

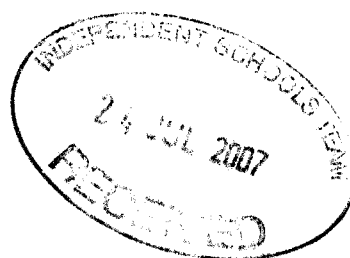
(424) 8

Consultation on Home Education Guidelines

Consultation Response Form

The closing date for this consultation is: 31 July
2007

Your comments must reach us by that date.



department for

education and skills

creating opportunity, releasing potential, achieving excellence

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

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

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

Name

Organisation (if applicable) NATT National Association of Teachers of Travellers

Address:

If your enquiry is related to the policy content of the consultation you can contact Elaine Haste on:

Telephone: 0870 000 2288

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

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 01928 794888

Fax: 01928 794 113

e-mail: consultation.unit@dfes.gsi.gov.uk

Which of the following best describes you:

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

**Please Specify: National Association of Teachers of Travellers NATT
represents teaching staff working in Las with GRT pupils and families**

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

Comments:

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

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Comments:

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

☐ ☐ ☐

Comments: No It is unhelpful to both the LA and parents – the guidance does not make it clear that in order to carry out the statutory duties placed upon them Local Authorities will need to have regular light touch monitoring of home education.

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

☐ ☐

Comments: It could go further to give clear indicators of concerns relevant to LAs and reasonable timelines.

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 accurate but isn't specific enough about the need for parents being able to read and write in order to teach children themselves or ensure sufficiency of literacy and numeracy to cope with the demands of modern society where lack of literacy would remove choices in the future.

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

<input type="checkbox"/>	<input type="checkbox"/>
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Comments: Yes but good practice case studies would have been a useful tool.

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

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

7 b) Should any other contacts be included?

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

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

Comments: The guidance is clear and articulate but does not go far enough in being clear about how LA's should operate in terms of good practice case studies where effective procedure are in place. It would have been useful to have examples of minimum provision and best practice.

In terms of Gypsy, Roma, Traveller groups it is good to see this group directly mentioned but stops short of being clear about literacy levels... surely education must include acceptable levels of literacy and numeracy, in order to operate in a society where form filling and understanding the written word are key elements of access to most statutory provision. In order to sustain life chances and not eliminate future choices for GRT youngsters basic skills are an essential minimum level requirement of education.

I welcome the involvement of Traveller Education Services working closely with EHE managers. Time scales would be useful, as would a flow chart of actions in the best and worse case scenarios.


Efficient and suitable as not defined the Education Act 1996 needs to have some clear specification attached to it or the Act needs to be challenged and changed.

High expectations are required for all children on EHE – particularly those from the GRT communities and no concession should be made to lower standards of provision.

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 ☐

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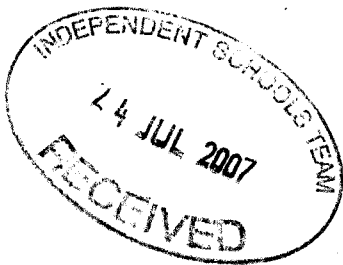
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Name

Organisation (if applicable)

Address:

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Telephone: 0870 000 2288

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

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Which of the following best describes you:

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

Please Specify:

I have been researching home-based education for 30 years, first at the University of Birmingham, then at the University of Nottingham and lastly as a trustee of the Centre for Personalised Education Trust (www.c.person.ed.gr.apc.org)

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

☐ ☐ ☒

Comments: This depends on whether DfES is qualified to do so. My experience is that this rarely the case. Officials have consistently displayed little understanding of comparative learning systems - critical for home-based education where a different learning system is frequently in use. (see note attached)
(See also my book 'Comparing Learning Systems')

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:

'Aptitude', 'ability', 'special needs', 'suitable', 'efficient' are all contentious terms open to debate and error.

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

☐ ☒ ☐

Comments:

The contentious terms noted in Q 2 means that local Authorities can define these according to their prejudices. In court cases where I have been an expert witness, they often look ridiculous when these are exposed in public hearings. (see note attached)

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

☐ ☒ ☐

Comments:

A system that defines education according to hours spent in a custodial institution cannot be compared to a system where education is 'total time'.

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:

See reply to Q4 (above.)

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



Comments:

*As good as it likely to get under the present
schooling - dominated regime.*

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



Comments:

Flexischooling is the way forward to a more personalised, flexible, intelligent learning system and deserves more serious treatment than 7 lines (see my book on 'Flexischooling').

7 b) Should any other contacts be included?



Comments:

On 'Qualifications', the Open University is not mentioned. This is, perhaps, the natural ~~follow~~ route for home-based educators, ^{since it is} based on rather similar features to their learning systems.

[Having worked in both conventional universities and the Open University, the latter exposes the former as rather out-of-date]

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

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?

<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Thank you for taking time to respond to this consultation.

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Send by post to:

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

Home-based education and the problem of the competence of inspectors

Education inspectors are rarely competent to judge home-based education, except in the minority of cases where families adopt school-type formal courses and structures. This was acknowledged over 25 years ago in *Harrison v. Stevenson* 1981 where the judge accepted the submission of the Harrison family that the reports presented by Dr. James Hemming and Dr Roland Meighan were valid, as against the Local Authority Inspectors reports, because they had a clear understanding of the logistics of autonomous education, and the LEA Inspectors did not.

The fact is that LEA Inspectors have only been trained in one approach to education – the authoritarian, based on crowd instruction and crowd control and the dictum of 'you will do it our way, or else'. When they try to evaluate home-based education conducted on autonomous educational principles, we have a situation where basketball experts are, in effect, trying to judge a game of tennis. Admittedly, both have nets, balls and a court but these similarities are deceptive and lead to absurd propositions like 'the tennis players did not produce evidence of dribbling skills', and the raquets did not appear to produce any scoring of baskets'.

So, Inspectors often report that 'little teaching was in evidence'. Autonomous education uses purposive conversation, a method on average, five times as effective as univited formal teaching. Next, 'they did not follow the National Curriculum' No, because the appropriate curriculum for autonomous education is the Catalogue Curriculum. And so on, - I will not labour the point.

Those inspectors wanting to get up to date need to consult the 30 years of literature available on modern home-based education – they can make a start with *Comparing Learning Systems* by Roland Meighan.

 May 2007

434) J

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INDEPENDENT SCHOOLS TEAM
17 JUL 2007

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)

(refer page 2)

Address:

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

[REDACTED]
(only way to contact me until 17th Sept)

If your enquiry is related to the policy content of the consultation you can contact Elaine Haste on:

Telephone: 0870 000 2288

e-mail:

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:

I am away from home at the present time + do not have access to a computer hence my written response. I am passionate about the whole issue of Home Education in relation to the spectrum of education available in the U.K.

[REDACTED] - 13th July 2007.

Which of the following best describes you:

☐ Home educator

☐ Organisation
representing home
educators

☒ Local
authority

☐ Young person who
is/was home
educated

☒ Other (please specify)

Please Specify: I have a breadth of experience that places me in a good position to comment on these guidelines:

- | | |
|---------------------------------------|---|
| • May 2007 + continuing
• 5) | Area co-ordinator for EOTAS @ [redacted]
County Council + Sick Children + other sent of school. |
| • Sept 2005 - Nov 2006.
[redacted] | Headed the Service for Elective Home Ed +
Sick Children @ [redacted] City Council |
| • Sept 1974 - July 2004 | Teaching in Primary + Secondary Schools
holding positions of SENCO + Head of
Learning Support, Senior Management Positions. |

- NB • 1979 - continuing I am a parent of 2 state educated children.
- I have also attended the Harlow Home Educators Conferences meeting a number of representatives from other Education Authorities + a representative from the DFES + OFSTED.
within LAs
- There are some examples of good practice that need to be drawn upon in National Policy.

I would be delighted to be involved in any future planning / discussion on this document.

[redacted signature]

13.7.07.

(x13 sheets enclosed)

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

☒ Yes

☐ No

☐ Not Sure

Comments: The guidelines are a good starting point

- The DFES is sitting on the fence with this document - it needs to create a national policy which leads local Authorities more precisely + supports the work that they do without misinterpretation
- A national policy could use a great deal of info included in these guidelines - redrafted/organised to provide a support mechanism for local Authorities to refer to in their local information specific policy.
- It will be vital that once policy is agreed for it to be enforced at a national level to give it credibility + for LAs + Elective Home Educators to know exactly where they stand in relation to Home Education. This will help to eliminate misinterpretation which at present is rife in my view

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:

- | personally agree with what is written however -
- It is unacceptable to have definitions which rely on a test case dating back to 1985.
- It is important that definitions are agreed for the purposes of this document to give it credibility.
- It is very necessary to clarify this so that LAs + Home Educators are clear + it is not open to mis-interpretation.

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

☐ Yes

☒ No

☐ Not Sure

in part!

Comments: 2.5 - fine

2.6 - Education + Inspections Act 2006 to identify as far as possible children who are missing or in danger of missing education should be the responsibility of a national body linked with national registration (see my proposals @ the end of the ? are)

2.7-2.10 - Fine with the emphasis on "last resort".

2.11 - It needs to be made clear that in electing to home educate their child, parents take full responsibility for safeguarding + promoting the welfare of their child. Documentation should be signed to this effect + \therefore LAs are not to be held responsible (see my proposals @ end of the ? are)

unless.
The LA is furnished with concerns over a child's education + is required to investigate under Section 37(1) Education Act 1996

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: This is not helpful - it is muddled i.e. concerns + parents wanting the support of the LA. + in its present form will not enhance relationships with Home Educators.

• It needs to be part of LA Responsibilities - 3.4 up to circumstances 3.5 up to judgement, 3.6. up to provision, 3.7. needs to be part of the National Policy.

(refer to my proposals @ end of ? are)

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

in part!

Comments: This should be under LA Responsibilities

3.11 - It is a nonsense to state that there is no definition legally of "efficient" + "full time" + then to try to give guidelines by stating what LAs cannot expect of Home Educators.

- Basically Home Educators can define their own philosophy of education + how they intend to achieve this for their child

- The list can form the basis of what a LA can offer advice on for parents who request their support.

3.12 - fine up to 'formats'

3.13 - 1st 3 bullet points fine.

3.14 - Repetition of 3.6.

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

☐ Yes

☒ No

☐ Not Sure

Comments: ~~4.1 - 4.8~~ It is ~~crucial~~ that the central aim of policy should be to assist LAs + Home Educators to build effective relationships that function to safeguard the educational interests of children + young people; relationships that are rooted in mutual understanding, trust + respect.

Of course we need to acknowledge diversity, provide information for parents, offer contact between LAs + Home Educating families but this section repeats a great deal of what has been said before + will not achieve its aim in its present form.

(refer to my proposals @ the end of the ? aise.

Child Protection 4.9 - fine ; 4.10 up to 'references' - CRB + tutors need to be included in resources in LA Policy. (this is a funding issue for LAs + unfair to include in general policy)

4.11 - 4.12 - (refer to my proposals @ the end of the ? aise.)

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

☐ Yes

☒ No

☐ Not Sure

1h pont.

Comments: S.2 - repetition of what has already been said.
S.2, S.7, S.8, S.10, S.11 - Guidance for LAs.
Remainder guidance for Parents + into for LAs.

All contacts listed are useful but muddled.

S.6. Flexi Schooling needs to be presented as part of Spectrum of Education (see my proposals @ end of ? case)

S.7 Dependant on LA funding @ present. If it becomes part of government policy then LAs need to be funded accordingly.

S.10

7 b) Should any other contacts be included?

☒ Yes

☐ No

☐ Not Sure

Comments:

It would be a straightforward exercise for the DFES to ask each Authority to submit their list of national contacts, resources, into which could be used to create a list of national information. This would then leave LAs to create their own list of local contacts, resources + into. By doing this Home Educators would be provided with an extensive list to support them + save a great deal of time + effort for LAs reinventing the wheel

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

I enclose my thoughts + suggestions on redrafting these guidelines.

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 ☒

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☒ Yes

☐ No

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Send by post to:

ELECTIVE HOME EDUCATION

A personal^{professional} response to The Consultation Guidelines
launch date 8th May 2007.

EDUCATION IS COMPULSORY, SCHOOL IS NOT!

THE LAW

Parents are responsible for ensuring that their children receive a suitable education. (This is a fundamental principle of the English Education System.)

"Most parents choose to fulfill this obligation by educating the children at school, but some elect to Home Educate. It is the legal right of parents to educate their children & have it if they so wish + the DFES supports the rights of parents to make this choice for their children."

Article 2 of Protocol 1 of European Convention + Human Rights states that:

"No person shall be denied the right to education. In the exercise of any functions it assumes in relation to education + to teaching the State shall respect the right of parents to ensure such education + teaching is in conformity with their own religious + philosophical convictions"

This right is enshrined in English law Section 7 of The Education Act 1996 provides that:

"The parent of every child of compulsory school age shall cause him to receive efficient full time education suitable -

a) to his age, ability + aptitude and

b) to any Special Educational Needs he may have

either by regular attendance at school or otherwise"

NB

IT IS \therefore LAW THAT LAs MUST SUPPORT THE RIGHT OF PARENTS TO ELECT TO HOME EDUCATE THEIR CHILDREN.

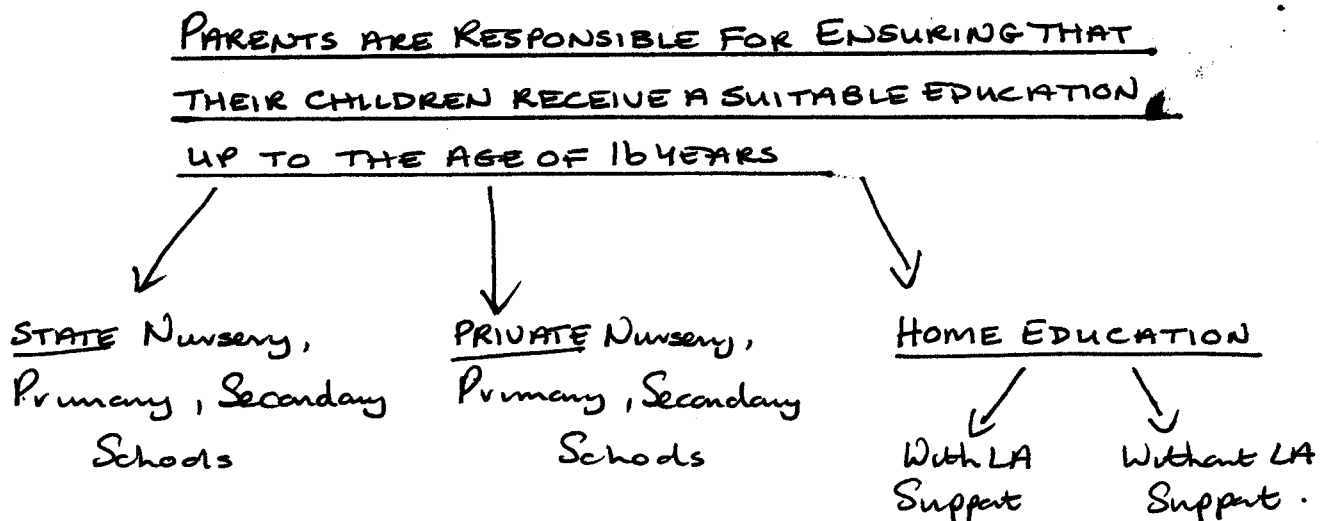
(this is sometimes not the case!)

The DFES + LAs acknowledge that there are many approaches to education provision not just school based models. What is suitable for one child may not be suitable for another. Parents are responsible for deciding on a suitable education for their child. It does not have to conform to any standards set by government, schools or LAs.

(The law is clear - many LAs are misinterpreting this + it is a cause for conflict between families + LAs. because of the lack of clear national direction)

SPECTRUM OF EDUCATION AVAILABLE IN THE UK.

It is my view that the spectrum of education that is available under English law should be presented in all discussion + documentation @ national + LA level:



Parents can dip in + out of these different options + can combine some of the options with the agreement of all concerned e.g. FLEXI SCHOOLING

NATIONAL - DFES POLICY

It is my view that:

There must be a national acceptance of responsibility for Elective Home Education to support the work of LAs + to prevent individual LA + Home Educating family interpretation. In order to achieve this I suggest:

- A national policy on Home Education that is enforced. This must be clear, transparent, easily accessible + accurate.
- Home Education should be widely discussed + form part of all documentation on Education @ government level as part of the spectrum outlined above.
- There should be a national policy statement that each LA can use as the basis of its own local information specific policy. This should include:
 - The law
 - Procedures in relation to LA's duties if information exists which casts doubts in relation to Home Education being provided
 - NATIONAL RECORD / REGISTER OF ALL CHILDREN + THEIR EDUCATION PROVISION (see suggestion below)
 - Spectrum of Education under English Law (see above)
 - Duties of LAs
 - Parental responsibilities
 - Special Educational Needs
 - Safeguarding + Promoting the Welfare of Children
 - National Resources + Contacts

Much of the work for this has been done in the guidelines - it simply needs redrafting.

- Finance should be made available for supporting LAs with Home Education - means tested according to no. of children (11)

NATIONAL REGISTER

• It is my suggestion that there should be a register held centrally of all school age children linked with the registration of births. It should be law that all children should be registered as being educated either by the state, privately, home educated (supported or unsupported by the LA). The purpose of this is to:

- enable national + LA planning including financial implications
- to address the government's want to address missing children - Education + Inspections Act 2006.

It should be non-threatening with an acceptance that it is the law of this country that parents can educate their children without the interference of LAs if they so wish.

• The register should be law + it will provide a record of parental choice in relation to their child's education to be updated as circumstances change:

e.g. Name of Child: DOB:
Type of Education: State / Private / Home Education with LA Support.
Home Education without LA Support.

Reasons:

Ethnicity including Gypsy, Roma, Traveller.

Parents should be required to sign:

e.g. a) I elect to Home Educate my child + in doing so I agree to take complete responsibility for their education including full financial responsibility + social, emotional + health welfare.

Signed:

e.g. b) I elect to give the responsibility for my child's education to a school + agree to work in partnership with the school.

State ☐

Private ☐

Signed:

- If a child attends school and is then withdrawn Parents should be required to complete a form similar to a) above + submit it to the LA who would inform the national database. (LAs can use this information for monitoring the education they provide)

LOCAL AUTHORITY POLICY

- This would be linked with National Policy available on a website + linked to the national website. It must be clear, transparent + easily accessible + each Authority adhering to the same format. e.g.
 - Named person responsible for Elective Home Education
 - Roles, responsibilities of everyone involved in LA.
 - Support LA can give
 - De-registering children from a school role
 - Complaints procedures
 - Local resources + contacts
 - Training available for all officers, schools, governors, police, social care, CONNECTIONS on national + local policy
- Elective Home Education should be openly discussed as part of the local spectrum of education available + part of all documentation in relation to transition, vulnerable children, truancy, behaviour + disaffection

NB.

- National + LA policy should work from the assumption parents are providing an efficient + suitable education for their children
- LAs will only work with those families who request their intervention
- LAs will respond if there is cause for concern
- PARTNERSHIP should be a key word in this document. Parents should be consulted @ local level.
- Government wants 5 outcomes of "Every Child Matters" - Safe + Healthy, Enjoy, Achieve, Positive Contribution + Economic Wellbeing for all children.
For this to be achieved:
 - Parents are responsible in partnership with schools, other adults, health, social care etc.
 - LAs can only be responsible for those in school or in partnership with parents who seek their support with Home Education.

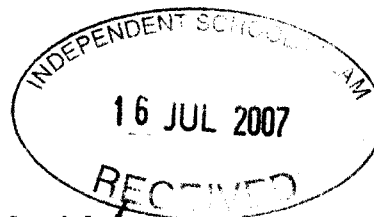
ANNUAL REVIEW OF POLICY + PRACTICE

I suggest that once decisions are made on the national guidance / ^{policy} on Home Education then:

- A conference of all LA representatives is held (about 140 delegates) to launch it so everyone has the same message
- An annual conference is held to update everyone
- LAs review + update policy + practice in line with National Conference directives annually.

Confidential

436 J



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

Name ☐ Anonymous

Organisation (if applicable)

Address: ☐ England

Which of the following best describes you:

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

Please Specify:

Concerned parent who feels that parent's rights and choices are being eroded away by people who profess to care for children more than their parents. I'm sure more harm is done than good by interfering in parent's decisions for their children.

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

☐

Yes

No

/ Not Sure

Comments:

Whether a parent decides to send a child to school or home educate that decision is made with the best intentions. Home education does not offer any diversity, only they're relevant, flexible and adaptable to different situations. Guidelines should recognise that the vast majority of children are in school and do what's best for their children.

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:

I agree that a child's education is the responsibility of the parent whether the child is home educated or sent to school, and then some have nothing to do with their child's education, blaming the authorities. Guidelines are needed for those parents, as they have already elected to have the authorities decide whether to send their child to school or home educate. Perhaps those parents should issue guidelines for the authorities; who is failing whom? I feel that if a parent chooses to home educate then they should be left to do that how they see fit, with the best interests of the child. How can a stranger know if the education being provided is efficient or suitable?

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:

I think parents know better than authorities what's available for their children, they look into alternatives when one approach isn't working, seeking help from appropriate sources, and probably learn more about home education than the authorities therefore are able to advise them rather than the other way round.

Children who are in school or being home educated are not missing so interfering in parental choice isn't going to find missing children.

I do not believe it's up to the authorities to decide if a child is receiving a suitable education, or have the right to serve notice. Different approaches suit different children, just as different environments suit different children.

Parents are responsible for safeguarding and promoting the welfare of their children, who better? If parents chose an alternative path from the majority, that doesn't mean they're not doing this. Is it assumed only parents who send their children to school are fulfilling their responsibilities to their children? Home educating parents home educate because they do care mostly about their children's safety, happiness, welfare and education. If you are trying to find children who are not cared for properly by their parents, you are looking in the wrong direction.

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:

If parents need advice from the local authority then that should be their choice. However, if a local authority wants proof of a suitable education being provided, what suits one authority may not suit another, even with suitable evidence, the local authority may still not be satisfied. How is this fair to any parent trying to do what's best for their child? Perhaps local authorities should try to satisfy parents, respond to their demands, and provide what parents consider suitable.

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:

Helpful to whom? Parents who decide to home educate want to provide their children with a suitable education, therefore parents who home educate do provide those things listed that local authorities expect in a child's provision. If a parent home educates they're consistently involved in their child's education, a parent would not choose to home educate if they did not want this. A parent knows what their child needs and will provide it to the best of their ability, whether that is in a school or home environment. Home educating parents can provide more opportunities for their children than a school environment. Home-educated children experience learning in a wider variety of places and situations with a wider variety of children and adults. Funds are the only thing that limits resources for home-educated children; otherwise, they have access to more resources than those found in a classroom. Local Authorities should learn to trust parents to make decisions in the best interests of their children. Parents who want no involvement in their children's education, parents who do not care about their children's welfare are surely more likely to send their children to school, even if that child is failing in school, being bullied in school or is just plain unhappy in school, rather than choose to home educate.

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

☐

Yes

☐

No

/ Not Sure

Comments:

A positive relationship cannot be established if local authorities feel they have the power to investigate a family on the word of one person, hearsay, or without proof. Any established relationships between families and local authorities will be undermined by such action. How can parents trust an authority that accepts the word of anyone without good grounds? Why should any parent be assumed guilty of that which they've been accused and need to prove they're innocent? People reach the wrong conclusions, all be it for the right reasons, without looking further than their own prejudices or beliefs. Authorities should not assume the worst of parents. The fact that local authorities feel guidelines are necessary for home educating families means that they do.

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

☐

Yes

☐

No

/ Not Sure

Comments:

Home educators must assume financial responsibility for their children's education because funding simply isn't made available to them. Why? Allocating a fair share of funds to home educators would be one of the most useful things local authorities could do in helping home educated children get the education they need, one which the parent and child chooses.

7 b) Should any other contacts be included?

☐

Yes

☐

No

/ Not Sure

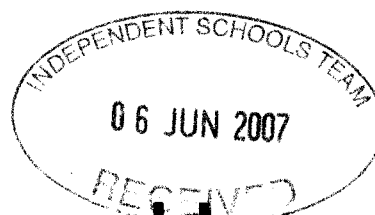
Comments:

I do not know what you mean.

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

Comments:

Parents need to be and should be trusted, most deserve to be. Producing guidelines to catch a few out will simply alienate the majority. Producing guidelines under the assumption you know best what all children need, will alienate the majority.



(445) 8

Consultation on Home Education Guidelines

Consultation Response Form

The closing date for this consultation is: 31 July 2007

Your comments must reach us by that date.

department for

education and skills

creating opportunity, releasing potential, achieving excellence

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

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

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

Name

[REDACTED]

Organisation (if applicable)

CHRISTIAN EDUCATION FOR DEE -
SIDE EXAM CENTRE

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

Please Specify:

SECRETARY OF AN ORGANISATION RUN BY
HOME EDUCATING PARENTS FOR THE
PURPOSE OF ENABLING HOME EDUCATED
CHILDREN TO SIT PUBLIC EXAMS.

Please note that although our address
is in Wales, Children from all over the
U.K. use our exam Centre which
is situated near Manchester.

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

☐ ☐ ☒

Comments:

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

✓

Comments:

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

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

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

5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?

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

Comments:

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



Comments:

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



Comments:

7 b) Should any other contacts be included?



Comments:

C.I.E. (Cambridge International Exams)* offer 16 CSE, O level AS and A level exams which are available to home-educated children who can sit them as private candidates. Many subjects are available without coursework which makes them very useful in a home-ed. context. Contact: UCLES 1, Hills Road Cambridge.

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

* Many home-educated children particularly enjoy the international context of these exams which are recognised by British (and American) Universities, sixth-form colleges and so on.

Thank you for enabling us to contribute

Comments:

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

Please acknowledge this reply ☐

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

<input checked="" data-bbox="225 750 284 807" type="checkbox"/>	<input data-bbox="847 750 906 807" type="checkbox"/>
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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: