by expected year group based on their age:

- Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Unknown

1.5 Primary reason for EHE

The total number of EHE children on census date (as recorded in 1.1) by reason for EHE.

If there is more than one reason why the child is EHE, record only the primary reason given by the parent/guardian. The reason should relate to when the child first started to be home educated and not the current reason for EHE.

Reason for EHE	Explanation and examples
Physical health	Child is EHE due to one or more physical health conditions e.g. autoimmune illness.
Mental health	Child is EHE due to one or more mental health conditions e.g. anxiety.
Health concerns relating to COVID-19	Child is EHE due to underlying health conditions which increase their, or a member of their families, risk of serious illness from COVID-19 or anxiety regarding COVID-19 transmission.
Did not get school preference	Child is EHE as they did not receive their first choice of school preference and their parents were unhappy with any other option. This should be used in cases where it was the parent's choice as opposed to there being no school place available, in which case 'Difficulty in accessing school place' should be used.
Permanent exclusion	Child is EHE as they were permanently excluded from their previous school and parent did not want or get alternative education arrangements (e.g. alternative provision).
Risk of school exclusion	Child is EHE as parents chose to remove the child from school before the child was excluded.
Difficulty in accessing a school place	Child is EHE as there are no suitable school places available e.g. for geographical reasons such as moved home and no suitable school with available places or difficulty in accessing a school that meets the child's needs. This should be used in cases where there is no school place available, as opposed to the preferred choice not being available.
Philosophical or preferential reasons	Child is EHE as the parent prefers to home educate in order to follow child-centred, flexible approaches to learning instead of mainstream education, or parent feels their child is more suited to home education.
Religious reasons	Child is EHE as their religious views were not compatible with the school ethos or curriculum e.g. in regard to relationships and sex education.
Lifestyle choice	Child is EHE due to their family's lifestyle choice. This could be as their family travels regularly e.g. service children, Gypsy/Roma, Traveller of Irish heritage, child actors, circus performers etc.
Suggestion/pressure from the school	Child is EHE as they have been off-rolled by the school e.g. to suggest home education for a child

	who is not attending school regularly, or behavioural needs are not being met at the school.
Dissatisfaction with the school - general	Child is EHE as they left their previous school due to general dissatisfaction e.g. unhappy with the curriculum of the school, ethos of the school, member of school staff etc.
Dissatisfaction with the school - SEND	Child is EHE as they left their previous school because their needs were not met or there was inadequate SEND provision.
Dissatisfaction with the school - bullying	Child is EHE as they left their previous school because of bullying which was not resolved.
Parent/guardian did not give reason	The reason why child is EHE was not provided by parents or parents refused to give a reason.
Other	Any other reason not listed above.
Unknown	The reason child is EHE is unknown to the local authority.

1.6 Additional child safeguarding/education requirements for EHE children on census date

Record any requirements for EHE children on census date (as recorded in 1.1) that apply from the following:

- **Child in need** - A child in need is defined under the Children Act 1989 as a child who is unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of children's social care services, or a child who is disabled. To record a child as 'a child in need', they should have a children in need plan.
- **Child protection plan** - A child becomes the subject of a child protection plan if they are assessed as being at risk of harm, at an initial child protection conference.
- **Looked after child** - Under the Children Act 1989, a child is looked after by a local authority if he or she falls into one of the following:
 - is provided with accommodation, for a continuous period of more than 24 hours [Children Act 1989, Section 20 and 21]
 - is subject to a care order [Children Act 1989, Part IV]
 - is subject to a placement order
- **SEN support** - Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This category will only be relevant for children who have previously been enrolled at a school where they were identified as requiring SEN support.
- **Education, health and care plan** - An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN

or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Children may meet more than one criterion therefore record all that apply for each child. Record only requirements that were applicable on census date for each child, although we do acknowledge SEN support information may be historic.

Section 2 – Children missing education on census date

2.1. Number of children missing education on census date

Total number of children of compulsory school age who are resident in the local authority area who are not in suitable education on census date.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.

CME **does not** include children who:

- Are older or younger than compulsory school age²
- Are receiving suitable EHE, or the local authority has not had an opportunity to assess whether they are receiving suitable EHE
- Are registered at a school, even if they are persistently or severely absent
- The local authority have confirmed are no longer resident in the local area³

CME **does** include children of compulsory school age who are not registered at a school **and** are not receiving suitable education elsewhere, even if these children:

- Are in the process of applying for a school place, even children within the first 15 days of the application process
- Have been offered a school place for a future date but have not yet started
- Are receiving EHE, **if** this education is unsuitable
- Have been recorded as CME for an extended period: for example, where their whereabouts is unclear or unknown⁴

³ If there is evidence to suggest the child has moved to a different local authority area or country, contact should be made with the named person in the new authority/country using secure communication methods. The local authority should maintain a record of the child's details until they are located or attain school leaving age.

⁴ The local authority should maintain a record of the child's details until they are located or attain school leaving age.

An EHE child whose education is deemed unsuitable should no longer be classified as an EHE child and should be classified as CME. Therefore, there should be no double-counting between data items 1.1 and 2.1.

As previously outlined in greater detail in 1.1, we would expect that a local authority classify a child as CME once they have deemed that the child is not receiving suitable education.

2.2. Sex of children missing education on census date

The total number of children missing education on census date (as recorded in 2.1) by sex (female, male or unknown). Sex should be recorded as detailed on the child's birth certificate or gender recognition certificate. The unknown category should be used where the sex of the child is unknown to the local authority including where the parent/guardian refused to provide the child's sex as detailed on the child's birth certificate or gender recognition certificate.

2.3. Ethnicity of children missing education on census date

The total number of children missing education on census date (as recorded in 2.1) by ethnicity. The local authority must not ascribe any ethnicity to a child. This information must come from the parent/guardian or child.

Where the ethnicity has not yet been collected, this is recorded as 'NOBT' (information not yet obtained). Where a parent/guardian or child declines to provide ethnicity data, code 'REFU' (refused) is recorded and returned.

DfE main code	Description
WBRI	White British
WIRI	White Irish
WIRT	Traveller of Irish heritage
WOTH	Any other white background
WROM	Gypsy/Roma
MWBC	White and Black Caribbean
MWBA	White and Black African
MWAS	White and Asian
MOTH	Any other Mixed background
AIND	Indian
APKN	Pakistani
ABAN	Bangladeshi
AOTH	Any other Asian background

BCRB	Black Caribbean
BAFR	Black African
BOTH	Any other Black background
CHNE	Chinese
OOOTH	Any other ethnic group
REFU	Refused
NOBT	Information not yet obtained

2.4. Expected year group of children missing education on census date

The total number of children missing education on census date (as recorded in 2.1) by expected year group based on their age:

- Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Unknown

2.5. Additional child safeguarding/education requirements for children missing education on census date

Record any requirements for children missing education on census date (as recorded in 2.1) that apply from the following:

- **Child in need** - A child in need is defined under the Children Act 1989 as a child who is unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired without the provision of children's social care services, or a child who is disabled. To record a child as 'a child in need', they should have a children in need plan.
- **Child protection plan** - A child becomes the subject of a child protection plan if they are assessed as being at risk of harm, at an initial child protection conference.

- **Looked after child** - Under the Children Act 1989, a child is looked after by a local authority if he or she falls into one of the following:
 - is provided with accommodation, for a continuous period of more than 24 hours [Children Act 1989, Section 20 and 21]
 - is subject to a care order [Children Act 1989, Part IV]
 - is subject to a placement order
- **SEN support** - Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This category will only be relevant for children who have previously been enrolled at a school where they were identified as requiring SEN support.
- **Education, health and care plan** - An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Children may meet more than one criterion therefore record all that apply for each child. Record only requirements that were applicable on census date for each child, although we do acknowledge SEN support information may be historic.

2.6. Length of time child is missing education as at census date

The total number of children missing education on census date (as recorded in 2.1) by the length of time CME:

- < 2 weeks
- 2 weeks to 4 weeks
- > 4 weeks to 8 weeks
- > 8 weeks to 12 weeks
- > 12 weeks to 26 weeks
- > 26 weeks to 52 weeks
- > 52 weeks
- Unknown

This is calculated as the census date minus the start date of the being CME. One week is seven calendar days.

2.7. Primary reason for CME

The total number of children missing education on census date (as recorded in 2.1) by reason for CME. If there is more than one reason why the child is missing education, record only the primary reason.

Reason for CME	Explanation and examples
Moved from another LA area in England and not yet applied for a school place	Child is CME as they have moved from another LA in England and have not yet applied for a school place and are not receiving suitable education elsewhere in the meantime.
Moved from another country and not yet applied for a school place	Child is CME as they have moved from another country (including Scotland, Wales or Northern Ireland) and have not yet applied for a school place and are not receiving suitable education elsewhere in the meantime.
Waiting for the outcome of a school application/admissions appeal	Child is CME as they have applied for a school place and are awaiting the outcome of either the application or their appeal against a school application decision, and are not receiving suitable education elsewhere in the meantime.
Accepted a school place and waiting to start	Child is CME as they have accepted a school place and are waiting to start and are not receiving suitable education elsewhere in the meantime.
Did not get school preference	Child is CME as they did not receive their first choice of school preference and they have not accepted a place at an alternate school. This should be used in cases where it was the parent's choice as opposed to there being no school place available, in which case 'Difficulty in accessing school place' should be used.
Unsuitable home education	Child is CME as their elective home education was deemed unsuitable. Government guidance is available on elective home education .
Difficulty in accessing a school place	Child is CME as there are no suitable school places available e.g. for geographical reasons such as moved home and no suitable school with available places or difficulty in accessing a school that meets the child's needs. This should be used in cases where there is no school place available, as opposed to the preferred choice not being available (in which case 'did not get school preference' should be used).
Dissatisfaction with the school - general	Child is CME as they left their previous school due to general dissatisfaction e.g. unhappy with the curriculum of the school, ethos of the school, member of school staff etc.
Dissatisfaction with the school - SEND	Child is CME as they left their previous school because their needs were not met or there was inadequate SEND provision.
Dissatisfaction with the school - bullying	Child is CME as they left their previous school because of bullying which was not resolved.
Challenging a School Attendance Order	Child is CME as they are not deemed to be receiving suitable education, while their parent/guardian is providing evidence for or challenging a School Attendance Order.

Believed to have moved to another LA area in England	Child is CME as they are believed to have moved to another LA area and enquiries are being/have been conducted to locate the child.
Believed to have moved to another country	Child is CME as they are believed to have moved to another country (including Scotland, Wales or Northern Ireland) and enquiries are being/have been conducted to locate the child.
Unknown	The reason child is CME is unknown to the local authority and enquiries are being conducted. This includes cases where parents will not disclose the reason a child is CME.
Reason not recorded	The reason the child is CME has not been recorded.
Other	Any other reason not listed above.

Section 3 – EHE children and children missing education during the previous academic year

Data in this section will only be collected during the Autumn term data collection and refers to EHE children and children missing education in the previous academic year (1 September 2022 to 31 August 2023).

3.1. Number of children who started EHE during the year

The total number of children of compulsory school age who were resident in the local authority area whose start date of EHE fell between 1 September 2022 and 31 August 2023 inclusive. This will include children who moved into the local authority area who were previously EHE in another local authority or country.

EHE is a term used to describe a choice by parents to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time. This is different to education provided by a local authority otherwise than at a school - for example, tuition for children who are too ill to attend school – and for the purposes of this data collection such children should not be included.

3.2. Previous school type

The total number of children who started EHE in the year (as reported in 3.1) by their previous school type. For children who had have multiple EHE periods in the year, record the type of school they most recently left.

- **None, previously not of compulsory school age** – for children who did not attend an early years provider (either in the private, voluntary or independent sector or nursery provision in any school type) and were below compulsory school age before starting EHE

- **Early years provider** – Children who attended early years provision in the following settings:
 - Nurseries (private or voluntary)
 - Pre-schools and pre-school playgroups (private or voluntary);
 - Childminders
 - Maintained nursery schools
 - Children’s centres
 - Nursery provision in any school type, including independent schools

- **Local authority maintained school** - This includes primary and secondary schools which are maintained by a local authority. This also includes foundation schools.
- **Academy** - Academies are state-funded independent schools that are accountable to the Secretary of State for the management of the school through a legally-binding Funding Agreement. They have more freedom than maintained schools over things like the length of the school day, the curriculum, and how they spend their money. Converter academies, that is previously maintained primary and secondary schools which converted to an academy, should also be included.
- **Free school** - Free schools are academies created not to replace any existing previous school but as a result of local or charitable initiatives, by agreement with the Secretary of State.
- **Independent school** - An independent school is one which is neither maintained by a local authority nor is in receipt of grants from the Department and funding is primarily from fees charged to local authorities and parents for pupils placed there.
- **Special school** – Includes:
 - Local authority maintained special schools - special schools which are maintained by a local authority
 - Academy special schools - special academies are previously maintained or non-maintained special schools which converted to an academy
 - Special free schools – Special free schools are special schools established through the free school application process
 - Non-maintained special schools – Non-maintained special schools are non-profit-making schools run by charitable trusts and approved by the Secretary of State as a special school under Section 342 of the Education Act 1996, as amended by the Schools Standards and Framework Act 1998. They may receive grants from the Department for capital work and equipment but funding is primarily from fees charged to local authorities and parents for pupils placed there.
 - Independent special schools - An independent school is one which is neither maintained by a local authority nor is in receipt of grants from the Department and funding is primarily from fees charged to local authorities and parents for pupils placed there. While there is no legal category,

independent schools which cater wholly or mainly for children with SEN are deemed to be independent special schools.

- **Alternative provision** – Alternative provision is full- or part-time education arranged by:
 - local authorities, either directly or working with schools, for pupils who, because of permanent exclusion, illness or other reasons, would not otherwise receive suitable education
 - schools for pupils to improve their behaviour off-site, or during a suspension
- **Pupil referral unit** - A pupil referral unit (PRU) is a school maintained by a local authority to make provision for pupils who are out of school for reasons such as exclusion or illness. Children who were dually registered in both a PRU and another school should be recorded under the type of other school they attended.
- **Home educated outside the local authority area** – Children who moved into the local authority area during the academic year who were previously EHE in another local authority area or country.
- **Educated elsewhere/unknown** – Educated in a setting not detailed above, or the previous education setting is unknown.

3.3. Number of EHE children during the year

The total number of children of compulsory school age who were resident in the local authority area who had a period of EHE during the 2022 to 2023 academic year. This is children whose start and/or end date of EHE fell between 1 September 2022 and 31 August 2023 inclusive, and will be a cumulative count of children across the year.

This will also include children whose period of EHE started before 1 September 2022 but ended on or after 1 September 2022, or they were still EHE at 31 August 2023. If a child has multiple episodes of EHE during the year only count the child once.

3.4. Number of EHE children returning to school during the year

The total number of children (of compulsory school age who were resident in the local authority area who ended a period of EHE and enrolled at a school between 1 September 2022 and 31 August 2023 inclusive. This includes children who enrolled at a school located in a different local authority area or country.

If a child moves between EHE and school multiple during the academic year only count the child once.

3.5. Number of EHE children who leave the local authority area during the year

The total number of EHE children of compulsory school age who left the local authority area between 1 September 2022 and 31 August 2023 inclusive. This will include EHE

children who move to another local authority area, move to another country or children who die.

This does not include children who enrolled at a school in a different local authority area or country. They should be recorded under data item 3.4.

3.6. Number of section 437(1) notices issued

The total number of notices issued by the local authority under [section 437\(1\) of the Education Act 1996](#) between 1 September 2022 and 31 August 2023 inclusive. This is a notice requiring the recipient to satisfy the local authority that their child is receiving suitable education. If they do not, the authority may have to serve a school attendance order.

3.7. Number of school attendance orders issued

The total number of school attendance orders issued by the local authority between 1 September 2022 and 31 August 2023 inclusive.

If it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise, then they must begin procedures for issuing a School Attendance Order (under [section 437\(3\) of the Education Act 1996](#)). The order will require the child's parents to register their child at a named school. If they fail to comply with the order the parent can be prosecuted.

3.8. Number of school attendance orders revoked

The total number of school attendance orders revoked by the local authority between 1 September 2022 and 31 August 2023 inclusive.

3.9. What support does your local authority offer to EHE children and their families?

Record the level of support the local authority offers EHE children and their families for the following:

- Advice about EHE
- Signposting to sources of assistance
- Distribution of useful information
- Resource development
- Examination access
- Discounted access to amenities
- Preferential access to services
- Other (please specify – free text field)

Use the drop-down menu to select from 'not at all', 'sometimes' or 'extensively'. A response is required for each option. Complete the 'other' free text field box with any other types of support offered by the local authority.

3.10. Number of children missing education during the year

Total number of children of compulsory school age who were resident in the local authority area who were not registered at school or otherwise receiving suitable education during the 2022 to 2023 academic year, and will be a cumulative count of children across the year.

This is children whose start and/or end date of being CME fell between 1 September 2022 and 31 August 2023 inclusive. This will also include children whose period of being CME started before 1 September 2022 but ended on or after 1 September 2023, or they were still CME at 31 August 2023. If a child has multiple episodes of being CME during the year only count the child once.

Please refer to [data item 2.1](#) for the definition of CME.



Department
for Education

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