

## -consultation

Logged in as:

Home / Consultation on Home Education Guidelines... / Analysis / Response Edit

Established State Control

## Consultation on Home Education Guidelines ducation and skills response edit

Consultation Home
Manual Response Entry
Analysis
Campaigns
Acknowledgements
System Tools

This screen displays the contents of an individual response, including the respondent's personal details and their answers to the questionnaire. You can JUMP to another response by supplying an appropriate reponse number, or move to the NEXT or PREVIOUS response. The response number is the number automatically assigned to the response when it was submitted by the respondent. It is equivalent to the Consultation Unit's traditional Reference Number. It is assigned to each response and remains unique. Where a response has been deleted from the system, the reason is displayed in place of the response.

Same and the same	Ref: 234 jump. left as
Entire Response	
	B
Personal Details	Identifier: 234
Response Type	Online
Title:	
First Name:	
Last Name:	
Email:	©cornwall.gov.uk
Organisation:	
Address:	The state of the s
Response on behalf of an organisation:	C Yes • No
Campaign:	

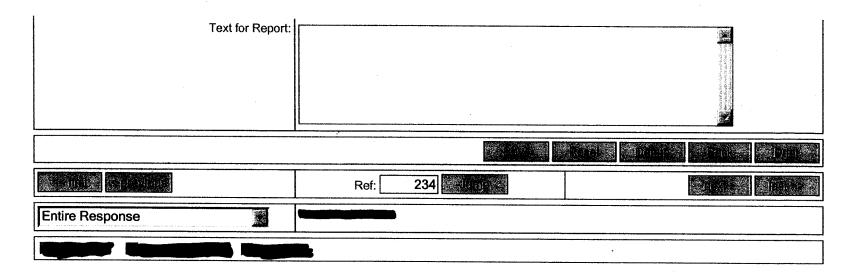
	Not Part of Campaign	
Confidential Response:	C Yes © No	
Future Contact:	• Yes C No	
Acknowledge Response:	C Yes  No	
Inform when published:	● Yes C No	
Key Response:		
Respondent Information Questions	Identifier: 234	
Which of the following best describes you:		
	C Home educator	
	C Organisation representing home educators	
	€ Local authority	
	C Young person who is/was home educated	
	C Other (please specify)	
Answer/Comments:		
Please specify:	The control of the co	
Consultation Questions	Identifier: 234	
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?		
	C No	
	C Not Sure	
	C No Response	
Key Indicators:		

New Key Indicator(s):		
Answer/Comments:	long overdue and necessary for the protection of both child and family and the LA workers.	
Text for Report:	Committee of the control of the cont	
2 Do you agree that the description of the law	(paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<ul><li>C Yes</li><li>No</li><li>C Not Sure</li><li>C No Response</li></ul>	
Key Indicators:		
New Key Indicator(s):		
Answer/Comments:	the law is not clear so how can the description be accurate and clear.	
Text for Report:		
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?		
Key Indicators:	C Yes  No  Not Sure  No Response	

New Key Indicator(s):	
Answer/Comments:	gives very vague and ambiguous terms such as 'suitable' and 'reasonable progress' and then expects normal people to interpret this themselves. also does not expect children to be registered so all children have some form of protection from the LA.
Text for Report:	
4 Do you agree that the section on contact w	th the local authority (paragraphs 3.4-3.7) is accurate and helpful?
	<ul><li>C Yes</li><li>No</li><li>C Not Sure</li><li>C No Response</li></ul>
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	risk-based approach from the LA could be seen as interferring by parents, more helpful would be how this is supposed to happen.
Answer/Comments:  Text for Report:	now this is supposed to happen.
Text for Report:	a full-time education (paragraphs 3.11-3.14) and in portionles the state of the sta
Text for Report:  5 Do you agree that the section on providing	a full-time education (paragraphs 3.11-3.14) and in portionles the state of the sta
Text for Report:  5 Do you agree that the section on providing	a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of nelpful?

	C No Response
Key Indicators:	·
roy indicators.	
New Key Indicator(s):	
	not helpful to provide a list of 'not required' before saying what is required. suggestions of characteristics of a good education could be extended and stated first.
Text for Report:	
0.0	Identifier: 234
6 Do you agree that the section on developing	
	C Yes
	□ No
·	C Not Sure
	C No Response
Key Indicators:	
New Key Indicator(s):	
	some access to the child/children needs to be considered as child protection is an overwhelming consideration. this protects all parties.
Text for Report:	
7 a) Are the suggested resources in section 5	and appendix 2 useful?
	C Yes

	CNo
	C Not Sure
	C No Response
Key Indicators:	
New Key Indicator(s):	
Text for Report:	
· .	Control (Control (Con
7 h) Should any other contact. It is a large	
7 b) Should any other contacts be included?	
	C Yes
	C No
	C Not Sure
	C No Response
Key Indicators:	
New Key Indicator(s):	
Text for Report:	
8 Please use this space for any other comme	nts you wish to make about the guidelines
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	in Annex B - why is Education Otherwise given a more prominent display title than other organisations below? surely this is promotion of the organisation.



698

(273)

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Page 1 of 8

## e-consultation

Home / Consultation on Home Education Guidelines... / Analysis / Response Edit

Logged in as:

## Consultation on Home Education Guidelines

## Consultation Home Manual Response Entry Analysis Campaigns Acknowledgements

System Tools

## response edit

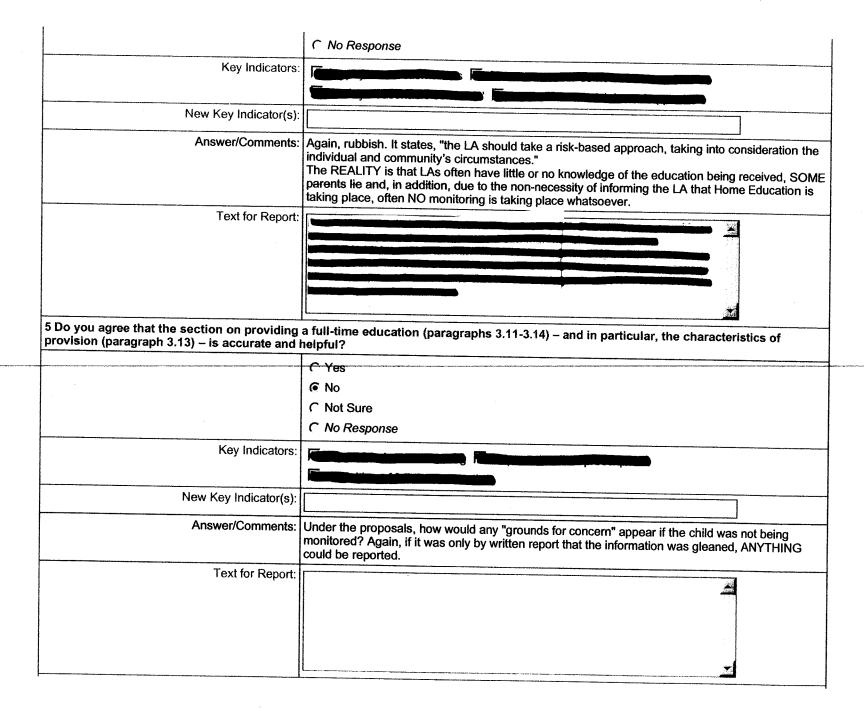
This screen displays the contents of an individual response, including the respondent's personal details and their answers to the questionnaire. You can JUMP to another response by supplying an appropriate reponse number, or move to the NEXT or PREVIOUS response. The response number is the number automatically assigned to the response when it was submitted by the respondent. It is equivalent to the Consultation Unit's traditional Reference Number. It is assigned to each response and remains unique. Where a response has been deleted from the system, the reason is displayed in place of the response.

<pre>&lt;&lt; first  </pre> previous	Ref: 273 Jump	next > last >>
Entire Response	- Devon County Council	
Personal Details		Identifier: 273
Response Type	Online	iddining. 270
Title:		
First Name:		
Last Name:		
Email:	@devon.gov.uk	
Organisation:	Devon County Council	
Address:		
Despapes on habolf of an associati	1	
Response on behalf of an organisation:	C Yes 6 No	
Campaign:		

	Not Part of Campaign
Confidential Response:	C Yes 6 No
Future Contact:	€ Yes C No
Acknowledge Response:	
	€ Yes C No
Acknowledgements:	Acknowledgement email 💌
Inform when published:	€ Yes C No
Key Response:	
Respondent Information Questions	Identifier: 273
Which of the following best describes you:	tuentiner, 273
	C Home educator
	C Organisation representing home educators
	C Young person who is/was home educated
	C Other (please specify)
Answer/Comments:	
Please specify:	
Consultation Questions	Identifier: 273
1 Do you agree that it is helpful for the DfES t	o issue guidelines to local authorities?
	C Yes
	€ No
	○ Not Sure
	C No Response
Key Indicators:	

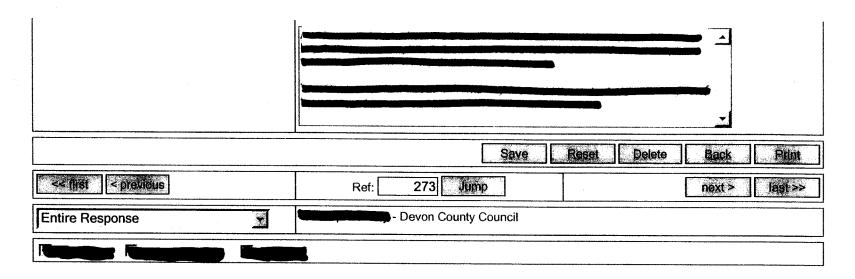
New Key Indicator(s):		
Answer/Comments:	Guidelines are a waste of time if the crucial issue that "Every Child Matters" is not addressed. At the very least, parents should have to notify the LA that they are Home Educating and the child should be VISITED at least once a year.	
Text for Report:		
2 Do you agree that the description of the law	(paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<ul><li>✓ Yes</li><li>✓ No</li><li>✓ Not Sure</li><li>✓ No Response</li></ul>	
Key Indicators:		
New Key Indicator(s):		
Text for Report:		
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?		
·	C Yes  No C Not Sure C No Response	
Key Indicators:		

	1_
New Key Indicator(s):	
Answer/Comments:	It's bunkum isn't it?
	One one hand, "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."
	On the other, 2.6 Local authorities have a new duty under the Education and Inspections Act 2006 to identify, as far as is possible, children who are missing, or in danger of missing, education. The duty applies in relation to children of compulsory school age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school (for example, at home, privately, or in alternative provision). The guidance issued makes it clear that the duty does not apply to children who are being educated at home.
	2.7 Local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis. However, under Section 437(1) of the Education Act 1996, local authorities can intervene if they have good reason to believe that parents are not providing a suitable education.  Responsibility without power is meaningless. If the LA does not monitor, then who does? The
	Government should be ashamed of itself.
Text for Report:	
4 Do you agree that the section on contact wi	th the local authority (paragraphs 3.4-3.7) is accurate and helpful?
	C Yes
	€ No
	C Not Sure



	Identifier: 27
Do you agree that the section on developin	g relationships (section 4) is useful?
	C Yes
	€ No
	C Not Sure
	← No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	Until parents have a resposibility to inform the LA that they are Home Educating and the LA has a right to see the child and his or her work, meaningful and appropriate relationships will only exist with a proportion of parents, who welcome the LA into their homes and see the LA as a help rather than a hindrance.
Text for Report:	
a) Are the suggested resources in section 5	and appendix 2 usoful?
	C Yes
	© No
	○ Not Sure
	C No Response
	t No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	Local authorities should receive funding to support home educated families, so that they might make additional resources available to Home Educating Parents.
Text for Report:	

7 b) Should any other contacts be included?	
	<ul><li>C Yes</li><li>C No</li><li>C Not Sure</li><li>C No Response</li></ul>
Key Indicators:	
New Key Indicator(s):	
Text for Report:	·
8 Please use this space for any other comme	nts you wish to make about the guidelines
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	As I have stated earlier, the Department's failure to initiate appropriate new legislation is a complete failure of its responsibilities to, and completely at variance with, the "Every Child Matters" agenda.  The Guidelines are about "parents" rights; very little is said about the rights of the child and his or her entitlement to a basic curriculum.
Text for Report:	





## e-consultation

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## **Consultation on Home Education Guidelines**

## Consultation Home Manual Response Entry Analysis Campaigns Acknowledgements System Tools

## response edit

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<pre>ceffist   &lt; previous  </pre>	Ref: 292 Jump	hext> last>>
Entire Response	- Warwickshire County Council	
Personal Details		Identifier: 292
Response Type	Online	
Title:		
First Name:		
Last Name:		
Email:	@warwickshire.gov.uk	
Organisation:	Warwickshire County Council	
Address:		
Response on behalf of an organisation:	€ Yes C No	
Campaign:		

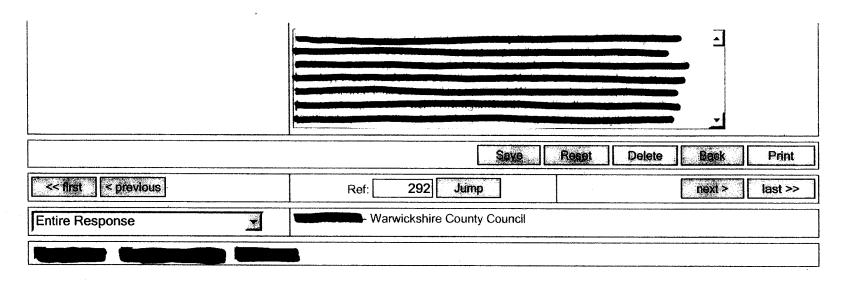
	Not Part of Campaign
Confidential Response:	C Yes € No
Future Contact:	€ Yes C No
Acknowledge Response:	C Yes € No
Inform when published:	€ Yes C No
Key Response:	
Respondent Information Questions	Identifier: 292
Which of the following best describes you:	
	C Home educator
	C Organisation representing home educators
	€ Local authority
	C Young person who is/was home educated
	C Other (please specify)
Please specify:	
Consultation Questions	Identifier: 292
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	€ Yes
	C No
	C Not Sure
	← No Response
Key Indicators:	
New Key Indicator(s):	

	But these are NOT effective guidelines in that they do not clearly identify LA responsibilities are even less clear on how we can discharge those responsibilities. The document is full of contradictions and is 'woolly' (e.g. How can LA's be unambiguous in their info to parents, who DCSF is so ambiguous about their statutory guidance!)	
Text for Report:		
2 Do you agree that the description of the law	(paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	C Yes  No  Not Sure  No Response	
Key Indicators:		
New Key Indicator(s):		
Answer/Comments:	Problematic especially with regard to what is 'full time education', lack of clarity about what is 'efficient and suitable'. Does not support or help parents to know what is expected of them.  The voice of the child is crucial (Every Child Matters, etc) here. However, there is no obligating parents to allow that voice to be heard. Parents may feel fettered by too many rules and regulations around what they should provide, but what about children & young people who found to assess their progress or unable to reach their full potential because their parents helittle effective planning in place?	on on
Text for Report:		
3 Do you agree that the description of local a	uthorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	C Yes  ● No	

	C Not Sure C No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	See previous comments.
Text for Report:	
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<ul><li>C Yes</li><li>♠ No</li><li>C Not Sure</li><li>C No Response</li></ul>
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	What is meant in this context by a 'risk-based approach'? Needs explanation.  How can we establish if information exists unless we are able to access? Responsibility, but no powers. This is particularly worrying in relation to home educated children who may go 'missing' from support systems.  Again, no way to verify the child's view.  This conflicts with 4.1. of the document, which states that the central aim is to 'build effective relationships that function to safeguard the educational interests of young people.
Text for Report:	

5 Do you agree that the section on providing provision (paragraph 3.13) – is accurate and I	a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of
	<ul><li>C Yes</li><li>C No</li><li>€ Not Sure</li><li>C No Response</li></ul>
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	We would stronly challenge the assertion that in home education 'there is often almost continuous one-to-one contact. In the best arrangements, of course this is true, but there are many where it is not the case. On what do you base this assertion?  Para 3.13 more helpful, but is contradicted elsewhere - we are told what we might reasonably expect to see, but in other parts of the document told that we should not have any expectation of seeing this!
Text for Report:	
	Identifier: 292
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<ul><li>C Yes</li><li>C No</li><li>♠ Not Sure</li></ul>

	C No Bernanda
	C No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	Only to a limited extent. We are expected to provide clear and unambiguous information about the legal responsibilities, roles and responsibilities. How exactly are we to do this on the basis of this document? There is very little that is 'clear and unambiguous' contained within it.
	In Warwickshire we take great pains to develop a supportive and productive relationship with our home educators, based on mutual respect, but there will always be occasions on which we need to be able to challenge poor provision and ensure that it is addressed.
Text for Report:	
7 a) Are the suggested resources in section 5	and appendix 2 useful?
	€ Yes
	C No
	C Not Sure
	C No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	Largely helpful, but would like something further re identifying centres to take GCSE exams, and maybe a DFSC view on good practice in this, plus assistance with funding for some families. This relates back to the issue of 'not precluding opportunities in later life'. For many young people, the pathway to future opportunities lies via demonstrating exam success, but many families are not able to achive this for thier home educated children.
Text for Report:	



BOURNE MOUTH

## e-consultation

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## **Consultation on Home Education Guidelines**

## Consultation Home Manual Response Entry Analysis Campaigns Acknowledgements System Tools

## response edit

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<first <="" previous<="" th=""><th>Ref: 339 Jump next &gt; last &gt;&gt;</th></first>	Ref: 339 Jump next > last >>
Entire Response	Bournemouth Borough council
Personal Details	Identifier: 339
Response Type	Online
Title:	
First Name:	
Last Name:	
Email:	@bournemouth.gov.uk
Organisation:	Bournemouth Borough council
Address:	
Response on behalf of an organisation:	€ Yes C No
Campaign:	

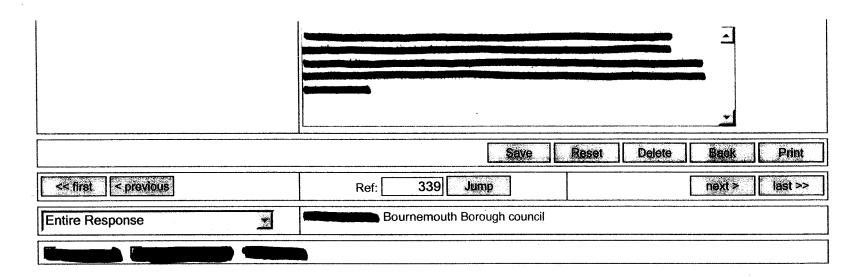
	Not Part of Campaign	
Confidential Response:	C Yes 6 No	
Future Contact:	€ Yes C No	
Acknowledge Response:	C Yes 6 No	
Inform when published:	€ Yes C No	
Key Response:		
Respondent Information Questions	Identifier: 339	
Which of the following best describes you:		
	○ Home educator	
	C Organisation representing home educators	
	€ Local authority	
	C Young person who is/was home educated	
	C Other (please specify)	
Please specify:		
Consultation Questions	Identifier: 339	
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?		
	<ul><li>✓ Yes</li><li>✓ No</li><li>✓ Not Sure</li><li>✓ No Response</li></ul>	
Key Indicators:		
ney mulcators.		
New Key Indicator(s):		
•		

· Text for Report:	
	<u>-</u>
2 Do you agree that the description of the law	(paragraphs 2.1-2.3) relating to elective home education is accurate and clear?
	€ Yes
	C No
	C Not Sure
	C No Response
Key Indicators:	
New Key Indicator(s):	
Text for Report:	
	<b>→</b>
3 Do you agree that the description of local a	uthorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?
	C Yes
	€ No
	C Not Sure
	C No Response
Key Indicators:	
Now Koy to display (a)	
New Key Indicator(s):	
Answer/Comments:	It is accurate and clearly states that the LA has little power at all - but this leaves the LA in an invidious position with Home Educating Families as it has to be responsible for safeguarding

	children and for ensuring it only challenges where it has good reason to do so, yet is denied any effective means of acertaining this.
Text for Report:	
4 Do you agree that the section on contact wi	th the local authority (paragraphs 3.4-3.7) is accurate and helpful?
	<ul><li>C Yes</li><li>C No</li><li>€ Not Sure</li><li>C No Response</li></ul>
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	It is clearly stated - but again leaves the LA in a difficult position as it seeks to reassure itself that a child is receiving suitable education.
Answer/Comments:  Text for Report:	It is clearly stated - but again leaves the LA in a difficult position as it seeks to reassure itself that a child is receiving suitable education.
Text for Report:	a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of
Text for Report:  5 Do you agree that the section on providing	a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of

Answer/Comments:  Whilst the writing is clear the pice relating to: "If, on considering the educational provision, one or more of the above characteristics appear to be lacking, local authorities may choose to further investigate whether or not an efficient and suitable education is, in fact, being provided." again leaves the LA with a responsibility but little no means to effectively carry it out. The guidance does not really help the LA unpick this.  Text for Report:    Page	New Key Indicator(s):	
"If, on considering the educational provision, one or more of the above characteristics appear to be lacking, local authorities may choose to further investigate whether or not an efficient and suitable education is, in fact, being provided." again leaves the LA with a responsibility but little no means to effectively carry it out. The guidance does not really help the LA unpick this.  Text for Report:    Part for Report:		
Identifier: :  6 Do you agree that the section on developing relationships (section 4) is useful?  © Yes  ( No  ( Not Sure  ( No Response  Key Indicators:  New Key Indicator(s):  Text for Report:  Text for Report:  © Yes  ( No  ( No  ( No Sure	Answer/Comments:	"If, on considering the educational provision, one or more of the above characteristics appear to be lacking, local authorities may choose to further investigate whether or not an efficient and suitable education is, in fact, being provided." again leaves the LA with a responsibility but little or
6 Do you agree that the section on developing relationships (section 4) is useful?  (a) Yes (b) No (c) Not Sure (c) No Response  Key Indicator(s):  New Key Indicator(s):  Text for Report:  7 a) Are the suggested resources in section 5 and appendix 2 useful?  (a) Yes (c) No (c) Not Sure	Text for Report:	
© Yes C No C Not Sure C No-Response  Key Indicators:  New Key Indicator(s):  Text for Report:  Text for Report:  7 a) Are the suggested resources in section 5 and appendix 2 useful?  © Yes C No C Not Sure		Identifier: 339
C No C Not Sure C No Response  Key Indicators:  New Key Indicator(s):  Text for Report:  Text for Report:  7 a) Are the suggested resources in section 5 and appendix 2 useful?  Yes C No C Not Sure	6 Do you agree that the section on developing	g relationships (section 4) is useful?
C Not Sure C No Response  Key Indicators:  New Key Indicator(s):  Text for Report:  Text for Report:  7 a) Are the suggested resources in section 5 and appendix 2 useful?  G Yes C No C Not Sure		€ Yes
C No Response  Key Indicators:  New Key Indicator(s):  Text for Report:  7 a) Are the suggested resources in section 5 and appendix 2 useful?  © Yes  No  Not Sure		C No
New Key Indicator(s):  Text for Report:  7 a) Are the suggested resources in section 5 and appendix 2 useful?  © Yes  C No  C Not Sure		C Not Sure
New Key Indicator(s):  Text for Report:  7 a) Are the suggested resources in section 5 and appendix 2 useful?  (a) Yes (b) No (c) Not Sure		C No Response
Text for Report:  7 a) Are the suggested resources in section 5 and appendix 2 useful?  • Yes • No • No • Not Sure	Key Indicators:	
7 a) Are the suggested resources in section 5 and appendix 2 useful?  © Yes  C No  C Not Sure	New Key Indicator(s):	
<ul><li>✓ Yes</li><li>✓ No</li><li>✓ Not Sure</li></ul>	. Text for Report:	
<ul><li>C No</li><li>C Not Sure</li></ul>	7 a) Are the suggested resources in section 5 and appendix 2 useful?	
		CNo

Key Indicators:	
New Key Indicator(s):	
Text for Report:	_
7 b) Should any other contacts be included?	
	C Yes
	C No
	C Not Sure
	C No Response
Key Indicators:	
New Key Indicator(s):	
Text for Report:	
8 Please use this space for any other comme	nts you wish to make about the guidelines
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	The guidelins are welcome and very helpful in so far as they go. The problem remains that LAs have accountabilities placed on them but it appears little means of carrying them through effectively - most obviously in the difficult cases were parents choose not to be cooperative/cultivate any relationship.
Text for Report:	



## Consultation on Home Education Guidelines

## Consultation Response Form

The closing date for this consultation is: 31 July 2007

Your comments must reach us by that date.

department for

## education and skills

creating opportunity, releasing potential, achieving excellence

THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education and Skills e-consultation website (http://www.dfes.gov.uk/consultations).

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

Please tick if <b>y</b> ou	want us to keep	your	response	confidential.	
Nama					

Organisation (if applicable) Dorset County Council

Address:

If your enquiry is related to the policy content of the consultation you can contact Elaine Haste on:

Telephone: 0870 000 2288

e-mail: elaine.haste@dfes.gsi.gov.uk

If you have a query relating to the consultation process you can contact the

Consultation Unit on:

Telephone: 01928 794888

Fax: 01928 794 113

e-mail: consultation.unit@dfes.gsi.gov.uk

Which of the following best describes you:

1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities? Comments: 2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear? The description of the law is clear, it is the law itself that is not clear and needs to be addressed. Comments:

3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?
No x/NotSure
Again, it is the vagueness of the law that means that Local Authorities have no clear guidance to act consistently and effectively.  Comments:
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?  Notes  Notes
This does nothing to address concerns regarding the education and welfare of a child. Some parents are unwilling to provide any information and when pushed will provide a very brief report. How can the LA judge whether a suitable and efficient education is being provided on this basis. A family in this LA provide reports but no-one from the LA has seen the children for years. Is this acceptable? If these children were subsequently found to have suffered harm, would the LA be held accountable for not doing enough? Comments:
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?
Yes x No Not Sure
How can the LA know if the provision includes these characteristics if we cannot see the home or the child? Is failure to allow the LA access or further information enough to issue a school attendance order?  Comments:
6 Do you agree that the section on developing relationships (section 4) is useful?  Yes x No Not Sure
It is not the LA that refuses to communicate but parents. Comments:

7 a) A	re the suggested resou	urces in section 5 and appendix 2 useful?
	Yes	No xingtSure
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7 b) S	should any other contac	cts be included?
7 b) S	hould any other contac	ots be included? No «NobSure
7 b) S		
	Yes	
7 b) S	Yes	

8 Please use this space for any other comments you wish to make about the guidelines

Once again the opportunity to address this area of real concern is being avoided by central government. I do not understand why. The recent case in Gloucestershire of a home educating parent who continued to abuse her children and avoid detection should have prompted significant government response but has not.

The Every Child Matters agenda does not seem to apply to these children. Please tell me why.

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.
Please acknowledge this reply
Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?
All UK national public consultations are required to conform to the following standards:
1. Consult widely throughout the process, allowing a minimum of 12 weeks for written consultation at least once during the development of the policy.
2. Be clear about what your proposals are, who may be affected, what questions are being asked and the timescale for responses.
3. Ensure that your consultation is clear, concise and widely accessible.
4. Give feedback regarding the responses received and how the consultation process influenced the policy.
5. Monitor your department's effectiveness at consultation, including through the use of a designated consultation co-ordinator.
6. Ensure your consultation follows better regulation best practice, including carrying out a Regulatory Impact Assessment if appropriate.
Further information on the Code of Practice can be accessed through the Cabinet Office Website: http://www.cabinetoffice.gov.uk/regulation/consultation-guidance/content/introduction/index.asp
Thank you for taking time to respond to this consultation.
Completed questionnaires and other responses should be sent to the address shown below by 31 July 2007
Send by post to:
Elaine Haste, Department for Education and Skills, Mowden Hall, Staindrop Road, Darlington DL3 9BG

Send by e-mail to: <a href="mailto:homeeducation.consultation@dfes.gsi.gov.uk">homeeducation.consultation@dfes.gsi.gov.uk</a>



## Consultation on Home Education Guidelines

## Consultation Response Form

The closing date for this consultation is: 31 July 2007

Your comments must reach us by that date.

department for

## education and skills

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THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education and Skills e-consultation website (http://www.dfes.gov.uk/consultations).

The information you provide in your response will be subject to the Freedom of Information Act 2000 and Environmental Information Regulations, which allow public access to information held by the Department. This does not necessarily mean that your response can be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that neither this, nor an automatically-generated e-mail confidentiality statement, will necessarily exclude the public right of access.

Please tick if you want us	to keep your	response confidential.	
Name			
Organisation (if applicable)	Education Lee	ds	
Address:			
•		4	
}			

If your enquiry is related to the policy content of the consultation you can contact Elaine Haste on:

Telephone: 0870 000 2288

e-mail: elaine.haste@dfes.gsi.gov.uk

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 01928 794888

Fax: 01928 794 113

e-mail: consultation.unit@dfes.qsi.gov.uk

Which of the following best describes you

,

1 Do you agree that it is helpful for the Di authorities?	ES to issue guidelines to local
Comments:	
Such a document is to be welcomed as to have a clear understanding of their ro	a means of further encouraging all LAs es and responsibilities in this area.
	less (norganisms 2.1.2.2) relating to
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2 Do you agree that the description of the elective home education is accurate and	
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Comments:  An Annex with examples of case law out	comes would be a helpful addition to

3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?



## Comments:

Accurate – yes. Generally helpful? Helpful in clarifying and confirming the legal position but it needs to be appreciated that if LAs were not proactive in seeking to engage with parents of children being educated at home there may be a significant number of children for whom no "efficient", "suitable" and "full time" education would be provided. This is certainly the case in Leeds. Whilst this draft guidance document is for LAs, knowing that it will be seen by a broader audience might mean that it would be helpful if further wording was added *in this section* to encourage parents/carers to engage with LA Officers.

Para 2.5 states that ".. all children should make reasonable progress". Agreed. But who is to be the judge of this? Is it to be the parents/carers only? If so then there is no role for the LA unless a "risk assessment" indicates the need to contact the parents/carers. If the LA is to make a judgement then it will require an evidence base arrived at from either a meeting with the parent/carers and child or some written evidence of work completed by the child. If parents do not accept a home visit from an LA officer then is the guidance suggesting that LAs can insist on receiving written information from the parents/carers? If so, the wording in the guidance needs to be stronger. The word "progress" is distinct from the word "attainment". "Progress" involves as assessment of attainment between at least two points in time and therefore would require the LA to either meet "regularly" with the parents/carers or request written evidence from them on a "regular" basis.

4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?



## Comments:

The section is generally helpful although there are issues regarding the reference, in Para 3.4, to a "risk based approach" and to "taking into consideration the individual and community's circumstances". How should a LA calculate risk? What criteria should be used? How can risk be calculated if there is no means of identifying it other than by information the LA receives from other services and agencies and the general public? Is there an implication by referring to a "community's circumstances" that some communities are "at risk" or more likely to be "at risk"? If so, what types of risk are being considered? What criteria should be utilised? Is it being implied that LAs have greater "authority" to seek contact with parents/carers who live in areas with certain socio-economic characteristics? Dangerpus?

Para 3.7states that "If they (parents/carers) choose not to meet, they will need to provide evidence that they are providing an efficient and suitable education". They will need to? Will be required to? How does the LA insist on receiving this if it is not forthcoming when parents/carers are under no legal obligation to provide it? Does the degree of insistence rest on a risk assessment undertaken by the LA? Again how do we know what the "risk" is if we cannot engage with reluctant parents/carers? Does it come back again to the LA receiving "adverse" information from other services and agencies and the general public?

Quite apart from the educational provision, is the safeguarding responsibility. If Every Child Matters (and they do) how can an LA know if an EHE child is safe, healthy etc unless we actually see the child? Parents do not have to engage with us and even if they do there is no obligation for them to let us see the child unless we have cause for concern (qv. Victoria Klimbie case).

5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?

## Comments:

Helpful in part. In Para 3.13 further bullet points might be added such as:

- Parents can describe a coherent educational philosophy which illustrates serious intent to educate the child sufficient to convince a reasonable person that the child is receiving efficient, suitable full time education according to his/her age, ability, aptitude and nay special educational needs.
- Parents/carers keep written records of educational provision being made for the child
- Parents evaluate the progress the child is making, monitor gaps in children's learning and address these
- Children have access to community facilities (including sport and other recreational facilities) that support their physical, social and emotional development

6 Do you agree that the section on developing relationships (section 4) is useful?

# Comments: Generally yes. Once again the issue is raised for LAs of "You don't know what you don't know". How do LAs safeguard children's learning at home if parents/carers are under no obligation to engage with the LA?

a) Are the suggeste	ed resources in s	ection 5 and app	endix 2 useful?	
Comments:				
ou mean Annex B?	? Yes.			
		The state of the s		
) Should any other				
omments:				
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8 Please use this space for any other comments you wish to make about the guidelines

## Comments:

Of course the key issues for LAs are:

- The lack of specific legal definitions of suitable, efficient and full time
- Parents being able to choose not to engage with LA officers regarding their enquiries re home education provision
- Safeguarding of children. LAs have no right to see the child.

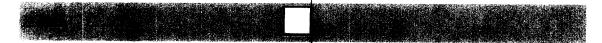
Is the "bottom line" that LAs should be taking no active interest in children being educated at home unless they have reliable evidence (good reason to believe) that parents are not providing a "suitable" education?

If so, DfES guidance to LAs could potentially be quite brief!

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

## Please acknowledge this reply X

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