

# 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) Sheffield CYPD

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](mailto: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](mailto: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:

Sheffield LA (Children and Young People's Directorate) – Local Authority  
Officer

[Redacted]  
[Redacted]  
[Redacted]

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 number of children for whom no “efficient”, “suitable” and “full time” education would be provided.

2.8 States that ‘If such a concern were to be raised’ the LA could ask a parent as to what education they are providing. What do you understand and envisage “concern” being interpreted as. How do you envisage that such a concern be raised other than a school informing us that a parent has informed them that they intend to home educate, a parent informing us themselves that they are home educating, or a member of the public informing us that a family are not sending their children to school and we as a local authority are not aware of the provision they are delivering. We can only be satisfied that the parent is providing a suitable education if we ask questions, but the guidance states we can only ask for information if we have a concern. If a parent declines, where then? Unless we can evidence a reason for concern.

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? 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?

3.5 “If information exists”. Please provide examples of what this might mean in practice.

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

Comments:

At the centre of all that is done, is the child. The 5 outcomes of Every Child Matters should be the focus of the assessment in whether a child's needs are being met.

- Are they healthy
- Safe
- **Enjoying and achieving**
- Making a positive contribution
- Able to achieve economic well-being

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

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

Comments:

Generally No.

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 LAs are not allowed by parents to engage with them?

The guidance does not allow LA's to be proactive

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.

But need to be updated with new diploma based curriculum information.

7 b) Should any other contacts be included?

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

Comments:

BBC bitesize is often found to be useful

Please consider removal of LAC website information (see additional information)

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

Comments:

3.15 should be 'Children with additional needs'

also the last sentence states that a LA must ensure that the parents can make suitable provision. How can we if we do not have the right of access and contact?

There is no reference the LDD or tie in with this guidance.

In our opinion LAC should not be home educated as they are the responsibility of the LA as corporate parent.

ECM 5 outcomes should be the theme throughout all provision and the assessments/ reviews/ support meetings should consider them. LA monitoring protocols/ processes should look at reasonable programs being delivered across all outcome areas.

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**

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.

(455)

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Logged in as: [REDACTED]

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|  |  |   |   |
|--|--|---|---|
| <input type="button" value="first"/> <input type="button" value="previous"/> |  | Ref: <input type="text" value="455"/> <input type="button" value="Jump"/> | <input type="button" value="next"/> <input type="button" value="last"/> |
| <b>Entire Response</b>   |  | [REDACTED] - Bedfordshire County Council                                  |   |
| [REDACTED]   |  |   |   |
| <b>Personal Details</b>  |  | Identifier: 455   |   |
| Response Type  |  | <input checked="" type="radio"/> Paper <input type="radio"/> Email        |   |
| Title:   |  | <input type="text" value="[REDACTED]"/>                                   |   |
| First Name:  |  | <input type="text" value="[REDACTED]"/>                                   |   |
| Last Name:   |  | <input type="text" value="[REDACTED]"/>                                   |   |
| Email:   |  | <input type="text" value="[REDACTED]"/>                                   |   |
| Organisation:  |  | <input type="text" value="Bedfordshire County Council"/>                  |   |
| Address:   |  | <input type="text" value="[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 type="radio"/> Yes <input checked="" type="radio"/> No |
| Acknowledge Response:  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Acknowledgements:  | Acknowledgement email   |
| Inform when published:   | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Key Response:  |   |
| <b>Respondent Information Questions</b>  | <b>Identifier: 455</b>  |
| Which of the following best describes you:   |   |
| <input type="radio"/> Home educator<br><input type="radio"/> Organisation representing home educators<br><input checked="" type="radio"/> Local authority<br><input type="radio"/> Young person who is/was home educated<br><input type="radio"/> Other (please specify) |   |
| Please specify:  | Adviser for Elective Home Education                           |
| <b>Consultation Questions</b>  | <b>Identifier: 455</b>  |
| <b>1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?</b>  |   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |   |
| Key Indicators:  |   |

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

|  |  |
|--|--|
| Text for Report:   | <div></div>  |
| <b>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</b>   |  |
|  | <input type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response |
| Key Indicators:  | <div></div> <div></div>  |
| New Key Indicator(s):  | <div></div>  |
| Text for Report:   | <div></div>  |
| <b>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?</b> |  |
|  | <input type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response |
| Key Indicators:  | <div></div> <div></div>  |
| New Key Indicator(s):  | <div></div>  |
| Text for Report:   |  |

|  |   |
|--|---|
|  | <div></div>   |
| Identifier: 455  |   |
| 6 Do you agree that the section on developing relationships (section 4) is useful? |   |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response |
| Key Indicators:  | <div></div>   |
| New Key Indicator(s):  | <div></div>   |
| Text for Report:   | <div></div>   |
| 7 a) Are the suggested resources in section 5 and appendix 2 useful?               |   |
|  | <input type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response            |
| Key Indicators:  | <div></div>   |
| New Key Indicator(s):  | <div></div>   |
| Text for Report:   |   |

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

|                                  |            |  |      |        |         |
|----------------------------------|------------|--|------|--------|---------|
| << first                         | < previous | Ref: 455                                 | Jump | next > | last >> |
| Entire Response                  |            | [REDACTED] - Bedfordshire County Council |      |        |         |
| [REDACTED] [REDACTED] [REDACTED] |            |  |      |        |         |

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|   |  |   |                                     |  |  |
|---|--|---|-------------------------------------|--|--|
| <input type="button" value="first &lt;"/> | <input type="button" value="previous &lt;"/> | Ref: <input type="text" value="461"/>   | <input type="button" value="Jump"/> | <input type="button" value="next &gt;"/> | <input type="button" value="last &gt;&gt;"/> |
| <b>Entire Response</b>                    |  | [REDACTED] - Medway LA  |                                     |  |  |
| [REDACTED]                                |  |   |                                     |  |  |
| <b>Personal Details</b>                   |  | Identifier: 461   |                                     |  |  |
| Response Type                             |  | Online  |                                     |  |  |
| Title:                                    |  | <input type="text" value="[REDACTED]"/>   |                                     |  |  |
| First Name:                               |  | <input type="text" value="[REDACTED]"/>   |                                     |  |  |
| Last Name:                                |  | <input type="text" value="[REDACTED]"/>   |                                     |  |  |
| Email:                                    |  | <input type="text" value="[REDACTED]@medway.gov.uk"/>                           |                                     |  |  |
| Organisation:                             |  | <input type="text" value="Medway LA"/>  |                                     |  |  |
| Address:                                  |  | <input type="text" value="[REDACTED]"/><br>Medway Local Authority<br>[REDACTED] |                                     |  |  |
| Response on behalf of an organisation:    |  | <input checked="" type="radio"/> Yes <input type="radio"/> No                   |                                     |  |  |
| Campaign:                                 |  |   |                                     |  |  |

|  |   |
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|  | Not Part of Campaign  |
| Confidential Response:   | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Future Contact:  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Acknowledge Response:  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Inform when published:   | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Key Response:  | [REDACTED]  |
| <b>Respondent Information Questions</b>  | <b>Identifier: 461</b>  |
| Which of the following best describes you:   |   |
| <input type="radio"/> Home educator<br><input type="radio"/> Organisation representing home educators<br><input checked="" type="radio"/> Local authority<br><input type="radio"/> Young person who is/was home educated<br><input type="radio"/> Other (please specify) |   |
| Please specify:  |   |
|  |   |
| <b>Consultation Questions</b>  | <b>Identifier: 461</b>  |
| <b>1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?</b>  |   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |   |
| Key Indicators:  | [REDACTED]<br>[REDACTED]                                      |
| New Key Indicator(s):  |   |

|  |   |
|--|---|
| Answer/Comments:   | Currently the situation is too open to personal interpretation and it is difficult in some instances to ensure that a child receives and appropriate education. |
| 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? |   |
|  | <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response                         |
| Key Indicators:  | [REDACTED]  |
| New Key Indicator(s):  |   |
| Answer/Comments:   | But I think that the law is still too subjective and it would have been helpful to have a clearer definition.   |
| Text for Report:   |   |
| 3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?      |   |
|  | <input type="radio"/> Yes<br><input type="radio"/> No<br><input checked="" type="radio"/> Not Sure<br><input type="radio"/> No Response                         |
| Key Indicators:  | [REDACTED]<br>[REDACTED]<br>[REDACTED]  |

|  |  |
|--|--|
|  | <div></div>  |
| New Key Indicator(s):  | <div></div>  |
| Answer/Comments:   | It would have been more helpful if there was a right to monitor the provision.   |
| Text for Report:   | <div></div>  |
| <b>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</b>   |  |
|  | <p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p> |
| Key Indicators:  | <div></div>  |
| <b>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?</b> |  |
| New Key Indicator(s):  | <div></div>  |
| Text for Report:   | <div></div>  |
|  | <p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p> |
| Key Indicators:  | <div></div>  |

|   |   |
|---|---|
|   | [REDACTED]  |
| New Key Indicator(s):   |   |
| Answer/Comments:  | This is particularly helpful as they can assist in monitoring.  |
| Text for Report:  |   |
| Identifier: 461   |   |
| <b>6 Do you agree that the section on developing relationships (section 4) is useful?</b> |   |
|   | <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response   |
| Key Indicators:   | [REDACTED]  |
|   | [REDACTED]  |
| New Key Indicator(s):   |   |
| Answer/Comments:  | However, developing relationships and offering support does take resources. It would be absolutely fantastic if there was an equivalent of a PLASC that brought some finance into the LA to enable support and relationships to be built. In an Authority that has very limited finance non statutory activities are minimally resourced. |
| Text for Report:  |   |
| <b>7 a) Are the suggested resources in section 5 and appendix 2 useful?</b>               |   |
|   | <input checked="" type="radio"/> Yes<br><input type="radio"/> No  |

|   |  |
|---|--|
|   | <input type="radio"/> Not Sure<br><input type="radio"/> No Response  |
| Key Indicators:   | [REDACTED]   |
| New Key Indicator(s):   |  |
| Answer/Comments:  | Yes - but as above there is a resource issue and unless this is statutory our Members will not prioritise when we are having to make very difficult financial decisions across the board.                  |
| Text for Report:  |  |
| <b>7 b) Should any other contacts be included?</b>  |  |
|   | <input type="radio"/> Yes<br><input type="radio"/> No<br><input checked="" type="radio"/> Not Sure   |
|   | <input type="radio"/> No Response  |
| Key Indicators:   |  |
| New Key Indicator(s):   |  |
| Text for Report:  |  |
| <b>8 Please use this space for any other comments you wish to make about the guidelines</b> |  |
| Key Indicators:   | [REDACTED]<br>[REDACTED]   |
| New Key Indicator(s):   |  |
| Answer/Comments:  | It still happens that parents are infomed of their right to home educate at a time when their child is struggling with attendance and behaviour in a school. I am trying to tie home educaton targets into |

|   |  |
|---|--|
|   | <p>the EWO service here so that fewer children / parents opting for this decision is seen as something they have a part in. Similarly, in many cases as home education is an indication of unmet need, it would be really helpful if the SEF and OFSTED looked at the statistics in a school. This whole are is fraught as there are many families who are giving an entirely appropriate education to their children from choice, but too many take it on for the wrong reasons and its about lack of choice.</p> |
| Text for Report:                        | <div></div>  |
| <div>SaveResetDeleteBackPrint</div>     |  |
| <div>&lt;&lt; first &lt; previous</div> | Ref: <div>461</div> <div>Jump</div> <div>next &gt;</div> <div>last &gt;&gt;</div>  |
| Entire Response                         | <div> - Medway LA</div>  |
| <div></div>                             |  |

(479) Confidential Oxfordshire

**e-consultation**

Logged in as: [REDACTED]

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- Analysis
- Campaigns
- Acknowledgements

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|  |  |   |
|--|--|---|
| <a href="#">&lt;&lt; first</a> <a href="#">&lt; previous</a> | Ref: <input type="text" value="479"/> <a href="#">Jump</a> | <a href="#">next &gt;</a> <a href="#">last &gt;&gt;</a> |
|--|--|---|

**Entire Response**

[REDACTED] - Oxfordshire County Council

**Personal Details****Identifier: 479**

|  |   |
|--|---|
| Response Type                          | Online  |
| Title:                                 | [REDACTED]  |
| First Name:                            | [REDACTED]  |
| Last Name:                             | [REDACTED]  |
| Email:                                 | [REDACTED]@oxfordshire.gov.uk                                 |
| Organisation:                          | Oxfordshire 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 checked="" type="radio"/> Yes <input 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]  |
| <b>Respondent Information Questions</b>  | Identifier: 479   |
| Which of the following best describes you:   |   |
| <input type="radio"/> Home educator<br><input type="radio"/> Organisation representing home educators<br><input checked="" type="radio"/> Local authority<br><input type="radio"/> Young person who is/was home educated<br><input type="radio"/> Other (please specify) |   |
| Please specify:  | <div></div>   |
| <b>Consultation Questions</b>  | Identifier: 479   |
| 1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?   |   |
|  | <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response |
| Key Indicators:  | [REDACTED] [REDACTED]<br>[REDACTED] [REDACTED]  |
| New Key Indicator(s):  | <div></div>   |

|  |  |
|--|--|
| <b>2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?</b>        |  |
|  | <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |
| Key Indicators:  | [REDACTED]   |
| New Key Indicator(s):  |  |
| <b>3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?</b>             |  |
|  | <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |
| Key Indicators:  | [REDACTED]   |
| New Key Indicator(s):  |  |
| <b>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</b>                     |  |
|  | <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |
| Key Indicators:  | [REDACTED]   |
| New Key Indicator(s):  |  |
| Answer/Comments:   | However, we feel it is an anomaly that parents who enter their child into the maintained school system are subject to the law on attendance but those who opt for Home Education do not actually have to prove in any meaningful way that their child is being educated appropriately. |
| <b>5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of</b> |  |

|  |  |
|--|--|
| provision (paragraph 3.13) – is accurate and helpful?                              |  |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No<br><input type="radio"/> Not Sure<br><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:   | bullet 4 says authorities may reasonably expect the child to have access to resources etc (listed) but how can an LA be sure that this is being complied with when there is no requirement for the parent to allow access to the home?   |
| Identifier: 479  |  |
| 6 Do you agree that the section on developing relationships (section 4) is useful? |  |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No<br><input type="radio"/> Not Sure<br><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:   | It makes requirements on the LA to provide information para 4.5 when we would rather that the child was in our system. We do not provide advice on parents wishing to place their child in the Independent system such as how or which school to choose so why should an LA do so for parents opting out of the LA system in another way. This is not logical. |
| 7 a) Are the suggested resources in section 5 and appendix 2 useful?               |  |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |
| Key Indicators:  | <div style="background-color: black; width: 100%; height: 1.2em;"></div>   |

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|--|--|
| New Key Indicator(s):  |  |
| Answer/Comments:   | Similar comment to 6 above. Why would we provide (para 5.2) "additional support"? The family can be fully supported in our maintained schools.   |
| <b>7 b) Should any other contacts be included?</b>   |  |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |
| Key Indicators:  |  |
| New Key Indicator(s):  |  |
| Answer/Comments:   | The responsibility should rest solely with the family choosing to opt out of the LA system   |
| <b>8 Please use this space for any other comments you wish to make about the guidelines</b>  |  |
| Key Indicators:  | <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>   |
| New Key Indicator(s):  |  |
| Answer/Comments:   | <p>The Guidelines do not address the fundamental issue with Home Education that it is an opt out from the LA which places responsibility on the LA to ensure that the child is receiving an appropriate education suitable ....etc etc whilst fettering the power of the LA to check that this requirement is actually being fulfilled. It feels as if the guidance is afraid of upsetting a group which could be a powerful lobby. Home Education and the regulations do not protect the child involved. If there was a statutory requirement that parents had to provide real evidence of the standard, quality and content of the education provided with the LA right to see the child and his / her work there would be much more certainty that the child was a) safe, and b) really being educated. This would still allow committed parents to provide such education in any way they deemed fit but would also allow the LA to make a serious judgment about the education. Where our monitors do have access there is usually a very good relationship, but where there are difficulties in access, it is extremely difficult to make an informed judgement.</p> |
| <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; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></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>   | Ref: 479   |
| Entire Response  - Oxfordshire County Council  |  |
| <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>   |  |

**-consultation**

Logged in as: [REDACTED]

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

**Consultation on Home Education Guidelines****department for  
education and skills****response edit****Consultations**

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 response 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.

[Click here for more information about using this screen](#)

|            |                     |            |
|------------|---------------------|------------|
| [REDACTED] | Ref: 480 [REDACTED] | [REDACTED] |
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**Entire Response**

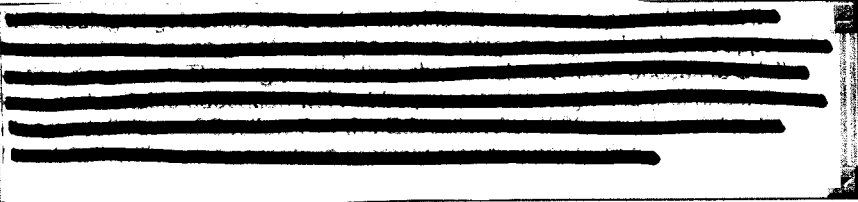

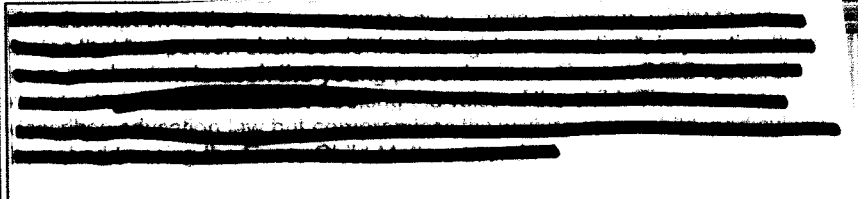
[REDACTED] - Northamptonshire County Council

[REDACTED]

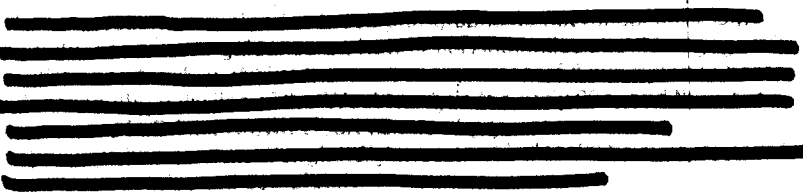

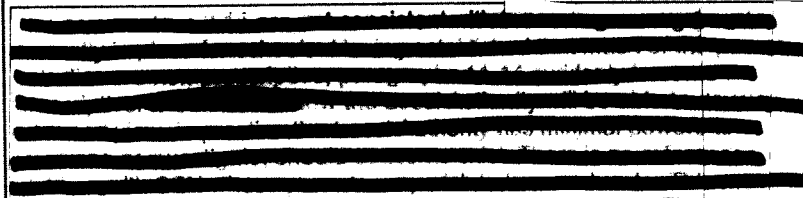
**Personal Details****Identifier: 480**

|  |   |
|--|---|
| Response Type                          | Online  |
| Title:                                 | [REDACTED]  |
| First Name:                            | [REDACTED]  |
| Last Name:                             | [REDACTED]  |
| Email:                                 | [REDACTED]@northamptonshire.gov.uk                            |
| Organisation:                          | Northamptonshire 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 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:  |   |
| <b>Respondent Information Questions</b>  | <b>Identifier: 480</b>  |
| Which of the following best describes you:   |   |
| <input type="radio"/> Home educator<br><input type="radio"/> Organisation representing home educators<br><input checked="" type="radio"/> Local authority<br><input type="radio"/> Young person who is/was home educated<br><input type="radio"/> Other (please specify) |   |
| Please specify:  |   |
| <b>Consultation Questions</b>  | <b>Identifier: 480</b>  |
| 1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?   |   |
| <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |   |
| Key Indicators:  |   |

|  |  |
|--|--|
| New Key Indicator(s):  |  |
| Answer/Comments:   | The issuing of guidance to Local Authorities is welcomed provided that it incorporates a much greater emphasis on safeguarding which is not apparent in this document. The suggestion that children should have access to a full-time and suitable education will not be promoted through this guidance. A clearer definition of Section 7 of the Education Act 1996 would assist both Local Authorities and parents in meeting their responsibilities |
| 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? |  |
|  | <input checked="" type="radio"/> Yes<br><input type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |
| Key Indicators:  |   |
| New Key Indicator(s):  |  |
| Answer/Comments:   | The description of the law is accurate as it stands. However, whilst the law states that "no person shall be denied the right to education", in practice there is no mechanism to seek the young person's views. Recent DfES research demonstrates the benefits of seeking the voice of the child. The document describes education law but compromises the welfare of the child, particularly by not addressing the Every Child Matters agenda.       |
| Text for Report:   |   |
| 3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?      |  |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No   |

|  |  |
|--|--|
|  | <input type="radio"/> Not Sure<br><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):  | <div style="border: 1px solid black; height: 20px; width: 100%;"></div>  |
| Answer/Comments:   | <p>This description is not appropriate or helpful as it fails in that, whilst the legal provision is clarified, there is no common understanding of the components or minimum standards of appropriate educational provision. How is reasonable progress to be measured without effective and realistic liaison between the Local Authority and families? The wording in this paragraph does not mitigate towards developing these relationships. Whilst it is good that the Local Authority must be satisfied, there are no criteria or benchmarking for this to be accomplished.</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> <div style="background-color: black; height: 15px; width: 100%;"></div>  |
| <b>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</b> |  |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No<br><input type="radio"/> Not Sure<br><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):  | <div style="border: 1px solid black; height: 20px; width: 100%;"></div>  |
| Answer/Comments:   | <p>The suggestions contained in these paragraphs do not reflect the ECM agenda, nor provide guidance on how Local Authorities should engage with children and families. Whilst there are many successful examples of home education, the activities of the West family in the early 90s, and the case prosecuted in Bristol Crown Court (Eunice Spry – see <a href="http://news.bbc.co.uk/1/hi/england/gloucestershire/6449313.stm">http://news.bbc.co.uk/1/hi/england/gloucestershire/6449313.stm</a>), appear to have been overlooked completely</p>                                 |

|  |  |
|--|--|
| Text for Report:   |   |
| <b>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?</b> |  |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No<br><input type="radio"/> Not Sure<br><input type="radio"/> No Response  |
| Key Indicators:  |   |
| New Key Indicator(s):  | <input type="text"/>   |
| Answer/Comments:   | <p>The comments in 3.11 are not consistent with the testing arrangements currently in place for schools. Having established that much of the parental activities are non-prescriptive, paragraphs 11-14 suddenly become prescriptive. It is not clear how the Local Authority will be able to develop an informed view. In practice the Local Authority has minimal powers to intervene or investigate, should concerns exist. There is no reference to children with SEN whose parents may wish to home educate. This means that the most vulnerable children of all may not be protected. The system proposed does not allow for the Local Authority to be aware of all children home educated. Therefore it will be impossible for the Local Authority to ensure that any special educational needs a home educated child may have can be considered.</p> |
| Text for Report:   |   |
| Identifier: 480  |  |
| <b>6 Do you agree that the section on developing relationships (section 4) is useful?</b>  |  |
|  | <input type="radio"/> Yes<br><input checked="" type="radio"/> No   |

|   |   |
|---|---|
|   | <input type="radio"/> Not Sure<br><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>This section is written from the perspective that the Local Authority will be punitive rather than supportive in their earliest interventions. Northamptonshire seeks to work in partnership with parents to resolve any difficulties. Also the section does not address the complexities for Local Authorities who are attempting to safeguard children; to work consistently with the 2002/2003 Education Act which addresses the child's needs and to establish and promote good working relationships with home educating families.</p>  |
| Text for Repo   | <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> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>   |
| <b>7 a) Are the suggested resources in section 5 and appendix 2 useful?</b> |   |
|   | <input type="radio"/> Yes<br><input type="radio"/> No<br><input checked="" type="radio"/> Not Sure<br><input type="radio"/> No Response   |
| Key Indicators:   | <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>While providing useful information on suggested resources this section raises other questions and concerns. Flexi-schooling, however flexible for the parents, will present organisational difficulties and may increase absence. There is insufficient clarity about monitoring and supervision arrangements. Concerns are expressed at the differential between the authoritative view that is apparent but which does not easily relate to the general lack of direction in the document generally. There is insufficient evidence to suggest that work experience for home educated pupils happens to any sufficient degree. There are also concerns that schools may use the flexible school attendance option to code absences as approved educational activity on the basis that they have approved the parent to supervise the arrangements.</p> |
| Text for Report:  |   |

|   |   |
|---|---|
|   | <div style="background-color: black; width: 100%; height: 100%;"></div>   |
| <b>7 b) Should any other contacts be included?</b>  |   |
|   | <input type="radio"/> Yes<br><input type="radio"/> No<br><input checked="" type="radio"/> Not Sure<br><input type="radio"/> No Response   |
| Key Indicators:   |   |
| New Key Indicator(s):   |   |
| Answer/Comments:  | Local Authorities are often cautious of appearing to recommend or endorsing resources as where the parent or child is unhappy with the outcomes achieved in using these resources the LA may be seen as culpable.   |
| Text for Report:  | <div style="background-color: black; width: 100%; height: 100%;"></div>   |
| <b>8 Please use this space for any other comments you wish to make about the guidelines</b> |   |
| Key Indicators:   | <input type="checkbox"/> <div style="background-color: black; width: 100%; height: 100%;"></div> <input checked="" type="checkbox"/> <div style="background-color: black; width: 100%; height: 100%;"></div> <input type="checkbox"/> <div style="background-color: black; width: 100%; height: 100%;"></div>   |
| New Key Indicator(s):   |   |
| Answer/Comments:  | <p>Paragraph 2.4 fails to protect children from the potential ill effects of these parental rights and responsibilities. There must be an appropriate reference to the Children Missing Education work, it is not acceptable to suggest that the duty described further in paragraph 2.6 does not apply to children educated at home and should be reworded to reflect this.</p> <p>Paragraph 3.1 – 3.3. If this work is to be taken seriously, it is essential that appropriate funding is available and that the nominated senior officer should be someone with appropriate safeguarding knowledge and experience.</p> |

|   |   |                       |
|---|---|-----------------------|
|   | <p>Paragraph 3.9 is inaccurate. The 1995 regulations were repealed by the 2006 regulations and the appropriate section is now section 8 of the Education (Pupil Registration) (England) Regulations 2006.</p> <p>Guidance on a reasonable timescales should be included, and that this should be negotiated between the Local Authority and the parents.</p> <p>There is an assumption that all parents who are electing for home education are doing so from a sound basis and as an informed proactive choice. However, there are examples of known cases where this is not the case and where children have been subject to significant harm, consequently the opportunity to protect all children is compromised by the above assumption, however few the number of worrying cases.</p> |                       |
| Text for Report:  | <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>   |                       |
| <p>[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p> |   |                       |
| [REDACTED] [REDACTED]   | Ref: 480 [REDACTED]   | [REDACTED] [REDACTED] |
| Entire Response [REDACTED] - Northamptonshire County Council  |   |                       |
| <p>[REDACTED] [REDACTED] [REDACTED]</p>                       |   |                       |