

**e-consultation**

Logged in as: [REDACTED]

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

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

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

**System Tools****response edit**

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

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

<< first	< previous	Ref: 712	Jump	next >	last >>
----------	------------	----------	------	--------	---------

Entire Response	[REDACTED]
-----------------	------------

[REDACTED]
------------

Personal Details	Identifier: 712
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:	
<b>Respondent Information Questions</b>	<b>Identifier: 712</b>
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 mother to three young children, two of which are in full time education at a local primary school (my yungest is only 2).</p> <p>I know many other parents that home Educate their children and for quite some time I considered doing so myself and still would should I feel the need to.</p>
Please specify:	
<b>Consultation Questions</b>	<b>Identifier: 712</b>
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 type="radio"/> Not Sure

09/02/2008

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

	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
Identifier: 712	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<div><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response</div>
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<div><input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response</div>
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>

Text for Report:	<div></div>
<b>7 b) Should any other contacts be included?</b>	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<div></div>
Text for Report:	<div></div>
<b>8 Please use this space for any other comments you wish to make about the guidelines</b>	
Key Indicators:	<div></div>
New Key Indicator(s):	<div></div>
Answer/Comments:	As I have said, I am not a home educator, but I know of other parents that do. These people need their voices heard and not just assumed to me Romany Gypsy types!
Text for Report:	<div></div>

		<div>Save</div> <div>Reset</div> <div>Delete</div> <div>Back</div> <div>Print</div>				
<div>&lt;&lt; first</div> <div>&lt; previous</div>		Ref: <div>712</div> <div>Jump</div>		<div>next &gt;</div> <div>last &gt;&gt;</div>		
Entire Response		<div></div>				
<div></div>						

**e-consultation**

Logged in as: [REDACTED]

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

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

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

**System Tools****response edit**

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

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

<< first	< previous	Ref: 726	Jump	next >	last >>
----------	------------	----------	------	--------	---------

Entire Response	[REDACTED]
-----------------	------------

[REDACTED]
------------

This response has been submitted by a registered respondent.

[Change Details](#)

<b>Personal Details</b>	Identifier: 726
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]
<b>Respondent Information Questions</b>	Identifier: 726
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 with school age children
Please specify:	<div></div>
<b>Consultation Questions</b>	Identifier: 726
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></div>
Text for Report:	

<b>2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?</b>	
	<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):	
Text for Report:	
<b>3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?</b>	
	<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):	
Text for Report:	

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

Identifier: 726	
<b>6 Do you agree that the section on developing relationships (section 4) is useful?</b>	
	<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):	
Text for Report:	
<b>7 a) Are the suggested resources in section 5 and appendix 2 useful?</b>	
	<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):	
Text for Report:	

<b>7 b) Should any other contacts be included?</b>	
	<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:	
<b>8 Please use this space for any other comments you wish to make about the guidelines</b>	
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	i work in a a library and two families come in who educate their children and i find them much more able to access the information stored in books and on computers than many of the school educated children that visit. they seem more independent and interested in learning
Text for Report:	

		<input type="button" value="Save"/>		<input type="button" value="Reset"/>	<input type="button" value="Delete"/>	<input type="button" value="Back"/>	<input type="button" value="Print"/>	
<input type="button" value="=&lt; first"/>		<input type="button" value="=&lt; previous"/>		Ref: <input type="text" value="726"/>	<input type="button" value="Jump"/>	<input type="button" value="next &gt;"/>		<input type="button" value="last &gt;&gt;"/>
<input type="button" value="Entire Response"/>		<div></div>						
<div></div>								

**e-consultation**

Logged in as: [REDACTED]

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

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

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

**System Tools****response edit**

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

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

<< first	< previous	Ref: 732	Jump	next >	last >>
Entire Response [REDACTED]					
[REDACTED]					
Identifier: 732					
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 checked="" type="radio"/> Yes <input type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	[REDACTED]
<b>Respondent Information Questions</b>	<b>Identifier: 732</b>
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 was bullied at school and wishes he was home educated instead. Considering home educating own children.
Please specify:	[REDACTED]
<b>Consultation Questions</b>	<b>Identifier: 732</b>
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]



New Key Indicator(s): <input type="text"/>	
<b>2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?</b>	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators: <input type="text"/>	
New Key Indicator(s): <input type="text"/>	
<b>3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?</b>	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators: <input type="text"/>	
New Key Indicator(s): <input type="text"/>	
<b>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</b>	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators: <input type="text"/>	
New Key Indicator(s): <input type="text"/>	
<b>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?</b>	

	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Identifier: 732	
<b>6 Do you agree that the section on developing relationships (section 4) is useful?</b>	
	<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>
<b>7 a) Are the suggested resources in section 5 and appendix 2 useful?</b>	
	<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>
<b>7 b) Should any other contacts be included?</b>	
	<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:	http://home-ed.info The above website is a good resource.
<b>8 Please use this space for any other comments you wish to make about the guidelines</b>	
Key Indicators:	[REDACTED]
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Thank you.
<div>Save Reset Delete Back Print</div>	
<div>&lt;&lt; first &lt; previous Ref: 732 Jump next &gt; last &gt;&gt;</div>	
Entire Response	[REDACTED]
[REDACTED]	

**e-consultation**

Logged in as: [REDACTED]

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

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

Consultation Home

Manual Response Entry

Analysis

Campaigns

Acknowledgements

**System Tools****response edit**

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

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

<< first	< previous	Ref: 746	Jump	next >	last >>
----------	------------	----------	------	--------	---------

Entire Response

**Personal Details**

Identifier: 746

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

N/A

Address:

Response on behalf of an organisation:

☐ Yes ☒ No

Campaign:

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	[REDACTED]
<b>Respondent Information Questions</b>	Identifier: 746
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 of young child (under 20 months) considering home educating.
Please specify:	[REDACTED]
<b>Consultation Questions</b>	Identifier: 746
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]

New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Greater consistency between LAs would be useful - my experience of speaking to home educators suggests that different LAs interpret their role in very different ways.
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<b>2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?</b>	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
<b>3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?</b>	
	<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> <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><div></div></div>
<b>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</b>	
	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<div><div></div><div></div></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div><div></div></div>
<b>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?</b>	
	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input checked="" type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	<div><div></div><div></div></div>
New Key Indicator(s):	<input type="text"/>

Answer/Comments:	It may be useful to include (in the characteristics of provision) an explanation that "home" education does not necessarily take place entirely in the home! (ie it is equally valid for home education to be taking place outdoors, in a museum, etc)
Text for Report:	<div style="background-color: black; width: 100%; height: 40px;"></div>
Identifier: 746	
<b>6 Do you agree that the section on developing relationships (section 4) is useful?</b>	
	<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: 20px;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px;"></div>
Answer/Comments:	This section contains a suggestion that parents should be given a named contact. Additional guidance strongly suggesting some continuity in the contact person may be useful - one home educator I spoke to recently had had a different member of staff undertake their annual "assessment" every year for the last 5 years. This kind of situation cannot be particularly helpful for either the parent or LA.
Text for Report:	<div style="background-color: black; width: 100%; height: 100px;"></div>
<b>7 a) Are the suggested resources in section 5 and appendix 2 useful?</b>	
	<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):	
Text for Report:	
<b>7 b) Should any other contacts be included?</b>	
	<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:	
<b>8 Please use this space for any other comments you wish to make about the guidelines</b>	
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	
Text for Report:	

Save Reset Delete Back Print	
< first previous	Ref: 746 Jump next > last >>
Entire Response	

749 j

**From:** [REDACTED] on behalf of [REDACTED]  
**Sent:** 31 July 2007 12:41  
**To:** CONSULTATION, HomeEducation  
**Subject:** FW: Home education guidance consultation - ASCL response

The Association of School and College Leaders (ASCL) is the professional association for leaders of secondary schools and colleges, with over 13,000 members across the UK.

Thank you for the opportunity to comment on this draft guidance, which the association welcomes and largely supports. There are just a few points that ASCL would like to make

As you would expect the association is firmly of the view that school education is a better option for the great majority of children. It is right that the DFES/DCSF should recognise parents' legal right to educate their children in other ways, and to support them in that. But there should also be a reference to the value of schooling so as not to give the impression that home education is an option that the government is actually encouraging. It would be helpful to refer to children's needs for social interaction and to hear a range of views (including ones different from their parents'). In general there is little here that will help parents to adopt good practice, or help them to understand what might be included in a modern complete initial education.

As there are no new duties or powers for LAs proposed the association trusts that there will be no further diversion of funding away from schools and colleges to allow them to discharge these duties.

The annexes are of some concern, as they seem to give government endorsement to some organisations which have little or no government monitoring. Even if these are behaving responsibly at present one cannot be sure that they will do so throughout the life of the guidance. Further, it is hard to be certain that lists are complete, without which there could well be accusations of bias or favouritism. There may be other groups supporting home educators than those listed here for example. There are several mentions of Christian groups but none of groups related to other religious groups; other religions, and secular or humanist bodies may well be concerned at an apparent endorsement of a particular world view. Further education colleges are mentioned, but sixth form college leaders also report that they have supported home educators or enrolled formerly home educated students to good effect. The section on alternative qualifications amounts to an advertisement for a particular set of Christian qualifications, which exacerbates the point made above, and there is no warning that these qualifications may have little or no currency. Although the annexes are well-meaning it would be better if they were omitted, or limited to generalities and official bodies.

I hope that this will be of value to your consultation process.  
Best wishes

[REDACTED]  
[REDACTED]  
**Association of School and College Leaders**  
[REDACTED]  
[REDACTED]  
[REDACTED]



Please consider the environment before printing this e-mail

7/31/2007

# Consultation on Home Education Guidelines

## Consultation Response Form

The closing date for this consultation is: 31 July  
2007

Your comments must reach us by that date.

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

**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

[REDACTED]

Organisation (if applicable)

[REDACTED]

Address:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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](mailto: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](mailto: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: NATIONAL CHILDREN'S CHARITY SPECIALISING IN  
EDUCATION AND CHILD LAW

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



Comments: THESE SHOULD ALSO BE EASY FOR PARENTS TO UNDERSTAND AND SHOULD BE CLEAR ABOUT WHAT IS GUIDANCE ONLY AND WHAT HAS STATUTORY FORCE

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




Comments: PERHAPS IT IS NOT VERY CLEAR ON THE POINT OF THE DELIVERY OF EDUCATION. THE ACTUAL PROVISION OF EDUCATION IS A DUTY OF A LOCAL AUTHORITY. THE PARENT'S DUTY IS TO ENSURE THEIR CHILD RECEIVES EDUCATION – WHETHER IT BE AT HOME OR IN AN EDUCATIONAL SETTING.

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

  
Comments:

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

  
Comments: WE ACT FOR MANY TRAVELLERS AND GYPSY/ROMANY CLIENTS. THIS IS FAR TOO COMPLEX AN ISSUE TO BE DISCUSSED IN ONE PARAGRAPH. NEITHER IS IT APPROPRIATE TO USE THIS GROUP AS AN EXAMPLE OF THEIR PARTICULAR CULTURAL ISSUES RELATING TO EDUCATION.

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: PARAGRAPH 3.13 IS ACCEPTED BUT THERE ARE CONCERNS ABOUT PARAGRAPH 3.14 SINCE THE PARENT MAY NOT BE HOME EDUCATING OUT OF PURE CHOICE, IN WHICH CASE THEY ARE MORE VULNERABLE TO SCHOOL ATTENDANCE ORDERS IF THEY DO NOT MEET THE LEA'S CRITERIA. THERE ARE MANY PARENTS WHO HOME EDUCATE BECAUSE THEIR CHILDREN WERE SCHOOL REFUSERS AND THEY WERE THREATENED WITH PROSECUTION FOR NON-ATTENDANCE. MANY OF THESE CHILDREN, IN FACT, HAVE SPECIAL EDUCATIONAL NEEDS WHICH THE SCHOOL/LEA FAIL TO ADDRESS. IN OUR EXPERIENCE, PARENTS WITHDRAW THESE CHILDREN AND ELECT TO HOME EDUCATE RATHER THAN FACE PROSECUTION. IF THE PARENT IS FAILING IT SHOULD ALWAYS BE CONSIDERED WHETHER THE PARENT HAS RAISED THE ISSUE OF SPECIAL EDUCATIONAL NEEDS AND THE CHILD HAS FORMALLY BEEN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS (INCLUDING SCHOOL PHOBIA, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES). IN OTHER WORDS SOMETIMES THE CHILD IS AT HOME DUE TO A DERELICTION OF DUTY BY THE AUTHORITY ITSELF.

FURTHER, PRESSURING PARENTS TO REINTEGRATE THEIR CHILDREN BACK INTO SCHOOL IS NOT SUPPORTIVE OF PARENTS WHO WISH TO HOME EDUCATE. LOCAL EDUCATION AUTHORITIES MUST BE CAREFUL TO SUPPORT PARENTS WHO MAKE THAT CHOICE AND NOT USE THE THREAT OF SCHOOL ATTENDANCE ORDERS IF THE PARENT IS GENUINELY STRUGGLING.

IT IS ACCEPTED, HOWEVER, THAT THERE IS A DIFFERENCE BETWEEN A CHILD REFUSING TO ENGAGE (WHICH MAY BE INDICATIVE OF SPECIAL NEEDS) AND A PARENT PROVIDING INSUFFICIENT OR POOR QUALITY EDUCATION.

THE MOTIVES OF THE LOCAL AUTHORITIES MUST THEREFORE BE GENUINE AND TRANSPARENT.

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

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

Comments:

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

☐☐

Comments:

7 b) Should any other contacts be included?

☐☐

Comments: THE CHILDREN'S LEGAL CENTRE SHOULD BE LISTED AS A USEFUL CONTACT AS THEY PROVIDE LEGAL AID ADVICE AND ASSISTANCE UNDER THE CLS DIRECT SCHEME TO THOSE WHO ARE ELIGIBLE AND THIS WOULD INCLUDE PARENTS WHO ARE HOME EDUCATING CHILDREN WHO WISH TO DO SO OR WHO ARE HAVING DIFFICULTIES WITH SCHOOLS AND LOCAL EDUCATION AUTHORITIES IN RELATION TO HOME EDUCATION.

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

Comments: AS LOCAL AUTHORITIES HAVE A DUTY TO ENSURE THAT CHILDREN IN THEIR AREA ARE DELIVERED EDUCATION THEN, UNLESS THERE IS SOME FORM OF REGISTRATION OF CHILDREN WHO ARE BEING HOME EDUCATED, THE LOCAL AUTHORITIES ARE UNABLE TO ENSURE THEIR STATUTORY DUTY IS FULFILLED OR THAT THOSE CHILDREN NOT REGISTERED IN SCHOOLS ARE IN FACT RECEIVING AN EDUCATION. THIS, HOWEVER, HAS TO BE BALANCED CAREFULLY WITH THE RIGHT OF PARENTS TO HOME EDUCATE AND NOT TO BE UNDULY PRESSURISED OR INTERFERRED WITH.

WHILST STATISTICS ON NUMBERS OF HOME EDUCATED CHILDREN WOULD BE MORE READILY AVAILABLE IF REGISTRATION WAS OBLIGATORY, THOSE STATISTICS AGAIN WOULD HAVE TO BE USED CAREFULLY SO AS NOT TO CREATE NEGATIVE CONCLUSIONS ABOUT CHILDREN NOT ATTENDING STATE OR INDEPENDENT SCHOOLS.

WHILST A REGISTRATION SYSTEM MIGHT ENCOURAGE MORE PARENTS TO HOME EDUCATE AS THEY WOULD BE MORE AWARE OF THEIR RIGHT TO DO SO AND CLEARLY THE INTRODUCTION OF A SYSTEM OF REGISTRATION WOULD HAVE VARIOUS IMPLICATIONS FOR PARENTS IN TERMS OF DECISION MAKING, IF THERE IS A SYSTEM OF REGISTRATION IMPLEMENTED THEN THERE SHOULD BE AN INDEPENDENT BODY TO MONITOR THE HOME EDUCATED AND TO PROVIDE ADVICE TO PARENTS. INDEPENDENCE WOULD BE IMPORTANT TO AVOID A LACK OF IMPARTIALITY AND THE RISK THAT LOCAL EDUCATION AUTHORITIES COULD OVER POLICE PARENTS. FURTHERMORE, AN INDEPENDENT BODY WOULD BE ABLE TO ENSURE CONSISTENCY OF INVOLVEMENT BY LOCAL EDUCATION AUTHORITIES,

AS AT PRESENT LOCAL EDUCATION AUTHORITIES' INVOLVEMENT IN HOME EDUCATED CHILDREN VARIES DRAMATICALLY BETWEEN COUNTIES. IF A REGISTRATION SYSTEM WAS IMPLEMENTED IT WOULD BE IMPORTANT TO ASSESS WHY PEOPLE ARE HOME EDUCATING AND PARENTS SHOULD BE GIVEN THE OPTION OF SAYING WHY THEY HAVE UNDERTAKEN TO DO THIS. THIS CONSULTATION DOCUMENT ASSUMES THAT PARENTS HAVE MADE THE CHOICE RATHER THAN FEELING PRESSURED TO DO SO AS A RESULT OF THEIR PARTICULAR CIRCUMSTANCES. SOME OF THESE MIGHT INCLUDE:

- PARENTS FEEL THAT THE BULLYING OF THEIR CHILD HAS NOT BEEN ADDRESSED,
- PARENTS CONSIDER THAT THE LEVEL OF EDUCATION AT THEIR LOCAL SCHOOLS IS UNSATISFACTORY,
- PARENTS FEEL THAT THEIR CHILD'S SPECIAL EDUCATIONAL NEEDS HAVE NOT BEEN ADDRESSED,
- PARENTS ARE UNABLE TO GET THEIR CHILDREN TO ATTEND SCHOOL,
- PARENTS RELATIONSHIP WITH THE SCHOOL HAS BROKEN DOWN,
- PARENTS CONSIDER THAT THE SCHOOLS ARE BADLY DISCIPLINED AND THEIR CHILD IS VULNERABLE,
- PARENTS CONSIDER THAT THERE ARE TOO MANY CHILDREN IN THE CLASSROOM,
- PARENTS WISH TO PROVIDE AN ALTERNATIVE STYLE EDUCATION FOR THEIR CHILDREN.

THESE ARE ONLY A FEW OF THE REASONS THAT PEOPLE MIGHT GIVE, SOME OF WHICH WILL INEVITABLY BE CONSIDERED AS POLITICAL. RECORDING STATISTICS ON WHY PEOPLE CHOOSE TO HOME EDUCATE IS CLEARLY AN ISSUE THAT WILL BE TAKEN UP BY THE MEDIA AND GOVERNMENTS AND POLICY MAKERS. IT MAY BE THAT HOME EDUCATING PARENTS WOULD NOT WISH THIS LEVEL OF SCRUTINY.

ON THE OTHER HAND, THERE WILL BE A VERY WIDE SPECTRUM OF PARENTS HOME EDUCATING, RANGING FROM COALITIONS OF PARENTS WHO CONTRACT PRIVATE TUTORS AND ENSURE THEIR CHILDREN GET A WELL ROUNDED CURRICULUM, INCLUDING SPORTS, MUSIC AND DRAMA AS WELL AS CORE SUBJECTS TO THE OPPOSITE END WHERE CHILDREN MAY BE EXPOSED TO RISK OR NEGLECT OR ABUSE, PARTICULARLY IN SOME CASES WHERE PARENTS HAVE LEARNING DIFFICULTIES THEMSELVES OR INADEQUATE ACCOMMODATION AND RESOURCES TO PROVIDE FOR THEIR CHILDREN. IF CHILDREN NEVER ATTEND SCHOOL, THEN THE LOCAL AUTHORITY WOULD NOT BE AWARE OF THEM AND THEIR NEED FOR

EDUCATION PROVISION, THE NECESSARY INTERACTION WITH OTHER CHILDREN THEIR AGE AND THEIR REQUIREMENT TO THRIVE AND PROGRESS MAY NOT EVER BE DETECTED BY LOCAL AUTHORITIES IF THEIR CARERS ARE FAILING THEM.

IN SUMMARY, THERE NEEDS TO BE A BALANCE BETWEEN THE CIVIL RIGHTS OF PARENTS NOT TO BE INTERFERRED WITH AND THEIR RIGHT TO EDUCATE THEIR CHILDREN IN THE WAY THAT THEY DEEM FIT WITH THE HUMAN RIGHTS OF CHILDREN TO RECEIVE EDUCATION AS WELL AS TO THRIVE AND PROGRESS AND BE ABLE TO PARTICIPATE IN THEIR COMMUNITY AND INTERACT WITH THEIR PEERS. WHILST STATISTICS SHOW THAT MANY HOME EDUCATED CHILDREN FAIR EXTREMELY WELL IN TERMS OF ACADEMIC RESULTS, THERE MAY BE OTHERS WHO EFFECTIVELY FALL OUT OF EDUCATION AT A VERY YOUNG AGE WHO WOULD NOT COME TO THE ATTENTION OF THE LOCAL AUTHORITY.

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

**Please acknowledge this reply    x**

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



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:

# Consultation on Home Education Guidelines

## Consultation Response Form

The closing date for this consultation is: 31 July  
2007

Your comments must reach us by that date.

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

**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 [REDACTED]  
Organisation (if applicable) ASCEL (Association of Senior Education and Children's Librarians)  
Address: [REDACTED]  
[REDACTED]

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](mailto: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](mailto: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:

ASCEL is a national membership network of Senior Children's & Education Librarians who work together to stimulate developments and respond to initiatives relating to children and young people in public libraries and education services

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

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

Comments:

Guidelines can offer a clear, informative and supportive framework for both the Local Authority and Home Educators

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"/>
--------------------------	--------------------------

Comments:

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

  
Comments:

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

  
Comments:

A copy of the Local Authority policy statement should also be available in public libraries as they are one of the main places where parents go for information.

3.7 Public Libraries could also be possible venues for meetings between Home Educators and the local Authority as many home educating families are regular users of their local library and as such are comfortable in them.

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:**

We are pleased to see that 3.13 recognises the benefits that access to the resources of libraries can provide for home educating families. Many public libraries offer additional services for home educating families e.g venues for meetings, access to creative reading activities, special library tickets allowing additional resources to be borrowed. Some School Library Services allow home educators to purchase some of the services they provide.

**Comments:**

We are pleased to see that 3.13 recognises the benefits that access to the resources of libraries can provide for home educating families. Many public libraries offer additional services for home educating families e.g venues for meetings, access to creative reading activities, special library tickets allowing additional resources to be borrowed. Some School Library Services allow home educators to purchase some of the services they provide.

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



**Comments:**

**4.5 Information for parents – The Public Library Service has a pivotal community information role for parents. Information on Home Education for parents should also be made available through libraries**

**Comments:**

**4.5 Information for parents – The Public Library Service has a pivotal community information role for parents. Information on Home Education for parents should also be made available through libraries**

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

**Comments:**

Part 5 should also include a section on the Public Library service as a resource for home educating families. Public Libraries offer a range of facilities and resources for all and these would provide valuable support for Home Educators. In addition, some Public Library Services offer additional services for home educating families e.g. special library tickets allowing increased borrowing, rooms for meetings, access to creative reading activities. Home Educators should be encouraged to explore the facilities and services available to them from within their library service.

7 b) Should any other contacts be included?



**Comments:**

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

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?

☐

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:

## -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.

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

[REDACTED]	Ref: 773 [REDACTED]	[REDACTED]
------------	---------------------	------------

## Entire Response

<b>Personal Details</b>	<b>Identifier: 773</b>
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:	
<b>Respondent Information Questions</b>	<b>Identifier: 773</b>
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:	Supporting a home educator.
Please specify:	
<b>Consultation Questions</b>	<b>Identifier: 773</b>
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	



	[REDACTED]
New Key Indicator(s):	[REDACTED]
Answer/Comments:	<p>I consider it a good idea to give guidelines to LAs, about the law and how it applies to them and the home educator.</p> <p>It promotes consistency of approach and action, or my ideal in most home ed cases, inaction.</p> <p>I am, however, wary of new consultations where there may be a possibility of a change in emphasis on a law, which I believe is adequate and keeps the onus of responsibility on the parent.</p>
<b>2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?</b>	
	<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]
<b>3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?</b>	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
New Key Indicator(s):	[REDACTED]
<b>4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?</b>	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response

Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	I'm not absolutely certain as to what methods are legitimately useable to find whether "information exists which may cast doubt on whether an "efficient and suitable education" can be provided". Will there be an assumption that LAs should go and "assess" all home educators? Or will the general assumption be parents will be trusted to perform their duties by their children and only children (or parents) that fall under other radars, e.g. be accused of criminal offences, be looked at more closely?
<b>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?</b>	
	<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):	
<b>Identifier: 773</b>	
<b>6 Do you agree that the section on developing relationships (section 4) is useful?</b>	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	I think the LA should put their position on home education down clearly on their website. I don't think interaction between LAs and individual home educators should be encouraged or discouraged. Some parents may wish for support and others may not. I do think there should be more interaction between LAs and home ed organisations, e.g. Education Otherwise, in order that there be more understanding of the multitude of reasons why home educators take this, harder

option, rather than simply give up the responsibility to the state.	
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:	[REDACTED] [REDACTED]
New Key Indicator(s):	
[REDACTED]	
[REDACTED]	Ref: 773 [REDACTED]
Entire Response [REDACTED]	
[REDACTED]	