

PRO-FORMA FOR SCREENING

APPENDIX ONE

Directorate:	Children's Services	Function:	Education at Home Policy
Assessment by:	Sue Brooke - Parent Partnership Officer	Related Policies:	<ul style="list-style-type: none"> ➤ DfES Education at Home Policy ➤ Safeguarding Children ➤ Every child matters ➤ ➤
Date:	April 06	Related Procedures:	<ul style="list-style-type: none"> ➤ Section 7 of the 1996 Education Act. ➤ Section 9 of the 1996 Education Act. ➤ Working together to Safeguard Children (Home Office /department of Health/DfES/Welsh Office 1999)

1.	What is the purpose of the function or policy?	To ensure that the parent of every child of compulsory school age shall cause him to receive efficient full time education suitable; to age, ability and aptitude and to any special educational needs he may have by regular attendance at school or otherwise .
2.	What are you trying to achieve through the function or policy and why?	Implement statutory duty of the LA. Raise awareness of parents regarding their rights and responsibilities.

3.	Who is intended to benefit and how?	Children who are registered as being Educated at Home that they are receiving a suitable education. Parents by ensuring they have a clear understanding of their rights and responsibilities. Vulnerable Groups to ensure they have a clear understanding of EaH Schools and other agencies having a clear understanding of Education at Home.
4.	Are there associated aims: please explain?	Safeguarding children and preventing them becoming lost to the system.
5.	Who defined the function or policy and the way it is carried out?	Section 7/9 of the 1996 Education Act DfES, LA, and Parent Partnership Service.
6.	How is the function or policy to be put into practice and who is responsible?	The Policy to be put on the Worcestershire Grid for Learning, on the PPS website and both hard and electronic copies will be available. The main responsibility lies with the PPS and Home Education Liaison Officer
7.	What, if any, are the current priorities associated with the function or policy?	Ensure there is equal access to the policy. To monitor the education of children who are Educated at Home.
8.	What are the Council's specific responsibilities in relation to the function or policy?	To fulfil its Statutory Function regarding Children who are Educated at Home
9.	Where does the responsibility for the function or policy finally rest? If responsibility is shared have you considered involving these departments or authorities in the assessment process, to benefit from their experience?	The Local Authority. Consultation with Education Otherwise Consultation with statistical Neighbours.

10.	How will the function or policy be put into effect? Who will be responsible?	The Home Education Liaison Officer and Parent Partnership Officer will be responsible. By ensuring that parents have an awareness of the policy, and that schools and other relevant agencies have access to the policy,
11.	What are the specific outcomes you hope to see from the function or policy and for whom?	Outcomes are related to Every Child Matters: To help to ensure that all children who are educated at home have the opportunity to Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-Being. Children are receiving a suitable education. Children who have statements of Special Educational Needs, have their statements reviewed annually.
12.	What criteria will be used to measure progress towards these outcomes?	Regular monitoring of children who are being educated at home. Visits according to their category. Or dates for parents to submit a report. Reports to be sent to parents after each visit/report. All information will be maintained on the PPS database. Views of the child
13.	What factors/forces could contribute/detract from these outcomes?	Good relationship between parents and HELO will contribute to this. When parents do not wish to work directly with the HELO then this could detract from these outcomes.
14.	To what extent does the function or policy achieve equal opportunity and good relations between different groups?	The Policy takes into consideration that education provision will reflect a diversity of approaches and interests. It does not specify a curriculum, which parents must follow.
15.	Are the aims of the function or policy consistent with the Council's equality and diversity policy? http://www.worcestershire.gov.uk/home/cs-chief-exec/cs-chief-exec-equality-and-diversity/cs-chief-exec-diversity-policy.htm	Yes
16.	Are there any risks associated with the function or policy particularly for meeting with our equality duty?	Yes the main risk is that not all groups will be in a position to access the policy, or have a clear understanding of the policy

17.	Which individuals are likely to have an interest in the function or policy?	Parents who educate at home, or who are considering education at home, schools, education otherwise, School Inspectors, Special Services and other relevant agencies e.g. Connexions and other LA departments.
18.	Do these individuals include representatives from equality groups likely to be effected by the function or policy?	Yes

19.	Are there concerns that the policy could have consequences for people who the Council serves or employs? Consideration should be given to race, gender, disability, age, sexual orientation and religion or belief.	Yes	Vulnerable Groups may not be aware of the policy and the implications. Some Groups may find it difficult to access the policy.
20.	Could these consequences differ according to people's background e.g. because they have particular needs, experiences or priorities?	Yes	Families who educate at home do not have to follow the National Curriculum, and therefore outcomes could vary according to the style in which they are being educated. If parents are not aware of the policy or are unable to access it, then it could result with children becoming lost to the system.
21.	Is there reason to believe that people could be affected differently by the function or policy according to their race, gender, disability, age, sexual orientation and religion or belief ?	Yes	The policy clearly identifies that there are many approaches to educational provision, and what is suitable for one child may not be suitable for another, and that 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 whole. This takes into consideration the different styles of learning
22.	Is there evidence that any part of the function or policy could discriminate, directly or indirectly, against people from some equality groups?	Yes	Lack of access, awareness, and understanding of the policy, could lead to some groups being adversely affected.

23.	Is there evidence to believe that people from some equality groups may have different expectations of the policy?	Yes	Feedback has shown that parental expectations of the policy differs, much depends on the style of teaching, and how much parents wish the Home Education Liaison to be involved.
24.	Children's Services Sue Brooke - Parent Partnership Officer	Function: Related Policies: DfES EaH Policy	Once the new policy has been accepted, then it will be made accessible to all groups, parents who educate or may wish to educate at home, schools, and other relevant agencies will also have access to the policy. Education Otherwise, and National Organisations will also have access to the policy, which they can pass onto parents. The service will need to raise the awareness of the policy to ensure that all groups including the most vulnerable groups have equal access to the document.

26.	August 06	Related Procedures:	<ul style="list-style-type: none"> ➤ Section 7 of the 1996 Education Act. ➤ Section 9 of the 1996 Education Act. ➤ Working together to Safeguard Children (Home Office /department of Health/DfES/Welsh Office 1999) 	<p>The Service regularly consults with representatives from Education otherwise, they sometimes have concerns regarding the involvement of the LA in Education at Home, these concerns are usually resolved quickly, however it has made us take particular care with the policy to ensure that there is no confusion over exactly the extent of involvement the LA needs to have.</p> <p>Our consultation with schools, LA departments and other agencies has clearly shown us that we need to make the EaH policy easily accessible to everyone.</p> <p>There is a need to raise the awareness of the rights and responsibilities of parents/carers to ensure that all groups have a clear understanding of the policy.</p> <p>The Service needs to ensure, through monitoring and liaising with other services that wherever possible children do not become 'lost' to the system,</p>
27.	Are there any groups you can contact to explore their views?	Y	N	<p>Through Consultation with other groups including:</p> <p>Education Otherwise. Other Local Authorities. BME Groups.</p>

31.	Have you answered yes to any of the above?	Yes		If yes then you must proceed to a full impact assessment.
32.	Date on which Full Impact Assessment must be completed above	August 06		