

-consultation

Logged in as: [REDACTED]

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

Consultation on Home Education Guidelines

department for
education and skills

response edit

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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System Tools

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Entire Response	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]
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Personal Details	Identifier: 108
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 type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 108
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:	Concerned Grandfather who has taught in an independent school.
Please specify:	[REDACTED]
Consultation Questions	Identifier: 108
1 Do you agree that It is helpful for the DfES to issue guidelines to local authorities?	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	[REDACTED]

New Key Indicator(s):	
Answer/Comments:	It depends very much on what those guidelines are. Should they try to force parents to turn out standard state approved clones believing and thinking in a standard way they would be very bad. This is not scaremongering as there are certainly those who would like to do just that. For example if you so much as question (not even deny) evolution some react more violently than an American fundamentalist whose pet interpretation has been denied. I was always told that Science works by questioning. Apparently not in this case.
Text for Report:	
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	It is clear. Not being a lawyer I would not like to pass an opinion on its accuracy. I hope it is accurate.
Text for Report:	
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response

Key Indicators:	<div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Answer/Comments:	See my comments on the previous question. If accurate it is helpful.
Text for Report:	<div></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input checked="" type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Answer/Comments:	Again helpful if accurate.
Text for Report:	<div></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?	
	<p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p>

	<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"/>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
Identifier: 108	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 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:	I am glad to see that the LA is not expected to go into a home education situation in a heavy handed way but to respect the parents' wishes.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes

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

[illegible]

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Consultation on Home Education Guidelines**department for
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Consultation Home

Manual Response Entry

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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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Entire Response

Personal Details

Identifier: 113

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 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: 113
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:	Parent of under-8's Church leader
Please specify:	
Consultation Questions	Identifier: 113
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]
Answer/Comments:	<p>It's good that the guidelines are being updated.</p> <p>It is important that they should continue to make it clear that:</p> <p>1) School attendance is not compulsory, so long as the child is being educated in accordance with the clearly set out legal requirements;</p> <p>2) Neither the government nor local education authorities have the right to impose a curriculum, nor attainment targets, on children being educated at home (or in other ways that are outside of the school system).</p>
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:	On the whole, yes. A pointer (for example, a URL) to the relevant laws would be helpful.
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:	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	<p>In some ways, this appears to overstate the local authorities' responsibilities.</p> <p>The law is very clear that it is up to the parent(s) to ensure that their children are educated, and</p>

	the law, specifically and deliberately does not specify how that education should be carried out, or to what standard that education should be.
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; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	<p>This section gives the impression that regular contact between home-educators and the local authority is the "norm".</p> <p>It should emphasise that such contact *may* be beneficial, but should not be expected.</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?	
	<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; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	<p>Section 3.11 is a clear summary of the legal position.</p> <p>However, section 3.12 implies that home-educators have a responsibility to keep their local education authority apprised of the progress of their children: they do not.</p> <p>Regarding 3.13: the law says nothing about what "reasonable expectation" a local education authority may have regarding how home education will be carried out. The list of characteristics could be regarded as a "checklist", which if not adhered to would prove the home education was unsuitable. This would be an unacceptable situation -- the law does not place such impositions on parents who educate outside the school system.</p>

Section 3.14 goes *well* beyond the law. Again, there is no legally required checklist against which a home education has to be tallied.	
Identifier: 113	
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	<p>The back-reference in section 4.4 to sections 3.12 to 3.15 is worrying. It is becoming clear that the "checklist" there would become the standard against which home education would be measured. However, there is no legal warrant for this.</p> <p>It would be helpful for the guidelines to make it clear that the local education authority should publicise their complaint procedures: how can a parent (whether home-educating or not), who believes they are being treated unfairly by the authority, get that grievance resolved?</p>
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 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"/>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div>██████████ ██████████ ██████████</div> <div>██</div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	As I've stated, the guidelines need to be clear on the legal situation. In particular, they must not over-emphasise the role of the local authority, or place extra-legal requirements on home-educators.
<div>SaveResetDeleteBackPrint</div>	
<div><< first< previous</div>	Ref: <input type="text" value="113"/> <div>Jumpnext >last >></div>
Entire Response <input type="checkbox"/>	<div>██████████</div>
<div>██████████ ██████████ ██████████</div>	

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Consultation on Home Education Guidelines

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Consultation Home

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System Tools**response edit**

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Entire Response

Personal Details

Identifier: 114

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 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: 114
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:	Mother of a young child whom we are planning to continue educating at home when he reaches school age.
Please specify:	[REDACTED]
Consultation Questions	Identifier: 114
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):	<input type="text"/>
Answer/Comments:	At the moment, not all authorities interpret the right to home education in the same way, and a guideline statement would ensure that home educators are all treated equally and that they have something to have recourse to should the local authority try to impose unnecessary rules upon them. It would also ensure that local authorities and home educators understand when it is the local authority's duty to intervene.
Text for Report:	<div style="border: 1px solid 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; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="border: 1px solid 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 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; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>But, what is "reasonable progress", and who decides? Many types of home education would have a child progressing considerably in some areas but slowly if at all in others (for a time). Unless the child was being actively monitored by the LEA (which is NOT required and should not be), there is no way for them to decide if the child's progress is "reasonable".</p> <p>Some examples of what might constitute good reasons to intervene on the part of the local authority would be instructive. One person's "good" is not another's.</p>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>3.4's reference to the traveller community implies that members of this community cannot provide suitable secondary education because they have not been highly educated themselves (ie. that they cannot TEACH the children at this level). This, immediately followed by steps a local authority can take if education is not deemed "suitable" or "efficient" makes me concerned about the government's assumptions about home education provision. Most home educators do not tutor their children, so there is no need for higher education, but this section is worded in such a way that local authorities could be led to believe that parents' lack of education is sufficient reason for them to commence monitoring, seeking information about, or possibly intervening in the home education arrangement.</p> <p>I fear that this section will make it easier for local authorities to intervene as their "concerns" could be as minor as the level of education that the parents have received (or, to judge by 3.4, their</p>

	ethnicity!).
Text for Report:	<div></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></div> <div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	<p>However, I have two concerns:</p> <p>1. The entire section seems to presume that the local authority is involved. This is not always the case.</p> <p>2. I presume that the list of characteristics is for guidance only - surely the educational provision could not be deemed inadequate if the family lacked access to a computer (that would mean that just about every adult over 40 received an inadequate education) or a library (I had no real library access until I was 16, and believe me, I was quite the bookworm)?</p>
Text for Report:	<div></div>
Identifier: 114	
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):	
Answer/Comments:	How on earth is Ofsted to rate the local authorities on home education? Tag along on random home visits?!
Text for Report:	[REDACTED]
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No

	<input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	As I am not currently a formal home educator, I am not well versed in this sort of thing.
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>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	The fact that these guidelines are being written is definitely a good thing. There has been too much mistrust and misunderstanding on the parts of home educators and local authorities due to differing interpretations of the scattered and sometimes vague regulations dealing with home education. Clarification can only be to the good, providing it does not restrict parental freedom to educate.
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: <div>114</div> <div>Jump</div> <div>next ></div> <div>last >></div>
Entire Response	<div><div></div></div>
<div><div></div></div>	

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Consultation on Home Education Guidelines**department for
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<input type="button" value=" << first"/>		<input type="button" value=" < previous"/>	Ref: <input type="text" value="120"/>	<input type="button" value=" Jump"/>	<input type="button" value=" next >"/>	<input type="button" value=" last >>"/>
<input type="button" value="Entire Response"/>						
[REDACTED]						
Identifier: 120						
Personal Details						
Response Type		Online				
Title:		<input type="text" value="[REDACTED]"/>				
First Name:		<input type="text" value="[REDACTED]"/>				
Last Name:		<input type="text" value="[REDACTED]"/>				
Email:		<input type="text" value="[REDACTED]"/>				
Organisation:		<input type="text" value=""/>				
Address:		<input type="text" value="[REDACTED]"/>				
Response on behalf of an organisation:		<input type="radio"/> Yes <input checked="" type="radio"/> No				
Campaign:						

	Not Part of Campaign
Confidential Response:	<input 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: 120
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:	Aunt to two children currently being home educated.
Please specify:	
Consultation Questions	Identifier: 120
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<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:	LAs can ignore 'guidelines' there is no obligation to follow them.
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]
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:	Many LAs wrongly believe that they have the right to inspect the home and/or examine the child to 'check' the standard of education. It should be made clear and obvious that the LA has no right of access to the home.
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):	[REDACTED]
Answer/Comments:	It should be made clear that income, housing, race, religion, sexual orientation, profession and educational qualifications are not in themselves grounds for reasonable concerns about ability to provide a 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="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:	LAs should not expect HE to take any particular form, for specific hours or involve any specific resources - section 7 of the Education Act 1996 says that: The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to his age, ability and aptitude, and to any special educational needs he may have, either by regular attendance at school or otherwise. The law does not define "efficient" or "full-time" and LAs often express prejudices about the meanings of those words.
Identifier: 120	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	There is no requirement to have ongoing contact between LAs and parents home educating. This gives the impression that there should be regular contact.
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 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] [REDACTED]
New Key Indicator(s):	
<div>Save Reset Delete Back Print</div>	
<< first < previous	Ref: 120 Jump next > last >>
Entire Response [REDACTED]	
[REDACTED]	

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Logged in as: [REDACTED]

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<< first	< previous	Ref: 123	Jump	next >	last >>
Entire Response [REDACTED]					
[REDACTED]					
Identifier: 123					
Personal Details					
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 type="radio"/> Yes <input checked="" 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: 123
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 young people who are Home educated
Please specify:	<div></div>
Consultation Questions	Identifier: 123
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<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:	It will depend on whether the local authority have to follow guidelines doggedly and do not restrict the home educators to educate their children in their own way and time scale
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):	
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):	
Answer/Comments:	Local authorities have no right of access to children born/living in their area. Home education is not a matter of welfare concern.
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:	The status of the family is not grounds for concern about the ability to provide a good education. The family wealth, housing, religion, sexual orientation, profession or educational qualifications are irrelevant
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:	<div style="background-color: black; width: 100px; height: 1em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 150px; height: 1em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 160px; height: 1em;"></div>
New Key Indicator(s):	
Answer/Comments:	Local authorities only need to know that a child is being educated according to his ability and aptitude. The law does not define the length of a school day or how well a child should be taught
Identifier: 123	
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: 160px; height: 1em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 150px; height: 1em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 160px; height: 1em;"></div>
New Key Indicator(s):	
Answer/Comments:	Why should local authorities have to develop a relationship with home educators?
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response

Key Indicators:	[REDACTED]
New Key Indicator(s):	
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] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	Families who are committed to educating their children at home are very committed to their children. Most of the children I have met are very polite, well-mannered and are able to carry on a conversation that does not relate to only tv and game machines games. Why do local authorities want all children to be educated down to their level?
<div>Save Reset Delete Back Print</div>	
<div><< first < previous Ref: 123 Jump next > last >></div>	
Entire Response [REDACTED]	
[REDACTED]	

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Logged in as: [REDACTED]

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<< first	< previous	Ref: 123	Jump	next >	last >>
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Entire Response	[REDACTED]
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[REDACTED]

Personal Details	Identifier: 123
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 type="radio"/> Yes <input checked="" 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: 123
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 young people who are Home educated
Please specify:	
Consultation Questions	Identifier: 123
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<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:	It will depend on whether the local authority have to follow guidelines doggedly and do not restrict the home educators to educate their children in their own way and time scale
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):	
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):	
Answer/Comments:	Local authorities have no right of access to children born/living in their area. Home education is not a matter of welfare concern.
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:	The status of the family is not grounds for concern about the ability to provide a good education. The family wealth, housing, religion, sexual orientation, profession or educational qualifications are irrelevant
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:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div>
New Key Indicator(s):	
Answer/Comments:	Local authorities only need to know that a child is being educated according to his ability and aptitude. The law does not define the length of a school day or how well a child should be taught
Identifier: 123	
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; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div>
New Key Indicator(s):	
Answer/Comments:	Why should local authorities have to develop a relationship with home educators?
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response

Key Indicators:	[REDACTED]
New Key Indicator(s):	<input type="text"/>
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):	<input type="text"/>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Families who are committed to educating their children at home are very committed to their children. Most of the children I have met are very polite, well-mannered and are able to carry on a conversation that does not relate to only tv and game machines games. Why do local authorities want all children to be educated down to their level?
<div>Save Reset Delete Back Print</div>	
<div><< first < previous</div>	Ref: <input type="text" value="123"/> <div>Jump</div>
<div>next > last >></div>	
Entire Response	[REDACTED]
[REDACTED]	

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Logged in as: [REDACTED]

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<< first	< previous	Ref: 149	Jump	next >	last >>
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Entire Response	[REDACTED]
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Personal Details	Identifier: 149
Response Type	Online
Title:	[REDACTED]
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	none
Address:	[REDACTED]
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Campaign:	

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input type="radio"/> Yes <input checked="" 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: 149
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:	interested in starting home education for my kids
Please specify:	<div></div>
Consultation Questions	Identifier: 149
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	[REDACTED] [REDACTED]

New Key Indicator(s):	<input type="text"/>
Answer/Comments:	I suspect that local authorities will mis-interpret guidelines as suits them whilst blaming central government. Anything that allows buck passing is bad.
Text for Report:	<div style="border: 1px solid 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 type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="border: 1px solid 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: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>

New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div><div></div><div></div></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></div>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div><div></div><div></div></div>
New Key Indicator(s):	<input type="text"/>

Text for Report:	<div></div>
Identifier: 149	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	

	<div></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:	
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
<div>SaveResetDeleteBackPrint</div>	

<< first	< previous	Ref:	149	Jump	next >	last >>
Entire Response		[REDACTED]				
[REDACTED] [REDACTED] [REDACTED]						

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[REDACTED]	Ref: 168 [REDACTED]	[REDACTED]
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Entire Response

[REDACTED]

Personal Details		Identifier: 168
Response Type	Online	
Title:	<input type="text"/>	
First Name:	<input type="text"/>	
Last Name:	<input type="text"/>	
Email:	<input type="text"/>	
Organisation:	<input type="text"/>	
Address:	<input type="text"/>	
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Campaign:	<input type="text"/>	

	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 checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	
Which of the following best describes you: Identifier: 168	
<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:	Flexi-schooling
Please specify:	
Consultation Questions	
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities? Identifier: 168	
<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:	Only guidelines which create a working partnership between LAs and Home Educators
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]
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):	[REDACTED]
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) 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):	[REDACTED]

Answer/Comments:	However, LAs have a tendency to simply make arrangements to visit or meet with the parents and children, and act as if it is the law. If the parents decide to meet, they ask to see the child "next time", and if the meeting is not at home, they ask to meet at home the next time. Parents new to home education are rarely informed of their rights. LAs also tend not to answer properly the reason for the frequency of their visits, or the reason why two officers may visit instead of one.
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; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	LAs need to be more aware of how parents can meet the special educational needs of children. There is no right way, and many approaches can help.
Identifier: 168	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	We can only hope this section of the guidelines will come into force
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:	Any that home-educators recommend to LAs
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	We can only hope that these guidelines will come into effect. The law relating to the right to home educate should remain the same. LAs should work in partnership with home educators, and monitoring should be purely to ensure that home educators are providing an education suitable to the age, aptitude and ability of the child, including those with SEN, and to ensure that progress is being made in some way
<div>Save Cancel Delete Print</div>	
<div>< ></div>	
Ref:	168
<div>Print</div>	
Entire Response	[REDACTED]
[REDACTED]	

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Logged in as: [REDACTED]

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Entire Response

Personal Details

Identifier: 179

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 checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 179
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:	Interested member of the public
Please specify:	
Consultation Questions	Identifier: 179
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	<p>It depends on the nature of those guidelines. If they summarise the existing law, and serve to clarify for LAs the extent and limits of their responsibilities and remit, then yes, such guidelines are more than welcome.</p> <p>If such guidelines will actually be adhered to by LAs, then they will be helpful...</p>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	<p>Very clear. There is no doubt at all in the summary that the responsibility for the education of children lies with parents (many of whom exercise that responsibility by putting their children in schools, some of whom find preferred and equally valid alternatives) NOT with the State.</p> <p>But you should replace "at home" with "other than at school". It is only days since our Education Minister talked in glowing terms about education beyond the school gates - which is what most HE families provide as a matter of course, not limited to the home!</p> <p>There is no legal demand that an education should be "broad". Please remove.</p>
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):	

Answer/Comments:	<p>It should be made very very clear to LAs that they have no remit to act unless there is good reason IN LAW to believe that a child is not receiving an education. There should be very clear safeguards in place to protect home educating families against allegations made by malicious neighbours/relatives/others who do not understand or approve of HE.</p> <p>You must remove "reasonable progress" and replace with "an education suited to their needs" at the end of paragraph 2.5. Some children, particularly those with acute special needs, will make no discernable progress whatsoever, either in an institutional setting or in home education. Much of the educational, emotional and social development of a child cannot easily be measured in terms of "progress", and there is no basis in law for that demand.</p> <p>You should also include in paragraph 2.11 the fact that the Childrens Act 2004 does not extend the functions of local authorities either.</p>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<p><input type="radio"/> Yes</p> <p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<p>██</p> <p>██</p>
New Key Indicator(s):	<p>██</p>
Answer/Comments:	<p>3.1 Local authorities should develop their written policy statements in discussion with HE groups, and in accordance with the law. It is also important that the LA employees concerned with HE issues should be well informed about and sympathetic to HE in its many forms, from "school-at-home" to "unschooling" preferably with personal successful experience of the practice; ex-school teachers and OFSTED inspectors with no prior experience of HE are less likely to be sympathetic to the goals of HE families or to their needs.</p> <p>Add an extra guideline around 3.3 to say that LAs should have a clearly established procedure for dealing with complaints about their contacts with HEers, and details of this procedure should be given to HEers along with the LA policy document on first contact.</p> <p>Under 3.4, it would be more accurate to say "Some HE families welcome contact; some do not". "Many" implies that those who do not are in a minority, which anecdotally I can hardly believe to be the case!</p> <p>Why single out Gypsy/Roma/Travellers for approbation in a document of this kind? Astonishing! I can't imagine many other groups that the DfES would feel comfortable singling out in this way. This must, surely, be removed. Families of all races, ethnic backgrounds, religions, philosophies, economic means etc etc home educate their children successfully, and a family's belonging to any such categories is not in itself sufficient grounds for LA concern, under the law.</p>

	<p>Under 3.6, make it very clear that any LA concerns about lack of educational provision for a child must be backed up by very clear evidence. Also that LAs may request increased contact with a family, but they may not REQUIRE it under the law. (the evidence will need to be sufficient to stand up in court if the case goes as far as attempting to obtain a school attendance order)</p> <p>3.7 It needs to be made very clear that within some educational philosophies (particularly "unschooling" a la John Holt or John Taylor Gatto), providing examples of a child's work, or detailing a child's daily activities in a report would be regarded as a serious violation of that child's privacy and autonomy, as well as endangering their educational progress. Many HE families would adhere to the view that reporting on a child's progress is akin to pulling a potato plant up to see how the potatoes are growing... (and frequent testing is often one of the reasons families opt out of school) You should add that providing a clear and coherent statement of educational philosophy should be sufficient to satisfy an LA that an education is taking place.</p> <p>Paragraph 3.9: parents who "decide" not parents who "wish". "Wish" implies that they need to ask permission, and this is not the case under the law. Similarly, in 3.10, parents do not "propose" to educate their children. They will have a certain amount of evidence that they are doing so, but that evidence is likely to be minimal to start with. LAs do NOT have to require new HEing families to demonstrate their educational provision, and this should be made clear.</p>
<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</p> <p><input checked="" type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<p>██</p> <p>██</p>
New Key Indicator(s):	<p>██</p>
Answer/Comments:	<p>paragraph 3.12: add at the end of that paragraph "or any other form which would persuade a reasonable individual that education is taking place".</p> <p>Paragraph 3.13: where is this list of characteristics of provision in the law? These guidelines MUST be grounded in the law as it stands. Perhaps say something about LAs might find it useful to consider characteristics such as X, Y, Z, but that there is no specific legal basis for demanding any of them?</p> <p>Paragraph 3.14: there is no basis in law for acting if any of those characteristics are lacking. In law, LAs can only act if they have not received sufficient evidence to convince a reasonable</p>

	<p>person that an education is being provided. This should be clarified.</p> <p>I am unable to comment on the SEN paragraphs - it should just be carefully aligned with the law!</p>
Identifier: 179	
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:	<p>[REDACTED]</p> <p>[REDACTED]</p>
New Key Indicator(s):	<p>[REDACTED]</p>
Answer/Comments:	<p>4.1 the purpose of these guidelines is not for developing relationships. In the introduction it says that the purpose of the guidelines is for clarifying the law, and any relationship must be rooted in the law.</p> <p>4.3 "should not specify a curriculum" implies some doubt. LAs MUST not specify a curriculum!</p> <p>in paragraph 4.6: the LA employees should be well informed and sympathetic to HE, as I wrote earlier. They need to keep abreast of developments in the field of elective HE practice, by reading the appropriate journals and web forums. Any LA spokespeople to the media on HE must be similarly well informed. In the last sentence of the paragraph - make it clear that there may be no future contact between LA and HE family, and that this would be legally acceptable.</p> <p>4.7: make it very clear that many HE families do NOT welcome home visits, considering that such visits are intrusive and, as I wrote above, run the risk of derailing the very educational process which they are supposed to be assessing. Any contact between LAs and HEers should be undertaken in a professional and sensitive manner, with such concerns in mind.</p> <p>In paragraph 4.8: make it clear that it is up to the parentst to decide in what form to provide the evidence, and that it needs be sufficient to persuade a reasonable person that an education is taking place.</p> <p>4.9: child protection is, under the law, the responsibility of parents/guardians. Only in the few cases where parents/guardians fail in their duty is it the responsibility of the community to act in loco parentis. This needs to be made very clear.</p> <p>4.10: parents do not HAVE to take up references or demand CRB checks - the DFES may, of course, recommend it as good practice (which of course it is!), but it is not a legal obligation.</p>

<p>4.12: ...and OFSTED need to make sure that their comments to LAs reflect the legal situation - LAs will need to stand by the law in their dealings with OFSTED!</p> <p>In 5.5: shouldn't LAs ask families before giving their confidential information to connexions or any other organisation?</p>	
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):	[REDACTED]
7 b) Should any other contacts be included?	
<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]
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	If the final version of these guidelines abides by the law and makes the legal position clear to HE families and LAs alike, then they will be very useful indeed. There is a danger that careless wording will lead to a set of guidelines which are, in fact, illegal, and will lead to increased conflict between HE families (relying on the law) and LAs using such guidelines.
[REDACTED]	
[REDACTED]	
Ref: 179 [REDACTED]	

Entire Response	