

Consultation on Home Education Guidelines

Consultation Response Form

The closing date for this consultation is: 31 July
2007

Your comments must reach us by that date.

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education and skills

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

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

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

Name

Organisation (if applicable)

Association for Education Welfare Management

Address:

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

Telephone: 0870 000 2288

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

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

Telephone: 01928 794888

Fax: 01928 794 113

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

Which of the following best describes you:

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

Please Specify:
Professional Association

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

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

The principle of guidance to LAs is good, provided that it incorporates a much greater emphasis on safeguarding. This is not found in this document. The suggestion that children should have access to a full-time and suitable education will not be promoted through this guidance. A clearer definition of Section 7 of the Education Act 1996 would assist.

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

The description of the law is accurate as it stands. However, whilst the law states that "no person shall be denied the right to education", in practice there is no mechanism to seek the young person's views. Recent DfES research demonstrates the benefits of seeking the voice of the child. The document describes education law but compromises the welfare of the child, particularly by not addressing the Every Child Matters agenda.

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

Comments:

This description is not appropriate or helpful as it fails in that whilst the legal provision is clarified, there is no common understanding of the components / minimum standards of appropriate educational provision. How is reasonable progress to be measured without effective and realistic liaison between the LA and families. The wording in this paragraph does not mitigate towards developing these relationships. Whilst it is good that the LA must be satisfied, there are no criteria or benchmarking for this to be accomplished.

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

Comments:

The suggestions contained in these paragraphs do not reflect the ECM agenda, nor provide guidance on how LAs should engage with children and families. Whilst there are many successful examples of home education, the activities of the West family in the early 90s, and the case prosecuted in Bristol Crown Court (Eunice Spry – see <http://news.bbc.co.uk/1/hi/england/gloucestershire/6449313.stm>), appear to have been overlooked completely.

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

Comments:

The comments in 3.11 are not consistent with the testing arrangements currently in place for schools. Having established that much of the parental activities are non-prescriptive, paragraphs 11-14 suddenly become prescriptive. It is not clear how the LA will be able to develop an informed view. In practice the LA has minimal powers to intervene or investigate, should concerns exist. There is no reference to children with SEN whose parents may wish to home educate. This means that the most vulnerable children of all may not be protected. The system proposed does not allow for the LA to be aware of all children home educated. Therefore it will be impossible for the LA to ensure that any special educational needs a home educated child may have can be considered.

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

☐☐

Comments:

This paragraph is written from the perspective that the LA will be punitive rather than supportive in their earliest interventions. The section does not address the complexities for LAs who are attempting to safeguard children, to work consistently with the 2002/2003 Education Act which addresses the child's needs, and to establish and promote good working relationships with home educating families.

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

☐☐

Comments:

Flexi-schooling, however flexible for the parents, will present organisational difficulties and may increase absence. There is insufficient clarity about monitoring. Concerns are expressed at the differential between the authoritative view that is apparent but which does not easily relate to the general lack of direction in the document generally. There is insufficient evidence to suggest that work experience for home educated pupils happens to any sufficient degree.

7 b) Should any other contacts be included?

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Comments:

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

Comments:

Paragraph 2.4 fails to protect children from the ill effects of parental rights and responsibilities. There must be an appropriate reference to the CME work, it is not acceptable to suggest that the duty described further in paragraph 2.6 does not apply.

Paragraph 3.1 – 3.3. If this work is to be taken seriously, it is essential that appropriate funding is available and that the nominated senior officer should be someone with safeguarding experience.

Paragraph 3.9 is inaccurate. The 1995 regulations were repealed by the 1996 regulations and the appropriate section is now section 8.

Guidance on a reasonable timescale should be included, and that this should be negotiated between the LA and the parents.

There is an assumption that all parents who are electing for home education are doing so from a sound basis. There are examples of known cases where this is not the case, consequently the opportunity to protect all children is compromised by the above assumption, however small few the number of worrying cases.

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

Please acknowledge this reply ☐

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

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

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

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

Thank you for taking time to respond to this consultation.

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

Send by post to:

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

Yes.

We welcome the DfES consultation on Elective Home Education Guidelines. However, while we broadly welcome the decision to consult and subsequently issue guidelines for local authorities, we are concerned that these guidelines will lack substance and credibility if there is no contingent mechanism put in place to ensure that local authorities comprehend and fully comply with their content. We are also concerned that no complaints procedure has been included in these guidelines to ensure that any perceived infringement of, or deviation from these guidelines by local authorities could be dealt with fairly and efficiently and without adverse impact on the families affected by such actions.

Please note in the response below, text from the draft guidelines appears in black, suggested alterations and any additional comments should appear in dark blue for ease of reference.

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

Yes

We welcome the inclusion of the description of the law in these Guidelines. However, we also recommend that local authorities be directed to existing detailed analyses of the law pertaining to home education, in order that local authority personnel are better apprised of the extent and limitations of their powers with regard to home education.

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

No

2.5 This paragraph may be more effective and clear if rewritten thus:

"Local authorities should provide written information about home education that is clear, accurate and sets out the legal position, roles, extent and limitations of responsibilities of parents and local authorities with regard to home education. This information should be made available on local authority websites and in local community languages and in Braille and tape as a matter of course."

The phrase: "but all children should make reasonable progress" should be omitted. Assessment of progress is outside of the local authorities' remit and is the sole responsibility of parents. If "reasonable progress" is to be included in the Guidelines a clear definition should be provided of what this might mean in practice, and this should be established in consultation with those with direct and detailed experience of home education. It would also need to be noted that this is not a statutory requirement.

The further point about approaches to educational provision should be located within a separate point within Section Four, but Section Four should also be referenced here in relation to determining whether provision is efficient and suitable.

2.6 This paragraph should be written so that the salient point – that home educated children are not missing from education – is at the start of the section and in bold type.

Whilst we appreciate that the phrase “compulsory school age” has been used in the Education Act (1996), we consider “compulsory education age” to be more appropriate. Thus: “ **The Statutory Guidance for Local Authorities in England to Identify Children not Receiving Education, does not apply to home educated children, who are not missing from education.** Therefore, while local authorities have a duty under the Education and Inspections Act 2006 to identify, as far as is possible, children who are missing, or in danger of missing, education, this duty applies **only** in relation to children of compulsory education age who are not on a school roll, and who are not receiving a suitable education otherwise than being at school (for example, at home, privately, or in alternative provision).

2.7 The first sentence would be more effective if in bold type, and should be amended thus:

Local authorities have no statutory duties in relation to monitoring the quality of home education.

In addition to the remaining text, the following should be inserted:

“Local authorities should be mindful of the fact that there are many equally valid, yet diverse approaches to educational provision. Local authorities should therefore consider a wide range of information from home educating parents/carers, in a range of formats. Education may be provided in a formal, structured manner, or more informally, responding to the developing interests of the child. **Neither approach should be considered necessarily more efficient, effective or suitable than the other.** For further detail with regard to considering educational provision, refer to Section Three (paragraphs 3.11-3.14) and Section Four (paragraphs 4.3-4.4).”

2.8 This should be rewritten better to indicate the order of procedures. Hence:

“The most obvious course of action if such a concern were to be raised, and **prior to the serving of notice outline above**, would be to ask parents/carers for information about the education they are providing. Such a request is not the same as a notice under s 437(1), and is not necessary a precursor for further formal procedures. Parents/carers are under no duty to comply, but it would be sensible for them to do so.”

It would also be useful to identify how such a concern might be raised, what would be considered a genuine concern, and the need to consider personal prejudices and alternative perspectives when determining whether a concern is significant or not.

2.9 After a) and b), it would be helpful for a further option to be listed thus:

“no other workable solution can be reached through discussions between the local authority and parents to enable the continuation of education provision at home” although of course it would need to be made clear that this is not part of 437 (3).

2.10 The first two sentences of this section should be in bold type.

2.11 The final two sentences should be in bold type, and rewritten thus:

“Section(s) 175(1) of the Education Act (2002) or Children Act (2004) do not extend local authorities’ functions. They do not, for example, give local authorities powers to enter the homes of, or otherwise see children for the purposes of monitoring welfare or the provision of elective home education.

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

No

3.4 “Many” should be replaced by “Some”.

The second part of the first sentence: “as an opportunity to reaffirm their provision” should be omitted. This is unsubstantiated and gives the impression that home education provision needs to be “affirmed” by local authorities, which it does not.

“Automatically” should be omitted from sentence two, thus:

“However, where parents do not want any involvement with the local authority, the LA should not assume that there is a problem that needs investigating.”

Sentence beginning “Instead, the LA should take a risk-based approach, taking into consideration the individual and community’s circumstances”, should continue: “without prejudice. Levels of income, type of accommodation, race, religion, sexual orientation, employment and educational qualifications of parents should not be considered acceptable grounds for concern.”

Concerns should never be raised on the basis of over-generalised and stereotypical assumptions. Hence the reference to Gypsy, Roma and Traveller parents should either be substantiated with solid statistical proof, or omitted in its entirety.

3.5 “If information exists”: it might be useful to specify what kinds of information may “cast doubts” on the suitability of educational provision. “Judgement” should be replaced by “decision”. In the last sentence, “but not required” should be in bold type.

3.6 “Reasonable concerns” should be defined here or replaced with something more specific such as “evidence to confirm serious concerns about the quality of educational provision”; “may wish” should be replaced by “should”; “ongoing”, “normally” and “updated” (which suggests a report already exists) should be omitted.

After: "A written report should be made after such contact and copied to parents stating whether the authority has any concerns about education provision" the following should be included: "and what, if any, these apparent concerns are, in order to give parents a fair opportunity to address them."

In the final sentence, "their" should be replaced by "efficient and suitable".

3.7 This section should be reworded better to emphasise the fact that home visits are not obligatory. Hence: "Some parents welcome the opportunity to discuss the provision they are making for the child's education. While such discussions can take place in the child's home, **parents are not legally required to give the local authority access to their home.**"

Similarly, the penultimate sentence should be rewritten to emphasis parental choice about meeting with the local authority, and the fact that they are not obliged in law to provide evidence of the suitability of provision, although they would be well advised to do so (Philips vs Brown, 1980):

"If they choose not to meet, it would be helpful, **but not obligatory** for them to provide evidence that they are providing an efficient and suitable education. However, the decision not to meet or to provide evidence should not automatically be seen as a cause for concern and should not automatically prejudice considerations of educational provision."

It should also be made clear that the list of ways in which parents may facilitate the determination as to whether their provision is appropriate is not a statement of the law and while perhaps desirable, is not, therefore, legally enforceable.

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?

No. We do, however, welcome the inclusion of clarification about home education practice here.

3.11 It is worth noting here, that "suitability to age" is not necessarily relevant in the case of home educated children who may be working at a different level (above or below) that prescribed by the national curriculum in accordance with their individual needs, aptitudes and abilities. This should be taken into account when considering the efficacy of educational provision.

3.12 Sentence two should be rewritten thus:

"Local authorities should therefore consider, but not necessarily expect, a wide range of information from home educating parents, in a range of formats, if this is made available to them." The words "diaries of work" should be replaced with "diaries of educational activity", and "samples of work" could be changed to "samples of written material".

3.13 The first sentence should be rewritten thus: "In their consideration of parents' provision of education at home, local authorities may consider some of the following characteristics helpful as possible indicators of suitable provision. However, this list of characteristics is neither exclusive nor exhaustive; it is neither binding nor enforceable through law. Furthermore, the absence of specific characteristics cannot, by itself, constitute a cause for serious concern about educational provision."

A clearer definition of "consistent involvement" to determine how, precisely, it differs from "not necessarily constantly or actively involved in providing education" is required; especially if the absence of this characteristic can signal the instigation of an investigation into educational provision as suggested by 3.13.

If a list of characteristics is to form part of the final guidelines document, it would be prudent first to discuss these with home education support organisations and researchers to ensure they are fully workable in practice, and to ensure that there is clear consensus on their meanings and implications.

3.14 Given that the list of characteristics described in 3.13 is neither exhaustive nor exclusive, nor a requirement in law, it is inappropriate to suggest that the absence of one is significant enough to initiate further investigation. This is particularly true of the first characteristic that is particularly ill-defined.

Hence the first sentence should be rewritten thus: "If, on considering the educational provision, the [clearly defined] characteristics outlined in 3.13 are clearly lacking or missing, local authorities may choose further to investigate whether or not an efficient and suitable education is, in fact, being provided. However, it should be noted that these characteristics do not serve as a legally enforceable definition of a suitable and efficient education"

Sentence two prejudices the outcome of any investigation and therefore needs to be amended to read "A full written report of the findings should be made and copied to the parents/carers promptly, specifying the grounds for concern and any reasons for concluding that provision is unsuitable, should that conclusion be reached."

Furthermore, the guidelines should make provisions for a discussion stage to occur between the parents/carers and local authority before considering serving a School Attendance Order.

(See point about 2.9, above)

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

No

We consider this section, overall, to be very useful. We welcome the establishment of productive, non-confrontational relationships between local authorities, home educators and home educating organisations. However,

4.2 Sentence one: “current” is superfluous. The last sentence is a little incongruous. Parents are not required to demonstrate the suitability of their provision, but are encouraged to do so.

4.3 For accuracy, in sentence two, the phrase “especially those who have older children attending school” should be omitted: children attending school could be younger, and having some children in school will not necessarily determine one specific kind of provision or mitigate against others. Similarly, parents without schooled children may also follow a structured approach.

The final sentence should be rewritten thus: “Although some parents may welcome general advice and suggestions about resources, methods and materials, it is the responsibility of parents, not the local authority, to ensure the suitability of these resources, methods and materials. While parents may seek advice from local authorities about curricula, local authorities are not responsible for determining, and should not specify which curriculum children must follow.

4.4 Final sentence should be rewritten thus: “Their commitment to providing an efficient education that is suitable for their child may be demonstrated by them providing some indication of their objectives and resources, but a failure or disinclination to do so should not be regarded as a sign of a lack of commitment on the part of parents/carers.

If the guidelines are to refer back to the list of characteristics at 3.12-3.15, it should once again be confirmed that these are not legally binding. See comment at 3.13 of this response.

Providing information for parents:

As indicated in the introduction to this response, it would be prudent to begin this section with a further paragraph specifying the means by which parents/carers can complain about local authority processes and/or decisions, with a clear description of the complaints procedure.

4.5 This section should refer readers back to 2.5-2.11.

4.6 This is to be welcomed; however the phrase “familiar with” should be replaced by “fully trained in”, and the sentence could add: “and preferably who has some experience of home education”.

Sentence two should be amended to note... “and the child concerned should be given the opportunity, but not be obliged to attend that meeting...” A further sentence: “Parents/carers may also wish to invite a companion along for support or to act as witness to proceedings”, may also be considered for inclusion here.

Final sentence: “Either during such a meeting, or otherwise, the parents/carers and the authority should consider and agree what future contact there may be between them, although this contact, while potential beneficial, is not a legal requirement.”

4.7 This paragraph mostly just serves to repeat what has already been said elsewhere, and could, therefore, be omitted. If not, it would be prudent to include the following at the end of this section:

“In addition, the fact that a child is not **seen** responding to educational provision should not indicate a cause for concern about efficiency or suitability of provision”.

4.8 The “learning environment” and the home are not always synonymous. It may be useful either to rewrite the second sentence to reflect this, or alternatively to re-present the sentence thus: “Local authorities should be able to discuss and evaluate the parent/carer’s educational provision by alternative means, should this prove necessary.

Otherwise, “in the vast majority of cases” should still be omitted from sentence two.

It should also be made clear that home educators are not obliged to have their children’s educational activity or learning “endorsed” by a third party.

4.9 For clarification, at the end of the second sentence, the following statement should be included in bold type:

“but home education does not in itself constitute grounds for concern about welfare and protection.”

4.10 Last sentence could read: “Effective reviews, together with the sensitive handling of any complaints, will help to secure effective partnership and will help ensure compliance with the obligations placed on local authorities by the Children Act (2004) to ensure adequate consultation with key stakeholders.

4.12 Ofsted must ensure that staff that are tasked with this role are adequately trained in all aspects of home education and the relevant case law. There also needs to be a mechanism put in place whereby home educators can participate in Ofsted’s work here. As primary stakeholders, home educators could play a key part in helping Ofsted to compile their reports.

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

No – not entirely, but there are many helpful inclusions here.

5.2 First sentence, “home educated” should be replaced with “home educating”, “level” should be “level and type”.

Sentence two should be rewritten: “However, we recommend that all LAs should adopt a consistent, reasonable and flexible approach...”

A further bullet point could be included to include access to examination centres for GCSEs and A Levels.

5.6 Flexi-schooling. This section is misleading. It suggests flexi-schooling is a short term arrangement, where as it can be a long term arrangement. Local authorities

should also ensure that head teachers are made familiar with flexi-schooling and how it may work in practice.

5.9 In the light of recent calls for raising the upper age limit for compulsory education to eighteen, it may be useful to review the current arrangements on maintenance grants.

5.10 Truancy Sweeps. This section is poorly worded, and needs to be rewritten. Perhaps thus:

Police officers and educational social workers who undertake truancy sweeps should be fully conversant on the law as it pertains to home educated children and their parents. There are many reasons why children may be out of school during school hours, and as home educated children are not obliged to maintain school hours, it is perfectly legitimate for them to be pursuing educational and non-educational activities during these times. Local authorities and the police should refer to the DfES "Truancy sweeps: Effective practice and advice" (available at www.dfes.gov.uk/schoolattendance/truancysweeps) which includes a section on children who are educated outside the school system.

5.11 It would be useful to encourage home educating Travellers to contact one of the key home education support organisation such as Education Otherwise or the Home Education Advisory Service, as well as the Traveller Education Support Service.

It is unclear why these particular home educators are given a separate section in the guidelines; if sufficient attention is paid to observing cultural specificities (see comments for 3.4) then a separate section seems unnecessary.

7b Should any other contacts be included?

Details for *Education Otherwise* need amending:

Address: PO Box 325 Kings Lynn, PE34 3XW
Help line: 0845 47 86 345
Email: eoemailhelpline@education-otherwise.org

Home Education Research Association (HERA)

Website address: www.homeeducationresearchassociation.co.uk
Email: admin@homeeducationresearchassociation.co.uk

Further Comments

Sections not specifically covered by the questions

Introduction

The introduction suggests that by sending children to school parents are automatically fulfilling their obligation to ensure that their children are receiving a suitable and

efficient education. This is not strictly true. Under section seven of the Education Act (1996) this responsibility remains with the parents regardless of where/how the child is educated. (See Guidelines Part 2, 2.1 and 2.3)

1.1 The definition of parents in this document is not as clear as it could be. It may be useful to amend it to make it clear that it refers to all individuals with responsibility for/ or who directly care for the child and his/her welfare, but not to groups such as local authorities.

1.2 The word “broad” the second sentence should be removed or placed in quotation marks; there is no requirement for home education to be broad.

2.4 Sentence two: “compulsory school” should be replaced with “compulsory education.” Sentence three: “Parents are not required to register or seek approval from the local authority to educate their children at home”, should be in bold type. It might also be useful to note that in the case of children educated at a special school, permission *is* required from the Local Authority.

The final sentence is a little problematic because in the case of home education there are often no clear divisions between learning and other activities. Education can be a continuous process or divided into discontinuous segments; measuring the time it takes could prove impossible.

3.1 It would be preferable for all local authorities to adopt the same written policy statement for the sake of consistency. However, the following are recommended changes to the paragraph:

“The Department recommends that each local authority should have a written policy statement about home education, and be willing and able to provide guidance for parents and carers who request it. Local authorities, working with home educating families, should regularly review their home education policies to ensure that they comply with the law, that they reflect good practice, and that they adhere fully to these guidelines. They should organise training and ongoing professional development on the law and home education methods, philosophies, and learning styles, for all their officers who have contact with home educating families.”

3.2 Should be expanded to include the following:

“The Department recommends that each local authority should have a named senior officer with responsibility for elective home education policy and procedures. This senior officer should be trained on the law and home education methods, philosophies, and learning styles, preferably have direct experience of home education, and be unbiased about home educational practice (see 4.6). If home educational responsibilities are contracted out, local authorities must ensure that the contractor is fully conversant with education law and policy as it pertains to home education, and that the contractor adheres fully to these guidelines.

3.8 This section should include an obligation on local authority officers to provide an accurate description of the law pertaining to home education, and the rights and obligations of parents/carers and local authorities with regard to such educational provision. It would be beneficial for officers to direct parents/carers to other

appropriate sources of information, such as Education Otherwise or the Home Education Advisory Service.

3.9 This paragraph should be rewritten and restructured thus:

De-registration of a child from a school is covered by section 9(1)(c) of the Education (Pupil Registration) Regulations 1995. Parents who wish to home-educate a child who is registered at a maintained school or an independent school must inform the school formally, in writing, that they are now providing education otherwise than at school. Local authorities may encourage parents to inform them direct, but have no legal right to insist that they do so. The school must delete the child's name from their register upon receipt of written notification from the parents and make a return (giving the child's name and address) to the local authority within 10 school days of removal. However, in the case of children attending a special school, permission must be sought from the local authority. It would be prudent for the school/local authority to confirm receipt of the de-registration letter, in order to enable parents/carers to commence alternative educational practice without the danger of prosecution for non-attendance where the letter has been lost, or not received.

(Parents are not obliged in law to inform the school of their **intention** to home educate, just that they are providing education other than at school.)

See also the additional comment about special schools at 2.4.

3.10 Home educating families do not need to offer "proposals" to home educate. There is also no fixed set of "characteristics" that serve to define a suitable and efficient education. This should be reworded, thus:

Local authorities should bear in mind that, when they first begin to home educate, parents may not be in a position fully to demonstrate an "efficient and suitable" educational provision. This may take time to develop, and may be subject to change as the child's needs change.

3.15 Last sentence: "The statement must remain in force and the authority must ensure that parents can make suitable provision, including provision for the child's SEN" is factually incorrect. Parents should not be required to make the same provision as that detailed in the statement and in fact may ask for the statement to be removed if they wish, once they are educating the child at home.

3.15 "However, if the parents' attempt to educate the child at home results in provision that falls short of meeting the child's needs, local authorities should consider how they may help parents meet these needs, for example by providing access to additional resources or treatments where appropriate. If, despite this help, parents are still unable to make 'suitable arrangements' the authority could not conclude that they were absolved of their responsibility to arrange the provision in the statement. This does not necessarily mean, however, that the child must be returned to school.

-consultation

Logged in as: [REDACTED]

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

Consultation on Home Education Guidelines**department for
education and skills****response edit****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.

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Entire Response	[REDACTED]
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[REDACTED]

Personal Details	Identifier: 593
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 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: 593
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 - LEA now provide a home tutor
Please specify:	
Consultation Questions	Identifier: 593
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:	It's important that boths LA's and home educators have a framework as a reference.
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	[REDACTED]
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	<p>On the whole, yes but it should be recognised that some children are just not at a stage when they can make progress in a standard way (eg by producing lots of written work.) My son was totally demoralised at school and became school phobic. He was in the 'slow' group. After coming out of school, he refused to write for 3 years and therefore it was difficult to demonstrate progress. Fortunately, our LEA did not threaten us with forcing school, and eventually (but only after [REDACTED] diagnosis 2 years later), provided us with a tutor. Still he would not write, but he got involved with [REDACTED], which boosted confidence etc. and over the last 18 months his maths went from level 4 to level 7 and he is currently one of the best [REDACTED] players in the country for his age ! All this could have been totally destroyed by an over-zealous LEA officer insisting that they see written work and forcing SAO's and court should it not be produced.</p>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	Yes

	<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:	Yes - I also think that it's important to establish trust on both sides and that LEA's employ people who are open-minded about home education as opposed to people who have a personal view which is heavily in favour of school.
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:	It should be stressed to LEA's that the 'age-appropriate' levels achieved in school are not applicable to HE and (for eg.) that some children may not start reading until they're 10 but be every bit as good a reader as their school counterpart at 12.
Identifier: 593	
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):	<input type="text"/>
Answer/Comments:	I think it is definitely in the children's interest to develop relationships between the parent and the Local Authority. Appropriate support can be very helpful.
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):	<input type="text"/>
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):	<input type="text"/>
Answer/Comments:	Contact with the Health service is vital to ensure that parents are aware that they have the option to VACCINATE their children. We were not informed of routine vaccinations that were available to children in school.
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>On the whole, the consultation guidelines have been well thought out.</p> <p>It is vital that the DFES appreciate that in addition to HE being a basic right for parents, there are literally thousands of children (my son being one of them), who would be in a far worse situation now but for home education. Most people do not take it on lightly (hefty financial cost due to loss of earnings etc.), but for most HE parents I have met, it has been very worthwhile. Please do not take away a parents right to HE - it's made me grateful to be British !</p>

		Ref:		593		
Entire Response						

-consultation

Logged in as: [REDACTED]

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[REDACTED]	Ref: 602	[REDACTED]
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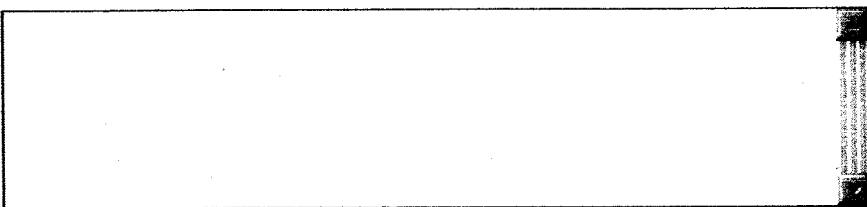

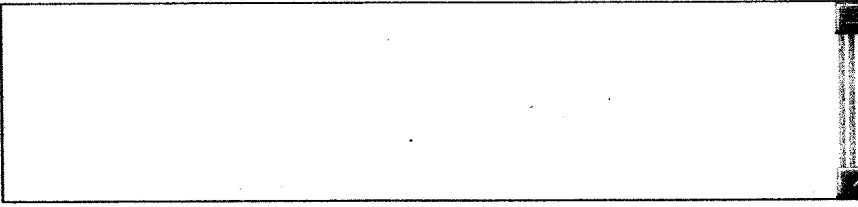
Entire Response

[REDACTED]

Personal Details	Identifier: 602
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: 602
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:	Potential home educator
Please specify:	[REDACTED]
Consultation Questions	Identifier: 602
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:	If of course the guidelines mean a plain english description of the law. Also including an introduction, places to get support and info for families
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:	
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 type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	

New Key Indicator(s):	<input type="text"/>
Answer/Comments:	it is the parents responsibility not the LA that children get an education suitable to age, ability and appitude. Otherwise this seems accurate
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 checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Comments on the GRT communities is essentially racist. Unfortunately due to the hostility of many LAs only a minority of home eduators welcom LA contact. People with minority cultural/ethnic background should according to the law be judged upon what is important to them therefore it would be impossible for mainstream british caucasions to make an accurate judgement as to what would be an efficient education for someone of from another culture or ethnicity
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):	
Answer/Comments:	Although the checklist if not compulsory should therefore be redundant and not included
Text for Report:	
Identifier: 602	
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:	Named contact a brilliant idea. Named contact needs to have been trained in area of HE and other alternatives Other formats should be offered as opposed to having to be requested
Text for Report:	
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes

	<input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Text for Report:	
7 b) Should any other contacts be included?	
	<input 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:	
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:	Overall i think the consaltation is essentially a good document and where i have not specified otherwise i approve of what has been written. However, as a british caucasian i feel deeply ashamed that in this day and age that such racist tripe as was written in section 3, was written at

	all
Text for Report:	
[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED]	Ref: 602 [REDACTED]
Entire Response	[REDACTED]
[REDACTED]	

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Entire Response

This response has been submitted by a registered respondent.

[Change Details](#)

Personal Details	Identifier: 603
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:	No
Future Contact:	No
Acknowledge Response:	No
Inform when published:	Yes

Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 603
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:	potential home educator
Please specify:	<div style="border: 1px solid black; height: 100px;"></div>
Consultation Questions	Identifier: 603
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:	Essentially i am in agreement however i wish to stipulate that statements regarding the law should be made in clear understandable laungage, legal speak is not that laungage of the masses. of course i am taking this to mean that 'guidelines' are exactly that...'guidelines'
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):	
Answer/Comments:	i belive this is accurate
Text for Report:	
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input 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:	However, i belive it is vital here to remember that it is the choice and responsibility of the parents and children as to what is suitable to age ability and apptitude. This should be considered at all times of relevance
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 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: 20px;"></div>
Answer/Comments:	Essentially however it is up to individuals to judge what is important to them particularly in respect of culture, ethnicity and religion and what therefore is learnt. Comments that can only be seen as racist are not helpful and will undoubtdedly lead to an incresed reisk of hotility between LAs and home educators....what does this kind of respose teach our children and young people i wonder.
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 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:	In many respects this is acceptable however having a checklist is not always helpful as some individuals within the LA make take them as 'law' and therefore disregard the actual evident facts just because something is missing. Exclude checklist
Text for Report:	[REDACTED]
Identifier: 603	
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:	Fostering good, healthy two way relationships can only be a good thing....assuming that the named contact (a great idea) is knowledgeable and understanding of home education, home educators and the home education, this presumes the contact would be fully trained in this field, be available when required by us and not just when it suits them. Any resources LAs can constructively provide would be welcomed.
Text for Report:	[REDACTED]
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"/>
Text for Report:	<div></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):	<input type="text"/>
Text for Report:	<div></div>
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:	Remember we are doing what we do for our children and all of our futures. We are not attempting

	to make your lives difficult please treat us with the inntelligence and respect we all deserve especially the children and young adults we are all working for and with
Text for Report:	<div></div>
<div>SaveResetDeleteBackPrint</div>	
<div><< first< previousRef: 603Jumpnext >last >></div>	
<div>Entire Response</div>	
<div></div>	

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Logged in as: [REDACTED]

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Entire Response

[REDACTED]

[REDACTED]

Personal Details Identifier: 616

Response Type Online

Title: [REDACTED]

First Name: [REDACTED]

Last Name: [REDACTED]

Email: [REDACTED]

Organisation: none

Address: [REDACTED]

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 checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 616
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 work for a Local Authority. Part of my role is to advise parents/carers on how to get started with Elective Home Education, where to go for information and the LA's stance on the situation. I am responding as an independant person and not on behalf of the LA
Please specify:	[REDACTED]
Consultation Questions	Identifier: 616
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:	Since we read the guidelines 2 years ago the LA I work for we have altered the advice and approach taken in response.
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:	The guidelines are clear. However the law is not always clear and contradicts itself
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:	The responsibilities are clear but are not always easy to enforce especially as LA's have no power to enter a parent/carers home.
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):	
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:	It makes it clear what a child is entitled to have as part of their educational package. It is down to the parent/carer to decide what resources are necessary depending on their philosophies, culture and financial circumstances. not all families have or require access to the internet for instance. Does this make the education they are providing as unsuitable?
Identifier: 616	
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:	Yes it is always good to try to encourage a good relationship between parent/carer and child and the LA. It is easier to communicate with a parent/carer who does not feel threatened by authority figures. Care should be taken when writing letters etc to EHE families so they do not appear intrusive but are giving them an option to engage
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:	Are they up to date??
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:	The LA should always include local information as well as national. Having the information readily available for parents/carers is imperative.
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:	The guidelines have helped me enormously with my job. I have felt more confident when giving advice to parents since using it. My concern is that the welfare and safeguarding aspect of EHE is difficult to carry out.
<div>Save Reset Delete Back Print</div>	
<< first < previous:	Ref: 616 Jump next > last >>
Entire Response [REDACTED]	
[REDACTED]	

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

	Not Part of Campaign
Confidential Response:	<input 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: 622
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Interested member of the public
Please specify:	
Consultation Questions	Identifier: 622
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 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:	Should these proposed guidelines ensure that local authorities base their contact with Home Educating families upon the letter and spirit of the legislation that is currently in place then there is less likelihood of random acts of interpretation that can lead to unnecessary and detrimental distress.
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 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:	Should this description of the law be the basis upon which the proposed guidelines are premised then yes it is accurate and clear. However it appears that in some instances local authorities are using the Children's Act 2004 as justification for re-interpreting this law in order to enforce monitoring and assessment procedures that are neither warranted nor legally valid.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No

	<input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 80%;"></div> <div style="background-color: black; height: 15px; width: 90%;"></div> <div style="background-color: black; height: 15px; width: 30%;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>I would have grave reservations about paragraph 2.5 - concerning the phrase "... all children should make reasonable progress." There seems to be provision being made for Local Authorities to introduce a form of standard assessment which would undermine an approach to education tailored to the age, ability and aptitude of the child/children in question.</p>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; height: 15px; width: 100%;"></div> <div style="background-color: black; height: 15px; width: 100%;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>This section appears to be premised upon seriously discriminatory opinion and makes me uneasy about the factors upon which a 'risk-based approach' will be based.</p> <p>For a start paragraph 3.4 is constructed in such a manner as to imply that parents who wish to have a family life free of local authority involvement, as is their right, are viewed with suspicion by said authorities.</p> <p>Judgements based on racial and cultural circumstances appear to be acceptable factors in determining a family's right to educate their children in a manner otherwise from conventional</p>

	schooling. It appears highly irregular and suspect that merely being born into a particular cultural or racial group such as Roma or Traveller can be justifiably perceived as being cause for concern. I would recommend that this section of the proposed guidelines are re-thought and rewritten or omitted altogether.
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 checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div> <div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	Paragraph 3.13 presents a checklist of factors that local authorities may reasonably expect to be part of 'parent's provision of education at home'. The omission of one or more of these characteristics would appear to be grounds for suspecting lack of sufficient educational provision. Referring back to question 2 of this consultation, there appears to be no validation by the law of such a conclusion.
Text for Report:	<div></div>
Identifier: 622	
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 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:	<p>People who choose to take full responsibility for the education of their children do so with the intention of devoting themselves wholeheartedly to the welfare of their families and in order to safeguard the educational interests of their children. Any relationship between such families and the local authorities should be at the behest of the families and not as a result of pressure from the authorities. As local authorities have no statutory duties in relation to monitoring home education on a routine basis there is no basis for the formation of an ongoing relationship between them and home ed families.</p>
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):	<input style="width: 100%;" type="text"/>
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 type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
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):	<input type="text"/>
Answer/Comments:	Any local authority staff member who has contact with home ed families should do so with full knowledge and understanding of the law as it stands and a broad and educated awareness of the diversity of educational provision that is undertaken by such families. As a home ed parent once said to me "I want to know that they have read the same books I have."
Text for Report:	<div></div>
<div>SaveResetDeleteBackPrint</div>	
<div><< first < previous</div>	Ref: <input type="text" value="622"/> <div>Jump</div> <div>next > last >></div>
<div>Entire Response</div>	
<div></div>	

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](#)

<< first	< previous	Ref: 660	Jump	next >	last >>
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Entire Response	[REDACTED]
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[REDACTED]

Personal Details	Identifier: 660
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 type="radio"/> Yes <input checked="" type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 660
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 have a lot of friends who home educate both young people with a learning dissability and without. I also wish to home educate in the future if this is what suits my child.
Please specify:	
Consultation Questions	Identifier: 660
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 checked="" 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 type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED] [REDACTED] [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 checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	

Answer/Comments: To perscriptive.	
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;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
Identifier: 660	
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; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
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; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em; width: 100%;"></div>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No

	<input type="radio"/> <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>As mentioned previously I have a lot of contact with home educated children and they are all very articulate and focused children.</p> <p>I want to have this option for my own daughter in the future as she has Aspergers and I feel she benefits from a tailored program delivered on a one to one basis.</p> <p>I do not wish to have to educate her in a "one way fits all" fashion and believe home educators should be able to plan studies to suit the individualism of thier children.</p>
<div>Save Reset Delete Back Print</div>	
<div><< first < previous</div>	Ref: <input type="text" value="660"/> <div>Jump</div> <div>next > last >></div>
Entire Response <input type="checkbox"/>	[REDACTED]
[REDACTED]	