

**EDUCATIONAL  
FREEDOM**



# **Tips for writing a Home Education provision and resource report for the LA (England)**

**(It is possible to use this as a guide for Wales,  
however check the rest of our website for  
EHE rules in Wales)**

**[www.educationalfreedom.org.uk](http://www.educationalfreedom.org.uk)**

**Please DO NOT copy  
and paste our  
examples.**

**This document is  
meant to be read in  
conjunction with our  
website.**

[www.Educationalfreedom.org.uk](http://www.Educationalfreedom.org.uk)

**UPDATED 13/03/2023**

# WRITING A HOME ED PROVISION AND RESOURCE REPORT

## WHY

Local Authorities have a duty to ensure children are not missing from education. Most will ask the parents for information about the Home Education. Some will claim a right to visit the home or see reams of evidence, however it is up to you how you respond. We suggest writing a report. Doing so gives you the chance to make sure you include all relevant info.

## WHEN

Idealy when you are new to Home Education you would be given time to settle in, but some LAs want info immediately. You can use this guide, but your response will mostly be about your philosophy, the resources available and a little about what they are currently able to do. A follow up may be done in a few months to check on progress and how you have settled in.

Most LAs will make contact once a year to ask for an update, we consider anything more to be akin to monitoring (they're not allowed to monitor).

# WHO

Your report will usually be in response to the EHE person, however they often have different titles.

# MUST ADEQUATELY

# DESCRIBE:

It is absolutely vital that your report adequately and in enough detail describes:

- how the education is provided
- what the education consists of
- how the education is suitable to age, ability, aptitude, and SEN
- how it is full time
- what is being learned in at least numeracy and literacy.

A good way to look at it is that you need to include enough description and detail so that someone would be able to recreate the same education and cover the same content .

# AGE, ABILITY AND APTITUDE

## **AGE:**

Whilst it is not required to follow the national curriculum, it would be prudent to be aware of what a child the same age is learning. Usually workbooks follow the same content as the NC. But there are other resources you could look at.

## **ABILITY:**

Describing why the education is suitable to the child's ability is important, for example the EHE could see your child working at an age level above or below their age and be concerned, a simple explanation as to why it is suitable is advised.

## **APTITUDE:**

If your child has a natural talent for something then it is good to explain it, but the same can be said for topics they have to work harder at or be more supported with.

Most Home Educated children will not be learning the same level and content as their schooled peers, the LA should not be making the comparison, but they do need to know what they are learning and why they are learning at the level that they are. And how it is suitable to that child.

# WHO

Your report will usually be in response to the EHE person, however they often have different titles.

## SUGGESTED LAYOUT

- Your philosophy.
- Style you follow.
- A description of how the education is full time.
- Resources your child uses (these can be included in the next section)
- How numeracy and literacy are covered, plus other subjects. include websites, workbooks etc. Include the subjects and specific topics your child has been learning.
- Informal learning/hands on activities.
- How you follow up on their learning to ensure they've achieved what you set out to.
- Progress made in the last year (this can be included in other sections of your report or as a separate section).
- Discuss how the education is suitable to their age, ability, aptitude and SEN.
- Other activities, social, sport etc.
- Disclaimer

Your report does not need to be any longer than a page or two, can be written in bullet points or paragraphs.

# **YOUR EDUCATIONAL PHILOSOPHY**

## **WHY HOME EDUCATION?**

Describe why you think Home Education is right for your child. Doing so will help the LA understand your approach. Keep it positive and not negative about school.

## **ACHIEVE**

Explain what you hope your child will achieve from being Home Educated.

Such as ability to learn independently, improved social abilities, or academic achievements.

## **WHAT IT IS AND ISN'T**

An educational philosophy explains your beliefs around Home Education, and should be respected by the LA when considering the suitability of your provision.

On its own is not adequate information, you need to continue on with a provision and resource report.

The term educational philosophy is sometimes mistaken to mean a report.

# YOUR HOME ED STYLE

## WHICH STYLE

Provide details of your style of Home Education. Such as unschooling, child led, autonomous, semi structured, fully structured etc. Explain what this means for your family (as it will be different for everyone).

You will find explanations and descriptions of different styles of Home Ed on our website.

## WHY

Why this style and why it is right for the child/family. This is a good opportunity to mention any SEN.

## FULL-TIME

Make a reference to the education being full time, this doesn't have to be school hours or terms. Use examples such as doing formal work in a morning and child led topics in an afternoon, or that your child takes part in a range of educational activities throughout the week whilst usually spending the mornings researching topics (use your own suitable example).

The LA may ask for a timetable, you do not have to have one, but a description of how the education is full time is necessary.



# SETTLING IN - DESCHOOLING

## DESCHOOLING

Never use the term deschooling with the LA. They misunderstand it to mean no suitable education. Further explanation of deschooling can be found on the website.

## EDUCATION MUST HAPPEN FROM DAY ONE

You are expected to be providing a suitable education from day one, however that doesn't have to be formal learning if that doesn't suit your child right now.

## DESCRIBING THE PERIOD OF SETTLING IN.

If you are deschooling or still settling in then you would be able to describe how you're taking some time to focus on mental health, life skills, researching and trying out different resources (always use your own descriptions).

# HOW AND WHAT YOUR CHILD HAS BEEN LEARNING

## FORMAL LEARNING (IF YOU DO ANY)

Detail websites, workbooks and worksheets your child uses, and the topics covered. Such as Oak Academy for year 9 numeracy and literacy currently working on Pythagoras', or 'we use a mix of BBC bitesize and CGP KS2 workbook' for numeracy currently learning about area and perimeter'. Include more topics and subject relevant information. It is vital that in this section you include plenty of detail and examples about how what your child is learning in literacy and numeracy.

## HOW YOU FOLLOW UP

Explain how you know this learning is suitable, and how you know they are progressing.

Mention how, such as you have discussions about the learning and how you ensure your child has understood the content, this could be end of topic quiz, marking, conversation etc.

Cont...

Cont...

## **LEARNING ISN'T ALWAYS FORMAL**

Not everyone does formal learning, but you do need to demonstrate a suitable education. This can be done through a description of what your child has been learning. Such as 'having played minecraft xx asked how you can quickly work out how many blocks to use, so we discussed basic multiplication, followed by x doubling a baking recipe, we followed that up with discussion on proportion and dividing.'

Ensure you address how core skills such as numeracy and literacy are covered.

## **EVERYTHING ELSE**

Include whatever else you do, and how that ensures a suitable education. Suitable to your child's age, ability, aptitude and SEN.

Remember learning doesn't just comprise of formal learning or 'lessons',

Baking, playing with Lego, watching a documentary, going to the beach, discussions, outings, workshops etc, all have learning opportunities.

# SUBJECTS

## LITERACY AND NUMERACY

Make sure you have mentioned topics within subjects such as numeracy, literacy and sciences. For example quadratic equations, verb usage, coastal erosion etc. Explaining how these are learned.

## INFORMAL LEARNING OF BASIC SKILLS

If you do not do formal work it is still vital you address how your child learns numeracy and literacy. This can be through life skills, discussions, independent learning etc.

## EXPLANATION

Including specifics about topics, or skills helps the LA understand the level the child is working at and will then see progress over the coming years.

Not everyone follows the Key Stages so using them as references is not expected.

You don't have to use school like terminology.

# HOW TO EXPLAIN UNSTRUCTURED LEARNING

## DESCRIBE

If you have no formal structure to your Home Education it is vital that you explain how what the child does is educational and how you ensure numeracy and literacy skills are incorporated.

## EXAMPLES

Include lots of specific examples such as discussions about flying dinosaurs, TV programmes like Time Team, outings, websites, games etc.

For example 'on our recent trip to x castle, x asked the guide lots of questions about Henry VIII, we bought the guide book which x used to create a timeline of Henry's life. X asked to follow up with a visit to x Abbey to learn more about its demolition.'

Or 'X is fascinated with gardening and has a

Cont...

Cont...

small allotment, this involves planning a year in advance, understanding soil, sowing seeds and propagation, tending to crops, etc. He has lengthy discussions with the gentleman who's allotment is next to his. And has used numeracy to plot out the space, even drawing his own to scale plan.'

Ensure you describe how this learning is suitable to their age, ability, aptitude and SEN, and how you are able to know that your child is progressing.

Your description needs to be adequate to describe a full time education.

# **NON-FORMAL LEARNING**

## **EVEN STRUCTURED HOME EDUCATORS HAVE INFORMAL LEARNING OPPORTUNITIES**

Home Education isn't just formal learning, even the most structured of Home Educators will learn through other methods too. This section enables everyone to show the education is inclusive of many options. A 100% formal structured education with no input from the child is most likely to be deemed unsuitable as most children need some flexibility. Ensure you give some examples of flexibility and fun.

## **DESCRIBE THE FUN STUFF**

Describe other educational and learning activities your child does and how they add to the educational provision/skills they learn.

## **WHAT TO INCLUDE**

Examples include baking, DIY, building Lego, gardening, board games, Brownies, Forrest school etc, use a few of your own examples.

# RESOURCES

## WHAT

You can include resources in the body of the report or write it as a list the child currently uses and has used since your last report:

Book titles (fiction/non fiction)

Workbooks (incl. age or key stage info)

Internet (list which learning sites and fun)

Library (mention how often, what they do there etc)

Art supplies (give one or more examples of what they've made etc)

Musical instruments (lessons, or self taught)

Science equipment (give examples)

Sporting equipment (give examples)

etc.

## MAKE SURE TO INCLUDE SPECIFICS

Give examples, ie to describe resources suitable to their age 'x has been reading the Biff and Chip level 3 books, 'X uses a KS3 numeracy workbook recently covering trigonometry', 'x does science experiments with a chemistry kit, recently using it to create a volcano', 'x has been exploring the night sky with his telescope' etc.

You could include workshops, groups, outings etc here or in the non-formal learning section.



# PROGRESS

## NEW TO HOME ED

If you are writing a report after only just deregistering you will not be expected to explain what progress has been made, but it would be prudent to explain how you will know if your child is progressing.

## EXPLAIN PROGRESS

After a few months of Home Educating you will be expected to be able to describe what kind of progress your child has made, that you're happy with progress and how you establish progress is being made.

(Usually an LA should only ask for info once a year).

## DETAILS

Include details of progression, such as:

'since last year's report, X has progressed through X and is now working on Y,' or 'last year X was able to follow a recipe if I read it out to them, they are now able to follow one independently and has recently figured out how to double it.' Make sure you refer to progress made in other subjects including numeracy and literacy.

# SOCIAL & PHYSICAL ACTIVITIES

## HOW

Explain how your child socialises, takes part in sports or other physical activities. If your child is unable to socialise due to anxiety for example, explain this in a positive way 'Due to X's anxiety they are unable to attend groups, but they regularly speak with our neighbour and see their cousins weekly.'

## PROTECT EVERYONE'S PRIVACY

Do not give details of specific friends or groups.

## WHAT YOUR CHILD DOES

For example 'x goes to a weekly Home Education group where they mix with children and adults of all ages' or 'x has a couple of close friends who he regularly spends time with, playing games or riding bikes'

Cont...

Cont...

## **ITS OK TO NOT WANT LOTS OF FRIENDS**

Remember not all children need or want to go to groups or have lots of friends. You shouldn't say anything negative here, but it is ok to say something like 'x has been working hard on their social skills and has recently been able to play alongside other children in the park'. Or whatever is right for your child.

# HOME EDUCATION AND SEN

## SEN

Home Educators are expected to address how they meet the child's needs in the report for the EHE team.

These are sometimes detailed in an EHCP, but you are not obliged to meet school related needs.

An EHCP review should be carried out once you start Home Ed and annually after that. EHE and EHCP teams may ask to do updates together, you can choose to or not.

## EXAMPLES

'x is autistic and thrives on routine so we have ensured the Home Education has a predictable routine, we are encouraging them to explore small changes once a day.'

'X is dyslexic, we have found x website and x workbooks help support the learning style that best works for them.'

You can use the EHCP if you have one as a guide.

# **ALWAYS INCLUDE**

## **YOU SHOULD KEEP YOUR REPORT BRIEF AND INCLUDE:**

The above is not an exhaustive list and is subject to change at any time as the child's needs change. We expect this is adequate information to satisfy your informal enquiry, please confirm receipt.

# WHAT NOT TO INCLUDE AND WHY

## SCHOOL

Do not make any reference to school or what your child could or couldn't do in school. This can be construed as holding a grudge, unable to separate school and Home Ed etc. Only talk about what they can do now, and since starting home education. For example 'when we started home educating X was able to do his 2 times tables, in just 3 months he has mastered 5 and 10's too. '

## PEOPLE

Do not give specific details of clubs or people, (including tutor names) as some LAs actually will and do turn up or contact places/people.

## YOUR OWN QUALIFICATIONS

Do not mention your own qualifications, or experience. Some LAs will expect former teachers to be creating school at home and have issues if you don't, some will claim your educational experience is causing you not to be flexible enough, so don't mention it.

## TERMINOLOGY

No need to use school terminology or refer to curriculum or school assessments such as SATS or EYFS, these can in fact be detrimental if you end up with a less formal style and the LA claim you failed by changing style.

# TERMINOLOGY CONT.

Try not to mention words like timetable or plan, instead refer to your routine, or ideas and never mention deschooling.

Always use the term home education and never use home schooling. These are very different things.

## TEMPORARY HOME ED AND FUTURE SCHOOL PLANS

Do not say you are temporarily Home Ed, or considering school in the future as they will cling on to it and claim the education isn't suitable due to not being committed.

## HOURS

Don't mention the number of hours or days, but make a reference to being full time.

Most Home Educators don't have set hours and learning often takes place during most waking hours, including eating breakfast, in the bath, in the car etc.

## FUTURE PLANS

Do not mention future plans unless they're definitely happening, if you fail to do something they will claim you're failing your child.

# PERSONAL INFORMATION

Wouldn't it be nice if the EHE person was helpful and supportive, someone you can contact when you're having a wobble? We are afraid this is rare, and with the high turnover of LA staff you never know the response you are going to get. Many will use your wobble against you. So we advise reaching out to home educators for advice, after all they are the ones most likely to understand your wobble. Find the Educational Freedom group on Facebook or email us through the website.

Never share personal information that is not directly linked with the educational provision. They do not need to know you are going through a divorce or your beloved dog died.

## SAMPLES OF WORK

Always include examples such as 'x is using BBC bitesize to learn about circumference.' Never give samples such as photos, completed work, or worse still sharing login details. Nowhere in law are you required to show samples, your written report should be adequate. Providing samples is setting a precedent, one that is used against other families, especially those who do not create 'work'.



# KEEP COMMUNICATION IN WRITING

## WHY

We really wish every Local Authority behaved the same, and within the law and guidance. But they don't!

## INCONSISTENCIES

If an LA has one EHE person, they can still treat families differently, because of style, personality or post code. Within an LA, you can find one member of staff is liked whilst others are known to harass.

It's impossible to know how an LA will behave. Staff turnover within EHE is high, often replacing 'good' staff with jobsworths who were employed under the belief it was a role of monitoring and assessing.

## PROTECT YOUR RIGHTS

We **STRONGLY** urge families to ask for communication to be kept in writing so you are less likely to be lied to, coerced or bullied. And have evidence of what is communicated.

# PHOTOS, COPIES OF WORK AND SAMPLES

## LA LEGAL DUTY

The LA has a legal duty to ensure children are not missing education, they do that by asking for information about the Home Education.

The EHE guidance gives little detail about how this communication should happen, except that LAs should create positive relationships, and if no concerns are known communication should be brief. These initial enquiries shouldn't be demanding but they usually are.

If concerns become known, the EHE guidance says LAs can ask to meet you and the child, see work, etc but if a parent chooses to provide info in another way it should not be disregarded.

At the initial enquiries stage we believe a simple (no more than 2 pages) provision and resource report is adequate to satisfy them. Anything more validates their ultra vires (beyond their legal power) request and will bolster their harassment of you and other families. If the LA have questions after receiving your report they will write to you and explain their concerns, at which point you can check our website and EHE guidance to ensure their request is within their remit.

Cont...

Cont...

Any work your child has done is their property, and you can say as such if the LA push. A refusal to accept a report is akin to calling you a liar. In fact providing copies of work or photos of your child proves nothing, they could be photoshopped, or taken from the internet, real photos would only show a tiny proportion of what your child is doing and will likely lead to the LA demanding more evidence.

A line often used is 'Most families have a visit' or 'but x let's us see everything the child has done'. These are usually lies, but all it takes is one person to give a little and the LA will take a mile with everyone.

Never believe the 'nice' LA person, always read our website and EHE guidance to check their communication is inline with the law.

# Read our website

IT IS VITAL YOU PROTECT YOUR  
RIGHT TO HOME EDUCATE BY  
KNOWING WHAT YOU MUST DO AS  
A HOME EDUCATOR AND WHAT THE  
LA CAN DO

Our site includes:  
how to deregister  
where to start  
what to expect from the LA  
styles of Home Education  
template letters and reports  
blogs  
resources  
groups  
and much more

WEBSITE

[www.educationfreedom.org.uk](http://www.educationfreedom.org.uk)