

e-consultation

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

Logged in as: [REDACTED]

department for
education and skills**Consultations**[Consultation Home](#)
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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**Personal Details**

Response Type	Online	Identifier: 9
Title:	<input type="text"/>	
First Name:	<input type="text"/>	
Last Name:	<input type="text"/>	
Email:	<input type="text"/>	
Organisation:	<input type="text"/>	
Address:	<input type="text"/>	
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No	
Campaign:	<input type="text"/>	

		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 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: 9
Which of the following best describes you:		
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)		
Answer/Comments:	<p>I am a qualified, specialist teacher with experience of the education systems in Scotland, England, [REDACTED] and [REDACTED]. I am also a mother of [REDACTED] young children ,subject to the rigours of National Testing and starting school very young ,particularly if an August Birthday in England. I am very sad , as are my children, at the prescriptive nature of the way in which their curriculum is delivered ;in a very average way in a very average school.</p> <p>As the law stands elective home education is only available on a full -time basis. I urge you to consider the possibility of allowing those children who want access to peer influences at school ,the balance of 'experiencing 'school but also allowing children the benefit of an education which extends beyond being part of a data driven machine which is driven by National Testing -not to inform the education of children -but to swell the ego's of the government ministers who insisted upon 'accountability'</p> <p>Education Education Education -it is a shambles. I am at the point of despairHELP. Education other than at school is not a philosophical or ideological decision on the part of my family but one borne out of need. Please consider flexibility. I pay my taxes ,surely this entitles my children a state education -with the flexibility of an education which extends beyond a proscriptive National Curriculum.</p> <p>Many Thanks [REDACTED]</p>	
Please specify:		

Consultation Questions	Identifier: 9
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> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Text for Report:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Text for Report:	

3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Text for Report:	
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div>[REDACTED]</div> <div>[REDACTED]</div>
New Key Indicator(s):	<div></div>

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 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):	
Text for Report:	
Identifier: 9	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	
Text for Report:	

7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
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:		[REDACTED]	
New Key Indicator(s):		[REDACTED]	
Answer/Comments:		I STUMBLED UPON THIS FACET OF 'OPEN GOVERNMENT' BY CHANCE AND I will endeavour to promote it. I do not think it is open to a 'wide' enough audience.	
Text for Report:		[REDACTED]	
[REDACTED]			
[REDACTED]		[REDACTED]	
Ref:		9 [REDACTED]	
Entire Response		[REDACTED]	
[REDACTED]			

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Entire Response	[REDACTED]
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[REDACTED]	[REDACTED]	[REDACTED]
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Personal Details	Identifier: 24
Response Type	Online
Title:	[REDACTED]
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	AMA Network
Address:	[REDACTED]
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Campaign:	

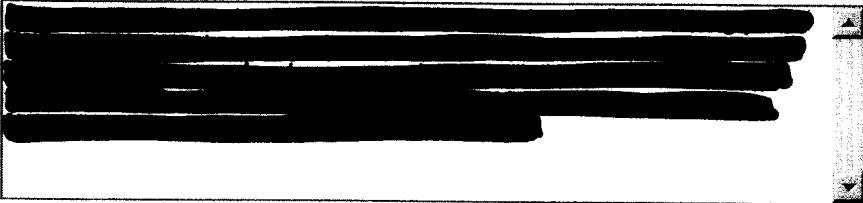
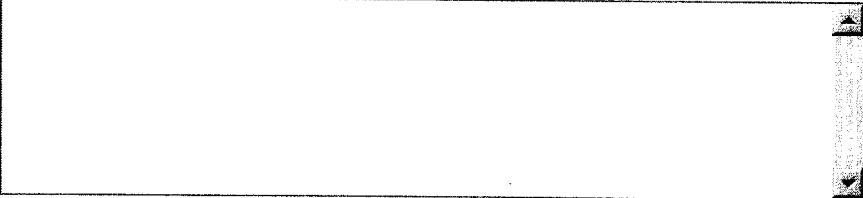
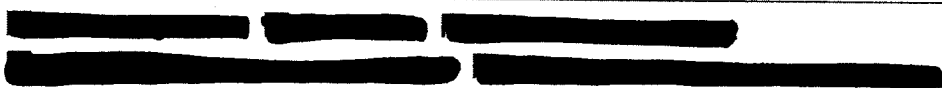
	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Key Response:	[REDACTED]
Respondent Information Questions	
Identifier: 24	
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:	DfES Safeguarding field force worker
Please specify:	[REDACTED]
Consultation Questions	
Identifier: 24	
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):	<input type="text"/>
Answer/Comments:	It is also helpful to encourage LAs to be more positive in their response to home educators. Experience shows that LAs who are positive and supportive enjoy better rapport with home educators and potentially less concerns about welfare and safeguarding as a result of the more open relationships achieved.
Text for Report:	<div style="background-color: black; width: 100%; height: 100%;"></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: 100%;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	What is present in the text is clear, however there is no reference to the meaning of "full time". The inclusion of a definition of full time education in this context would be helpful to both prospective home educators and to LAs
Text for Report:	<div style="background-color: black; width: 100%; height: 100%;"></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:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	- The description does not indicate what might be deemed "good reason". This is of concern given the lack of powers to require evidence of appropriate provision and, has led in my experience to delay in ensuring appropriate provision and support for children where concerns have arisen, and from a safeguarding point of view, dangerous delay in addressing child protection or developmental needs. "Good reason" could be teased out here and might try to address how LAs should respond to a persistent refusal to provide evidence of provision or demonstrate how they address their child's social and emotional education. This is also pertinent in my view to the concurrent consultation about community cohesion. There is potential for social discord within closed communities of what ever size. Regarding the suggestion that any report provided as evidence of the child receiving appropriate provision will be by the parents; how will this be moderated? who will be able to confirm its accuracy and validity, and who will be able to identify therefore whether or not the child is progressing appropriately?
Text for Report:	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [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 type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	This legislation has always been in conflict with the Children Act 1989 . Which requires consideration of "The ascertainable wishes and feelings of the child" There is a limited reference to the child being given the opportunity to attend any meeting organised, but no indication of understanding that for some children, particularly if they are subject to abuse, the possibility of

	<p>attending or being seen is at best, unlikely to be allowed by their parents, and therefore given that there is no right here to see them or consult directly with them, there is no mechanism by which they can contribute their view. This is also contrary to recommendations including Lord Lamming's comments regarding the importance of seeing the child. More needs to be addressed in the paragraphs 3.8 - 3.10 regarding the LA safeguarding duties. It should be recognised that a growing proportion of de-registrations are related to LA interest in poor school attendance or child welfare concerns and a large number are in relation to perceived unaddressed bullying. LAs should be encouraged as part of their safeguarding remit to continue to explore such concerns where they exist and not to avoid further or continued investigation because of the parent's right to educate otherwise. There is a real danger in muddling these issues and children will be at risk if they are not clearly delineated. However, encouraging LAs to be supportive is to be welcomed.</p>
Text for Report:	<div style="background-color: black; height: 100px; width: 100%;"></div>
<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>	
	<p> <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response </p>
Key Indicators:	<div style="background-color: black; height: 20px; width: 100%;"></div>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>There is still a difficulty for LAs in accessing evidence. In those cases where parents do not wish to engage with the LA this can lead to a very protracted process in which the child remains without a voice and potentially without appropriate education and, in some cases, without adequate protection.</p>
Text for Report:	<div style="background-color: black; height: 100px; width: 100%;"></div>

Identifier: 24

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):	<input type="text"/>
Answer/Comments:	Perhaps LA should be encouraged to provide local links.
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	There are a number of cases which come to mind, most recently one in which a number of siblings were systematically abused and neglected and were not safeguarded because of the complexities of this legislation and the rigid application of the regulations by home educator support groups. The dogged approach taken by the EWS even without the support of colleagues in social care who pointed to the lack of evidence, was, in the end what provided those children with their safety and wellbeing. This should be a message to all of us.
Text for Report:	

		<div style="background-color: black; width: 100%; height: 100%;"></div>	
		<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="24"/> <input type="button" value="Jump"/>	<input type="button" value="next"/> <input type="button" value="last"/>	
Entire Response <input type="button" value="v"/>		<div style="background-color: black; width: 100%; height: 15px;"></div>	
<div style="background-color: black; width: 100%; height: 15px;"></div>		<div style="background-color: black; width: 100%; height: 15px;"></div>	

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Logged in as: [REDACTED]

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Entire Response

This response has been submitted by a registered respondent.

[Change Details](#)

Personal Details	Identifier: 31
Response Type	Online
Title:	
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	Self employed Educational Consultant
Address:	
Response on behalf of an organisation:	No
Campaign:	Not Part of Campaign
Confidential Response:	Yes
Future Contact:	Yes
Acknowledge Response:	Yes
Acknowledgements:	Acknowledgement email <input checked="" type="checkbox"/>

Inform when published:	Yes
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 31
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:	EHE consultant/adviser - formally designated a Section 7 Inspector
Please specify:	[REDACTED]
Consultation Questions	Identifier: 31
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:	I have been engaged in this work for ten years. I am aware that various authorities have different approaches so I think it is good to have common guidelines
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
<input checked="" type="radio"/> Yes <input type="radio"/> No	

	<input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[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 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):	
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):	
Identifier: 31	
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):	
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:	<p>I think this is extremely useful. For most parents, taking on the education of their child is a huge step into the unknown. They are grateful for any resource information they can get.</p> <p>I intend to put all the web sites that you give into a designated 'folder' on my computer for easy access for my own future reference.</p>
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:	Unless I missed it I did not see one for Connexions. From my experience they can be very supportive and helpful.			
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:	My only concern relates to 3.7. It states that parents who do not want to meet a LA representative can provide evidence in a variety of ways. What concerns me is the statement 'with or without the child being present'. If the child is not actually seen in some way I do not see how this fits in with 'stay safe' in 'Every Child Matters'. Certainly if I was visiting a home and the child was not present at some point it would 'raise questions in my mind'.			
[REDACTED]				
[REDACTED]		Ref:	31	[REDACTED]
Entire Response		[REDACTED]		
[REDACTED]				

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Entire Response				
<div style="background-color: black; height: 1.2em; width: 100%;"></div>				
<div style="background-color: black; height: 1.2em; width: 100%;"></div>				
<div style="background-color: black; height: 1.2em; width: 100%;"></div>				
Personal Details				
Response Type		Online Identifier: 36		
Title:		<div style="background-color: black; height: 1.2em; width: 100%;"></div>		
First Name:		<div style="background-color: black; height: 1.2em; width: 100%;"></div>		
Last Name:		<div style="background-color: black; height: 1.2em; width: 100%;"></div>		
Email:		<div style="background-color: black; height: 1.2em; width: 100%;"></div>		
Organisation:		<div style="background-color: black; height: 1.2em; width: 100%;"></div>		
Address:		<div style="background-color: black; height: 1.2em; width: 100%;"></div>		
Response on behalf of an organisation:		<input type="radio"/> Yes <input checked="" type="radio"/> No		
Campaign:				

	Not Part of Campaign
Confidential Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Future Contact:	<input 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: 36	
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
Please specify:	
Consultation Questions	
Identifier: 36	
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	

	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	As long as those guidelines are neutral and do not set out a position that prejudices Home Education as a lesser form of Education.
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<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 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>Paragraph 2.5 should include the word "unbiased" after "accurate"</p> <p>Paragraph 2.6 should use stronger language to the LEA to ensure that they "must not" presume Home Educated children are missing an education For example, Look for Home Education on the Cambridgeshire Councils Web Site and it is found in the section "Behaviour and Attendance". There is immediately a presumption that somehow Home Education needs to be addressed as a behavioural or attendance issue. This is offputting and does little to encourage contact by Home Educators</p> <p>Paragraph 2.7 should be amplified to describe better what constitutes the appearance of a child not receiving a suitable education and should further emphasise that Home Education is not one of those factors that should be included in assessing the "appearance"</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:	<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>Experience in all dealings with Local Councils is a mixed bag - some employees are helpful and forthcoming and some are downright surly and hostile.</p> <p>Council employees need to remember that it is the Parents of the children who have legal responsibility for their welfare, upbringing, and education. Council employees are not the parents nor should they try and act as though they are somehow "in loco parentis".</p> <p>Educating Otherwise than at school requires substantial commitment and financial sacrifice for most parents and requires a level of ongoing research and development on the part of the parents into education methods, subjects, the law, society and technology.</p> <p>LEA employees approach the task of education in the same manner as the school system - i.e. "one size fits all". For a good number of parents this is a major turn off in contacting the LEA as it is frequently one of the primary reasons why they choose to educate otherwise.</p> <p>If you want parents to get involved with the LEA's then you need to get the LEA's to start from a position that positively acknowledges Home Education (i.e. Home Education and School Based Education are of at least equal validity when parents choose to satisfy their legal obligation to ensure a suitable, efficient, full time education). Lets not forget - it is the Parents legal duty to provide an education and in many parents opinions the scholl system does not provide a suitable, efficient, full time emans of satisfying that legal obligation. So, if you start from a position of "Why should parents / guardians of children educating otherwise make contact with LEA's?" you may find that their need to be a tangible benefits for the parents and children associated with that contact.</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:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	<p>The presumption that serving a school attendance order is the right way to proceed for an LEA is not the right approach.</p> <p>LEA's need to promote what it is that qualifies the LEA to assess an efficient education and suitable education?</p> <p>If the LEA's are to be respected as the arbiters of education quality and child progress then please get them to identify who the people in the LEA are, what their qualifications and experience amount to (especially qualifications / experience they have in alternative forms of education) and most importantly get them to declare their Educational Philosophy to the parents / guardians.</p> <p>I feel it is also important to note that assessing educational progress by way of short meetings with parents and children, out of context reviews of written, verbal or "made" objects and progress tests modelled on the national curriculum to be inappropriate for many children educated otherwise. If the LEA can only commit 1-2 hours per year to the assessment of home educated children it strongly suggest that they can have no real idea of what progress a child is making.</p>
Identifier: 36	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
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):			
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:		<div>██████████ ██████████ ██████████</div> <div>██</div>	
New Key Indicator(s):			
<div>██████████ ██████████ ██████████ ██████████ ██████████</div>			
Entire Response		<div>██████████</div>	
<div>██████████ ██████████ ██████████</div>			

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<< first	< previous	Ref: 38	Jump	next >	last >>
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Entire Response

[REDACTED]

This response has been submitted by a registered respondent.

[Change Details](#)

Personal Details	Identifier: 38
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:	Yes
Acknowledge Response:	Yes
Acknowledgements:	Acknowledgement email

Inform when published:	Yes
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 38
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:	A Parent who temporarily educated his son at home.
Please specify:	<div style="border: 1px solid black; height: 100px;"></div>
Consultation Questions	Identifier: 38
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):	<div style="border: 1px solid black; height: 20px;"></div>
Text for Report:	

<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?</p>	
	<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:	
<p>3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?</p>	
	<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:	As accurate as it can be.

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?

- ☒ Yes
☐ No
☐ Not Sure
☐ No Response

Key Indicators:

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?

- ☒ Yes
☐ No
☐ Not Sure
☐ No Response

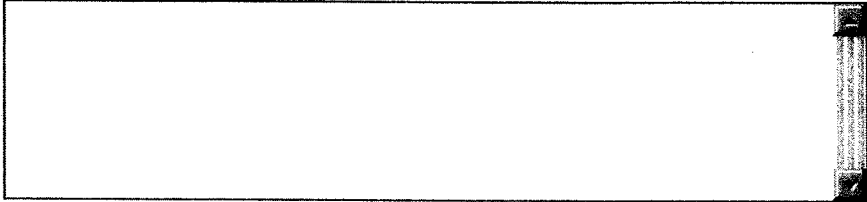





Key Indicators:

New Key Indicator(s):

Text for Report:

Identifier: 38	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="background-color: black; width: 100%; height: 1.2em;"></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 type="text"/>
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:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	
Answer/Comments:	<p>I was forced to teach my son at home for some time when the local authority closed the local school and forced us to poorer schools out of the borough.</p> <p>Teaching my child at home was very enjoyable, and the progress made by my son in the short time was tremendous, in comparison to the level of progress he is making in the current school, which is the best in the borough. He learnt more in one month at home then 6 months in the current school. This is what my son has told me, and I have come to a similar conclusion. I have realised that home education can be very productive.</p> <p>The one suggestion based on my experience that I want to make, is that parents who want to teach their child at home should have access to funding so that areas where they would need to hire a tutor, buy books etc can be properly funded.</p> <p>If the government resources is not there for every child being educated at home then it should be</p>

	<p>available to parents to want to teach their child as per the National Curriculum. As tax payers they should be eligible for funding, that is allocated for their child if they went to a local school. This will also allow us to monitor standards of education of children educated at home.</p> <p>I hope this suggestion is taken on board.</p>
Text for Report:	
	
	Ref: <input type="text" value="38"/> 
Entire Response	
	

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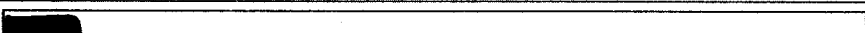
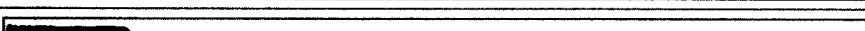
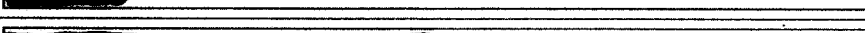

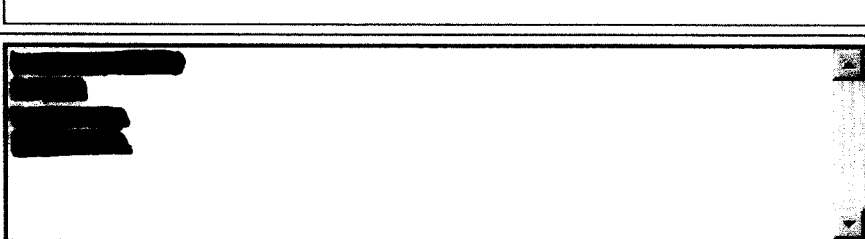
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 	Ref: <input type="text" value="51"/> 	 
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☒ Analysed ☒ Acknowledged ☐ Printed

Personal Details	Identifier: 51
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 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: 51
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Parent considering his educational options for his children; likely to home educate.
Please specify:	
Consultation Questions	Identifier: 51
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:	

	<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:	I am not sure. Guidelines on their own may be helpful; I am concerned though about a long-term drift in which the state takes on increasing amounts of responsibility that rightfully belongs to parents. I feel that the state is a poor educator, and would like to minimise its influence on my children. As such, I would like the state to do as little as possible.
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 checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
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:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>

	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	

	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	Paragraph 3.13 is too closely modelled on the school model. It fails to recognise the diversity of lifestyles and parenting choices that may be made. This paragraph could be used by officials with a "nannying" tendency to impose their own preferences and cause difficulties for families through unwarranted intervention/interference. It needs to be recognised that such interventions and their effects on the family can be more damaging than the problems they seek to correct.
Text for Report:	[REDACTED]
Identifier: 51	
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):	[REDACTED]
Answer/Comments:	Many home educators are home educators precisely because they believe that the state is a poor educator, and wish to minimise its influence on their children's education. As such, they may wish to develop no relationship at all with the LEA; their right to do so ought to be respected. This paragraph does not allow that.
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 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:	I am in general pleased that the guidelines are fairly minimal in what they propose. I believe that many involved in state education assume that home education is a second-class option and needs more government interference. Home educators are concerned about such interference, because they believe the opposite, and are concerned about how one-off cases are used as wedges to propose increases in intervention. Hard cases make bad law, and this principle needs to be remembered.
Text for Report:	
[REDACTED]	
[REDACTED]	Ref: 51 [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: 67
Response Type	Online	
Title:		
First Name:	[REDACTED]	
Last Name:	[REDACTED]	
Email:	[REDACTED]	
Organisation:		
Address:		
Response on behalf of an organisation:	No	
Campaign:	<input type="text" value="Not Part of Campaign"/>	
Confidential Response:	Yes	
Future Contact:	Yes	
Acknowledge Response:	Yes	
Acknowledgements:	<input type="text" value="Acknowledgement email"/>	

Inform when published:	Yes
Key Response:	[REDACTED]
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 is considering home education
Please specify:	[REDACTED]
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):	[REDACTED]
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	

	<input type="radio"/>
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	Yes, however at the end of paragraph 2.3 there is a 1 but I could not find the corresponding footnote.
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):	
Answer/Comments:	2.5 - "but all children should make reasonable progress" This is ambiguous because it could imply that monitoring of the child is required in order to check whether reasonable progress is being made over time. The law does not require such monitoring and many home educating parents may disagree with it.
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:	<div></div> <div></div>
New Key Indicator(s):	<input type="text"/>
Identifier: 67	
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> <div></div>
New Key Indicator(s):	<input type="text"/>
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):	<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):	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	
New Key Indicator(s):	
	Ref: 67
Entire Response	

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Entire Response [REDACTED]			
[REDACTED]			
Personal Details		Identifier: 94	
Response Type	Online		
Title:	[REDACTED]		
First Name:	[REDACTED]		
Last Name:	[REDACTED]		
Email:	[REDACTED]		
Organisation:	Briteschool		
Address:	[REDACTED]		
Response on behalf of an organisation:	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Campaign:			

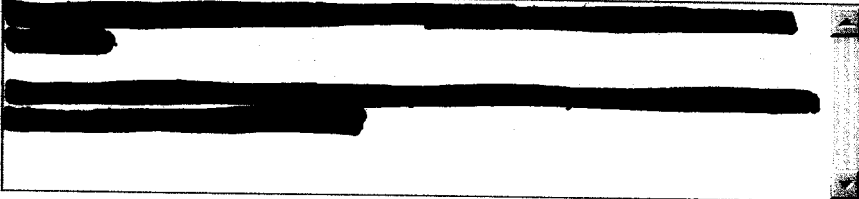

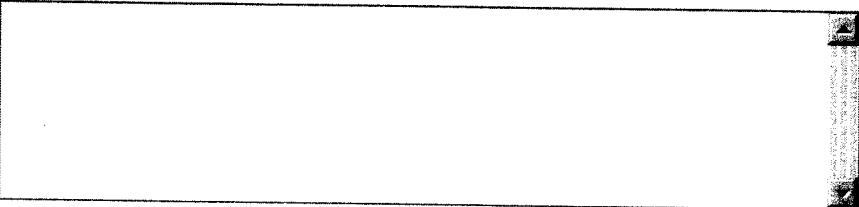




	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Acknowledge Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledgements:	Acknowledgement email
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 94
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:	Briteschool is a live, online school providing support to Home Educators and expatriates wanting a British Education.
Please specify:	
Consultation Questions	Identifier: 94
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:	

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New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	LAs seem to have a very inconsistent approach to alternative educational provision. Some don't seem to understand the law clearly. I would suggest nationally-standardised training for every "named person" in an LA who has the responsibility of giving advice to Home Educators.
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 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:	Parents / guardians, surely ?
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:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	<p>"if they have a good reason" is vague - specific examples, or an "Annex", might help.</p> <p>What about 2.4 ? Is there to be no discussion of the possibility of the rights of children to have certain materials or exam-access paid for, for example ? Taxes have been paid, and yet not to provide a basic level of support in these regards is putting Home Educated children at an unnecessary and unfair disadvantage. Pupils get £5,000 plus per annum of support - HE-ers should get some financial support.</p>
Text for Report:	[REDACTED]
<p>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</p> <p> <input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response </p>	
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	(This section seems a bit authoritarian in its phrasing - the parents/guardians and LAs should work in partnership for the benefits of the childrens' education).
Text for Report:	

<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 checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div></div> <div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	<p>I think, in certain circumstances, access to ICT may not be feasible or absolutely necessary. It is a "nice to have", not "an essential".</p>
Text for Report:	<div></div>
<p>6 Do you agree that the section on developing relationships (section 4) is useful?</p>	
<p>Identifier: 94</p>	
	<input checked="" 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):	
Answer/Comments:	Note: I think use of the term "de-schooling" as a concept should be fully recognised, not merely alluded to.
Text for Report:	
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	5.2 examples of additional support - LAs should provide materials (consumables or for loan) that may not easily be obtained in small quantities by HE-ers, such as isometric paper, accurate scientific instruments (scales which weigh down to 1g, large-dial ammeters and voltmeters and simple electrical circuitry-building kits, springs, etc. spring to mind as a Science teacher).
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):	<input type="text"/>
Answer/Comments:	<p>There are many resources available to HE-ers, but LAs don't seem to provide too many - the onus should be on the LAs for providing materials, advice and even financial assistance to those who Home Educate. HE-ing is expensive enough as it is, without HE-ers having to find extra monies for educational tools that are provided as part of the national taxation system to pupils in mainstream schools.</p> <p>Also - further resources and links: Us ! Haha !</p> <p>www.briteschool.co.uk for part-time and full-time support, and also for free resources.</p> <p>www.sparklebox.co.uk have some very useful Primary Resources, many free, others at low cost (per download).</p>
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Suggest this consultation has a look at how things are managed in Philadelphia, USA, for examples of better practice.
Text for Report:	
	
 	Ref: <input type="text" value="94"/> 

Entire Response	