

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) [REDACTED] Suffolk 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:

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

Comments: Yes, to enable us to fulfil our legal obligations, whilst being fully aware of the rights and responsibilities of parents, as currently defined by law.

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: This is very accurate and clear.

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

☐ ☐

Comments: There is some ambiguity and omission here. In paragraph 2.5 it states that 'all children should make reasonable progress', but there is no mention of how progress should be judged or how 'reasonable' is defined. In paragraph 2.7 it states that 'Local Authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis', but there is no definition of 'routine' nor is it made clear how progress can be monitored if enquiries are not made regularly.

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

☐ ☐

Comments: Again there is confusion here. The advice to work in consultation with Traveller Education Support Services before 'engaging with parents from these communities' is sensible, and this policy is followed in Suffolk. I would also encourage the recommendation that the child 'should be given the opportunity, but not required, to attend any meeting that may be arranged or express his or her views in some other way', but the Local Authority cannot judge whether a child has been denied this opportunity, as it has no right to meet with the child, even where there are concerns – see paragraph 3.7. Paragraph 3.6 regarding concerns the Local Authority may have regarding the quality of provision, states that, 'Where there are concerns about the efficiency of suitability of the education being provided for the child, more frequent contact may be required', but 'frequent' is not defined. In paragraph 3.7 the document lists acceptable forms of evidence parents may offer as proof that they are providing an efficient education, and it appears, although it this is not made entirely clear, that parents may choose any one of these options exclusively. In the case of 'samples of work', it may be very hard to judge how efficient is the provision in place, unless the samples of work are dated and supported by some indication of the task to which they respond and how much adult direction a child has received. In the case of 'a report', a Local Authority inevitably has to take much on trust, unless the report also contains some sort of evidence as to how targets are met, for examples names of clubs in which children participate, and details of resources or tutors used. Moreover,

a report may detail what a child is doing but may fail to show evidence of the 'reasonable progress' mentioned in paragraph 2.5.

In paragraph 3.4 the document counsels Local Authorities to take 'a risk-based approach, taking into consideration the individual and community's circumstances.' Since, however, even in the case of concerns, Local Authorities may have to be content with written evidence only of a child's provision, it would appear that such an approach might be considered 'risk based', in that it could put the long-term educational and social opportunities of children at risk.

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: It is useful to know, paragraph 3.11, what home-educating parents are not required to provide.

Paragraph 3.13 is also very pertinent, but not necessarily helpful, as, in the absence of any right to enter the home or meet the child and in view of the fact that there are no requirements as to what a written report should contain, it might be very hard for Local Authorities to ascertain whether any, or all, of these characteristics are evident in the provision. Since Local Authorities have no right to make routine enquiries, it would also be difficult for them to ensure that these desirable characteristics are being maintained over time. However, in cases where Local Authorities are granted home visits by parents and have access to the child, and this is currently the situation in the majority of cases known to Suffolk County Council, then the information set out in paragraph 3.13 is useful.

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

☐☐

Comments: This is a useful section and the advice it contains is endorsed and followed in Suffolk, although it is at times difficult to build relationships with individual families where personal contact is denied. The attempts of Local Authorities to build supportive and positive relationships with home-educating families are also sometimes undermined by independent support groups, which have been known to advise against home visits or meetings with Local Authorities.

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

<input type="checkbox"/>	<input type="checkbox"/>
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Comments: These are very useful sections, in particular Annex A, as parents who wish children to prepare for GCSEs at home are often at a loss as to how to proceed, and can face considerable obstacles, particularly in the preparation and marking of coursework and entry to a registered examination centre for written or oral exams.

7 b) Should any other contacts be included?

<input type="checkbox"/>	<input type="checkbox"/>
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Comments: It might be a good idea to invite Local Authorities to submit regularly updated lists of useful resources and websites for parents which can be posted on the DfES site, and to invite home-educating parents to contribute to this as well.

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

Comments:

Whilst much of the advice contained in this document is useful, it does little to enhance the powers of Local Authorities to investigate home-education or to satisfy itself that children are receiving good quality provision and making 'reasonable progress', since the forms which evidence can take are many and only broadly defined, and Local Authorities are not given the right to make routine enquiries, unless there are initial concerns.

It would be helpful to safeguard the rights of children to a full-time, efficient education meeting their age and aptitude, by introducing national standards by which provision can be judged, and by laying down exactly what evidence written reports and samples of work should provide. In order to ensure that provision is consistent, continuous and age appropriate and that children are making progress, Local Authorities need the right to make regular enquiries, even where there are no initial concerns.

In the absence of any legal requirement for home-educating parents to register with Local Authorities, these, or any guidelines, are of limited use to Local Authorities who may have no knowledge of home-educated children living within the county.

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

Please acknowledge this reply

☐

Here at the Department for Education and Skills we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

☐

All UK national public consultations are required to conform to the following standards:

1. Consult widely throughout the process, allowing a minimum of 12 weeks for written consultation at least once during the development of the policy.
2. Be clear about what your proposals are, who may be affected, what questions are being asked and the timescale for responses.
3. Ensure that your consultation is clear, concise and widely accessible.
4. Give feedback regarding the responses received and how the consultation process influenced the policy.
5. Monitor your department's effectiveness at consultation, including through the use of a designated consultation co-ordinator.
6. Ensure your consultation follows better regulation best practice, including carrying out a Regulatory Impact Assessment if appropriate.

Further information on the Code of Practice can be accessed through the Cabinet Office Website: <http://www.cabinetoffice.gov.uk/regulation/consultation-guidance/content/introduction/index.asp>

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 31 July 2007

Send by post to:

e-consultation

Logged in as: [REDACTED]

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

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

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

System Tools**response edit**

This screen displays the contents of an individual response, including the respondent's personal details and their answers to the questionnaire. You can JUMP to another response by supplying an appropriate 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](#)

<< first	< previous	Ref: 483	Jump	next >	last >>
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Entire Response

Personal Details

Identifier: 483

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:





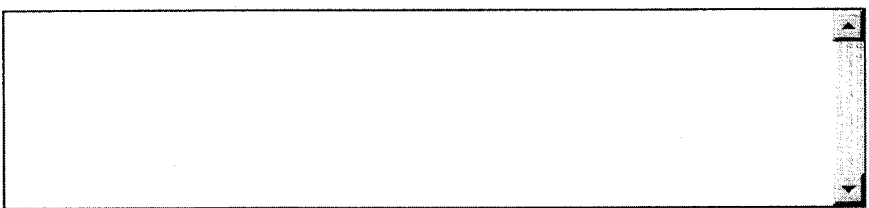
Address:

LOWESTOFT

Response on behalf of an organisation:

☐ Yes ☒ 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 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: 483
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:	I am employed as a  . These are my views as an individual; they are not given as representing the views of the LA.
Please specify:	
Consultation Questions	Identifier: 483
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]
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):	[REDACTED]
Answer/Comments:	The law is manifestly deficient in terms of supporting 'Every Child Matters'. Sooner or later a case of extreme neglect or abuse will come to light. The law should be changed to safeguard all children. It should be a legal requirement for all parents to notify the LA if they decide to educate their children at home, including from age 4/5.
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]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	: Paragraph 2.6 is unclear. The second and third sentences could be seen to be contradicting one another.
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] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	: LAs cannot discharge their responsibilities without having some knowledge of the parents' plans and provision. It should be assumed that all reasonable parents would wish to inform the LA and that if they are not willing to do so the LA should regard this as "information ..which may cast doubt on whether an "efficient and suitable education" can be provided". This assumption should be spelled out. Parents could refer to paragraph 3.5 and ask the LA what the "information " is that has caused the LA to seek information. Can such "information" simply be a lack of information from the parents? The aim of the guidelines is given in the Introduction and paragraph 4.1 as "to assist local authorities and home educators to build effective relationships". These guidelines do not help LAs establish relationships with the parents (and children) who might benefit most from such a relationship, namely those who do not engage. It should be clear that the DfES expects that LAs should, as a matter of good practice, make an initial contact and establish whether provision is likely to be sound. Children need to be protected; and the inadequacy of the law (which is widely admitted) should not prevent the operation of principles of safeguarding and care, which are enshrined in more recent legislation and which reflect higher ethical and moral standards than those underpinning existing legislation applying to home education. These new draft guidelines hamper the effective implementation of the LA's role.
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:	[REDACTED] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	The assumption of paragraphs 3.13 and 3.14 seems to be that LAs will be examining the provision made by parents generally, not just by those parents about whose provision "information exists" (paragraph 3.5).
Identifier: 483	
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:	[REDACTED]
New Key Indicator(s):	
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):	
7 b) Should any other contacts be included?	
	<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:	Perhaps more information to support parents whose children have special educational needs or who are gifted and talented.
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 guidelines should do more to make clear what is considered by the DfES to be good practice. The inadequacy of the law should not be used as an excuse for a lack of clarity over expectations. There is much that schools are expected to do (and demonstrate in Ofsted

inspections) that may not be legally required but is nevertheless viewed as important. These guidelines will be used by some parents to obstruct the reasonable operation of what the DfES expects LAs to do.	
<div>SaveResetDeleteBackPrint</div>	
<div><< first< previous</div>	<div>Ref: 483Jumpnext >last >></div>
Entire Response	

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Consultation on Home Education Guidelines

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<< first	< previous	Ref: 493	Jump	next >	last >>
Entire Response		[REDACTED] Solihull LA			
[REDACTED]					
Personal Details		Identifier: 493			
Response Type		Online			
Title:		[REDACTED]			
First Name:		[REDACTED]			
Last Name:		[REDACTED]			
Email:		[REDACTED]@solihull.gov.uk			
Organisation:		Solihull LA			
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: 493
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:	Local Authority Officer [REDACTED]
Please specify:	[REDACTED]
Consultation Questions	Identifier: 493
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):	<input type="text"/>
Answer/Comments:	The principle of having guidance is good. The main concern is the importance of seeing EHE as a safeguarding issue, as well as an educational one. It would be helpful if the guidance makes it clear that the LSCB should be advised (annually) of all EHE arrangements and the monitoring that takes place to ensure that children are safe.
Text for Report:	<div style="background-color: black; height: 100px; 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 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; height: 1.2em; width: 100%;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	It would be helpful if there was greater emphasis on seeking the views of the children and young people themselves. It is difficult to see how this will be achieved when the guidance makes it clear that there is no requirement for anyone from the LA to see the child.
Text for Report:	<div style="background-color: black; height: 100px; 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 type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response

Key Indicators:	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 250px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 250px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px;"></div>
Answer/Comments:	Further clarification of the LA's responsibility to see children (to ensure safety) would be useful. Section 2.4 specifies that parents may choose to home educate their children from an early age; this may result in LAs not being aware that a child is being educated at home and being unable to ensure appropriate education or safety.
Text for Report:	<div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></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="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px;"></div>
Answer/Comments:	The proposed system does not allow the LA to be aware of all children who are home educated
Text for Report:	<div style="border: 1px solid black; height: 100px;"></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 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: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
Identifier: 493	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<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):	<input type="text"/>
Answer/Comments:	Section 4.7 and 4.8 focus solely on establishing appropriate educational provision for children. in 4.10 further information around the actions that LAs should take when parents chose not to take up appropriate references and/or be willing for CRB checks to be undertaken would be helpful. Do LAs have the powers to insist on seeing evidence of CRB checks? There should be monitoring that takes place to ensure that CYP are taught by appropriate adults.
Text for Report:	

<div style="border: 1px solid black; height: 100px; width: 100%; background-color: black;"></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:	<div style="border: 1px solid black; height: 20px; width: 100%; background-color: black;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Answer/Comments:	The information around entitlement to Work experience is not clear
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%; background-color: black;"></div>
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:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

8 Please use this space for any other comments you wish to make about the guidelines		
Key Indicators:	<div>[REDACTED]</div>	
New Key Indicator(s):	<div></div>	
Answer/Comments:	The majority of parents who elect to educate their children at home do so very successfully - and it is helpful to have guidance that focuses on the importance of building positive relationships. There are a very small number of cases where the safeguarding of children may be of concern. This guidance does not cover the procedures for this.	
Text for Report:	<div>[REDACTED]</div>	
<div>Save Reset Delete Back Print</div>		
<div><< first < previous</div>		Ref: <div>493</div> <div>Jump</div> <div>next ></div> <div>last >></div>
Entire Response <div></div>		<div>[REDACTED]</div> Solihull LA
<div>[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

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

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

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

Name

[REDACTED]

Organisation (if applicable) Luton Borough Council

Address:

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

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"/> [illegible]	<input type="checkbox"/> [illegible]	<input checked="" type="checkbox"/> Local authority
<input type="checkbox"/> [illegible]	<input type="checkbox"/> [illegible]	<input type="checkbox"/> Other (please specify)

Please Specify:

[redacted]

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

☒ Yes

☐ No

☐ Not Sure

Comments:

Guidelines are long overdue. It is extremely difficult to make judgement about the 'suitability' of home education provided without at least minimal national criteria. Also not having a requirement to register children at home means they / some could be potentially at risk & not be known to the LA.

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

Comments:

The concepts 'efficient', 'suitable', full-time', 'ability' & 'aptitude' are too vague. They require more objective criteria and / or assessment. Parents could from the outset determine to achieve very little and still be 'efficient' Not all parents have time, energy and skills to achieve these ends.

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

☐

Yes

X No

☐

Not Sure

Comments:

2.5 What constitutes 'reasonable progress' in a given situation? Too subjective.

2.6 How is an LA to know whether a child 'missing from education' is being suitably educated unless they investigate?

2.7 What constitutes a 'good reason' if there is no evidence and access is denied?

2.8 If parents are not required to comply with LA requests – and the courts have to – what a waste of time & money!

2.11 Access to children is essential.

2.8 Appears to contradict 3.7.

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

☐

Yes

X No

☐

Not Sure

Comments:

3.4 LAs should not be expected to take any 'risk- based' approach to children's welfare!

3.5 What criteria should determine the quality of the information (eg. an anonymous phone call)?

3.7 How can the LA be sure that 'reports' from parents are true, or that work submitted is that of the child?

3.10 Who decides what is a 'reasonable' timescale?

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

Comments:

3.12 / 3.13 Such examples are very helpful and useful to parents and LAs but a continuing problem is determining what a particular child's 'needs and aspirations' are – especially if you don't meet them. How are they to be assessed?

What does the DfES consider invalid?

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

☒ Yes

☐

No

☐

Not Sure

Comments:

4.8 But does give LA concern about the child's welfare.

4.11 The LA has to determine how it fulfils its responsibilities.

4.12 What criteria will Ofsted use?

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

☒ Yes

☐

No

☐

Not Sure

Comments:

Insurance provision for work experience will no doubt deter LAs from providing it for young people for whom they receive no funding. The DfES might wish to consider making some funding available.

7 b) Should any other contacts be included?

☐

Yes

☐

No

X Not Sure

Comments:

Seems fairly exhaustive.

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

Comments:

There is no reference to the Every Child Matters agenda.

There is an emphasis on the need for partnership, but there appears to be no obligation on parents to engage in a partnership with the LA.

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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X Yes

☐

No

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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:

Consultation on Home Education Guidelines

Consultation Response Form

The closing date for this consultation is: 31 July
2007

Your comments must reach us by that date.

department for

education and skills

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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.x

Name

Organisation (if applicable) Blackpool 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?

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

Comments: Yes, so long as they are robust. Current legislation is extremely woolly and does not provide us with a firm framework.

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

Comments:

--	--

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

☐ ☐ ☐

<p>Comments:</p>	
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4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?

☐ ☐

<p>Comments:</p>	
------------------	--

I do feel it is clear. It is also unhelpful, in so far as, stipulation ought to be made that the child is seen preferably in their own environs. If every child matters it matters that every child is seen.

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

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

Comments:	
-----------	--

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

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

Comments:

7 b) Should any other contacts be included?



Comments:

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

Comments:

Whilst in and of themselves I believe the guidelines are sound; I firmly believe that all home educated children should be seen in their place of study, i.e their home, with all their equipment, resources etc., around them. Only then can a full and proper picture of the provision for the child be gleaned. One would not monitor school provision at 'another mutually convenient place'. Neither would one omit seeing the recipients of the educational programme. Guidelines need to be in place also, on how to proceed when parents refuse to let the child be seen.

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Please acknowledge this reply x

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

Name

Organisation (if applicable) Brighton and Hove City Council

Address:

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Telephone: 0870 000 2288

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

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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:

[Redacted]

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



Comments:

It is good to have guidance but legal statute or more specific guidelines are needed in some places as parents may experience different responses from different LEAs. The guidelines need to bring clarity and consistency. Some areas still need addressing e.g. definition of full time. A separate section for LEAs and parents would be better.

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:

2.2 What happens if a child wants to go to school but the parent doesn't want this? Who advocates for the child? Is the parent's decision overriding?
2.3 Greater clarity needed e.g. definitions of efficient, suitable, fulltime.
2.4 Conflicting with allows parents time to establish a programme.

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

Comments:

- 2.5 Helpful and accurate but a definition of reasonable is necessary.
- 2.6 Neither helpful nor accurate as we also have a duty to identify children in danger of missing education. We need to be able to ensure that the home education programme is happening before we can be sure they are not missing education.
- 2.7 Accurate but how would you know if they were not providing a suitable education if you are not able to monitor it and the parents/carers refuse to have any contact with the LEA? Parents of vulnerable young people may refuse to have contact with other agencies.
- 15 working days or 15 days?
- 2.8 Not sure.
- 2.9 Accurate and helpful
- 2.10 "Reasonable steps" This is very difficult to interpret.
- 2.11 Accurate but how is a LEA able to safeguard young people with whom they have no contact? There is nowhere in the document where this impasse is clarified.

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

Comments:

- 3.4 How is the LEA able to take a "risk-based approach" with families who choose to have no involvement with the them?
- 3.5 It is good that the young person is given an opportunity to express his/her views. In line two "can be" would be better replaced by "is being".
- 3.6 How does a parent writing a report show anything apart from the fact that the parent is able to write a report otherwise an accurate and helpful section?
- 3.7 This section does not lie well with section 3.4 where the guidelines state, "where parents do not want any involvement with the local authority, the LA should not automatically assume that there is a problem which needs investigating." In this section one could infer that parents do need to have contact to provide evidence that they are providing an efficient and suitable education.

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"/>
--------------------------	--------------------------

<p>Comments:</p> <p>3.11 Accurate but there are times when it would be "relevant" to have a set number of hours a year. Definition of full-time otherwise Leas have an impossible job trying to judge what this means.</p> <p>3.12 Accurate and helpful</p> <p>3.13 Helpful to have an indication of what provision should include but how would a LEA be able to be sure this was happening with the families who choose to have no contact?</p> <p>3.14 "may Choose" is too vague.</p>	
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6 Do you agree that the section on developing relationships (section 4) is useful?

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

<p>Comments: If the central aim of this document is to help develop relationships I feel that it leaves too much unclear. Vague guidelines that can be interpreted in many different ways depending on the views of the people concerned may result in difficult rather than easy relationships. Clear legal statute would help to avoid this. E.g. how can an LEA evaluate provision from a written report?</p>	
--	--

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

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

7 b) Should any other contacts be included?

Comments:

Anti-bullying Campaign

Connexions

Funding

Islamic Home School Advisory Network

Local/ regional groups

Post16

Publishers

QCA

Ressources

SATS information

Single parent home educating groups

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

Comments:

3.10 Reasonable timescale needs clarification.

It would be useful to have a definition of a broad and balanced curriculum.

This would be a good opportunity to close the legal loophole and ensure that parents have to notify the LEA if they intend to educate their children at home.

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