

[REDACTED]
From: [REDACTED] on behalf of [REDACTED]
Sent: 11 June 2007 11:18
To: [REDACTED]
Subject: FW: Home Education Guidelines

[REDACTED]
Can this be logged as a consultation response please?

[REDACTED]
-----Original Message-----

From: [REDACTED] [mailto:[REDACTED]]
Sent: 27 May 2007 17:39
To: [REDACTED]
Cc: [REDACTED]; [REDACTED]; [REDACTED]
Subject: Home Education Guidelines

Dear [REDACTED]

I was pleased to hear that the new Elective Home Education Guidelines had been issued for consultation on the DfES website, as promised at the Harlow Home Education Conference last November. I was, however, rather disappointed that these guidelines did not address some of the significant issues which you raised at the time of the Conference and gave us reason to believe would be incorporated.

First, you indicated that registration with local authorities would become compulsory for parents wishing to home educate their children. You also suggested that the guidelines would help to redress the balance between the rights of parents and local authorities in favour of local authorities, by, for example, introducing more rigorous standards by which home education could be judged.

Whilst the guidelines make clear the current legal position as regards home education and affirm the rights of parents, I do not feel that they will make it any easier than it has been for local authorities to ensure that all home educated young people are receiving the efficient, full-time education appropriate to their needs to which they are lawfully entitled.

I fully support the view that local authorities should take a collaborative, respectful and supportive stance towards those families in their area who have chosen the option of home education. However, the fact remains that, under these guidelines, local authorities will continue to have to take much on trust and, in the absence of any standard setting, will have limited powers of redress if dissatisfied.

It would appear therefore that, whilst the guidelines have confirmed the rights of parents, the rights and choices of some young people, and their future options, might well suffer from a lack of rigour in what is being put forward by the DfES as both lawful and good practice.

Yours sincerely

[REDACTED], Suffolk County Council

Could you be the guest MSN Movies presenter? Click Here to Audition
<http://www.lightscameraaudition.co.uk>

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Consultation on Home Education Guidelinesdepartment 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.

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<< first	< previous	Ref: 460	Jump	next >	last >>
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Entire Response

Personal Details

Identifier: 460

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

Individual

Address:

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 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:	
Respondent Information Questions	Identifier: 460
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Grandparent of Home Educated grandchildren
Please specify:	
Consultation Questions	Identifier: 460
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):	
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) 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:	[REDACTED]
New Key Indicator(s):	
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Everyone should be treated the same with no differences made for background and culture

5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="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:	A list of possible characteristics could be helpful but it should not be definitive or used to say everychild should have every thing/resources or activity on the list
Identifier: 460	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 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>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes

	<input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
New Key Indicator(s):	
<div style="text-align: right;"> <input type="button" value="Save"/> <input type="button" value="Reset"/> <input type="button" value="Delete"/> <input type="button" value="Back"/> <input type="button" value="Print"/> </div>	
<< first < previous	Ref: 460 Jump next > last >>
Entire Response [icon]	[REDACTED]
[REDACTED]	

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) NASWE

Address:

[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"/> Home educator	<input type="checkbox"/> Organisation representing home educators	<input type="checkbox"/> Local authority
<input type="checkbox"/> Voluntary organisation who educate home educated	<input checked="" type="checkbox"/> Other (please specify)	

Please Specify:

National Association of Social Workers in Education. (NASWE)

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

☒ Yes☐ No☐ Not Sure

Comments:

In principle yes guidelines would be useful. However the proposed guidelines do not reflect the LA role in safeguarding children. The issue lies with the relevant legislation rather than accompanying guidance.

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 description of the law is clear and accurate but detached. It fails to show how the UN convention and the 1996 Education Act are integrated in practice. It also fails to mention or integrate with other legislation regarding education and safeguarding. (The legislative framework for ECM) Interestingly it fails to mention the UN convention on the rights of the child. The child of course has no choice about the manner in which they are educated, despite it being arguably one of the most important decisions affecting their development and future life.

2.3 talks about education that does not foreclose a child's options in later years to adopt some other form of life if he wishes to do so, this could be brought into the 21st century by relating it to the five outcomes. Although the case law refers to a religious context put into the context of social exclusion, the failure by parents to provide an adequate education (including social development) will have a very significant impact on future life choices and chances.

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

☐

Yes

☐

No

☐

~~Not Sure~~

Comments:

It's accurate and only helpful in so far as legislation allows. It presupposes that all parents who home educate are able to do so, and do so with good intentions and have the personal and intellectual ability to do so. Whilst it is likely to be a minority of parents whose motives or abilities are cause for concern the existing legislative framework, predicated on an assumption of benign intent, makes it very difficult for local authorities to safeguard children's interests and meet their duties to support children in achieving the 5 outcomes.

Paragraph 2.6 is confused. The guidance issued re Missing Children may make it clear that it does not apply to children who are home educated but in practice where the LA is unable to assess education or is unaware of EHE the child becomes a child missing or in danger of missing education. They are in effect lost to the system. A golden opportunity to combine guidance on "missing" and EHE children has been lost.

Whilst we agree that a SAO should not be served prematurely or where there has not been an opportunity to establish a less adversarial approach, once it is clear that parental cooperation is not forthcoming there should be no delay in beginning proceedings. SAO proceedings should not be a last resort but a timely and properly assessed intervention designed to safeguard the education of the child. It should also be made clear that failure to comply with a school attendance order may not only lead to prosecution but could result in an application to the family proceedings court for an education supervision order(S36 Children Act 1989).

The fact that Section 175(1) Education Act 2002 does not extend to monitoring the provision of home education undermines the "be safe" outcome for a minority of children. Where there are child protection concerns, which will probably exist regardless of the mode of education, in the absence of the monitoring function of school attendance perhaps there should be stronger LA protocols for raising and investigating those concerns outside of education legislation.

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

☐ Yes

☒ No

☐ Not Sure

Comments:

The comments regarding Gypsy Roma and Traveller children have no place in the guidelines. The same legislative framework and standards should apply to all children. We don't understand why this group have been singled out.

The guidance refers to a "risk based" approach but does not really elaborate. For example would the fact that a child is already on the child protection register, or the fact that the parent is known to have mental health issues or is illiterate constitute a risk? Even where such clear risks exist the legislation as it stands still gives parents the right to EHE.

The guidance is unclear in paragraph 3.5. It talks about *if information exists that may cast doubt* often, the issue for LAs is the fact that no information exists or is forthcoming from parents on which to make an assessment. Should 'no information' be sufficient to cast doubt?

3.6 What constitutes a reasonable concern? This is a notoriously difficult thing to determine. Is the guidance in 3.6 realistic bearing in mind the parents are not actually required to do any of this?

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:

It says a lot about what parents don't have to do, and little about they do have to do. Whilst the guidance suggestions on what a full time education might look like are clear, if in reality this is not actually required by statute then what is the point?

There is a need for a framework that supports consistent inspection and assessment of provision, which is flexible enough to recognise and evaluate alternative approaches to education and does not measure against a "school-based" norm. Should not home educators also be required to demonstrate rates of progress against the learning objectives they have set to match the same rigour by which children's attainment is challenged within the school system?

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

☐

Yes

☐

No

☐

~~Not Sure~~

Comments:

It pre-supposes that all parents are willing for this to happen. Unwillingness by a parent to have a relationship with the LA may not be because they have something to hide, it may be a philosophical stance, which under existing legislation they are entitled to make. This leaves the LA very limited in what it can usefully do where this relationship is not forthcoming. Parents who home educate are exercising a right, we believe they should be required to take some responsibility for developing a relationship with the LA.

We do not have issues with parents who are open and cooperative.

The guidelines may well have a central aim of assisting LAs and home educators to build effective relationships but the legislative framework does not.

Paragraph 4.4 tells us that parents do not have to have any qualifications or training to provide education for their children with an efficient education- whilst we would agree in principle with this, it should be clear for example that a basic level of literacy and numeracy should be expected of whoever is the educator.

4.8 This is in our experience optimistic and naïve. The refusal by parents to allow access to the child or place of learning may not necessarily constitute grounds for concern but in our experience it usually does.

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

☐

Yes

☐

No

☐

~~Not Sure~~

Comments:

The reference to Connexions is welcome in that we would support the right of every young person to have access to this type of support, however are access rights also denied if parents do not want Connexions involved? This needs to be clarified.

Having looked at some of the websites their content is somewhat controversial and it may be best not to be seen to be supporting any such websites other than those that give factual information, rather than present a particular philosophical or religious position.

7 b) Should any other contacts be included?

☐

~~Yes~~

☐

No

☐

Not Sure

Comments:

It may be worth including an organisation such as ACE, which is not promoting a particular philosophy but simply giving parents information on their legal rights and responsibilities with no particular interest in promoting any particular mode of education.

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

Comments:

Please see attached supplementary paper.

3.8-3.10 This section appears to have been missed from the consultation questions. 3.8 and 3.9 are clear. 3.10 is clear but open to collusion and delays which are not in a child's best interests. There should be a limit on the time available for parents to prepare their proposals that also ensure that the LA does not collude with open-ended arrangements, and is specified in LA guidance. The use of the term reasonable is problematic.

Similarly 3.15-3.19 is also missing from the consultation questionnaire. All of the concerns regarding safeguarding apply to home-educated children with special needs as well. We know from research that statistically children with SEN are more likely to be abused.

The consultation questionnaire fails to ask for comments on safeguarding. The statement in paragraph 4.9 is welcome but more work needs to be done to make this a reality. We doubt that the general public or many of the professionals coming into contact with children are aware of the lack of regulation on EHE and in particular the right of the parents to deny access to the child or place of education, even when there are known to be risk factors such as previous abuse.

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?

☒

Yes

☐

No

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

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

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

Thank you for taking time to respond to this consultation.

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

Send by post to:

Elaine Haste, Department for Education and Skills, Mowden Hall, Staindrop
Road, Darlington DL3 9BG

Send by e-mail to: homeeducation.consultation@dfes.gsi.gov.uk

Supplementary information

Consultation on draft guidance for Elective Home Education

NASWE (National Association of Social Workers in Education) represents Education Welfare Officers who have regular contact with parents of children already registered in a school, who subsequently choose to home educate and with those that come to the attention of the Local Authority (LA). The Education Welfare Service does not have a role in assessing the suitability of the education provided but is usually the service through which the LA exercises its statutory duties in relation to education.

NASWE have long been concerned about the lack of regulation on Elective Home Education (EHE). The Association's view is that the majority of home educators work hard to provide the best for their children and many provide an excellent educational experience. NASWE recognises the right of parents to educate their child as they see fit and recognises that EHE can be an enriching and positive experience and that there are many and different ways of providing effective education.

NASWE members are becoming increasingly concerned over the lack of regulation and monitoring of EHE, which has, in a small but significant number of cases, led to children not just being denied their right to effective education, but to have suffered significant harm. We are not suggesting that parents would choose EHE in order to do their children harm although the recent case involving a foster carer from Wiltshire (1) provides an exception.

The lack of regulation has made it very difficult for local authorities to exercise their duty of care to the child or young person concerned and may compromise a child's right to education. Whilst the legislation outlining parental rights is clear and is also clear in that the LA is required only to make a judgement about the education provided, this goes against all other aspects of their work with children and the issue of elective home education has become conflated with safeguarding concerns which may exist regardless of the method by which a child receives education.

Parents who are providing an effective education, by whatever means have nothing to fear from greater regulation, the small numbers of children who are at risk have much to gain. In one local authority a summary of all EHE cases within the borough concludes that at least 25% are cause for concern. If this trend is reflected nationally we could be concerned with more than 4000 children and young people. Bearing in mind the lack of requirement for home educators to register with the local authority it is likely that the numbers involved are under estimated.

To illustrate this, NASWE members were asked to supply summary information on cases that have exposed the dangerous lack of effective regulation and have led to children suffering real harm. The case studies (Appendix) are real but have been anonymised.

Whilst the primary purpose of school attendance is education, we recognise that as a 'universal' service, schools also provide an ideal environment for the monitoring of children's well-being.

(1) Eunice Spry, Foster Carer was convicted at Bristol Crown Court on 26 charges of abuse. The abuse occurred over an extended period of time during which the children in her care were home educated.

The extent and nature of this type of surveillance is of course subject to intense debate, but children who are enrolled at school, and in many cases their parents, are subject to huge levels of state regulation and surveillance.⁽²⁾ In contrast, the regulation of home-educated children is remarkably lax. How can it be that education and with it school attendance is such a serious issue for some children and young people but is left virtually without regulation for others?

We are not suggesting that EHE is in itself a safeguarding issue although arguably the failure to provide a satisfactory education (in any context) may seriously compromise a child's future opportunities, what is of concern is that EHE removes the opportunity for what is a very efficient monitoring of children's welfare through the school system. It is also of concern that some parents, aware of this and wishing to avoid intervention opt for home education to avoid contact with welfare agencies, whether safeguarding or school attendance. For the local authority to be unable to prevent a parent from removing a child from school when they are on the child protection register, or where there are documented serious concerns, is both ludicrous and negligent.

NASWE believes that there needs to be a more thorough review, not simply a rewrite of the guidance, which simply reflects an inadequate regulatory framework. There should be attention paid to the gaps in safeguarding measures, and an end to a situation which allows parents to deny access by the local authority, to their children. There must be a better balance between the rights of parents, the needs and wishes of children and young people and the duty to safeguard.

The case studies have also highlighted the need for a review and possibly strengthening of school attendance order proceedings. It is not satisfactory that parents should be subject to school attendance order proceedings and for there to be no consequences for non-compliance. This may be due to a reticence by local authorities to pursue non-compliance and/or their lack of knowledge of other provisions under the Children Act 1989.

The association would be more than happy to meet with the Department to discuss and develop these suggestions further.

Recommendations.

- A more comprehensive study is made of the extent of the risk of harm experienced by home-educated children.
- (In line with Scottish regulations,) where a child or young person is already known to the local authority, children's social care, or youth offending and there are 'concerns' or they have been subject to enforcement proceedings for truancy, that consent for EHE is withheld until relevant investigations have been made. This we believe should be done promptly and transparently with parents.

⁽²⁾ Fixed Penalty Notices for term time holidays, parenting contracts, Parenting Orders for truancy and behaviour, restrictions during first 5 days of an exclusion.

- Where a school attendance order has not been complied with and prosecution is necessary, Magistrates automatically direct the case for consideration of an application for an Education Supervision Order (ESO) and that Local Authorities are encouraged to make use of this provision in preference to prosecution and consider a direct application to the family proceedings court. An ESO effectively removes the right of the parent to educate in a manner of their choosing and allows the LA to put in place a plan, which is in the best interests of the child (which may include EHE).
- EHE parents are required to notify the LA even if their child has never been on a school roll. Important that these children are registered within contact point
- Where parents exercise their right to home educate and the LA is duty bound to assess the education on offer, the LA do this within a prescribed period of time, and to take any necessary enforcement action without delay. Delays in assessment, alongside the timescale necessary for school attendance order proceedings can mean a child for whom EHE is inadequate is out of school for a protracted period making re-integration more difficult for everyone concerned. This alienates parents, confuses children and undermines any action the local authority may wish to take.
- Where the local authority is dissatisfied with the education provided; that they provide clear reasons why this is so, with evidence to support the conclusion, and clear advice on what steps might be taken to bring the provision up to standard, with a timescale for review.
- In order for education to be properly assessed by the local authority the parents are required to allow access to their child and to the place where education will take place, including the home if this is relevant.
- Children's Services have a coordinated and consistent responses to EHE within its education and social care sections and there is a protocol with adult mental health services, youth offending and probation to share information on EHE cases where there are concerns and support multi agency intervention where necessary. Similar to requests made to different agencies where couples are assessed for fostering or adoption.

Appendix EWS Case Studies

Child S

S attended a private primary school until his parents were no longer able to pay fees. He did not transfer at 11+. Parents were divorced. Father had fortnightly weekend access. The matter was brought to the attention of the LA by the father who was concerned that his son, a bright articulate boy, was not being educated. The LA approached his mother who said she planned to educate at home. The process of inspection was explained to her but she refused access to the advisory service. In the meantime S wrote an eloquent but heartbreaking letter to the director of education, pleading to be allowed a place at a local school. His father maintained regular contact with the LA and reported that S was becoming depressed and gaining weight because of his now sedentary lifestyle. There were also concerns that apart from very short trips to local shops, he and his mother did not leave their home. S's father also revealed that his ex wife had experienced mental health problems in the past but he did not elaborate.

The LA had instituted SAO proceedings as soon as it became clear that the parent was not going to cooperate, but was powerless to move faster despite the concerns. This was upsetting for S, his father and the officer involved.

The EWO contacted adult mental health services and was told that the mother had experienced serious mental health problems in the past and that there had been a very recent self-referral to the local hospital. Shortly after, she was sectioned under the Mental Health Act and forcibly removed from home in the presence of her son. S went to live with his father and was enrolled at a local school within days. He had already missed all of his first year of secondary schooling.

Child M

M was a nine year-old boy experiencing behavioural difficulties at school. His father was aggressive towards the school and other services and withdrew M from school declaring his intention to educate at home, even though he worked full- time. His mother was trying to cope with a seriously ill younger child and was not in agreement with this course of action and was barely coping. M could not understand why he could not go back to school and said he was lonely and wanted to see his friends. Social services were already involved because of concerns over the parent's ability to cope and there were some child protection concerns. They were astonished that the father could legally have done this and believed that unless he was in school on a daily basis this would seriously hamper any monitoring of M's safety.

By the time the parents had been persuaded that it was in M's interests to return to school he had been taken off roll and his place filled, necessitating a change of schools for a child already experiencing difficulties.

Child J

J is now 11 years old and has never been a registered pupil. He first came to the LA's attention in 2001 after a member of the public rang in with concerns. A home visitor visited between 2001- 2004 and reports ranged from Satisfactory (x5) to unsatisfactory (x3). The home visitor also reported unacceptable home conditions and persuaded the parent to seek help through social services. Fearing a visit from social services, the parent presented herself claiming she was OK. She then refused to allow anyone into the

home or to have contact with any agency. The parent failed to comply with two school attendance orders and refused to answer the door or respond to letters.

In an attempt to re open communication with her, a new home visitor was offered to meet with her in the local library. This she did and was given guidance on how to turn what was deemed provisionally satisfactory into satisfactory provision. She refused to produce J, quoting her rights. Two strategy CP meetings have also been called to voice concerns about not seeing the child, or the home, and other people's concerns when J and his parent are seen out. He had seen a GP in 2006 so a forced entry by police was not considered appropriate.

Earlier this year J was admitted into hospital as an emergency patient suffering from an undiagnosed advanced stage of diabetic ketoacidosis and in an emaciated condition. J weighed less than he did 3 years previously. He was described as being close to death. He was subsequently placed on the child protection register under the category of neglect and emotional harm. After a month in hospital J was discharged from hospital into foster care.

The police obtained a warrant to enter the house and it was uninhabitable. There was rubbish piled high in all rooms, a toilet that was open to the elements and a bath full of rubbish. There was no heating and no room for anything other than a mattress on which they both slept covered in rubbish. The parent is suspected to have mental health issues particularly around hoarding. The parent still wants to educate him herself and hopes to have him returned to her care when she is able to provide acceptable living accommodation.

Child K & Child F

K & F were both withdrawn from school during year 8 & 9 respectively. Both had a poor record of attendance. The children's father is known to be a problem drinker and may have mental health problems. He has on many occasions been involved in incidents at the children's school, which have resulted in him being banned from the premises. The children's mother has mental health difficulties and is receiving treatment. Both parents are in receipt of incapacity benefit. Parents are obsessively concerned about perceived risks to their children who have previously been placed on the child protection register because of emotional abuse. K had missed a period of schooling following an accident and home tuition was provided during his recovery. A further period of tuition was provided because of concerns about K's mental health. However his reintegration to school proved problematic and despite offers of alternative provision both parents were prosecuted by the local authority for their child's poor attendance. They then withdrew them to home educate. Parents have refused to cooperate with the LA as they are in the process of appealing against sentence. Both children had a history of poor attendance and difficulties at school that started in primary. Currently there is no contact with the children and no reason to believe that education is taking place.

Child P

Child P was withdrawn from school in year 9 because of allegedly getting in with the wrong crowd. Both parents have difficulties with literacy and numeracy and both attended a special school because of mild learning difficulties. Despite the parents best efforts they are unable to help with basic tasks. An older brother experienced difficulties at school and was refusing to attend he was removed from school in year 9 to be

educated at home. Although the education on offer to him was not satisfactory the parents did allow the LA access. Concerns over the education for P have been raised. P is underachieving and very little work is evident and is of a standard that might be expected of a child in primary school. P agreed with the LA officer that this was work done in primary school. The parents have been subject to school attendance order proceedings on 2 occasions and have failed to comply. They have now refused to cooperate with the LA.

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.

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<< first	< previous	Ref: 500	Jump	next >	last >>
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Entire Response**Personal Details**

Identifier: 500

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

Address:

Response on behalf of an organisation:

☐ Yes ☒ No

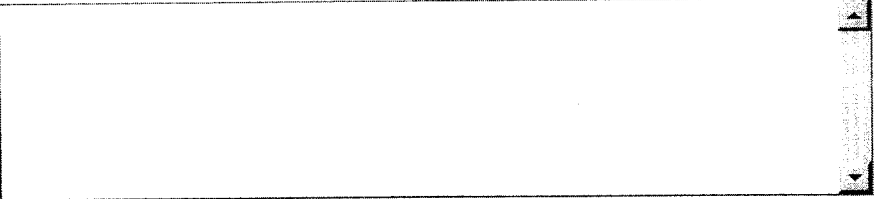

Campaign:

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledgements:	Acknowledgement email
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 500
Which of the following best describes you:	
	<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)
Answer/Comments:	I have been home educating for over 10 years. I have been a local contact for Education Otherwise and am currently a
Please specify:	
Consultation Questions	Identifier: 500
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:	

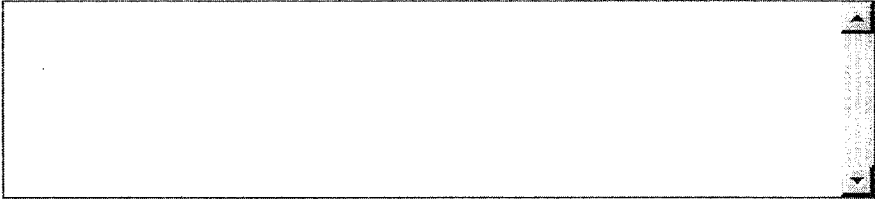

	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Having dealt with the consequences of a lack of clear guidance and the role of personal prejudice that informs most of the interaction between local authorities and home educators, I believe guidelines are fundamentally important and welcome the chance for clarity that these guidelines provide.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></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; width: 100%; height: 1.2em; margin-bottom: 2px;"></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>
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:	<input checked="" type="checkbox"/> Clarify 'reasonable progress' <input checked="" type="checkbox"/> Clarify 'good reason to believe not providing suitable education' <input type="checkbox"/> LA personnel need to be trained or specialist in HE <input type="checkbox"/> Child protection issues <input checked="" type="checkbox"/> Disagree with monitoring
New Key Indicator(s):	
Answer/Comments:	<p>As the guidelines correctly state, there are many approaches - in fact there are as many approaches as there are children - and that is the unique advantage of home education. My daughter started reading at just over 4 years old and has read intensively and non stop ever since. My son started at 8 years old and has also never looked back. I know many other home educated children who have not started reading until they were in their teens but have then gone on to read voraciously. How on earth is the local authority to judge that 'reasonable progress' has been made when progress can only ever be assessed on an individual basis. Was my son making reasonable progress in reading at age seven when he'd done none whatsoever. The answer is of course 'yes' because he now reads extensively and for enjoyment.</p> <p>The reasonable progress sentence should therefore be removed as it risks opening an area of conflict between LA's and home educators which is in neither parties interests.</p> <p>Section 2.7 - it would be helpful if it was stated that 'good reason' does not include home education itself. If a doctor or EWO or Social Worker flags a concern due to 'home education' the LA should recognise that this is a result of ignorance and does not of itself create a good reason.</p> <p>Section 2.8 - although I understand the intent of this paragraph it seems to me that it could do with redrafting to follow on better from 2.7</p> <p>Section 2.11 highlights one of the most serious issue facing home education. The only difference between a home educated child and a schooled child is that the home educating parent has decided to provide a suitable education themselves. Any role the LEA has to the home educated child is simply as a result of the differing choice of how to achieve a suitable education.</p> <p>These are guidelines on Elective Home Education as legislated in section 7 of the EA. It is of paramount importance that these guidelines are clear that LA's welfare responsibilities with respect to home educators only stretch to cover educational provision.</p> <p>I know from personal experience from dealings with the [REDACTED] LA that LA's constantly confuse their role and these guidelines offer an excellent opportunity to clarify their role with respect to Elective Home Education. The issue of all children's welfare when with their families is covered elsewhere in the Every Child Matters framework. It would be a tragedy if further intrusion was sanctioned, with the accompanying stress and damage to families this causes, in the interests of protecting extreme cases that happen routinely whether children are home educated or at school.</p>
Text for Report:	

4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
Answer/Comments:	<p>Section 3.4 - "Many home educating parents welcome regular contact with the local authority as an opportunity to reaffirm their provision." - this is not backed up by my experience of home educators. Many home educators are prepared to tolerate but very few welcome this intrusion. This sentence seems entirely superfluous - it is entirely irrelevant whether parents welcome intrusion or not.</p> <p>â€œfew Gypsy/Roma and Traveller parents have the knowledge, skills and resources to provide or deliver a full-time education that is efficient and suitableâ€. - this is prejudiced and racist - how has Ivatt defined 'suitable education'. I am shocked to see a community singled out in this manner and this section must be removed as section 7 of the EA applies to individuals and each individual must be accorded the same rights under the law and the LA must approach each individual situation on it's own merits.</p> <p>"This should include seeking from the parents any further information that they wish to provide explaining how they are providing a suitable education." The 'they' in this sentence is not clear and should state 'the parents' again.</p> <p>It is extremely important that a necessary intrusion doesn't become a routine intrusion. It is extremely stressful and damaging for a struggling family to deal with an LA - the balance of power is entirely on the LA's side which makes families feel extremely vulnerable.</p> <p>It would help enormously if the LA's started from a position of respecting and supporting the parents choice to home educate. Making such a choice is always a sign of a family trying to help</p>

	<p>itself and the LA should recognise this and encourage the family to fulfill its choices. This is after all at the core of what it is to be a human - to be able to make choices that are in our own and our families best interests - to deprive a family of the right to make this choice should be regarded as an extreme measure and should recognise that it is depriving a fundamental human right.</p> <p>Diversity and alternative ways of thinking are at the heart of healthy society and authorities should be very careful about imposing subjective opinions as to 'a right way' onto any individual; before doing so the authority must be absolutely certain that it is dealing in verifiable facts rather than individual prejudice masquerading as 'professional opinion'. Sadly, as many generations have found to their cost, 'professional opinion' is often the most single minded and prejudiced type of opinion there is. There are simply too many tragic examples of the folly of 'professional opinion' to list them all but all those who died at the Somme will know only too well just how bigoted such opinions can be.</p> <p>I have had many dealings with LA's over the years and it is my experience that by and large the personnel dealing with home education are not individuals that think in a broader context about the meaning of life and an individuals role within it but instead focus in on what they personally think an education is based almost entirely on their individual experiences.</p> <p>"Many parents welcome the opportunity to discuss the provision that they are making for the child's education during a home visit but parents are not legally required to give the local authority access to their home."</p> <p>This reads like propaganda - many more parents do not but this fact is conveniently ignored. It will be extremely unhelpful if the guidelines in anyway appear to favour LA's as they will immediately lose credibility with home educators. One sided statements that are in no way representative of the whole gamut of home educators will inevitably alienate some and possibly most home educators.</p>
Text for Report:	
<p>5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?</p>	
	<p> <input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response </p>
Key Indicators:	

	<input type="checkbox"/> Definition of full time education
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p> â€¢ consistent involvement of parents or other significant carers â€” it is expected that parents or significant carers would play a substantial role, although not necessarily constantly or actively involved in providing education â€¢ recognition of the childâ€™s needs, attitudes and aspirations â€¢ opportunities for the child to be stimulated by their learning experiences â€¢ access to resources/materials required to provide home education for the child â€” such as paper and pens, books and libraries, arts and crafts materials, physical activity, ICT and the opportunity for appropriate interaction with other children and other adults. </p> <p>Section 3.13 is at the heart of why there is so much confusion about 'education' - the list does not describe suitable education - rather it describes a set of entirely subjective criteria that many people for suitable education.</p> <p>At the heart of genuine 'education' lies the bond between the parent(s) and their children. A child who grows up with a strong bond will invariably do well and there is ample research to prove this. The most disorganised and apparently hopeless parent can do a wonderful job at preparing a child for adult life because the commitment to the child i.e. the strength of the bond is strong. Not one of the things listed in 3.13 are indicators of the strength of this bond - neither are many others that could be listed, for example the diet of the child, the cleanliness of their clothes, etc. The bond between a parent and child is much too subtle a thing to be measured by anyone and LA's should not even attempt to do so. The LA's job is simply to make sure that a family is not struggling and a family is struggling if it is not achieving what it is trying to achieve - if this is the case the LA should support them to help them achieve their aims; when the family no longer needs such help they should go. Only where there is something going wrong should an LA even think about intruding.</p> <p>What these guidelines totally fail to make clear is the incredible damage that can be done to a parent/child bond where authorities assume and hence undermine the role of the parent. I have had to watch incredibly loving and committed parents being hounded due to the professional opinions of experts who simply do not understand the holistic nature of education. This list is going to make that a more common experience and the consequences will be the opposite to those desired.</p> <p>The reality is that there is ample evidence to show that this list is not just misguided but totally incorrect - the proof of this is in home educated children. My children are 14 and 15 and I have never met a single adult who did not find them articulate, intelligent and lovely young people. They read and write excellently and are already more than capable of taking a full and active part in the society they live in. Of the items on the list, they have had the first 'the consistent involvement of a parent' but no one would ever have been able to monitor it. I have never recognised their needs, attitudes and aspirations - to do so would have been entirely artificial and I wouldn't even know what it meant - I have simply lived with them.</p> <p>I have never provided a 'learning experience' - life is a learning experience and anyone who lives</p>

	<p>already has more potential stimulus than could ever be absorbed by any individual. And finally, I have not provided any of the resources listed other than those I have lying around my house (which is suitably chaotic). The problem is that the end result is two capable lovely children who interact well with all ages of people and get on with everyone they meet. Many people would have been appalled by my attitude but they'd have been wrong. I know for a fact that none of these things are necessary as I see endless examples of people who have all these things, apart from the consistent involvement of a parent which all home educators provide by default, and can neither read or write and certainly can't interact well with other members of society. The definition of a suitable education is one that achieves what it sets out to achieve - by that standard my children have had an excellent education but one that failed these guidelines recommendations in almost every aspect.</p> <p>It's sad to think that all indigenous peoples would have failed it's criteria too - the average Eskimo family would have failed repeatedly by these standards - despite the fact that their children grew up to achieve things we can only marvel at. As a suitable education is one that achieves its aims and its aims are primarily to equip a child for life surely, by definition, there is no better apprenticeship for this than living alongside a parent.</p> <p>If an alien arrived on this planet and wanted to take a full and active part in our society, how would it be best placed to achieve this? I think it's entirely self evident that living cheek by jowl alongside a member of the society would equip it far better than any artificial learning structure the society had created. The ultimate way to learn how to be a part of your society is to take part in it with people who genuinely care about you.</p> <p>What I have been able to provide for my children, that no LA ever could, is that I love them because I'm their parent. Anything that could harm that relationship should only ever be used as a last resort and even then extremely gently to avoid further harm.</p>
Text for Report:	
Identifier: 500	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	

	<div style="background-color: black; width: 150px; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	I believe the entire emphasis is wrong - there is a fundamental misunderstanding of what 'education' is (see my response to 5) , however I agree totally that increased understanding and respect for the human rights of home educators and the choice they have made by LA's will be of enormous value to the children of home educators and any home educators who may be struggling and need help.
Text for Report:	<div style="border: 1px solid black; height: 120px;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 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: 300px; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Text for Report:	<div style="border: 1px solid black; height: 120px;"></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: 1.2em;"></div>

New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></div>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div><div></div><div></div></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	While I welcome these guidelines, I think they have been written on the basis of subjective opinion which makes much of what's written pretty worthless. Having read them I'm left with the impression that much more research is needed into what education means in its broadest sense; unless authorities understand this then everything else becomes a subject to personal prejudice which is currently causing enormous harm.
Text for Report:	<div><div></div></div>
<div><div>Save</div><div>Reset</div><div>Delete</div><div>Back</div><div>Print</div></div>	
<div><div><< first</div><div>< previous</div></div>	Ref: <input type="text" value="500"/> <div><div>Jump</div></div>
<div><div>Entire Response</div><div></div></div>	
<div><div></div><div></div></div>	

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

Consultation on Home Education Guidelinesdepartment for
education and skills**Consultations**

Consultation Home

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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.

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<< first	< previous	Ref: 510	Jump	next >	last >>
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Entire Response

Personal Details

Identifier: 510

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

Address:




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 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:	
Respondent Information Questions	Identifier: 510
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Grandmother of two home educated young people aged 24 and 18.
Please specify:	
Consultation Questions	Identifier: 510
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):	
Answer/Comments:	There must be some guidelines so that Local authorities know the law and how to interpret it. There has been too much mistrust in the past.
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]

New Key Indicator(s):	<input type="text"/>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	This list at 3.13 in no way relates to the law about home education. It should be removed altogether from the guidelines. It is not helpful to LAs as it is not a legal requirement. It sets up arbitrary standards and is very biased in favour of traditional educational styles.
Identifier: 510	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>

7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
8 Please use this space for any other comments you wish to make about the guidelines	
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):	
Answer/Comments:	<p>In my experience with my grandchildren and their friends over the 18 years or so they have been involved with home education I have learnt, although I was skeptical at first, that home education is a perfectly valid, effective and legitimate form of education. My grandchildren were allowed to follow their own interests, did lots of 'projects' on things that interested them and used London as a huge library and recourse centre. They also met with many other children through out the year in such places as local home education groups, after school clubs and annual camps and events. Let me give you an example of their style of education. My grandson asked to play the violin when he was 5 as an older cousin played it. My daughter thought, as most parents do, that he must practice every day for 10 minutes or so. These practice times became unbearable to both of them so my daughter decided to stop practicing with him for a month and see what his teacher said. My grandson did not practice at all for many years and his teacher never noticed. He achieved grade 8 on the violin when he was 14. I am not saying that all children could be good at the violin without practicing but this educational approach allows the child to discover their own interests and style, gain confidence and enjoy learning. We cannot know how each person learns but we can know that compulsion and stress are not conducive to learning. My grandson having only one GCSE, got 3 A levels(grades A, A, and B) and achieved a first at [REDACTED], London in Philosophy. He now lives in [REDACTED] after winning a scholarship to study Japanese, is fluent in Japanese and has just won another scholarship to do an MA in Japanese philosophy in Japanese. My granddaughter, six years younger, achieved a place at [REDACTED] College next year, a highly competitive college. What I mean to say is that their education which was highly personal, idiosyncratic and followed no curriculum but the child's needs were met and their educational attainment is very successful in mainstream educational terms as well as in terms of an alternative educational method. These guidelines must help LAs understand different types of educational approaches and that they can all be successful. The home education community, in which my daughter is very involved, has innumerable problems with LAs that do not understand alternative education but are tied to very narrow views of what education can be. I think the mainstream education system would do well to look very close and hard at alternative education approaches like home education to find that compulsion and curriculums are not what produce education and do not fulfill our potential as humans. Learning how to learn and one's individual strengths and</p>

		weaknesses and how to resolve these out in the world are what allow us to fulfill ourselves as human beings. That is what education is supposed to be about after all.				
		Save	Reset	Delete	Back	Print
<< first	< previous	Ref:	510	Jump	next >	last >>
Entire Response						
  						

e-consultation

Logged in as: [REDACTED]

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

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education and skills

response edit

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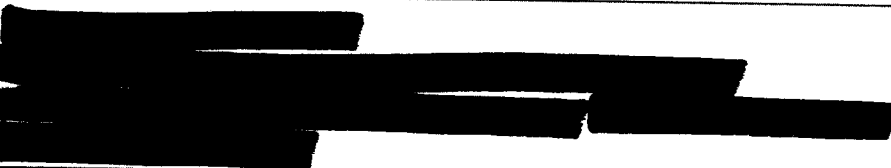
System Tools

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.

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[REDACTED] [REDACTED]		Ref: 555	[REDACTED] [REDACTED]
Entire Response [REDACTED]			
[REDACTED] [REDACTED] [REDACTED]			
Personal Details		Identifier: 555	
Response Type		Online	
Title:		[REDACTED]	
First Name:		[REDACTED]	
Last Name:		[REDACTED]	
Email:		[REDACTED]	
Organisation:		[REDACTED]	
Address:		[REDACTED]	
Response on behalf of an organisation:		<input type="radio"/> Yes <input checked="" type="radio"/> No	
Campaign:			

	Not Part of Campaign
Confidential Response:	<input 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: 555
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	I am a retired Social Work Manager with a degree and diploma in Social Studies. I am a grandfather prepared and willing to participate in any way appropriate.
Please specify:	
Consultation Questions	Identifier: 555
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	There is a tendency for guidelines between unequal parties to harden into quasi instructions from the "authority" to the individual - beware of this as they may be interpreted from the LEA to the parent.
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:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Bearing in mind the range of childrens' abilities, and parents' beliefs and abilities, the law makes a fair attempt at definition. However we must beware that S 2.7 does not too easily over-ride S 2.3.
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) 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:	
New Key Indicator(s):	<input type="text"/>
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

	C
Key Indicators:	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	Children can't always distinguish between "I ought..." "I need..." and "I want..." nevertheless they should always be encouraged and enabled to contribute to discussions AT THEIR OWN LEVEL since this is the very philosophy of Home 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="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	In view of central government's over-concern with SATS and tests, in spite of the objections of knowledgeable and practical educators at all levels - Quote from the Education Minister "How else can we make teachers accountable?" (but to whom, the Minister or the pupil?) - we must be continuously on guard against the LEA tendency to formalise their assessments e.g. by hardening criteria into ad hoc tests.
Identifier: 555	
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):	[REDACTED]

7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	An introductory booklist for newcomers to this endeavor might include authors such as John Holt and David Crystal.
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
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:	Page 12 para 4.4 This appears to be an admission that any school with large classes is probably inadequate.
<div style="text-align: right;"> <input type="button" value="Save"/> <input type="button" value="Reset"/> <input type="button" value="Delete"/> <input type="button" value="Back"/> <input type="button" value="Print"/> </div>	
<input type="button" value="Previous"/>	Ref: 555 <input type="button" value="Drop"/>
<div style="text-align: right;"> <input type="button" value="Next"/> <input type="button" value="End"/> </div>	
Entire Response	
[REDACTED]	

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) Professional Association of Teachers

Address:

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

Please Specify:

Teaching Trade Union

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

Comments:

The purpose of these guidelines in offering advice to parents and local authorities is welcomed; however, the opportunity to tighten up on specific areas has not been taken. There is no change in guidance for parents who have never enrolled their children in any form of schooling. After their birth, there is no monitoring of the welfare and development of these children who may be at risk in their own homes and community.

The rights of the child have to be considered here, alongside the right of parents in making choices for their children.

The clarity provided around the statutory obligations for both parties is essential and will need to be easily accessible by parents and schools when considering advice and guidance on Elective Home Education.

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:

We note that there is no reference to paragraph 2.4 here.

Children who have never been enrolled in Local Authority provision need to be monitored just as much as other EHE children. There is the danger that children may become 'lost' from the system, because parents are not required to register with their Local Authority when removing their children permanently from school. Headteachers may assume that families are moving into another area and have already enrolled their children in a new school.

The Every Child Matters agenda underpins the programme of education and care in our nurseries and schools; many children for whom this essential framework is vital may lose out if they are not receiving an appropriate alternative to school.

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

Comments:

However, it appears contradictory that Local Authorities can intervene if they have good reason to believe parents are not providing a suitable education, yet they do not have the power to monitor all EHE in order to identify individual situations where the provision is failing or requiring support.

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

Comments:

We would draw attention to paragraph 3.5. There will be circumstances where such information does not exist unless a case is being monitored and even then parents can take steps to avoid this, as illustrated in this guidance. Evidence provided by some parents may be called into question, for example

- written reports may not be accurate or authentic
- work samples do not show the amount of work covered by comparison with full time 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?

Comments:

It may be difficult to make an assessment of educational provision if the child is not present with the parents when a meeting is convened. Recognition of a child's particular needs, attitudes and aspirations can be difficult to recognise and perhaps influenced by their parents. Where education is provided by more than one parent or other adult, making an assessment of the learning experience as a whole requires more thorough investigation.

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

Comments:

This section may be useful in breaking down some barriers between Local Authorities and parents whose children are experiencing severe difficulties in their learning and require support in managing their child's education; and also between alternative education providers who will have a greater appreciation of the role of Local Authorities in EHE.

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

Comments:

'Flexible' school attendance may be compromised by the complexities of funding and supervisory responsibilities.

Flexi-schooling would help many students in the middle of KS4 who, for whatever reason, is not coping well with school and moves to EHE.

Local Authorities could assist parents in supporting their children's Work Experience by providing 'en block' insurance cover for buying into.

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 PAT has welcomed this guidance, we feel that without a review and tightening of regulations around EHE, those children who fall outside the school system and are not receiving appropriate learning and development opportunities, are greatly at risk.

We recognise the financial and resource implications of stringent changes in regulation, but at greater costs is the disservice to many young people.

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: