

-consultation

Logged in as: [REDACTED]

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[REDACTED] [REDACTED]		Ref: 234 [REDACTED]	[REDACTED] [REDACTED]
Entire Response [REDACTED]		[REDACTED]	
[REDACTED] [REDACTED] [REDACTED]			
Personal Details		Identifier: 234	
Response Type	Online		
Title:	[REDACTED]		
First Name:	[REDACTED]		
Last Name:	[REDACTED]		
Email:	[REDACTED]@cornwall.gov.uk		
Organisation:	[REDACTED]		
Address:	[REDACTED]		
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Campaign:	[REDACTED]		

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 234
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input checked="" type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input type="radio"/> Other (please specify)	
Answer/Comments:	
Please specify:	
Consultation Questions	Identifier: 234
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> 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:	[REDACTED]
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	the law is not clear so how can the description be accurate and clear.
Text for Report:	[REDACTED]
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]

	[REDACTED]
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:	[REDACTED]
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	risk-based approach from the LA could be seen as interfering by parents, more helpful would be how this is supposed to happen.
Text for Report:	[REDACTED]
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?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure

	<input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	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:	[REDACTED]
Identifier: 234	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes
	<input checked="" type="radio"/> No
	<input type="radio"/> Not Sure
	<input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	some access to the child/children needs to be considered as child protection is an overwhelming consideration. this protects all parties.
Text for Report:	[REDACTED]
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes

	<input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
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.

Text for Report:	
[Redacted]	
[Redacted] [Redacted] [Redacted] [Redacted] [Redacted]	
[Redacted] [Redacted]	Ref: 234 [Redacted]
Entire Response	
[Redacted]	
[Redacted] [Redacted] [Redacted]	

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Consultation on Home Education Guidelines

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System Tools**response edit**

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Entire Response	[REDACTED] - Devon County Council
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[REDACTED]

Personal Details		Identifier: 273
Response Type	Online	
Title:	[REDACTED]	
First Name:	[REDACTED]	
Last Name:	[REDACTED]	
Email:	[REDACTED]@devon.gov.uk	
Organisation:	Devon County Council	
Address:	[REDACTED]	
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Campaign:		

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledgements:	Acknowledgement email
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	
Identifier: 273	
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input checked="" type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input type="radio"/> Other (please specify)	
Answer/Comments:	
Please specify:	
Consultation Questions	
Identifier: 273	
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

	<div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
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:	<div><div>[REDACTED]</div></div>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div>[REDACTED]</div>

	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>It's bunkum isn't it?</p> <p>One one hand,"The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable-</p> <p>(a) to his age, ability and aptitude, and</p> <p>(b) to any special educational needs he may have,</p> <p>either by regular attendance at school or otherwise."</p> <p>On the other,</p> <p>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.</p>
	<p>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.</p> <p>Responsibility without power is meaningless. If the LA does not monitor, then who does? The Government should be ashamed of itself.</p>
Text for Report:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Not Sure</p>

	<input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	Again, rubbish. It states, "the LA should take a risk-based approach, taking into consideration the individual and community's circumstances." The REALITY is that LAs often have little or no knowledge of the education being received, SOME parents lie and, in addition, due to the non-necessity of informing the LA that Home Education is taking place, often NO monitoring is taking place whatsoever.
Text for Report:	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
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?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	Under the proposals, how would any "grounds for concern" appear if the child was not being monitored? Again, if it was only by written report that the information was gleaned, ANYTHING could be reported.
Text for Report:	

Identifier: 273	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
Answer/Comments:	Until parents have a responsibility 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:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
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?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<p>██████████ ██████████ ██████████</p> <p>██████████ ██████████ ██████████</p>
New Key Indicator(s):	
Answer/Comments:	<p>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.</p> <p>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.</p>
Text for Report:	

		<div><div></div><div></div><div></div><div></div><div></div></div>			
		<div>Save</div> <div>Reset</div> <div>Delete</div> <div>Back</div> <div>Print</div>			
<div><< first</div> <div>< previous</div>		Ref: <div>273</div> <div>Jump</div>		<div>next ></div> <div>last >></div>	
<div>Entire Response</div>		<div></div> - Devon County Council			
<div></div>					

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department for

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Entire Response	[REDACTED] - Warwickshire County Council
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[REDACTED]

Personal Details	Identifier: 292
Response Type	Online
Title:	[REDACTED]
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]@warwickshire.gov.uk
Organisation:	Warwickshire County Council
Address:	[REDACTED]
Response on behalf of an organisation:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Campaign:	

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

Answer/Comments:	But these are NOT effective guidelines in that they do not clearly identify LA responsibilities and 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, when the DCSF is so ambiguous about their statutory guidance!)	
Text for Report:	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div>	
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?		
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	<div style="background-color: black; height: 15px; width: 100%;"></div>	
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
Answer/Comments:	<p>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.</p> <p>The voice of the child is crucial (Every Child Matters, etc) here. However, there is no obligation on 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 feel unable to assess their progress or unable to reach their full potential because their parents have little effective planning in place?</p>	
Text for Report:	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div>	
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?		
	<input type="radio"/> Yes <input checked="" type="radio"/> No	

	<input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	See previous comments.
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>What is meant in this context by a 'risk-based approach'? Needs explanation.</p> <p>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.</p> <p>Again, no way to verify the child's view.</p> <p>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.</p>
Text for Report:	

<p>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?</p>	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>We would strongly 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?</p> <p>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!</p>
Text for Report:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
Identifier: 292	
<p>6 Do you agree that the section on developing relationships (section 4) is useful?</p>	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure

	<input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	<p>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.</p> <p>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.</p>
Text for Report:	[REDACTED]
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	<p>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 achieve this for their home educated children.</p>
Text for Report:	

	<div style="background-color: black; height: 10px; width: 100%;"></div> <div style="background-color: black; height: 10px; width: 100%;"></div> <div style="background-color: black; height: 10px; width: 100%;"></div> <div style="background-color: black; height: 10px; width: 100%;"></div> <div style="background-color: black; height: 10px; width: 100%;"></div> <div style="background-color: black; height: 10px; width: 100%;"></div> <div style="background-color: black; height: 10px; width: 100%;"></div> <div style="background-color: black; height: 10px; width: 100%;"></div>	
<div style="text-align: right;"><input type="button" value="Save"/> <input type="button" value="Reset"/> <input type="button" value="Delete"/> <input type="button" value="Back"/> <input type="button" value="Print"/></div> <div><< first < previous</div> <div>Ref: <input type="text" value="292"/> <input type="button" value="Jump"/></div> <div>next > last >></div> <div>Entire Response <input type="button" value="v"/> <div style="background-color: black; height: 15px; width: 100%;"></div> Warwickshire County Council</div>		

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BOURNEMOUTH

e-consultation

Logged in as: [REDACTED]

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

Consultation on Home Education Guidelines

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System Tools**response edit**

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Entire Response	[REDACTED] - Bournemouth Borough council
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[REDACTED]

Personal Details		Identifier: 339
Response Type	Online	
Title:	<input type="text"/>	
First Name:	<input type="text"/>	
Last Name:	<input type="text"/>	
Email:	<input type="text" value=" [REDACTED]@bournemouth.gov.uk"/>	
Organisation:	<input type="text" value="Bournemouth Borough council"/>	
Address:	<input type="text" value=" [REDACTED]"/>	
Response on behalf of an organisation:	<input checked="" type="radio"/> Yes <input type="radio"/> No	
Campaign:	<input type="text"/>	

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	
Identifier: 339	
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input checked="" type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input type="radio"/> Other (please specify)	
Please specify:	[REDACTED]
Consultation Questions	
Identifier: 339	
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	[REDACTED]
New Key Indicator(s):	[REDACTED]

Text for Report:	<div></div>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
New Key Indicator(s):	<div></div>
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 ascertaining this.
Text for Report:	<div style="border: 1px solid black; height: 80px; background-color: black; width: 100%;"></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="border: 1px solid black; height: 40px; background-color: black; width: 100%;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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.
Text for Report:	<div style="border: 1px solid black; height: 120px; width: 100%;"></div>
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?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="border: 1px solid black; height: 40px; background-color: black; width: 100%;"></div>

New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Whilst the wrtiting 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 or no means to effectively carry it out. The guidance does not really help the LA unpick this.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
Identifier: 339	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 20px;"></div> <div style="background-color: black; width: 100%; height: 20px;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response

Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
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 co-operative/cultivate any relationship.
Text for Report:	

		<div><div>[REDACTED]</div><div>[REDACTED]</div><div>[REDACTED]</div><div>[REDACTED]</div></div>		<div>▲</div> <div>▼</div>		
		<div>Save</div>	<div>Reset</div>	<div>Delete</div>	<div>Back</div>	<div>Print</div>
<div><< first</div>	<div>< previous</div>	Ref: <div>339</div>	<div>Jump</div>	<div>next ></div>	<div>last >></div>	
<div>Entire Response</div>		<div>[REDACTED] Bournemouth Borough council</div>				
<div>[REDACTED] [REDACTED] [REDACTED]</div>						

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 you want us to keep your response confidential. ☐

Name

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:

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Please Specify:

--	--

1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?

☒ Yes ☐ No ☐ Not Sure

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?

☒ Yes ☐ No ☐ Not Sure

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?

☐

Yes

☐

No

☒ Not Sure

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?

☐

Yes

☒ No

☐

Not Sure

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

☒ 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

☒ No

☐

Not Sure

It is not the LA that refuses to communicate but parents.

Comments:

7 a) Are the suggested resources in section 5 and appendix 2 useful?

☐ Yes

☐ No

☒ Not Sure

Comments:

7 b) Should any other contacts be included?

☐ Yes

☐ No

☒ Not Sure

Comments:

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?


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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: homeeducation.consultation@dfes.gsi.gov.uk

Consultation on Home Education Guidelines

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Please tick if you want us to keep your response confidential. ☐

Name

Organisation (if applicable) Education Leeds

Address:

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Which of the following best describes you:

<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

Please Specify:

Education Leads -

[REDACTED]

1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?

Comments:

Such a document is to be welcomed as a means of further encouraging all LAs to have a clear understanding of their roles and responsibilities in this area.

2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?

Comments:

An Annex with examples of case law outcomes would be a helpful addition to the guidelines.

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 an 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? Dangerous?

Para 3.7 states 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 any 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?

7 a) Are the suggested resources in section 5 and appendix 2 useful?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Comments:

You mean Annex B? Yes.

7 b) Should any other contacts be included?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Comments:

Should the DIES consider maintaining a detailed list of contacts/education resource providers that support EHE on its and other appropriately linked websites?

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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