

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

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

Name

Organisation (if applicable) ACERT – The Advisory Council for the Education of Romany and other 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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please Specify: Organisation representing Traveller Education Services and those interested in Gypsy and Traveller Education.

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

☒ Yes

☐ No

☐ Not Sure

Comments: It is helpful, as a first step, for DfES to issue guidelines to local authorities, so that some ground rules on this subject are established. As the key Every Child Matters outcomes are for children to stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well-being, Home Education must be considered in the same way as other means of Education, and the level of abuse of EHE, however small it may be compared to the overall numbers, must not be allowed to deny children the Every Child Matters opportunities – because every child does matter. Any guidance needs to be clear and specific and outline the rights and responsibilities of Local Authorities, parents and (most importantly) children. It should also reflect other policies such as Every Child Matters and Working Together to Safeguard Children.

If the guidelines are not successful, or only partially successful, other measures must be pursued, including, if necessary, further legislation.

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:

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: The description of the law is no doubt accurate, but our organisation believes that the description of the law here, and the law itself, is not helpful enough. Paragraph 2.7 makes it clear that local authorities can only intervene "if they have good reason to believe that parents are not providing a suitable education". This is similar to the position of a police officer who needs justification to stop a vehicle. We think it is too relaxed, and depends too much on information which may not reach the local authority. What would be helpful within these paragraphs would be examples of cases where the local authority **has had good reason to believe that parents were not providing a suitable education** and what action was taken. As far as the Education of Gypsy and Traveller children is

concerned, and we think this would read over to other children, our members know or have good reason to believe that many of the children at home are there because of issues with schools that need to be resolved, not because the children are being suitably educated at home. This issue needs to be addressed much more firmly, and separated out from the legitimate wishes and needs of those parents who wish to, and have the capacity to, educate their children appropriately at home.

We also believe that parents who have nothing to hide should have no difficulty with local authority officers visiting their home and seeing their children, and that these guidelines should not be promoting the idea that a visit from a local authority who have responsibility for safeguarding the interests of children in their area is a negative or bad thing, just because some parents may say that they feel it is.

Paragraph 2.6 says that children being educated at home are excluded from the local authority duty to identify children who are missing, or in danger of missing, education. But all children should be included within this safeguarding duty, mentioned in 2.11.

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: Paragraph 3.4 and 3.5 are especially unhelpful and 3.6 and 3.7 are also flawed, and written from a very passive standpoint. They do not reflect the realities of life today. It is clear that, in the future in Britain, there will simply be very few, if any, unskilled jobs. The education of children, and the opening up of opportunities for their further education, training opportunities, development and job opportunities is therefore of paramount interest for that child, the community

and the country's economy. This aspect of it should not be handled passively. The statement "where parents do not want any involvement with the local authority, the LA should not automatically assumed that there is a problem which needs investigating" does not get the balance right at all. If parents are providing suitable and appropriate education for their children at home, they should have no difficulty with responding to the local authority's reasonable questions on the subject. And the evidence is that most will do so, and there should be concern around those who do not. The local authority should be investigating the position in a fair and neutral manner. While it should not assume that there is a problem, it should not assume that there is not a problem! While a "risk-based approach" may be necessary for a local authority when deciding where to commit its resources, the expression is too vague to be helpful. It is entirely right that the State should expect parents to take responsibility for their children, and their children's education, but all parents are not taking such responsibilities seriously, and children out of school, allegedly being educated at home, in our members' experience, may mask other social and family issues which may bring into play other responsibilities that the local authority has under statute. Paragraph 3.5 is unhelpful because it is treating the child as a passive subject in the process. Depending on the age of the child, we think it would be very appropriate to welcome that child into any discussion about their education, as a key participant in the process. Paragraph 3.6 makes no mentions of visits to people. It assumes that parents are literate, when in many of the more challenging cases, they may well not be. Paragraph 3.7 emphasises the limitations the local authority is under, not the purpose of the inquiries and the need to pursue them fairly. We regret that the draft guidelines send mixed messages to local authorities, and little practical support to local authorities tasked with responding firmly to that minority (we assume – but no-one can know!) of parents who are preventing their children from being properly educated and having opportunities, and who persistently refuse to engage in a dialogue. The message of the draft guidelines to that minority of parents appears to be "if you can put up the shutters against the local authority, you will probably get away with it, certainly for quite a time!" We can suggest alternative wordings for all the comments we are making on this document, if you wish.

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

X Not Sure

Comments: This looks reasonably fair and well-worded, although it could benefit from a mention of the major weakness of home education and strength of the best school education: that children do not, necessarily, get the benefit of contact with a wide range of other children, from whom they could learn a great deal about those other children and their experience, and about the world. Our reservations are about where the responsibilities should lie. In our view, they should lie with the parents, not the authority. So the authority can only offer **information**, not **advice** (which could make it difficult to take issue with parents later) or really **support**. It is up to the parents to provide the support for their children. They are choosing to educate them quite outside the local authority and school system.

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

☐

Yes

☐

No

☒ Not Sure

Comments: While most paragraphs in this section are helpful, we are concerned

that paragraphs 4.9 and 4.10 seem too relaxed about how the safeguarding role should be carried out by local authorities for home-educated children. We would not wish to suggest that home-educated children are more likely to be at risk of ill-treatment or abuse, but those who attend school daily are subject to the kinds of informal and formal checks that home educated children are not. This issue should be developed further within the guidelines.

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

7 b) Should any other contacts be included?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

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

Comments: We have the following major concerns:

- a) While it is understandable that support should be given to appropriate and successful home education arrangements, and they must save the Exchequer considerable sums of money each year, we believe that DfES should separate that issue out from the issue of children who have never been enrolled at school (but are at home and not being home educated) and the issue of children whose parents neglect their education (and perhaps their overall care) or where there are other issues which stop them accessing the schools that they may wish to attend.
- b) We are not convinced that these guidelines – especially in the form they are drafted now – will be effective in enabling authorities to separate out these above issues.

- c) We don't think there is enough emphasis on the rights of the child in these guidelines. We think there should be much more emphasis, increasing as the children get older.
- d) We believe that local authorities should be firmly advised that, where parents will not allow their children to be seen by the authority's officers, the authority should be concerned and pursue the matter further.
- e) We don't believe that authorities can protect the interests of children where they are not allowed to see the children.
- f) We are concerned about the numbers of Traveller and Gypsy children who are within the Elective Home Education numbers as a result of disputes with schools which are unresolved.
- g) We think that these Home Education guidelines should make mention of all these above points, and address them, making it clear that this is not a criticism of Home Education itself (as it is not) but of the abuse of the system. This would be parallel to praising a school's results, while taking up concerns about a few of the pupils in that school, and their behaviour, for example.

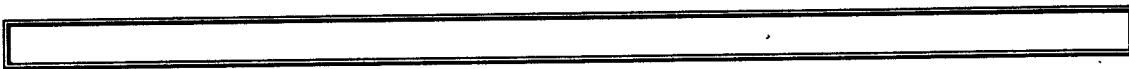
And finally:

- h) The Draft Guidelines quote from "The situation regarding the current policy, provision and practice in Elective Home Education for Gypsy, Roma and Traveller Children", Ivatts, 2006.

The same report says in its conclusions that:

"in the light of the recent legislative programme to improve the education of all children and to protect them from harm and abuse, it is strange that elective home education is the only area of education and child care that is not subject to more rigorous statutory regulation concerned with quality assurance and accountability. The existing legislation is only concerned with parents' rights and may now be judged as inadequate to protect the educational rights and to safeguard the welfare of children."

There is a need for legislation in this area which would ensure that all children should be registered as EHE, whether or not they have been registered with a school. Children should be involved in the assessment of EHE so that their needs and aspirations are taken into account and their progress can be assessed. This can only be done by reasonable contact with the child. There should be a standardised system of monitoring visits and reporting to parents which is applied across all local authorities. These requirements when linked to a national definition of a minimum curriculum entitlement which is very broad and balanced but measurable, would ensure that parents, children and local authorities have a framework in which to build a secure and trusting relationship to the benefit of all parties, whilst safeguarding the rights of the child.



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

Please acknowledge this reply x

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

xYes

☐

No

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

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

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

Thank you for taking time to respond to this consultation.

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

Send by post to:

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

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

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

Name

[REDACTED]

Organisation (if applicable) Government for London

Address:

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

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

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Fax: 01928 794 113

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

Which of the following best describes you:

<input type="checkbox"/> Home educator	<input type="checkbox"/> Organisation representing home educators	<input type="checkbox"/> Local authority
<input type="checkbox"/> Young person who leaves home educated	<input checked="" type="checkbox"/> Other (please specify)	

Please Specify:

AMA Network

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

☐

Yes

☐

No

X Not Sure

Comments:

Good positive relationships between LAs and home education providers can only be of benefit to the children involved in this form of education.

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

☐

Yes

☐

No

X Not Sure

Comments:

My lack of clarity refers to what is full time education. The law needs to be clearer in this area, in particular, with home education.

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

☐ Yes

☐ No

X Not Sure

Comments:

The law in respect of children missing from school should not exclude home educated children – I ask the question – how can the LA know if there are concerns re. the education being provided when they have no authority to access to the child only the work through the parent.

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

☐ Yes

☐ No

X Not Sure

Comments:

LA should be given powers to have access to children being educated at home. It would seem from this section that education legislation over-reaches the Children Act 1989 and the rights of the child and the LA duty to safeguard – which cannot be right.

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

X Not Sure

Comments:

Some LAs may have problems in accessing evidence, in particular, where parents do not want to engage with the LA. This situation could lead to poor quality education, the children becoming isolated and separated from local support and protection

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

☒ Yes

☐ No

☐ Not Sure

Comments:

Any future guidance should consider the role of the LSCBs and their duty to safeguard and promote the welfare of children in the area. This should include all children in their administrative area and should not exclude children being educated at home

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

☒ Yes

☐ No

☐ Not Sure

Comments:

Home educated children will undoubtedly get caught up in truancy sweeps if they are abroad while the sweeps are in progress. By the nature of the legislation surrounding home educated children (anonymity) the LA officers will not be able to identify the young person and thus there is a need to check out identity and educational status.

7 b) Should any other contacts be included?

☐

Yes

☐

No

☒ Not Sure

Comments:

Local and national contact links

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

Comments:

I am of the opinion that the law needs to change in respect of LA officers being given reasonable access and contact with children being educated at home in order to fulfil their safeguarding and educational duties.

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

Please acknowledge this reply

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

☒ Yes

☐ No

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Thank you for taking time to respond to this consultation.

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Send by post to:

MS (882)

[REDACTED]
From: [REDACTED]
Sent: 31 July 2007 22:35
To: [REDACTED]
Subject: Consultation on home education

Dear [REDACTED]

We worked in Education Otherwise 1981-2007. We acted as trustees, taking various senior roles at different times, but specialising in the law concerning home education. Our main interests involved helping members to resolve problems with LEAs, negotiating amendments to the law with the DES and its successors, and developing good practice in child protection. We tried to persuade the DES to produce guidance for LEAs from the 1980s, and we are broadly pleased with the current proposals.

We support the response from the Home Education Research Association (HERA). We would be happy to answer further questions.

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

[REDACTED]
[REDACTED]

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Ms. 887

From: [REDACTED]

Sent: 01 August 2007 12:58

To: CONSULTATION, HomeEducation

i wish to state my support for the ability of parents in the uk to home educate if that is the choice they make for their children. A parents rights and responsibilities go hand in hand with the ability for them to make the choice that is right for their own children as individuals and as they see fit. if we lived in a country with higher educational standards where each child received state education that enabled them to develop their full potential free from bullying this would not be necessary. i believe no parent who chooses to home educate does so lightheartedly and without first exploring all other options open to them. each child is an individual and there will never be a "one size fits all" state education system. There are support systems in place through social services which also fail children regularly, and i believe home educatd children should be monitored and regularly assessed to ensure they are receiving structured education and being socialised with their peers, however the right of the parents to ensure the best for their children's well-being is bieng eroded yet further by the proposed changes.

[REDACTED] (loving mother of four children who are all presently in state education, the eldest of whom is being failed by her school)

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8/1/2007

From: [REDACTED]
Sent: 01 August 2007 22:22
To: CONSULTATION, HomeEducation
Subject: Home education consulatation

Whilst I don't home educate myself I have friends who do and I very strongly feel that this is an important option for parents to have. I think it is generally useful for parents who home educate to have support from local authorities but I do not believe that it should be the role of a local authority to oversee the education of children who are home educated.

My daughter, who attends our local state school is considered to have been educated purely by dint of attending a school, even though she left year 5 at a lower level than she attained at the end of year 4. Perhaps local authorities should be spending more time checking the schools under their control and less time trying to prove that parents who home educate aren't doing a good job. If the situation we had with our daughter in year 5 were to happen with either of our younger children I would have no hesitation in removing them from school and we are secure in the knowledge that, if we couldn't find appropriate education for our children within the school system then we have the option of home educating them. I think this option is extremely important and that nothing should be done to undermine it.

--
[REDACTED]
[REDACTED]

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905 \$

DEAP

Disability Education And Play

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



Registered Charity No. 279455

20/7/07

Dear Ms. Haste,

I am writing with regard to the consultation on Home Education Guidelines. Our organisation has a lot of dealings with families who choose to Home Educate and they were all horrified at the prospect of new legislation in this field. As it is, we are all pleased that you have decided to introduce these new guidelines. They are very fair and reasonable and I am sure that if you could persuade LEA's to follow them then everybody would be happy.

Yours faithfully,

[REDACTED]
[REDACTED]

906 8

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Name

Organisation (if applicable)

Address:

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

Please Specify:

ADVISORY TEACHER MONITORING
TRAVELLER (ALL AGES) AND
MAJORITY OF KS4 CASES

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



Yes



No



Not Sure

Comments:

These guide lines are better than nothing.

They may ensure current costs continue though there is a danger that these costs will not match the ever increasing number of EHE cases.

In the Partial Regulatory Impact Assessment, Objectives
① there is mention of a probable 40,000 children who are Home Educated. Under Cost ① the LEA estimate is 20,000. When these 'lost' children are identified

there will be an impossible number of cases to monitor. The
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

Pupil numbers
from Education
should soon
identify
these LOST
children -

Comments: NB It is interesting that 2.4 has been left out of comment sections Please see 8.

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

☐☐☒

Not Sure

Comments:

It is an accurate ^{summary} but the Section 437(1) of the Education Act 1996 is not helpful. If LEAs can intervene if they have good reason to believe parents are not providing a suitable education it is CONTRADICTORY not to allow LEAs by law to monitor all EHE & identify such cases that are failing and so need help.

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

☒☐☐

Not Sure

Comments:

This is accurate as the law stands. But often information does not exist unless a case is monitored and there are numerous legal ways parents can avoid this as illustrated in this guidance.

Evidence provided can be doubtful. e.g.

- Written reports may be 'optimistic'
- Work samples do not show the amount of work covered in a full time education. Some done with a great deal of parental help.

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

☐

Yes

☐

No

☒

Not Sure

Comments:

It is difficult to recognise the child's own needs, attitudes and aspirations without the child being present. Often parents under or over estimate a child's ability or try to channel their own aspirations through their child.

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



Not Sure

Comments:

This section may be useful in breaking down the barrier between LEAs and some Education otherwise branches who have not realised that LEAs are far more flexible than was the case many years ago

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



Yes



No



Not Sure

Comments:

5'6 and 5'7 to 5'8 are too vague.

Flexi-schooling would help many students in the middle of KS4 who, for whatever reason, cannot cope with school + resort to EHE where their GCSE work is lost.

Work Experience - Parents could be helped by their LEAs allowing them to buy into the block insurance OR, at least information about suitable insurance companies to contact made available on EHE web + information packs. (Remember that some parents have Englishes as a second

1 language or are semi literate + are the very families who may have small businesses where their children may do work Experience OR Paid work from

7 b) Should any other contacts be included?



No. Sure

13yrs.

Comments:

National Extension College?

European Computer Drawing Licence

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

2.4 Children who have never been in LEA provision need to be monitored just as much as other EHE children.

Parents are not required to register with the LEA when removing children from school. By this means, which is either deliberate or by mistake, they become LOST.

Schools assume families are moving to another area. They need to ask the direct question "Are you intending to Home Educate?" Few schools are aware that it is their duty to inform the LEA, so if the EWS is not involved, to pass on information EHE cases are not identified

Comments:

These guide lines need to be legally checked to ensure they do not breach International duties + the Race Relations Amendment Act which has been signed by the Government.

Also see comments on Executive Summary

At an EHE area Conference there was a frightening variety of monitoring described by those attending: -

- > None but invitations to include unnamed EO families at get togethers for art, music etc
- > Expensively paid consultants to review a few of the authority's cases
- > Once every 1 or 2 year visits
- > Short visits for satisfactory cases while frequent supportive visits to those needing help.

Should DCSF Guidelines at least suggest frequency of monitoring and even the quality of those carrying it out. This again varied from EWODs to Teachers.

Consultation on Home Education Guidelines

A Consultation

To Local authorities, home educators, parents, stakeholder groups

Issued 8 May 2007

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

Enquiries To Telephone: 0870 000 2288

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

Contact Details

If your enquiry is related to the policy content of the consultation, you can contact Elaine Haste by e-mail: elaine.haste@dfes.gsi.gov.uk or by telephone: 0870 000 2288.

If your enquiry is related to the DfES e-consultation website or the consultation process in general, you can contact the Consultation Unit by e-mail: consultation.unit@dfes.gsi.gov.uk or by telephone: 01928 794 888.

1 Executive Summary

- 1.1 A fundamental principle of the English education system is that parents are responsible for ensuring that their children receive a suitable education. Most parents choose to fulfil this obligation by educating their children at school, but some prefer home education. It is the legal right of parents to educate their children at home if they so wish and the Department for Education and Skills supports the right of parents to make this choice for their children.

1.1.1 Agreed

- 1.2 This is the first time that the Department has formally consulted on issuing guidelines on home education. In our informal discussions with local authorities and groups representing home educators, the principle of guidelines has been broadly welcomed. These guidelines represent our initial view on the best approach to balancing the rights of parents and the

- 1.2.1 LEAs & Home Education Parental groups would welcome the guidelines because:-

- ① There is no change in parents who have never involved their children in pre school/nursery/primary having to inform the LEA of their existence and so fall into black hole.
- ② The term 'suitable' has not been better defined
- ③ Families taking children away from school are then assumed to be moving to another area for school rather than EHE so

in developing the guidance. We are committed to listening to home educators, local authorities and others and adapting the draft to take account of their responses.

- 1.3 These guidelines offer advice to parents, and advice to support local authorities in carrying out their statutory responsibilities. We hope they will be welcomed by both.

2 The Proposals

- 2.1 The guidelines can be accessed from the DfES e-consultation website www.dfes.gov.uk/consultations

3 How To Respond

- 3.1 Consultation responses can be completed online at www.dfes.gov.uk/consultations.

Alternatively, you can download and complete a response form and return it by email to homeeducation.consultation@dfes.gsi.gov.uk or by post to Elaine Haste, Department for Education and Skills, Mowden Hall, Staindrop Road, Darlington DL3 9BG.

4 Additional Copies

- 4.1 Additional copies are available electronically and can be downloaded from the DfES consultations site at www.dfes.gov.uk/consultations.

5 Plans for making results public

- 5.1 We will publish the results of the consultation on the DfES e-consultation website. We hope to be able to publish the results by Autumn 2007.

Some
1.3 Parents + LEA budget managers will welcome the guidelines. Those monitoring EHE for LEAs will be in just the same undefined situation as before with ever increasing numbers. Many parents would feel supported with more frequent visits. Often provision deemed to be working suitably in previous years so coded for an annual visit has broken down. This is particularly the case between KS3 and KS4. Parents 'intend' to do an academic KS4 with GCSE courses, then find it difficult to arrange + costly. An annual visit only picks this up later when more practical subjects and extended work experience could have been carried out.

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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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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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: