

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

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<< first	< previous	Ref: 774	Jump	next >	last >>
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Entire Response	[REDACTED]
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[REDACTED]

This response has been submitted by a registered respondent.

[Change Details](#)

Personal Details	Identifier: 774
Response Type	Online
Title:	
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	Wokingham Safeguarding CHildren Board
Address:	
Response on behalf of an organisation:	Yes
Campaign:	Not Part of Campaign
Confidential Response:	Yes
Future Contact:	Yes
Acknowledge Response:	Yes
Acknowledgements:	Acknowledgement email

Inform when published:	No
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 774
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:	Local Safeguarding Children Board
Please specify:	[REDACTED]
Consultation Questions	Identifier: 774
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):	
Answer/Comments:	<p>The draft guidance seems rather out of date – there is no reference to the Every Child Matters five outcomes, nor, paragraph 2.11 apart, the duty to promote and safeguard the welfare of the child.</p> <p>Although most home education is compatible with the five outcomes, some is not – and some parents do chose to home educate when it is clearly not safe to do so.</p>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	

	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	<p>Yes – but...</p> <p>There should be greater emphasis on the duty to safeguard and promote the welfare of children and young people, from both s11 of the Children Act 2004 and s175 of the Education Act 2002. Although parents have a right to home educate, this does not over-ride the duty of the local authority.</p> <p>The guidance refers explicitly to the rights of the parent, but does not appear to mention the rights of the child in much detail, including the right of the child to an education.</p>
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):	
Answer/Comments:	<p>Although it does need some clarification – for example, the duty to monitor children out of education is rendered nonsense by not being required to monitor children who are home educated.</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 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>This section is not robust enough – and assumes that parents always operate in the best interests of their child, which as a naïve assumption.</p> <p>In my experience, most parents do engage – and the Local Authority enters into a constructive dialogue with them. However, where parents have their own learning disabilities, or mental health problems, it can be very difficult, particularly where there is no evidence that the child is receiving a suitable education</p> <p>There should be a cross reference to the recent guidance on child trafficking – this could be easily disguised if a parent claims the child is being home educated.</p> <p>Children who are being fostered privately are safeguarded much more robustly – including a duty of the LA to consult the child about the arrangement – and clearly a child has a right to participate in decision making.</p> <p>If the concern is that the LA would be heavy handed in such matters, then there should be an independent advocacy (through one of the major VOs) to ensure that the child's views are taken into account.</p> <p>I have also come across situations where schools suggest to parents of troublesome children withdraw their child for home education. The Registration Regulations should be amended so that a child cannot be de-registered unless the LA gives approval.</p>
<p>5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?</p>	
	<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>Again, this is out of date - there is no reference to the Every Child Matters five outcomes – it is not just a matter of the quality of the education being provided (within the narrow definition in section 7 of the Education Act), but, for example, how the home education child is being given opportunity to enjoy and achieve or to make an active contribution.</p>

Identifier: 774	
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>Although one agrees in principle with the notion that there should be good relationships between the home educating parent and the LA, the onus is very much on the LA.</p> <p>Many home educators do engage in good relationships, but some take an adversarial position. If this is the case, unless there is any evidence to suggest the education is not suitable, empowering the LA to start the cumbersome school attendance order process, the child becomes hidden.</p> <p>This also assumes that parents have benign reasons for home educating their child – or that they are capable of entering into such relationships. Failure to allow access to the child should always be seen as an aggravating factor – again, compare with the arrangements for private fostering.</p> <p>The section on diversity appears slightly one sided – as written, some parents could infer that they might make lesser provision for their daughters.</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:	<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>Para 5.2 does not make sense – the duty on the LA is to ensure that the child is receiving a suitable education, and in doing so, promote and safeguard the child's welfare. If the government wishes the LA to make community and educational resources available to home educated children, they should be more explicit, and more importantly, provide the funds to enable this to happen.</p>

	<p>The concept of "flexi-schooling" is nonsensical – either the child is at school or they are home educated. This could amount to an unofficial exclusion – which other guidance seeks to stop.</p> <p>Work experience for home educated children does need strengthening – in some cases I have come across, home educators' notion of work experience comes close to illegal child employment. If home educated children are included in LA schemes for work experience, this should be funded by DSCF</p>
7 b) Should any other contacts be included?	
	<p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	These are all adult focused – what about Child Line and NSPCC, Children's Rights Commissioner
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:	<p>The guidance seems to have been written with little reference to Every Child Matters – and seems to be at odds with the concerns shown in separate guidance about for example, truancy, private fostering and child trafficking.</p> <p>Although I support entirely the right of parents to home educate their child, and acknowledge that home education can be a valuable experience for some children, there is very little in this about the rights of the child.</p> <p>Where the LA has to take steps to ensure that the child does receive a suitable education, the School Attendance Order process is very complicated and amounts to an administrative burden.</p>
[REDACTED]	
Ref:	774 [REDACTED]
Entire Response	[REDACTED]
[REDACTED]	

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

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Consultation Home

Manual Response Entry

Analysis

Campaigns

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[REDACTED] [REDACTED]		Ref: 787 [REDACTED]	[REDACTED] [REDACTED]
Entire Response [REDACTED]			
[REDACTED] [REDACTED] [REDACTED]			
Personal Details		Identifier: 787	
Response Type	Online		
Title:	[REDACTED]		
First Name:	[REDACTED]		
Last Name:	[REDACTED]		
Email:	[REDACTED]		
Organisation:	[REDACTED]		
Address:	[REDACTED] [REDACTED]		
Response on behalf of an organisation:	<input checked="" type="radio"/> Yes <input 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: 787
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:	TreeHouse is the national autism education charity. Many parents with autistic children choose to operate Applied Behavioural Analysis home programmes. Whilst this is often only during the early years it can extend further. In addition we work with many parents who home educate because they feel that local authority provision is not meeting their child's needs.
Please specify:	TreeHouse is the national autism education charity.
Consultation Questions	Identifier: 787
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):	
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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]

	<div>[REDACTED]</div> <div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<div>[REDACTED]</div> <div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<div>[REDACTED]</div> <div>[REDACTED]</div>

	[REDACTED]
New Key Indicator(s):	
Text for Report:	
Identifier: 787	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	We wonder whether it may be helpful to acknowledge the following point in this section. That where a parent is home educating because they feel local authority provision has not met their child's needs the relationship with the local authority will not start from a neutral standpoint. Parents may feel that they have been let down. They may have been 'fighting' to get their child's needs met. It may be helpful for local authority staff to at least consider the possibility that this is the case prior to contacting parents.
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	From our experience many parents are reluctant home educators who are doing so because they feel they have no choice. We would therefore like the Department to explore further whether or not a system for delegating funding to parents who home educate would be workable.
Text for Report:	

[illegible]

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

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Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

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[REDACTED]	Ref: 788 [REDACTED]	[REDACTED]
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Entire Response

[REDACTED]

Personal Details	Identifier: 788
Response Type	Online
Title:	[REDACTED]
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	Institute of Education
Address:	[REDACTED]
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Campaign:	

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input 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: 788
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:	University Researcher
Please specify:	
Consultation Questions	Identifier: 788
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):	
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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]

New Key Indicator(s):	<input type="text"/>
Text for Report:	<div></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<p><input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response</p>
Key Indicators:	<div></div> <div></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div></div>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<p><input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response</p>
Key Indicators:	<div></div> <div></div>
New Key Indicator(s):	<input type="text"/>

Text for Report:	<div></div>
Identifier: 788	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	

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):	
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):	
Answer/Comments:	<p>I have carried out research into home education for 15 years and published my findings in three books with a major international publisher.</p> <p>As an impartial observer of home education, the guidelines seem to me to take account of the diverse approaches used by parents.</p> <p>At the same time the guidelines recognise the duties imposed upon Local Authorities.</p>
Text for Report:	

		Ref:	788
Entire Response			

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

Consultation on Home Education Guidelinesdepartment for
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Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

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<input type="button" value=" << first"/>		<input type="button" value=" < previous"/>	Ref: <input type="text" value="792"/>	<input type="button" value=" Jump"/>	<input type="button" value=" next >"/>	<input type="button" value=" last >>"/>
<input type="button" value="Entire Response"/> [REDACTED]						
[REDACTED]						
Personal Details		Identifier: 792				
Response Type		Online				
Title:		[REDACTED]				
First Name:		[REDACTED]				
Last Name:		[REDACTED]				
Email:		[REDACTED]				
Organisation:		[REDACTED]				
Address:		[REDACTED]				
Response on behalf of an organisation:		<input type="radio"/> Yes <input checked="" type="radio"/> No				
Campaign:						

	Not Part of Campaign
Confidential Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Future Contact:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Acknowledge Response:	<input 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: 792
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:	Adult who was home educated
Please specify:	
Consultation Questions	Identifier: 792
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	If the guidelines keep completely within the law then they should be helpful, but since there is no way to ensure all relevant people read the guidelines or of enforcing them I am worried that it will make no difference.
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	I do not like to see such emphasis on SAOs, over encouragement and support.
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]

	<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 seems undue stress on the likelihood that travellers will be providing a poor education.</p> <p>Although my family were not travellers, we lived as expatriates, returning to England for a few months each year. On several occasions we were forced back to school, for no reason other than the LEA could not immediately assess our standards. The fact that I was moved into the year above my age group is testament that my education was adequate, yet a year later we were put under the same pressure. I found it extremely disruptive and demotivating, and have met people currently being home educated being subjected to the same pressures, with the same outcome. It worries me that the wording in this section seems to allow such practices.</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 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>You should not include the information on how many hours children spend in school. This is not an accurate reflection of the number of hours of tuition each child receives and just introduces an unrealistic baseline.</p> <p>If it is necessary to introduce a baseline it would be fairer to use the number of hours of education provided to children who are being tutored out of school by the LA.</p> <p>The third of the characteristics of provision is unnecessary. Some children are home educated because of illness or disability: only the parent can judge whether their child is receiving a healthy amount of stimulation, and a child with, for instance, ME might not appear sufficiently stimulated to an outside observer though the parent and child are aware that more effort might cause illness.</p>
Identifier: 792	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure

	<input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	This misses the option many parents would take: that if there is no evidence that an education is not being provided then the LA have no need to make further contact, unless the parents want advice and make contact themselves.
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	When children are autonomously educated testing and measuring the progress of children is detrimental to the process. It can destroy a child's pleasure and intrinsic motivation within subjects, and damage the trust between children and parents.

Parents who educate this way can see, through conversations and observation, that progress is being made without testing, but also are frequently surprised by the depth of knowledge displayed by their children in areas where they did not even expect to see progress at all. Sometimes a child will appear to make no progress at all for a period of weeks and then will suddenly appear to leap ahead; since learning happens within the brain it is impossible to judge adequately from outside. It is equally impossible to say in advance which subjects the child will study or progress in, since any attempt to direct their study will destroy their intrinsic motivation. A parent may be able to say with truth and conviction that their child is making progress to the best of their ability, in all areas for which they have an aptitude, but find it hard to convince someone whose background is entirely in conventional, National Curriculum-based teaching. Unless the people within LAs who deal with Elective Home Education have a proper understanding of all forms of education, and unless it is made a requirement for LAs to provide proper and adequate training in education law and different forms of education for their personnel, guidelines are not going to be much help.

		<input type="button" value="Save"/>		<input type="button" value="Reset"/>	<input type="button" value="Delete"/>	<input type="button" value="Back"/>	<input type="button" value="Print"/>	
<input type="button" value="=< first"/>		<input type="button" value="< previous"/>	Ref: <input type="text" value="792"/>	<input type="button" value="Jump"/>	<input type="button" value="next >"/>			<input type="button" value="last >>"/>
<input type="button" value="Entire Response"/>		<input type="button" value=""/>						
<input type="button" value=""/>								

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Logged in as: [REDACTED]

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

Consultation on Home Education Guidelines**department for
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Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

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<< first	< previous	Ref: 799	Jump	next >	last >>
Entire Response		[REDACTED]			
[REDACTED]					
Personal Details		Identifier: 799			
Response Type		Online			
Title:		[REDACTED]			
First Name:		[REDACTED]			
Last Name:		[REDACTED]			
Email:		[REDACTED]			
Organisation:		[REDACTED]			
Address:		[REDACTED]			
Response on behalf of an organisation:		<input type="radio"/> Yes <input checked="" type="radio"/> No			
Campaign:					





	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 799
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Mother to 3 boys, 2 of whom are Autistic and Home Educating is always going to be a possibility for them!
Please specify:	[REDACTED]
Consultation Questions	Identifier: 799
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	[REDACTED] [REDACTED]

New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></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 type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div><div></div></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div><div></div></div>
New Key Indicator(s):	<input type="text"/>

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 type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [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 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):	
Text for Report:	

		Identifier: 799	
6 Do you agree that the section on developing relationships (section 4) is useful?			
		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:		<div></div>	
New Key Indicator(s):		<div></div>	
Text for Report:		<div></div>	
7 a) Are the suggested resources in section 5 and appendix 2 useful?			
		<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:		<div></div>	
New Key Indicator(s):		<div></div>	
Text for Report:			

7 b) Should any other contacts be included?		
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:		
New Key Indicator(s):		
Text for Report:		
8 Please use this space for any other comments you wish to make about the guidelines		
Key Indicators:	[REDACTED]	
New Key Indicator(s):		
Answer/Comments:	Although I do not (so far!) home educate my children, I know several friends online who do so very successfully, but feel that the LA's need to understand what is truly involved before trying to produce guidelines and such on the subject!!	
Text for Report:		

		<input type="button" value="Save"/>		<input type="button" value="Reset"/>	<input type="button" value="Delete"/>	<input type="button" value="Back"/>	<input type="button" value="Print"/>	
<input type="button" value="first <"/>		Ref: <input type="text" value="799"/>		<input type="button" value="Jump"/>	<input type="button" value="next >"/>			<input type="button" value="last >>"/>
<input type="button" value="previous <"/>								
Entire Response								
		  						

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

Consultation on Home Education Guidelinesdepartment for
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Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

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<div><< first</div> <div>< previous</div>		Ref: <div>801</div>	<div>Jump</div>	<div>next ></div> <div>last >></div>
<div>Entire Response</div> <div>[REDACTED]</div>				
<div>[REDACTED]</div>				
Identifier: 801				
Personal Details				
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:	
Identifier: 801	
Respondent Information Questions	
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:	Former Home Educator Also former teacher: Early Years; Looked-After Children; Human Scale Education Small School Author of several articles about Home Education and Small Schools
Please specify:	
Identifier: 801	
Consultation Questions	
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):	
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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]

	[REDACTED]
New Key Indicator(s):	[REDACTED]
Text for Report:	[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:	<p>3.4 This whole paragraph is confusing. I don't like the example given. On one hand it seems discriminatory, then it seems to contradict itself. If it was felt necessary to give such an example, it should be part of Para 5.11 where it would be seen as being more relevant.</p> <p>3.6 Some LEAs may misinterpret the request for an "updated report" and put Home Educating families under considerable stress by suggesting a detailed report is written by the parents. It is then confusing to mention a "written report" in the next sentence which is in a totally different context. An informal meeting would be less threatening than a request for a report from the parents. Para 4.8 makes clearer reference to a written report from the parents which is relayed in a less threatening way and clearly indicates that this is only if parents would prefer to use such a method.</p> <p>3.13 "the opportunity for appropriate interaction with other children and with other adults" should be an item in its own right and not tagged onto resources. I also feel that it needs something adding to it. Namely "To have an awareness of the needs of others and to understand the need for rules and boundaries within a given society." Although the majority of home educated children are extremely polite and considerate, I have witnessed a view who have no sense of rules and boundaries. I consider that this puts them at a great disadvantage in society and can also be quite dangerous.</p>

Text for Report:	<div></div>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
Identifier: 801	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	However 4.11 says that Authorities should review procedures and practices relating to HE on a

	"regular basis". This could mean anything at all. It would make sense to stipulate a given time eg. "to be reviewed on an annual basis" or "every two to three years".
Text for Report:	<div style="background-color: black; height: 40px; width: 100%;"></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:	<input type="checkbox"/> Connexions no right to home educated children's details
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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:	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Answer/Comments:	Human Scale Education www.hse.org (I think) Parentline Plus 0808 800 2222 www.parentlineplus.org.uk

	Information for Teenagers about Sex and Relationships 0800 282930 www.ruthinking.co.uk Child Exploitation and Online Protection Centre www.thinkuknow.co.uk Young Minds 020 7336 8445 Parents Information Service 0800 018 2138 www.youngminds.org.uk
Text for Report:	<div><div></div><div></div><div></div><div></div><div></div></div>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div><div></div><div></div></div>
New Key Indicator(s):	<div><div></div></div>
Answer/Comments:	<p>I think that LEAs should have a financial responsibility to provide resources; to offer relevant optional training to parents; and occasionally to offer optional group events for home educated children.</p> <p>There should be funding for much more research around this subject. Good practice could be shared with other home educators, and indeed shared with the wider world involved in education such as teachers and other professionals. This could lead to more practices being employed in schools in line with the philosophy of Human Scale Education.</p>
Text for Report:	<div><div></div></div>
<div><div>Save</div><div>Reset</div><div>Delete</div><div>Back</div><div>Print</div></div>	
<div><div><< first</div><div>< previous</div><div>Ref: 801</div><div>Jump</div><div>next ></div><div>last >></div></div>	
Entire Response	<div><div></div></div>

[REDACTED]

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

Consultation on Home Education Guidelines

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education and skills

Consultations

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

System Tools

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<div><< first</div> <div>< previous</div>		Ref: <div>807</div> <div>Jump</div>	<div>next ></div> <div>last >></div>
<div>Entire Response</div>			
		Identifier: 807	
Personal Details			
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:	
Identifier: 807	
Respondent Information Questions	
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 who has home educated daughter who passed A levels last year
Please specify:	
Identifier: 807	
Consultation Questions	
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

	<div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	i agree with the 'Education Otherwise' response.
Text for Report:	<div></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 type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<input type="checkbox"/> Families have the right to HE <input type="checkbox"/> HE is a misleading title
New Key Indicator(s):	<div></div>
Answer/Comments:	i agree with the 'Education Otherwise' response
Text for Report:	<div></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div> <div></div>

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

	[REDACTED]
New Key Indicator(s):	
Text for Report:	
Identifier: 807	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	

Text for Report:	<div></div>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	I agree with all the responses from 'Education Otherwise'
Text for Report:	<div></div>
<div>Save Reset Delete Back Print</div>	

<input type="button" value="first <"/>	<input type="button" value="previous <"/>	Ref: <input type="text" value="807"/>	<input type="button" value="Jump"/>	<input type="button" value="next >"/>	<input type="button" value="last >>"/>
<input type="text" value="Entire Response"/>		<input type="text" value=""/>			
<input type="text" value=""/>					

[Home](#) / [Consultation on Home Education Guidelines...](#) / [Analysis](#) / [Response Edit](#)

Consultation on Home Education Guidelines

response edit

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

System Tools

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<https://secure.dfes.gov.uk/consultationsadmin/responseEditForm.cfm?RequestTimeout=500>

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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 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: 815
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Mother who may consider home-educating if she feels that local schools do not adequately suit her child(ren).
Please specify:	[REDACTED]
Consultation Questions	Identifier: 815
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):		
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?		
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response	
	Key Indicators:	[REDACTED]
	New Key Indicator(s):	
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?		
	<input 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):	
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:	[REDACTED]
	New Key Indicator(s):	
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"/>
Identifier: 815	
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"/>
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):	<input style="width: 100%;" type="text"/>
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:	Whilst most parents choose to use schools to educate, it is imperative that parents still have the right to educate their offspring themselves at home.
[REDACTED]	
[REDACTED]	Ref: 815 [REDACTED]
Entire Response	[REDACTED]
[REDACTED]	