

e-consultation

Logged in as: [REDACTED]

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

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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.

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<< first < previous Ref: 319 Jump next > last >>

Entire Response [REDACTED]

This response has been submitted by a registered respondent.

[Change Details](#)**Personal Details**

Identifier: 319

Response Type Online

Title: [REDACTED]

First Name: [REDACTED]

Last Name: [REDACTED]

Email: [REDACTED]

Organisation: Family Resources

Address: [REDACTED]

Response on behalf of an organisation: No

Campaign: Not Part of Campaign

Confidential Response: No

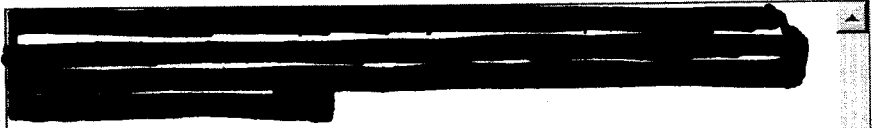

Future Contact: Yes

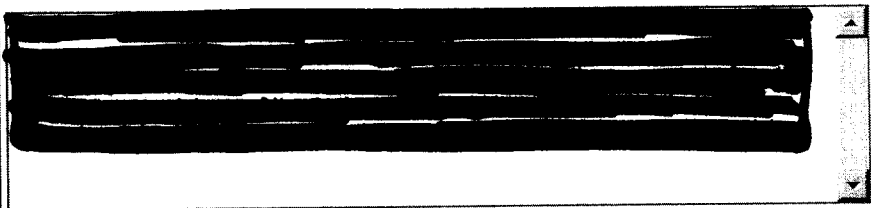
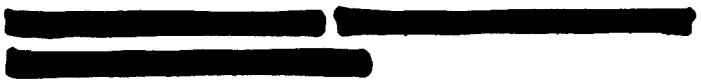
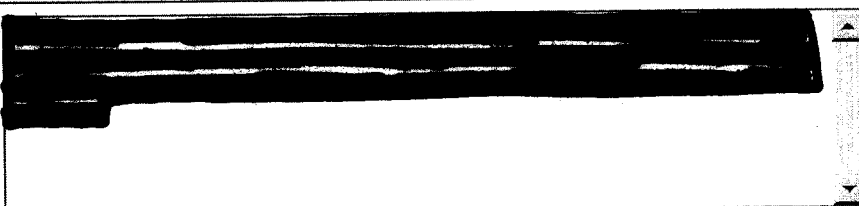
Acknowledge Response: Yes

Acknowledgements: Acknowledgement email [REDACTED]

Inform when published:	Yes
Key Response:	[REDACTED]
Respondent Information Questions	Identifier: 319
Which of the following best describes you:	
	<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)
Answer/Comments:	Former home educators (whose children are now adult). Retired primary school headteacher. We offer help to home educators.
Please specify:	<div style="border: 1px solid black; height: 100px;"></div>
Consultation Questions	Identifier: 319
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	<div style="border: 1px solid black; height: 20px;"></div>
Answer/Comments:	We are glad to see that the Guidelines recognise the rights of parents to educate their children at home and the need for a trustful relationship between the Local Authority and home educating parents.
Text for Report:	

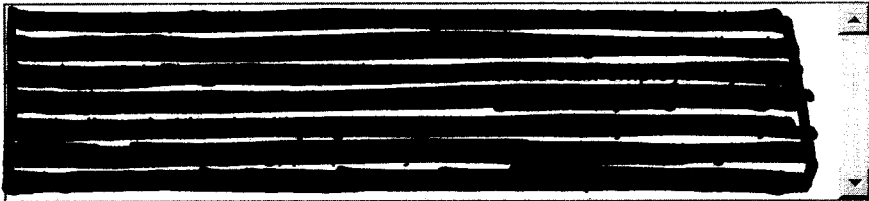



	<div style="background-color: black; width: 100%; height: 100%;"></div>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input 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="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:	<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):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	#2.5 There is a danger that untrained LA staff may express their personal opinions on home education and give the impression that these are what the law says. "Reasonable progress" is

	open to widely different interpretations. Such a term should be used sympathetically and with caution or it could be used to intimidate parents who are striving to teach their children effectively. Not all children have the same ability.
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:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>#3.5 The bare statement "If information exists" could mean that unreliable information would start off a lengthy invasive investigation. The quality of the information should be investigated before the family.</p> <p>" 'efficient and suitable education' can be provided... " is too subjective. Recognition should be given to the fact that there are different opinions of what fulfils these criteria.</p> <p>The idea of interviewing a child, presumably to see if he or she agrees with the parents, is undermining of family trust and potentially detrimental to the well-being of the child. This could cause home-educating parents to fear the LA and be suspicious of its motives. It should be emphasised that children are not required to attend a meeting or comment on their parents' provision.</p> <p>Education is far bigger than the particular demands of a centralised, government-controlled system. LA officials may have themselves been educated under such a system. They may have been in the habit of only thinking monolithically. They may find it hard to recognise that a school-based model is not the only way to educate. This could produce unnecessary suspicion and prejudice against parents who educate their children 'out of the box'.</p>
Text for Report:	

	
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	<p>#3.11 Since there is no legal definition, why talk about hours? "Almost continuous one-to-one contact and education" - because there is one-to-one tuition, it is possible to make more effective use of time at home than in a class situation in school.</p> <p>The list of things not required from home educators is a welcome part of the paragraph.</p> <p># 3.13 The list in this paragraph is reasonable only as long as recognition is given that there is more than one way of providing the characteristics. Otherwise it could be interpreted so as to pressurise parents to follow a particular line.</p>
Text for Report:	
Identifier: 319	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes

	<input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>
Answer/Comments:	<p>#4.1 "...to safeguard the educational interests of children and young people; relationships that are rooted in mutual understanding, trust and respect." This sentence could be taken to suggest that the parent-child relationship should be the same as that of adults. The trust of children and parents should be one of mutual love and respect, yes. However, a child's trust should be childlike, not 'adult' in nature. In practice, the adult has to exercise greater responsibility and the child greater trust. The child will develop in responsibility as the years pass. To treat children as if they are co-equal adults in a partnership causes confusion and harm.</p> <p>"...to investigate assertions from any source that an efficient and suitable education is not being provided." 'Any source'? See comment under Q4 on Paragraph 3.5. Otherwise this gives parents the impression that the LA is simply waiting for someone to pounce and assert that they are just not capable of doing the job. Home educating parents can be nervous of this anyway - they have peers who think them foolish. Home educators should not have to fear that the LA is probably weighted against them.</p> <p># 4.3 The last sentence in 4.3 is helpful.</p>
Text for Report:	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<input style="width: 100%;" type="text"/>

Answer/Comments:	# 5.9 Why should EMA not be available to help students who are continuing in home education?
Text for Report:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
7 b) Should any other contacts be included?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
Text for Report:	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
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>
New Key Indicator(s):	<div style="background-color: black; width: 100%; height: 1.2em;"></div>
Answer/Comments:	We are pleased with the aim of the Guidelines to help LA's support home educating parents. There are many families in the UK taking the option of home education because of loving concern for their children's well-being and educational development. There is a danger that some zealous staff employed by local authorities may react against such 'non-conformist' activity and tend to criminalise what is a healthy sign of freedom in our society. Alternatively, such (often well-meaning) people may seek to impose rules and regulations on home educators that would force them into mere replication of school.
Text for Report:	

			
		<input type="button" value="Save"/> <input type="button" value="Reset"/> <input type="button" value="Delete"/> <input type="button" value="Back"/> <input type="button" value="Print"/>	
<input type="button" value=" << first"/>	<input type="button" value=" < previous"/>	Ref: <input type="text" value="319"/> <input type="button" value=" Jump"/>	<input type="button" value=" next >"/> <input type="button" value=" last >>"/>
<input type="button" value="Entire Response"/> 			
			

e-consultation

Logged in as [REDACTED]

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

Consultation on Home Education Guidelinesdepartment for
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Consultation Home

Manual Response Entry

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System Tools**response edit**

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Entire Response

This response has been submitted by a registered respondent.

[Change Details](#)

Personal Details	Identifier: 338
Response Type	Online
Title:	
First Name:	[REDACTED]
Last Name:	[REDACTED]
Email:	[REDACTED]
Organisation:	Walsall Safeguarding Children Board
Address:	
Response on behalf of an organisation:	Yes
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: 338
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:	Responding on behalf of Westmidlands Regional Safeguarding Network
Please specify:	<div></div>
Consultation Questions	Identifier: 338
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response	
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	<div></div>
Text for Report:	

2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	
Answer/Comments:	However, legislation is conflicting. For example LA's must ensure that children are receiving a suitable education but how do they do this if parents are not obliged to cooperate with the LA?
Text for Report:	[REDACTED]
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	

Answer/Comments:	But how can LA's meet these requirements if they are not aware of children that are being home educated and/or parents are uncooperative.
Text for Report:	<div style="background-color: black; width: 100%; height: 20px;"></div> <div style="background-color: black; width: 100%; height: 20px;"></div>
4 Do you agree that the section on contact with the local authority (paragraphs 3.4-3.7) is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 20px;"></div> <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 only works when families agree to work with the LA. How do LA's undertake a 'risk-based approach' or 'gather relevant information' to reach an informed decision if families are not involved with any statutory or voluntary agencies and refuse to engage with the LA.
Text for Report:	<div style="background-color: black; width: 100%; height: 20px;"></div> <div style="background-color: black; width: 100%; height: 20px;"></div>
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	

	<div>[REDACTED]</div> <div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Answer/Comments:	There needs to be clear statutory requirements on parents to meet set standards for education. 3.13 Characteristics of a reasonable provision should also include a safe environment . Access to regular health care should also be considered.
Text for Report:	<div>[REDACTED]</div>
Identifier: 338	
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>[REDACTED]</div> <div>[REDACTED]</div>
New Key Indicator(s):	<div></div>
Answer/Comments:	Again, only possible though with those families who wish to engage.
Text for Report:	<div></div>
7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input type="radio"/> Yes <input type="radio"/> No

	<input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div></div>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div></div>
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	[REDACTED] [REDACTED]
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	We welcome the guidelines in principal, however the law is conflicting and confusing and does not appear to consider the issues of Safeguarding for home educated children. Section 4.9 is tokenistic and useless. A change in the statutory requirments surrounding home education is required immediately. This

	<p>may include: Compulsary registration of home educators, Clearer standards for education (i.e. measurable prescriptive standards) and A system for monitoring whether standards are being met (this would include Safeguarding requirements).</p> <p>4.12 reflects the whole nature of the document. There are requirements, expectations and inspections on the LA but very few on parents. It appears at present that parents (and thus their children) are able to stay 'hidden' from the statutory agencies and are not obliged to engage with them. This makes their children potentially very vulnerable and needs addressing.</p>
Text for Report:	<div><div></div><div></div></div>
<div>SaveResetDeleteBackPrint</div>	
<div><< first< previousRef: 338Jumpnext >last >></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

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Acknowledgements

System Tools**response edit**

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Entire Response

Personal Details

Identifier: 340

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

Free Range Learning (home education support group)

Address:

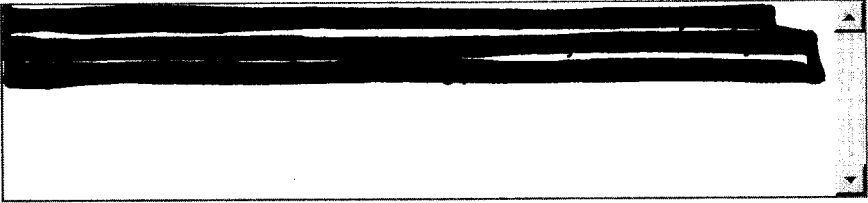
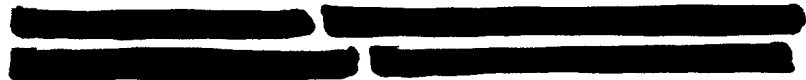
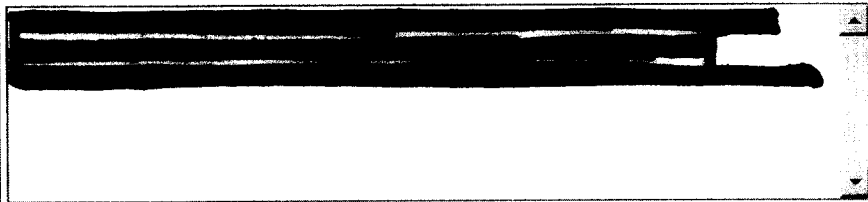
Response on behalf of an organisation:

☒ Yes ☐ No

Campaign:

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledge Response:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Acknowledgements:	Acknowledgement email
Inform when published:	<input checked="" type="radio"/> Yes <input type="radio"/> No
Key Response:	
Respondent Information Questions	Identifier: 340
Which of the following best describes you:	
<input type="radio"/> Home educator <input type="radio"/> Organisation representing home educators <input type="radio"/> Local authority <input type="radio"/> Young person who is/was home educated <input checked="" type="radio"/> Other (please specify)	
Answer/Comments:	Local home education support and social group based in Exeter.
Please specify:	
Consultation Questions	Identifier: 340
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):	<input type="text"/>
Answer/Comments:	Only if the guidelines issued are helpful and supportive to us as home educators
Text for Report:	<div></div>
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<p><input checked="" type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Not Sure</p> <p><input type="radio"/> No Response</p>
Key Indicators:	[REDACTED]
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div></div>
3 Do you agree that the description of local authorities' responsibilities (paragraphs 2.5-2.11) is accurate and helpful?	
	<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:	[REDACTED] [REDACTED] [REDACTED]

	<input type="checkbox"/> Disagree with monitoring
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	The sentence in section 2.5 which states that all children should make 'reasonable progress' is not a requirement in law and could lead to LA's testing children and making their own decisions on what 'reasonable progress' should entail. This sentence should be removed. We are pleased to see in 2.7 that it is stated that LA's have no statutory duty to monitor the quality of home education and should only intervene if they have good reason to believe a child is not being provided with a suitable education.
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:	
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	We think it is wrong to say that 'Many home educating families welcome regular contact with the LA. There is no evidence to support this and many families in our own group are unnecessarily stressed by LA visits. The comments in 3.4 regarding Gypsy, Traveller and Roma children should be removed. This group of home educators have the same rights and responsibilities as others and should not be highlighted as a separate group.
Text for Report:	
5 Do you agree that the section on providing a full-time education (paragraphs 3.11-3.14) – and in particular, the characteristics of	

provision (paragraph 3.13) – is accurate and helpful?	
	<input type="radio"/> Yes <input type="radio"/> No <input 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:	3.12 states forms in which information on home education could be provided by families but it should also be noted that the LA has no statutory duty to monitor home education and so it is difficult to see why these would be required on an ongoing basis by families unless it appeared that children were not being provided with an education. 3.13 seems reasonable.
Text for Report:	<div style="border: 1px solid black; height: 100px;"></div>
Identifier: 340	
6 Do you agree that the section on developing relationships (section 4) is useful?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<div style="background-color: black; width: 100%; height: 1.2em;"></div> <div style="background-color: black; width: 100%; height: 1.2em;"></div>
New Key Indicator(s):	<div style="border: 1px solid black; height: 1.2em;"></div>
Answer/Comments:	section 4.6 states there should be a named contact for home educating families, it is important that this person be properly trained and informed about all the different ways education can take place.
Text for Report:	

	<div style="background-color: black; width: 100%; height: 40px;"></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: 20px;"></div>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="height: 100px;"></div>
7 b) Should any other contacts be included?	
	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<input type="text"/>
New Key Indicator(s):	<input type="text"/>
Text for Report:	<div style="height: 100px;"></div>

8 Please use this space for any other comments you wish to make about the guidelines		
Key Indicators:	[REDACTED]	
New Key Indicator(s):	<input type="text"/>	
Answer/Comments:	We think it is important for LA's to recognise the importance of local home education support groups such as ours. At present there is no dialogue between local groups and the LA in this area. This seems to be a missed opportunity for us to work together and improve understanding on both sides. While we understand that there is no funding provided to LA for support and resources to home educating families it does seem that some LA's manage to be more helpful and flexible than others.	
Text for Report:	[REDACTED]	
		<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="340"/> <input type="button" value=" Jump"/> <input type="button" value=" next >"/> <input type="button" value=" last >>"/>
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

response edit

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Entire Response

Personal Details

Identifier: 342

Response Type

Online

Title:

First Name:

Last Name:

Email:

Organisation:

Address:

Response on behalf of an organisation:

☐ Yes ☒ No




Campaign:

	Not Part of Campaign
Confidential Response:	<input type="radio"/> Yes <input checked="" type="radio"/> No
Future Contact:	<input 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: 342
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:	Aunt of three children who are being home educated.
Please specify:	[REDACTED]
Consultation Questions	Identifier: 342
1 Do you agree that it is helpful for the DfES to issue guidelines to local authorities?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	[REDACTED]

New Key Indicator(s):	
Answer/Comments:	I am sure that guidelines that clearly reflect the law as it stands and do not allow the LA's to believe they have more power than they actually do are to be welcomed. I would like to see the changes to the guidelines shown here to be reflected http://docs.google.com/View?docid=dd2kjt6_31ghhk2
Text for Report:	
2 Do you agree that the description of the law (paragraphs 2.1-2.3) relating to elective home education is accurate and clear?	
	<input type="radio"/> Yes <input checked="" type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	
Answer/Comments:	I would like to see the changes to the guidelines shown here to be reflected http://docs.google.com/View?docid=dd2kjt6_31ghhk2
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:	

	<input type="checkbox"/> Clarify 'good reason to believe not providing suitable education' <input type="checkbox"/> LA personnel need to be trained or specialist in HE <input type="checkbox"/> Child protection issues <input checked="" type="checkbox"/> Disagree with monitoring
New Key Indicator(s):	
Answer/Comments:	I would like to see the changes to the guidelines shown here to be reflected http://docs.google.com/View?docid=dd2kjt6_31ghhk2
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 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:	I would like to see the changes to the guidelines shown here to be reflected http://docs.google.com/View?docid=dd2kjt6_31ghhk2
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:	[REDACTED] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	I would like to see the changes to the guidelines shown here to be reflected http://docs.google.com/View?docid=dd2kjt6_31ghhk2
Text for Report:	
Identifier: 342	
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] [REDACTED]
New Key Indicator(s):	
Answer/Comments:	I would like to see the changes to the guidelines shown here to be reflected http://docs.google.com/View?docid=dd2kjt6_31ghhk2
Text for Report:	

7 a) Are the suggested resources in section 5 and appendix 2 useful?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	
New Key Indicator(s):	<input type="text"/>
Text for Report:	
7 b) Should any other contacts be included?	
	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Not Sure <input type="radio"/> No Response
Key Indicators:	<input type="text"/>
New Key Indicator(s):	<input type="text"/>
Answer/Comments:	Open University There is also a website for families who home educate children with SEN, that I know has been useful to many people. It can be found here http://www.he-special.org.uk/index.php and should be included.
Text for Report:	
8 Please use this space for any other comments you wish to make about the guidelines	
Key Indicators:	<input type="text"/>

	<p>[REDACTED]</p> <p>[REDACTED]</p>
New Key Indicator(s):	<input data-bbox="1016 236 1877 276" type="text"/>
Answer/Comments:	<p>I was initially wary when my sister said that she was going to home educate her children, as I had no idea that it was legal and couldn't understand how it would happen. I have watched my sister's children, leave school as frightened, stressed individuals who, because of the school's inability to properly address their dyslexia and other SEN, were failing to meet their potential. They were very unhappy. I assumed that my sister and her husband would follow a school at home style of teaching, instead they have used an autonomous style, which is completely interest led and has utilised very little in formal lessons. Instead they have followed the children's interests and taken advantage of the opportunities that life has presented. For instance if the plumber went to their house, the children learned about plumbing. When we had to lay a gravel and slab path around our caravan, the children calculated the amount of gravel and paving slabs we would need. I have watched them grow in confidence and self belief and their love of learning and education has returned. They have social and learning opportunities that my own schooled children envy. I am aware through that the LEA made vigorous demands about the type of work they wished to see, insisted on home visits, demanded to see targets set and progress made. My sister and her husband made sure that the LA were made to accept that their duty in law was to accept whatever information that they, the parents chose to submit. On the basis of the 'educational philosophy' and reports made the LEA accepts that these children are receiving a suitable and efficient education. I am very aware that the type of home based education offered to my sister's children would not lend itself to 'monitoring of progress' by some LA professional who clearly only understands the school model of learning. My youngest niece in particular was terrified that she would be tested by the LEA, when in fact she left school completely unable to read or write a single word-such was the schools complete incompetence at providing an education suitable to a child with such complex SEN. I find it astonishing that the LA, having failed my niece so badly, should demand the right to measure her educational progress.</p> <p>I am aware that the LEA already has the right to act if it is apparent that a child is not receiving an education that is suitable and efficient, as defined in law and also that Social Workers also have a power to act if they believe there is a welfare issue (noting that home education is not itself a welfare issue) No more power is needed. I am certain that for the Government to change this power so that every home educated child is monitored, and progress tracked would be very costly indeed to the tax payer-and would surely leave the LEA responsible for the education provided, rather than the parents, as it is at the moment.</p> <p>It is also outrageous of LA's to demand such powers when it is a researched fact that over 50% children in the state system fails to achieve success as defined by that system at the end of their compulsory schooled years.</p> <p>My sister's children are confident, happy articulate young people who are self reliant and have self belief. They read and write very well indeed and have proved that the education provided has done all that it set out to do, by the way they turned out. This sort of success cannot be measured in standard tests.</p> <p>If the Government truly believes in personalised education then they should leave home education well alone, as all the research has shown this to be an excellent way to educate young people!</p>

Text for Report:	
[REDACTED]	
[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED] [REDACTED]	Ref: [342] [REDACTED]
Entire Response	
[REDACTED] [REDACTED] [REDACTED]	

Consultation on Home Education Guidelines

Consultation Response Form

The closing date for this consultation is: 31 July
2007

Your comments must reach us by that date.

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education and skills

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

Name

Organisation (if applicable)

Address:

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

Telephone: 0870 000 2288

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

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

Telephone: 01928 794888

Fax: 01928 794 113

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

Which of the following best describes you:

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

Please Specify:

(NB Not specified by the respondent)

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

☐ ☐

Comments: If they are binding, if there is a grievance procedure, and if they are policed objectively and effectively. Otherwise I can't quite see the point

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: The Guidelines should give a direct link to Section 7 of the 1996 Education Act because this

is the statute law referring to home education. :

<http://www.opsi.gov.uk/acts/acts1996/96056--a.htm>

"The parent of every child of compulsory school age shall cause him to receive an efficient full time education suitable:

a/ to his age, ability and aptitude and

b/ to any special educational needs he may have, either by regular attendance at school or otherwise "

The right of parents to educate their children according to their own philosophical convictions is also stated in the British Human Rights Act 1998.

<http://www.opsi.gov.uk/ACTS/acts1998/19980042.htm>

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

☐

Yes

☐

No

☐

Don't know

Comments:

NO There is no requirement in law for the child or young person to make "reasonable progress" and this sentence should be removed.. The law with regard to home education states that it must be suitable to the age ability and aptitude of the child and to any special educational needs he may have

There is no legal requirement for the local authority to engage in continual or ongoing monitoring of a family's home education provision and any DfES Guidelines for Local Authorities should make this quite clear.

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

☐

Yes

X No

☐

Don't know

Comments: It is misleading to say that "Many parents welcome the opportunity to discuss the provision that they are making for the child's education during a home visit". Many home educators do so because they mistrust or have had bad experiences of the system – they do not need or want contact with an LEA. No-one welcome officialdom into their home willingly – more accurate to say that "Most parents resent the obligation to discuss the provision that they are making for the child's education during a home visit, and would rather the LEA lift them to get on with it, but feel unable to insist because they are unaware that there is no legal obligation to have an inspector in your home, or even to meet at all."

Don't suppose you'll like that though

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?

X Yes

☐

No

☐

Don't know

Comments: This is quite helpful, but it should make it clear that the LA has no duty to monitor educational provision and parents have no duty to provide information on ongoing basis

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

☒ Yes

☐ No

Comments: But their implementation depends upon having inspectors and staff that are sympathetic and informed about HE. Currently there is a lot of misinformation, and ignorance in LEA staff about HE is rife. These guidelines are a good first step, but only that – you need to be hiring (and firing) the right people to ensure you have staff with a a balanced and sympathetic view of what parents are trying to achieve. Only then will really positive relationships be possible.

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

☐ Yes

☐ No

Comments:

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

Comments:

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

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X Yes ☐

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

Name

[REDACTED]

Organisation (if applicable)

Address:

[REDACTED]
[REDACTED]
[REDACTED]

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Which of the following best describes you:

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

Please Specify:

I work as a freelance education consultant, with responsibility for monitoring the educational provision for children educated at home.

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

Comments:

This would help to bring about consistency in approach for monitoring provision across the country.

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:

<p>Comments:</p>

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:

I found 3.4 particularly helpful.

In 3.7, is it the case that parents can send just a report without any examples of work? In the same way, is it the case parents can send just samples of work, without any contextualisation.

It may be helpful if some guidance, in the form of exemplars, was provided to parents on writing reports. In the same way, there is a need for more guidance on parents sending samples of work.

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:

In 3.11, the guidance says: home-educating parents are not required to match school-age specific standards. Does it mean that LA's representatives should refrain for making comments on standards?

In 3.13, the guidance says that LA's may reasonably expect the provision to include: consistent involvement of parents/carers to play a substantial role in provision. In the light of this, is it acceptable if a parent has a full-time job, and the child is taught by a tutor? Or, where the parent has a full-time job and child (generally an older one) is left home to work on his or her own.

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

Comments:

4.9 is particularly helpful.

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

Comments:

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


Comments:

Please note that I have made the above comments in a personal capacity, and they do represent [REDACTED] LA's position in any way.

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

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

Name

Organisation (if applicable) Aspect

Address:

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

Telephone: 0870 000 2288

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

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Fax: 01928 794 113

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Which of the following best describes you:

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

Please Specify: Trade Union and Professional Association

--

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

Comments:

Guidelines can be beneficial to local authorities as well as promoting consistency and good practice. Certainly where practice can vary so greatly as is the case with the provision of Home Education, authoritative guidance becomes even more vital.

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:

The lack of definition of "efficient" and "suitable" in the 1996 Education Act is a weakness as it leaves too much to individual understanding which in turn can, and does, lead to misunderstanding.

It is helpful that these guidelines offer a broad description. Even so the descriptions offered are rather too wide to be regarded as "accurate and clear". More detailed information is required particularly with respect to "suitability" criteria.

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

Comments:

The description of local authorities' responsibilities is accurate in that it provides a straightforward explanation of duties arising out of the relevant Acts of Parliament. Thus in these terms it is helpful.

However, Aspect regrets the fact that "Local authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis" and that "local authorities can intervene if they have good reason to believe that parents are not providing a suitable education". Without regular monitoring it is easy to conceive that too many of these situations will go unidentified.

The absence of definite criteria for "suitable education" again represents a systemic weakness.

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

Comments:

The fact that many home educating parents welcome regular contact with the local authority is insufficient. Whilst local authorities cannot assume that there is a problem which needs investigating where parents do not want any involvement this leaves too much to chance.

The existence of the quoted good practice obviously does not mean that there is not bad practice or even children exposed to high level risk through elective home education. It is difficult to see how this section and a "risk-based approach" fit with the *Every Child Matters* agenda.

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

Comments:

The section is clearly accurate in terms of legality but again unhelpful in the degree of flexibility that it allows. Aspect considers that local authorities should offer advice and support to parents on these matters whether or not requested. Once again, it is difficult to see how local authorities can be certain that the home delivered educational provision has unsuitable characteristics without a system of universal monitoring.

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

Comments:

The section is broadly useful in that it emphasises the importance of good relationships between parents providing home education and local authorities. However, the overall concerns reflected in the above responses still pertain.

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

Comments:

The suggested resources are useful though local authorities should be **required** to develop information in their local context for parents providing home education further.

7 b) Should any other contacts be included?

Comments:

See answer to 7a) above

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


Comments:

The guidelines are clearly constrained by the legislative framework but Aspect believes that they should be strengthened as much as possible to promote maximum quality and safety in home education.

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 ☐

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Elaine Haste, Department for Education and Skills, Mowden Hall, Staindrop
Road, Darlington DL3 9BG

Send by e-mail to: homeeducation.consultation@dfes.gsi.gov.uk