

e-consultation

Logged in as: [REDACTED]

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 	Ref: 185 	 
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Entire Response

Personal Details

Identifier: 185

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: 185
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 party.
Please specify:	
Consultation Questions	Identifier: 185
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:	As long as it is clear that these are guidelines and not regulations or law. Home education is such that it will be different for every family and cannot be compared on a like-for-like basis with school 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?	
	<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:	It clearly states the legal responsibility of the parents, i.e. provision of full-time education for their children, but recognises that the parents can determine how this is provided.
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:	Although it states the local authorities powers, it is ambiguous and open to interpretation. This could lead to families losing their opportunity to educate how they see fit due disagreements with an over-zealous inspector. Equally, it does not set how parents should indicate how they are satisfying the provision of full-time education which could lead to delays in assisting children whose welfare is at risk.
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; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	<p>I think referring directly to the group "gypsy and travellers" and saying many lack the ability to suitably educate their children is discriminatory. As stated earlier in 2.3, an education should be sufficient to the community the child lives in.</p> <p>Whilst different conditions apply to different groups of people it should be enough to mention that specialist support is available.</p> <p>Otherwise this section is helpful as it describes different approaches that may be taken.</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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; height: 1.2em; width: 100%;"></div> <div style="background-color: black; height: 1.2em; width: 100%;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	<p>Very helpful. This makes it clear to anyone not familiar with home-education that it does not in any way have to reproduce the regulations of school education.</p> <p>Equally the expectations listed in 3.13 provide a balanced guidelines for both the local authority and the home educating family.</p> <p>Particularly important is "recognition of the child's needs, attitudes and aspirations" so as not to be fully controlled by the parents' objectives.</p>
Identifier: 185	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes

	<input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>This section really repeats what is already said in other sections.</p> <p>4.4 Should refer to "3.11 to 3.14", not "3.12 to 3.15".</p> <p>Assisting with CRB checks (4.10) is really helpful.</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:	<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>It would be great if all children could be covered by the work placement scheme if they wish to participate.</p> <p>The inconsistencies over funding FE places and the need for inability to have coursework marked for qualifications could impede the education of teenagers. It would be useful if more help was provided to home-educators at this transition stage.</p> <p>It is Annex B, not appendix 2.</p>
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):	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	I think these guidelines are clear and sensitive to the needs of home educating families. If used wisely they should support the families who are making good educational provision and yet allow the local authorities to assist children whose needs are not being met.
[REDACTED]	
[REDACTED]	Ref: 185 [REDACTED]
Entire Response [REDACTED]	
[REDACTED]	

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Logged in as: [REDACTED]

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 	Ref: <input type="text" value="196"/> 	 
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Entire Response

This response has been submitted by a registered respondent.

**Personal Details**

Identifier: 196

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

Address:

Response on behalf of an organisation:

No

Campaign:

Not Part of Campaign

Confidential Response:

No

Future Contact:

No

Acknowledge Response:

No

Inform when published:

No

Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 196
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 considering home education in the future
Please specify:	[REDACTED]
Consultation Questions	Identifier: 196
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	[REDACTED]
Text for Report:	[REDACTED]

2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
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):	
Text for Report:	
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	

	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></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 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):	<input style="width: 100%;" type="text"/>
Answer/Comments:	This paragraph could be misused by an LA who is not sympathetic to Home Education as it could be interpreted as saying that unless you provide ALL these characteristics, your Home Ed provision is unacceptable and I'm not sure it is as black and white as that.
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

Identifier: 196	
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):	<div style="border: 1px solid black; height: 1.2em;"></div>
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:	<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>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
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):	
Answer/Comments:	
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	In general I feel the guidelines are better than what I might have hoped. I feel my legal rights as a parent to Home Educate in the manner I see fit is well protected and I would welcome constructive partnership with my LA.
Text for Report:	
Ref: 196	
Entire Response	

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<< first < previous Ref: 235 jump > next >> last

Entire Response [REDACTED]

Personal Details

Identifier: 235

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 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: 235
Which of the following best describes you:	
	<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)
Answer/Comments:	grandmother/ possible future home edder/ person who thinks home education is a very good alternative to school and in many cases better.
Please specify:	[REDACTED]
Consultation Questions	Identifier: 235
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:	i think guidelines should have been issued years ago. it is possible that attitudes need to change not guidelines.
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	 
New Key Indicator(s):	<input type="text"/>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	   
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	it should not be that the childs safety and welfare should be construed as any more at risk because they are home educated than those children at a formal school.It should be understood that the child's welfare is paramount to the parent in almost all cases and therefore the reason why those children are home schooled.
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):	
Answer/Comments:	but again it should not be assumed that because the parents have decided to home educate their children there is any more likelihood of there being a problem which needs investigating, and local authorities should be careful of not going on witch hunts because the parents have decided on a course different to the norm.
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	but it must be understood that home education cannot be measured in the same way that the education system can be. in fact that can be a reason for home education as testing children to the extent that schooling does is not appreciated by every parent or child, and often can cause pressures that are unwelcome and unwanted
Identifier: 235	
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:	the basics for good relationships between home educators and authority has always been possible.i'm sure that this also depends on a lottery of which local authority the home educators find themselves in. this will often depend on attitudes within the authorities and the attitudes of the home tutoring families. if the home educators feel threatened by the powers any given LA has

	this will be detrimental to their relationship. it is also worth bearing in mind that these people are NOT doing anything illegal therefore it is not helpful to be always on the defensive because of local authorities attitudes to their choice of education.
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	i think resourses are always useful.
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):	
Answer/Comments:	if the authorities think it will help the education of a child and help to keep that child safe then other useful contacts should always be included
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:	i think the powers of the local authority should be kept as they are. i think what needs to be changed is the whole attitude to home education and anything else that is not the norm in any society. humans should be allowed to live the way they want/believe it is best for their child. attitudes must change and mistrust of alternative forms of education/ways of life must be accepted for what it is and not let it be assumed that different is always therefore wrong or bad. parents are often blamed for their childrens behaviour. home educators are attempting to take complete responsibility for the way their child/children will ultimately evolve, and attitudes must change in order to see this for what it is. an honest attempt to educate their children.

		Ref: 235				
Entire Response						

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Logged in as: [REDACTED]

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System Tools**response edit**

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Entire Response	Anonymous
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[REDACTED]

Personal Details		Identifier: 239
Response Type	Online	
Title:	<input type="text"/>	
First Name:	<input type="text"/>	
Last Name:	Anonymous	
Email:	<input type="text"/>	
Organisation:	<input type="text"/>	
Address:	<div><input type="text"/></div>	
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 type="radio"/> Yes <input checked="" type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 239
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 Home Education as an option
Please specify:	<div>[REDACTED]</div>
Consultation Questions	Identifier: 239
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:	<p>It depends on what the guidelines are. If it is to remind them of their position, and the rights of home educators according to law, then 'yes'.</p> <p>If it is to increase LA powers, then 'no', especially as some LAs already overstep the mark and misuse authority (albeit maybe unintentionally in some cases)</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 type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	<p>The guidelines should point out Home Education is personalised learning at it's best & emphasise that school standards & NC Key Stages do not apply to HE. A child's understanding in one are may be below their schooled peers, but they may be way ahead in other areas. Each child is allowed to develop at his or her own pace with HE.</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:	
New Key Indicator(s):	
Answer/Comments:	<p>The law does not state a child has to make 'reasonable progress' (2.5) it is an inaccurate & misleading statement & should as such be removed. (The definition of 'reasonable progress' would be very subjective in any case.)</p>
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 impression is given that regular contact is usual & therefore not having regular contact would be frowned upon. In worst cases scenarios, it may even be used as a weapon against parents. (3.4) The sentence should be removed.
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):	
Answer/Comments:	3.13 is inaccurate, there is no such list of resources listed in law. The law simply states that an efficient, suitable & fulltime education is required.
Identifier: 239	
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>4.2 Could be used to 'twist parents arms' by a heavy handed LA. And should be removed.</p> <p>4.5 is useful.</p> <p>4.6 No 'further contact' is required by law & is unnecessary</p> <p>4.6 Whilst the child may be given the opportunity to be present at an LA meeting, this statement may be used by heavy-handed LAs to force parents to 'produce' their children at any meetings. There is no legal requirement for a child to be present at any meeting (nor in fact for any meeting to take place – reports, examples of work etc are perfectly allowable).</p> <p>4.7 Could be misused by heavy-handed LAs</p> <p>4.12 This emphasis could cause LAs to misunderstand their role & harass home educating parents</p>
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	The list is good, however if an LA passes on Home Educators' details to Connexions, then surely this is a breach of the Data Protection Act?
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Local Authorities are clearly not trusting parents to know what education is best for their children. This may be picked up on by the child, causing a child to believe his or her parents are untrustworthy. These guidelines must follow the law and families should only be under formal

investigation in cases where the Local Authorities suspect that an efficient, suitable education is not being received. Parents should not automatically be under suspicion of doing something unsuitable for their child just by virtue of being home educators. It is after all, perfectly legal to home educate.	
<div>SaveResetDeleteBackPrint</div>	
<div><< first< previous</div>	Ref: 239 <div>Jumpnext >last >></div>
Entire Response	Anonymous
<div>[REDACTED]</div>	

-consultation

Logged in as: [REDACTED]

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education and skills

response edit

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Analysis






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		Ref: <input type="text" value="245"/>			
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Entire Response**Personal Details**

Identifier: 245

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

Address:

Response on behalf of an organisation:

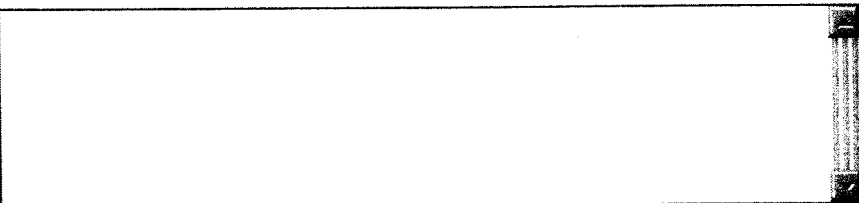

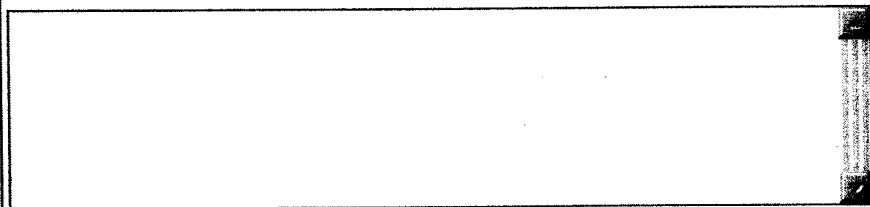
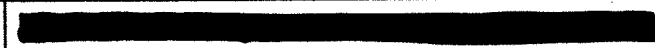
☐ Yes ☒ No

Campaign:

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledgements:	Acknowledgement email
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 245
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:	SCHOOL GOVERNOR
Please specify:	
Consultation Questions	Identifier: 245
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]
New Key Indicator(s):	
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 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:	
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] [REDACTED] [REDACTED] [REDACTED]

New Key Indicator(s):	
Text for Report:	
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
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:	[REDACTED]
New Key Indicator(s):	

Text for Report:	
Identifier: 245	
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:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>I am particularly concerned at this:</p> <p>"LAs may be asked (as partners of Connexions) to provide details of children and young people being home educated; the Learning and Skills Act 2000 gives powers for various partners to share information with Connexions, subject to normal data protection principles."</p>
Text for Report:	
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:	

New Key Indicator(s):	
Answer/Comments:	"Truancy sweeps: Effective practice and advice" is good; I am less convinced by most of the other resources.
Text for Report:	
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):	
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>These guidelines are largely inappropriate because of the ideological gulf which tends to exist between home educators and LAs. Educational professionals are fixated on goals, objectives, outcomes and reviews which are largely meaningless in the world of home education.</p> <p>There is also the very real danger of personality and cultural clashes between parents and LA officers leading to unnecessary investigations - a poor use of resources.</p>
Text for Report:	

[illegible]

e-consultation

Logged in as: [REDACTED]

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

Consultation on Home Education Guidelinesdepartment for
education and skills

response edit

Consultations

Consultation Home

Manual Response Entry

Analysis






Campaigns

Acknowledgements

System Tools

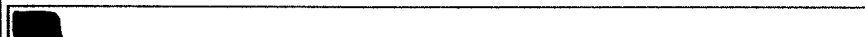


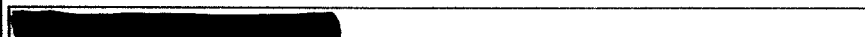
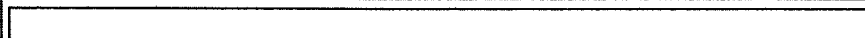

This screen displays the contents of an individual response, including the respondent's personal details and their answers to the questionnaire. You can JUMP to another response by supplying an appropriate response number, or move to the NEXT or PREVIOUS response. The response number is the number automatically 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.

[Click here for more information about using this screen](#)

		Ref: <input type="text" value="246"/>			
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Entire Response	
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Personal Details	Identifier: 246
Response Type	Online
Title:	
First Name:	
Last Name:	
Email:	
Organisation:	
Address:	
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 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: 246
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	I am the grandparent of three children who are successfully home educated.
Please specify:	
Consultation Questions	Identifier: 246
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	I am sure that guidelines to all concerned are to be welcomed-as long as they are within the law as it stands at present and do not allow the LA's to claim any more power to monitor or inspect than they have in law at present.
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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Please see http://docs.google.com/View?docid=dd2kjt6_31ghhk2 I agree with the amendments to the draft guidelines made here.
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 style="background-color: black; width: 100%; height: 15px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Please see http://docs.google.com/View?docid=dd2kjt6_31ghghk2 I agree with the amendments to the draft guidelines made here.
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 type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 15px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Please see http://docs.google.com/View?docid=dd2kjt6_31ghghk2 I agree with the amendments to the draft guidelines made here.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	

	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
Answer/Comments:	Please see http://docs.google.com/View?docid=dd2kjt6_31ghhk2 I agree with the amendments to the draft guidelines made here.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
Identifier: 246	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
Answer/Comments:	Please see http://docs.google.com/View?docid=dd2kjt6_31ghhk2 I agree with the amendments to the draft guidelines made here.
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:	
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):	
Answer/Comments:	<p>The Open University-this seems to be an excellent resource used by many home educated young people.</p> <p>Please also include the link for the Home Ed Special Needs webpage as I know that my family found this page and the attached internet support list very valuable indeed. it can be found at; http://www.he-special.org.uk/index.php</p>

Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<p>██████████ ██████████ ██████████</p> <p>██</p>
New Key Indicator(s):	<input data-bbox="1016 555 1877 595" type="text"/>
Answer/Comments:	<p>I have ██████ grandchildren, four of them have special needs including ██████ ██████ and ██████ having inherited this from their grandfather, my husband.</p> <p>Over the years I have seen the damage done to my children, their cousins and my grandchildren, by a system which simply is not equipped to deal with children with these conditions.</p> <p>When my daughter deregistered her children-three of my grandchildren, I was initially concerned as I knew nothing about this type of education. I was however concerned about the mental health and well being of my grandchildren to be supportive of their decision. My grandson had already expressed that he didn't wish to live any more-which is a very disturbing thing to hear from a child of ██████ years old. His ██████ wasn't even diagnosed as being as severe as his siblings, yet he was completely unable to cope with the state schooling system, with it's inbuilt ideology of testing and monitoring.</p> <p>Of the three grandchildren who were removed from school, one was suicidal, one was falling through the sets at school and was falling in with the bad crowd-despite her obvious intelligence and the youngest left school aged 9 years old completely unable to read or write a single word, not even her own name.</p> <p>The schools had failed to recognised-and indeed denied that their problems may be ██████ in nature. My daughter spent hundreds of pounds to have their problems correctly diagnosed-which was a shock to their respective three schools. Despite a formal diagnosis the schools were still completely unable to deal with the children's problems and my daughter deregistered them.</p> <p>When the children were formally deregistered they were very frightened of all authority figures after the dismal treatment they had received at the hands of the LA and teachers in local schools. I dread to think what would have happened if the LA had been allowed to inspect their home/monitor the provision by demanding a meeting and testing of the children.</p> <p>I am aware that already the LA are claiming duties and responsibilities that are 'ultra vires'. For instance I am aware that the LA, in the area where my grandchildren live, are insisting that a home educated child should fill in certain pages of the questionnaire about what they have been doing during the previous year. This really worried my ██████ grandchildren-especially the one who couldn't write a single word, having been badly failed by school, she feared that this would</p>

reflect badly on herself and her parents

The LA also seem to insist on home visits and hide the fact that other methods of parents providing information is equally acceptable.

My grandchildren have been autonomously educated-which is also called 'unschooling' in the USA. The education has been child interest led-a truly personal education for each child. I have been thrilled to see the changes in my grandchildren. They have grown in confidence and self belief. There has been masses of one to one interaction with their parents, grandparents and other involved adults. They are able to watch DVD's, access information on the internet, make models, go on visits to galleries and places of interest, be involved in educational workshops and talk to experts in their enviroment.<http://www.infed.org/biblio/home-education.htm> is the link to an excellent article comparing this type of informal home education with more formal, structured home education. In our case, there has been very little written work produced and my grandchildren have been concerned to keep this private and have no wish for it to be inspected and assessed by anyone from the LA.

I wonder how this type of informal autonomous education could possibly be monitored or assessed by the LA? How could school based standards be applied?

The opportunities my home educated grandchildren have been offered far exceeds those experienced by my schooled grandchildren. Contrary to popular ideas it is my schooled grandchildren, who have been kept isolated from real life, restricted to only mixing with 30 or so other children of their own age for long periods of time. One to one contact and individual teaching time can be measured in minutes-rather than the hours my other grandchildren get.

Opportunities abound for home educated children not restricted to a school timetable. My grandchildren have had the opportunities to become accomplished sailors, performers and sportspeople-and they have been learning through real life as they have lived it.

They are confident, proactive, problem solving individuals. The same cannot be said about my schooled grandchildren.

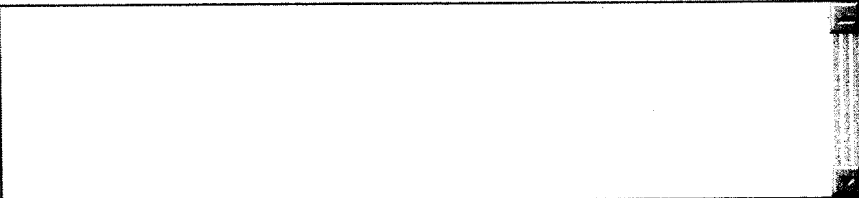





My eldest grandson was predicted, by the teachers at his school before he left, because of his literacy problems, to get Grade Ds at GCSE "if he tries very very hard".

Instead he has spent the years having a life he has loved, when the stresses of school were removed. He has painted Warhammer figures and done many other crafts, read books he would refuse to touch when he was in school, watched films, played computer games and attended home ed camps gatherings and workshops all over the country. He is an independent traveller-managing trains all over the country, when formally he wouldn't catch the school bus home! He took great interest (along with most of the many home ed teens I have met and in great contrast to the schooled children I know)in general knowledge subjects and is engaged in the politics and the workings of the nation and the world.

How would this unconventional but highly successful education he has had be assessed by officials bent on monitoring home education by measuring standards and progress? The truth is he would have been terrified and his education would have been deemed to be failing.

The reality is, that my grandson, going straight to A levels by choice at FE college post 16, achieved 2 B and a C grade at AS level and is on target to have done as well with the A2's that he sat earlier this summer.

His FE tutors confirm that he is a confident, articulate successful young man who has fitted in very well academically and socially.

	<p>The story is similar for his two siblings.</p> <p>I am very proud of my daughter for having the courage to save my grandchildren from the horrors that the state schooling system has been for them. I want the same opportunities to be available for my great grandchildren, should they wish it, without state interference, which would, by it's very nature try to alter, measure and otherwise make such an education fit into a standard box-which would be disastrous!</p> <p>I know the education provided to my home educated grandchildren has been far superior to that offered to my schooled grandchildren who are of a similar age and circumstances.</p> <p>It is my understanding that LA already have the power they need to take action, should they suspect a suitable education is not taking place. Home education is not a welfare issue, but again should there be welfare issues for these children Social Workers have the same powers to address those issues as they have for any other child.</p> <p>Local authorities must not be allowed to demand more. Any guidelines must accurately state the law as it stands.</p> <p>Thank for giving me the chance to respond to this consultation</p>
Text for Report:	
	
	Ref: 246 
Entire Response	
	

e-consultation

Logged in as: [REDACTED]

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

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

Consultation Home

Manual Response Entry

Analysis

Campaigns




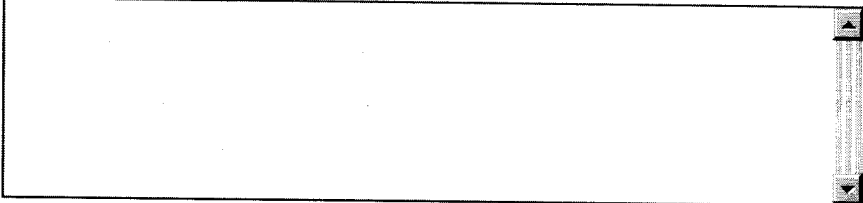
Acknowledgements

System Tools**response edit**

This screen displays the contents of an individual response, including the respondent's personal details and their answers to the questionnaire. You can JUMP to another response by supplying an appropriate response number, or move to the NEXT or PREVIOUS response. The response number is the number automatically assigned to the response when it was submitted by the respondent. It is equivalent to the Consultation Unit's traditional Reference Number. It is assigned to each response and remains unique. Where a response has been deleted from the system, the reason is displayed in place of the response.

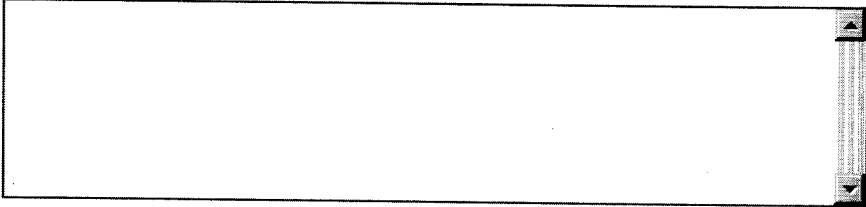

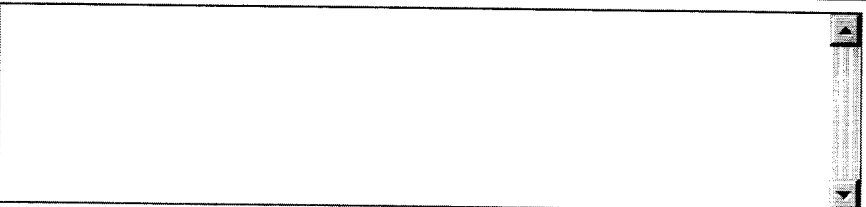
[Click here for more information about using this screen](#)

<div><< first</div> <div>< previous</div>		Ref: <input type="text" value="299"/>	<div>Jump</div>	<div>next ></div> <div>last >></div>
<div>Entire Response</div> <div>[REDACTED]</div>				
<div>[REDACTED]</div>				
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Response Type		Online		
Title:		<div>[REDACTED]</div>		
First Name:		<div>[REDACTED]</div>		
Last Name:		<div>[REDACTED]</div>		
Email:		<div>[REDACTED]</div>		
Organisation:		<div>[REDACTED]</div>		
Address:		<div>[REDACTED]</div>		
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 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: 299
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:	<p>I am a parent of children who never went to school - they are now adults who are working, and graduating from university. I reject the idea of mass schooling and of compulsory education as an affront to the dignity of the individual.</p> <p>I reject the catch-all term of "home education". It is meaningless and pointless. Education is education wherever, whenever, however it happens.</p>
Please specify:	
Consultation Questions	Identifier: 299
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:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>The DfES (or whatever it is called this week ;-)) is, judging by it's past performance, only capable of making things worse; but it has a vested interest in ensuring that nothing improves otherwise it would not need to exist and then it would not need all that money that we have to give to it each year and it's staff would have to go and get proper jobs. Why would wasting yet more time and money issuing guidelines be helpful?</p>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input 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):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	<p>There is no law that relates to "home education". There is no such thing as "home education". The law relates to education. Why should a section of the populace be separated out for special consideration. I look forward to the day you prosecute a parent for sending a child to school when it was plainly unsuitable for the child's age, ability and aptitude... perhaps you should issue guidelines to local authorities.</p>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>

	<div style="border: 1px solid black; height: 100px; width: 100%; background-color: black;"></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="border: 1px solid black; height: 60px; width: 100%; background-color: black;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Answer/Comments:	Until you define "education" how can anyone know if a child is in danger of missing it?
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%; background-color: black;"></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="border: 1px solid black; height: 40px; width: 100%; background-color: black;"></div>

New Key Indicator(s):	<input type="text"/>
Answer/Comments:	If I choose to follow an alternative education path to the take-it-or-leave-it narrow linear one provided by the local authority why would I then want anything to do with them? What insight into the lives of my own children will a form filling bean counter from the local council be able to offer me?
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 type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	If I can visit you and my local authority and look at the pens and papers, and check up on the work done, and make sure you are all keeping physically active (you have plainly given up on mental stimulation ;-)) and check out your ICT (does anyone outside the school world use ICT these days?) skills (why are you distributing material, such as this, in a commercial propriety format rather than a freely distributable open format?) then I would feel obliged to reciprocate
Text for Report:	<div></div>
Identifier: 299	
6 Do you agree that the section on developing relationships (section 4) is useful?	

	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
Answer/Comments:	Why would I want a relationship with any of these people?
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
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:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
Answer/Comments:	It creates the impression that education is something apart from everyday life that you have to have done to you. Such antiquated notions are plainly nonsensical. By "appendix 2" do you mean "Annex B"?
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>

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:	You should include contact details for everything and everyone on the planet now, in the past and in the future. If that is going to be too much trouble then change my answer to "No".
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>Pointless. Bland. Homogenised. Lacking any deep understanding of the issues at the root of alternative education provision. Fails to address what is going on when people realise what a sham the schooling system is and vote with their feet.</p> <p>Feel free to continue to squander my money on your piss poor, bog standard schooling system which has failed and will continue to fail countless millions of children.</p>
Text for Report:	

		    				
 		Ref: 299		 		
Entire Response						
  						

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Entire Response	[REDACTED]
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[REDACTED]

Personal Details		Identifier: 303
Response Type	Online	
Title:	<input type="text"/>	
First Name:	<input type="text"/>	
Last Name:	<input type="text"/>	
Email:	<input type="text"/>	
Organisation:	Individual	
Address:	<input type="text"/>	
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: 303
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Grandparent of Home educated children
Please specify:	
Consultation Questions	Identifier: 303
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

	[REDACTED]
New Key Indicator(s):	[REDACTED]
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input 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]
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 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:	All families whatever their statues or ethnicity or culture should be treated the same

5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Identifier: 303	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure

	<input checked="" type="radio"/> <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:	
New Key Indicator(s):	
Answer/Comments:	Although unsure at first about my daughters chosen education route for my grandchildren, I have only seen positive beneficial results in my grandchildren. I feel any interference in the way home education operates today would only be detrimental to my grandchildren and not of any help. They have developed a keen interest in all subject areas of life and education and developed open minds with a keen desire for further knowledge.
<div>Save Reset Delete Back Print</div>	
<div><< first < previous Ref: 303 Jump next > last >></div>	
Entire Response	

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Entire Response

This response has been submitted by a registered respondent.

[Change Details](#)

Personal Details	Identifier: 309
Response Type	Online
Title:	
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	
Address:	
Response on behalf of an organisation:	No
Campaign:	Not Part of Campaign
Confidential Response:	Yes
Future Contact:	Yes
Acknowledge Response:	Yes
Acknowledgements:	Acknowledgement email

Inform when published:	Yes
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 309
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:	Informal tutor to various home-educating families.
Please specify:	<div style="border: 1px solid black; height: 100px;"></div>
Consultation Questions	Identifier: 309
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px;"></div>
Answer/Comments:	Local authorities frequently view home-education as a negative thing or a cause for concern, and display suspicion towards home-educating families for no good reason. I believe that clear guidance should be issued which explains to local authorities that home-educating is a legal right and not something to be viewed with suspicion, and clearly details the rights that home-educated families have (for instance, the right to refuse a home visit from local authority officials).
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] [REDACTED] [REDACTED] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	<p>I feel that the phrase "all children should make reasonable progress" should be omitted, since 'reasonable progress' is a very subjective term which could be interpreted very differently by local authority officials and home-educating families. There is no official definition of 'reasonable progress' (rightly so, since it could vary very greatly from child to child and between different educational philosophies) and I certainly do not feel that local authority officials should be given the impression that they have the right and ability to make this judgement about home-educating children.</p> <p>In paragraph 2.7, I feel you should stress more strongly that local authorities only have a duty to intervene in home-education if they have a good reason to believe that appropriate education is not taking place, perhaps giving some examples of what would and would not be 'good reasons'. I feel this is necessary in order to protect home-educating families from the suspicion local authorities frequently show towards them, as mentioned in my answer to question 1. Home-educating parents, like all other people, have the right to be presumed innocent of any crime, including the one of not providing appropriate educational provision, unless there is a reason to suspect that they may be guilty of it.</p>
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>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Answer/Comments:	<p>In paragraph 3.4, everything from "Instead.." to "...communities" should be omitted. Inviting LAs to take a 'risk based approach' simply encourages discrimination against certain groups in society based on class, race, culture or other factors. LAs only have a duty to intervene if they have reason to believe that a child is not receiving an efficient and suitable education. They have no duty to decide the risk a child may face of not receiving such an education, and they should not be encouraged to do so.</p> <p>The quote regarding Roma educational provision should absolutely not be included in a government document - this wrongly legitimises this piece of research above any other piece and inaccurately suggests that it is 'fact'.</p> <p>It is suggested twice in this section that "many home-educating parents welcome" contact with their LA. I know many home-educating parents, none of whom welcome such contact, and many of whom, due to past experiences, view this contact as an active threat. I suggest that this comment should be removed from the document since there is no reason to believe that it is a fact, and it might encourage LAs to push home-educating families into contact they do not want.</p> <p>This whole section implies that a home visit is the first option for parents who are asked to provide information on their educational provision, and implies that refusing a home visit is slightly suspect. This is absolutely not the case - parents can have many excellent reasons to refuse a home visit and providing information in a range of other ways is just as valid. I suggest that paragraph 3.7 should make this clear and should include in the list of ways of providing information "any other method the parents prefer."</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>

	<div></div>
Answer/Comments:	<p>Paragraph 3.11 is excellent. Paragraph 3.12 should include "information about educational philosophies" in its list of examples, but is otherwise fine.</p> <p>I feel that paragraphs 3.13 and 3.14 are overly prescriptive. The list of resources in 3.13 should be a list of guidelines or suggestions for resources parents might wish to provide, rather than a definitive list. I feel that the document as it is worded at the moment could provoke discrimination against those who, for example, are unable to afford ICT equipment, but are nevertheless providing a good education.</p>
Identifier: 309	
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></div> <div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	<p>Naturally, home-educated parents should be free to develop a relationship with their LA if they so wish. However, I do not feel that LAs should be encouraged to 'promote' such relationships, since parents are under no legal requirement to develop them and should not be pressured into doing so.</p> <p>Paragraphs 4.7 - 4.8 again suggest that a home visit is the primary method of providing information about educational provision. As I previously stated, this is not the case, and it should be made very clear that a range of other options are equally legally valid.</p> <p>The word "evidence" should not be used to describe the information which parents provide - I feel that its use implies that parents have to prove that they have not done something wrong, as opposed to merely providing information.</p>
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:	

	[REDACTED]
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Section 5.5 should strongly recommend that LAs ask young people and their families for permission to share information about them - this would be much more respectful of the young people.
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:	[REDACTED] [REDACTED]
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>Paragraphs 3. 15 - 3. 19 should make it very clear that the families of children with SEN, just like other families, may need time after a child is deregistered from school to adjust and develop their educational provision (as detailed in section 3.10). They should be given sufficient time to do this before being required to prove that their educational provision is suitable.</p> <p>Parents can ask for an LA to cease to maintain a statement of special needs, and LAs cannot reasonably refuse to do this. This should be made very clear.</p>
<div>Save Reset Delete Back Print</div>	
<div><< first < previous Ref: 309 Jump next > last >></div>	
Entire Response [REDACTED]	
[REDACTED]	