

# Education Committee Review - Elective Home Education

Published 30 September 2020. Deadline for submissions Friday 6 November.

<https://committees.parliament.uk/call-for-evidence/255/home-education>

## Original order of areas for comment

The Committee invites written submissions addressing any or all of the following points [numbering added]:

- 1 The duties of local authorities with regards to home education, including safeguarding and assuring the quality of home education;
- 2 whether a statutory register of home-educated children is required;
- 3 the benefits children gain from home education, and the potential disadvantages they may face;
- 4 the quality and accessibility of support (including financial support) available for home educators and their children, including those with special educational needs, disabilities, mental health issues, or caring responsibilities, and those making the transition to further and higher education;
- 5 whether the current regulatory framework is sufficient to ensure that the wellbeing and academic achievement of home educated children is safeguarded, including where they may attend unregistered schools, have been formally excluded from school, or have been subject to ‘off-rolling’;
- 6 the role that inspection should play in future regulation of home education;
- 7 what improvements have been made to support home educators since the 2010-15 Education Committee published their report on ‘[Support for Home Education](#)’ in 2012; and
- 8 the impact COVID-19 has had on home educated children, and what additional measures might need to be taken in order to mitigate any negative impacts.

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## Reordered list of areas for comment

Positive points should be made in response to this one:

- 3 the benefits children gain from home education, and the potential disadvantages they may face;

Care is required when responding to the following - whilst important and helpful points can be made, do remember that the state rarely gives with one hand without taking back more with the other:

- 4 the quality and accessibility of support (including financial support) available for home educators and their children, including those with special educational needs, disabilities, mental health issues, or caring responsibilities, and those making the transition to further and higher education;
- 7 what improvements have been made to support home educators since the 2010-15 Education Committee published their report on ‘[Support for Home Education](#)’ in 2012; and
- 8 the impact COVID-19 has had on home educated children, and what additional measures might need to be taken in order to mitigate any negative impacts.

Strong rebuttal required in all these topics, to fend off further state intrusion:

- 5 whether the current regulatory framework is sufficient to ensure that the wellbeing and academic achievement of home educated children is safeguarded, including where they may attend unregistered schools, have been formally excluded from school, or have been subject to ‘off-rolling’;
- 1 The duties of local authorities with regards to home education, including safeguarding and assuring the quality of home education;
- 2 whether a statutory register of home-educated children is required;
- 6 the role that inspection should play in future regulation of home education;