

Home education guidance consultation: analysis report

February 2023

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Executive summary

1.1 Background

This report provides a summary of the analysis of responses submitted during the consultation on the draft home education guidance (“the guidance”). The consultation opened on 22 March 2022 and closed on 31 August 2022.

Following the collection of consultee responses and engagement exercises a mixed method approach was adopted to analyse the consultation findings. This ensured a comprehensive review of the qualitative and quantitative data. Please visit <https://consult.gov.scot/learning-directorate/home-education-guidance/> to view responses to the consultation where consent has been given to publish the response.

1.2 Responses received

In total 98 responses were received as part of the consultation. Respondents were asked to self-identify as individuals or organisations.

- 53 respondents self-identified as individuals
- 45 respondents self-identified as organisations.

Responses from organisations were assigned appropriate categories to allow for further analysis.

- Local authority (24 responses)
- Education Stakeholder (11 responses)
- Third sector (4 responses)
- Other professional stakeholder (6 responses)

1.3 Summary of responses

The following provides a summary of the key outcomes of the questions:

- 70% of respondents (62 responses) believed the purpose of the guidance to be clear; with a minority of respondents, 26% (23 responses) finding this not to be clear and 3% (3 responses) did not know; 10 respondents did not answer
- 37% of respondents (29 responses) considered in person contact to be important; in contrast 51% of respondents (40 responses) did not consider this important, and a further 13% (10 responses) did not know; 19 respondents did not answer
- 55% of respondents (50 responses) believed it was helpful for a local authority to offer a template or structure for education plans for parents; with 35% (32 responses) believing this was not helpful, and 10% (9 responses) did not know; 7 respondents did not answer.

- 66% of respondents (51 responses) considered six weeks sufficient time for a local authority to respond to a request to withdraw; with 13% (10 responses) responding 'no' and 21% of responses (16 respondents) answering 'don't know'; 21 respondents that did not answer.

Key comments raised in the consultation responses included:

- The importance of 'respectful relationships' that recognise home education as "an equal status option" to sending a child to school.
- The central role that 'contact with home educators' has in upholding rights and ensuring that local authorities can fulfil their duties.
- The experience of 'unequal access for home educating children and young people to qualifications and support'.
- A range of opinions on a 'national approach to information management', highlighting the diversity of positives and negatives that such an approach may bring.

Next steps

This report provides the analysis of the views expressed in the consultation. As a result of the responses received and the issues raised the draft guidance will be given further consideration and refreshed guidance will be brought forward and published in due course.

Introduction

2.1 Background to the consultation

The home education guidance consultation¹ sought views on updated home education guidance, which was published in 2007.²

The guidance is published under section 14 of the Standards in Scotland's Schools etc. Act 2000, and local authorities must have regard to the guidance.

The consultation sought views on draft guidance, which is a revision of the existing guidance published in 2007. The current guidance sets out the roles and responsibilities of local authorities and parents in relation to home education. The guidance provides information on the relevant law and the process for withdrawing a child from school. The draft guidance under consultation also offers information and guidance for local authorities and parents on developing positive relationships based on mutual trust that function in the best interests of the child or young person.

2.2 Format of the consultation

The consultation ran from 22 March 2022 to 13 July, with an extension until 31 August 2022. This was to allow additional time for engagement and take into account the summer holiday period. Views were invited on 11 questions in relation to the draft home education guidance. The questions are summarised as follows:

- Is the purpose of the guidance clear in the introduction?
- Flexi-schooling is not the same as home education, is this clear in the guidance?
- How can local authorities hear the individual and collective voices of home educated learners?
- Examples of collaboration and involvement in the delivery of support and guidance for home educating families?
- Do you have any comments on Section 3, paragraphs 3.1 - 3.11? ('Withdrawing a child from school')
- Is it helpful for a local authority to provide a structure for parents' education plans?
- Does 6 weeks provide sufficient time for a local authority to issue a decision regarding consent to withdraw a child from school?
- Do you consider in-person contact between a local authority and a home educating family to be important?
- How can local authorities best keep general data on the numbers of home educating children and young people in their area?

¹ Home education guidance consultation, Scottish Government. Published 23 March 2022. [Home education guidance: consultation - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/home-education-guidance-consultation-2022/pages/1-1-introduction.aspx) (last accessed 7 December 2022)

² Home education guidance, Scottish Government, published 2007, [Home education guidance - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/home-education-guidance-2007/pages/1-1-introduction.aspx) (last accessed 8 December 2022)

- What is your opinion of a national approach to data management, for example a national register?
- What factors can facilitate access to qualifications, and what might be the barriers or solutions?

2.3 Respondents to the consultation

In total 98 consultation responses were received either by email or through Citizen Space consultation portal. An additional exchange of correspondence to the Cabinet Secretary for Education and Skills, Shirley-Anne Somerville MSP, received during the consultation period directly related to the consultation, has also been included in the qualitative analysis.³

A breakdown of the respondent categories can be found in section 3.1 and a full list of organisations that have responded can be found in Annex A.

In addition to gathering written responses to the consultation, Scottish Government offered opportunities for participation through direct engagement activities. A limited number of activities took place, and these were in the format of online meetings with individual stakeholders or their representatives. Further details of the engagement activities can be found at Annex D.

2.4 Format of this consultation report

This consultation analysis report presents analysis of the responses in two parts: a quantitative and qualitative analysis of the consultation responses in section 3, and a discussion of the main themes that arise from the consultation responses in section 4. This section will also include Scottish Government comments on the key themes identified in the consultation. Comments are offered where this was possible to bring clarity to the issues raised. Key themes raised in the consultation are still being considered and further Scottish Government response will be published in due course.

Please note that the discussion in section 3.2 does not include consideration of each individual comment made rather the most relevant themes mentioned by multiple respondents are included.

2.5 Data protection and the consultation

To provide an illustrative picture of the consultation undertaken some quotations have been provided from consultation responses received.

To ensure compliance with data protection requirements, respondents were asked by the Scottish Government if their responses could be published online. The

³ These do not form part of the totals given in the quantitative discussion in section 3.1 as they did not address the closed questions asked in the consultation.

appropriate data redactions have been implemented dependent upon respondents' answers to this question. Where respondents have given permission to publish their response without name, quotations have been provided with the appropriate identifying data redacted. To provide context to the response, we have provided the details of the general category to which the respondent has been identified as belonging.

No quotations have been provided from respondents who provided an answer "do not publish response". However, these responses formed part of our overall consideration and analysis of the consultation responses.

Analysis of consultation responses

3.1 Consultation analysis approach

A mixed method approach was adopted to analyse the responses to this consultation.

3.1.1 Discussion on approach for quantitative data.

The consultation included quantitative questions where the respondents were asked to select their answer from a multiple-choice framework, such as “Yes”, “No” or “Don’t know”. The numbers of responses in each category were counted and are presented in section 3.2. Where respondents did not provide an answer for a question, a “no answer” category is also analysed.

3.1.2 Discussion and approach for qualitative data.

The responses to qualitative questions were analysed as follows. Responses were initially reviewed to identify themes that presented across the body of responses. Responses were categorised for each question into groups according to the main theme that presented in each response. It is important to note that it was not unusual for responses to contain more than one theme, but that the most prominent theme was selected for the consideration of each question. To ensure consistency across the body of responses, the themes identified were recorded in a coding framework. This document was updated as the analysis progressed. The coding framework recorded themes that arose from the body of responses, and these were further reviewed to identify key themes which encompassed groups of themes. Where a theme is referenced as a key theme, it was identified as a theme raised by over 25 responses to the consultation.

Themes were recorded as sub-themes of the key theme. An example of a key theme identified is that of ‘contact with home educators’. Within this key theme, two example sub-themes are ‘clarity for appropriate information gathering’ and ‘equality of treatment for home educators’.

3.1.3 Limitations of the analysis.

It is also important to note the limitations of this approach and the assumptions present throughout the analytical process. The voice of the respondent, the analyst and the reader interpreting the coding framework are all present. The coding framework was developed based on themes emerging from the responses, and not according to pre-set categories identified by the analyst. The analysis of the responses is limited by the context of the questions and the draft guidance. Care should be taken when using a coding framework that attributes numerical values to qualitative data.⁴ The framework used allows prominent themes to emerge, however these are not quantifiable in the same way as data gathered from quantitative

⁴ Cresswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Los Angeles, CA, page 185

questions. As a result, the themes are not presented in a way which attributes a number of responses to them. It is accepted that this will not provide detail on the volume of responses within each key theme. Instead key themes are explored to reflect where a range of comments touch on the same issues. Further, the analysis is based on interpretation of a limited number of responses from a relatively small group of respondents and care should be taken in interpretation of these themes at a population level.

Further discussion of the key themes is found at section 4.

3.2 Consultation responses

In total 98 respondents provided responses for the consultation, 85 through the Citizen Space portal and 13 by email.

Category of respondent	Number	Percentage
Individual respondent	53	54.08%
Local authority	20	20.41%
Education Stakeholder	16	16.33%
Third sector	4	4.08%
Other professional stakeholder	5	5.10%

3.2.1 Quantitative analysis

This section provides quantitative analysis of the questions which required a “tick box” only response.

Figure 1.1 Question 1 Is the purpose of the guidance clear in the introduction?

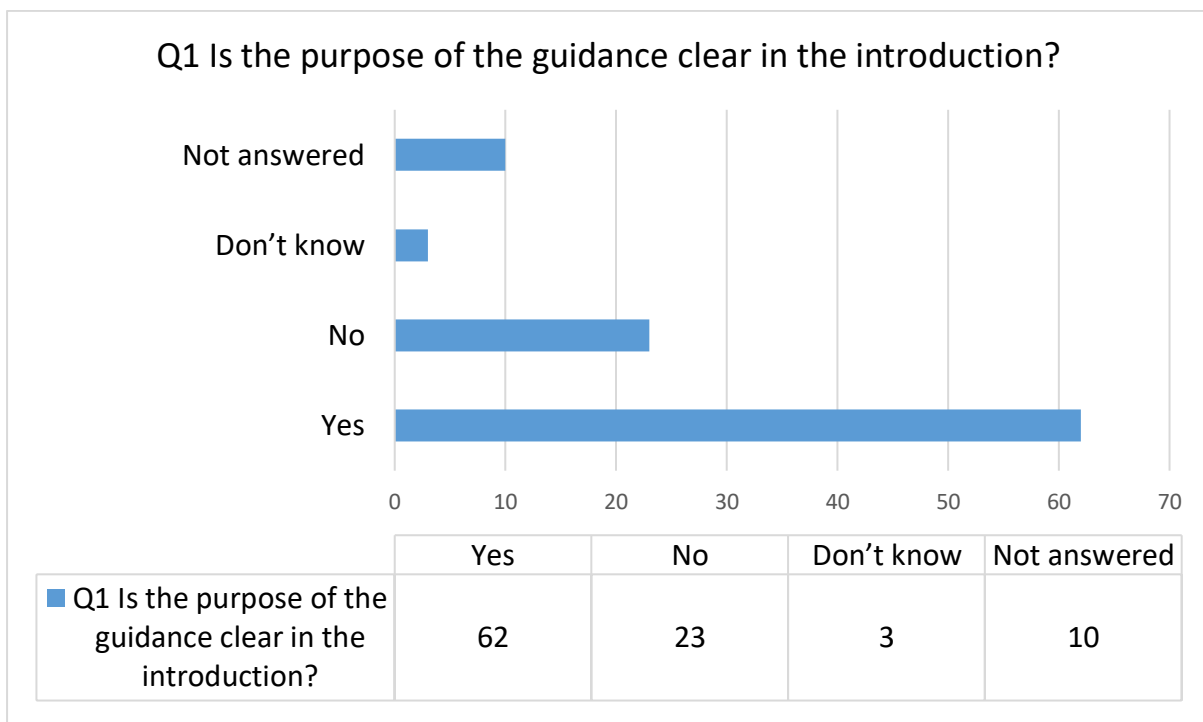


Figure 1.2 Responses to Question 1 by respondent type

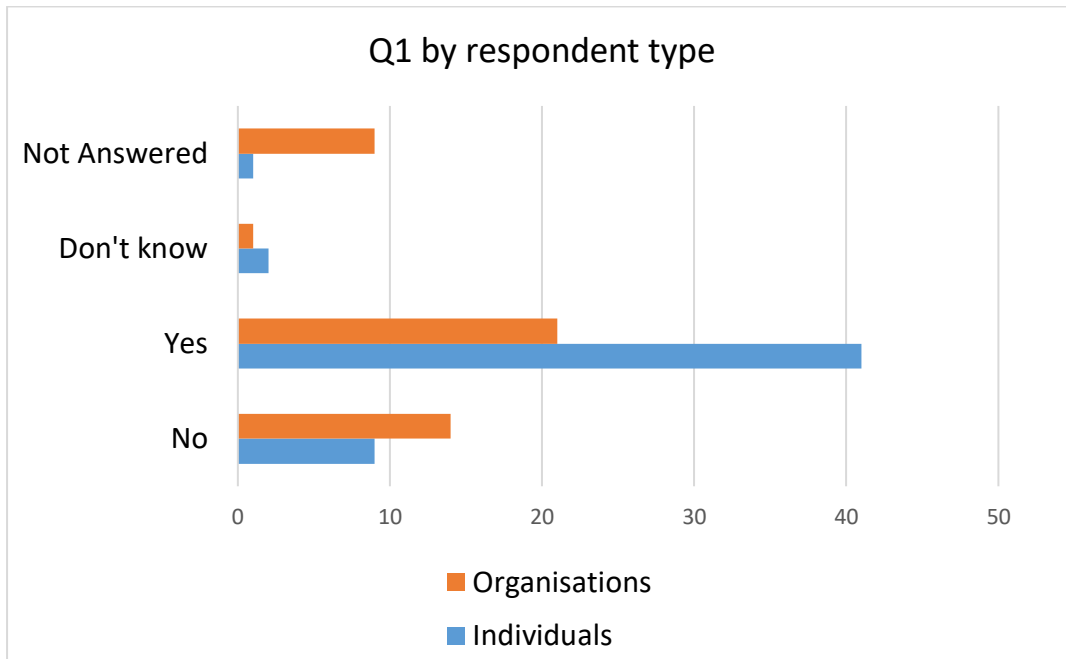


Figure 2.1 Question 2 Is it clear that flexi-schooling is different to home education?

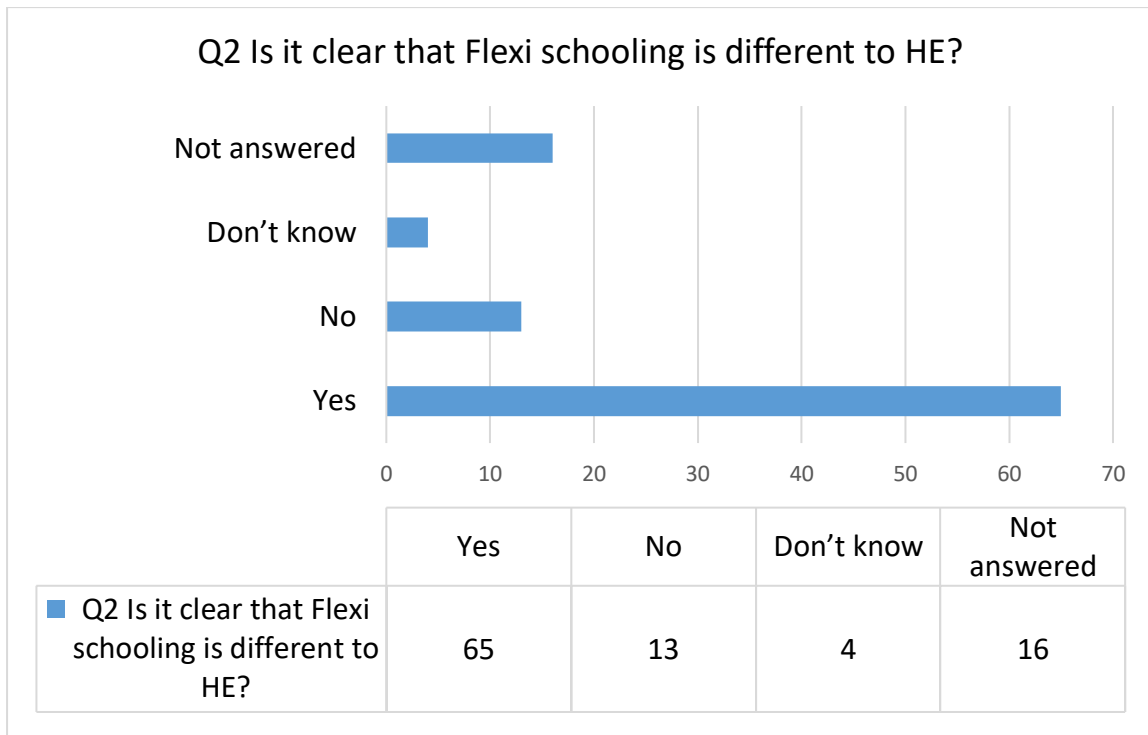


Figure 2.2 Responses to Question 2 by respondent type

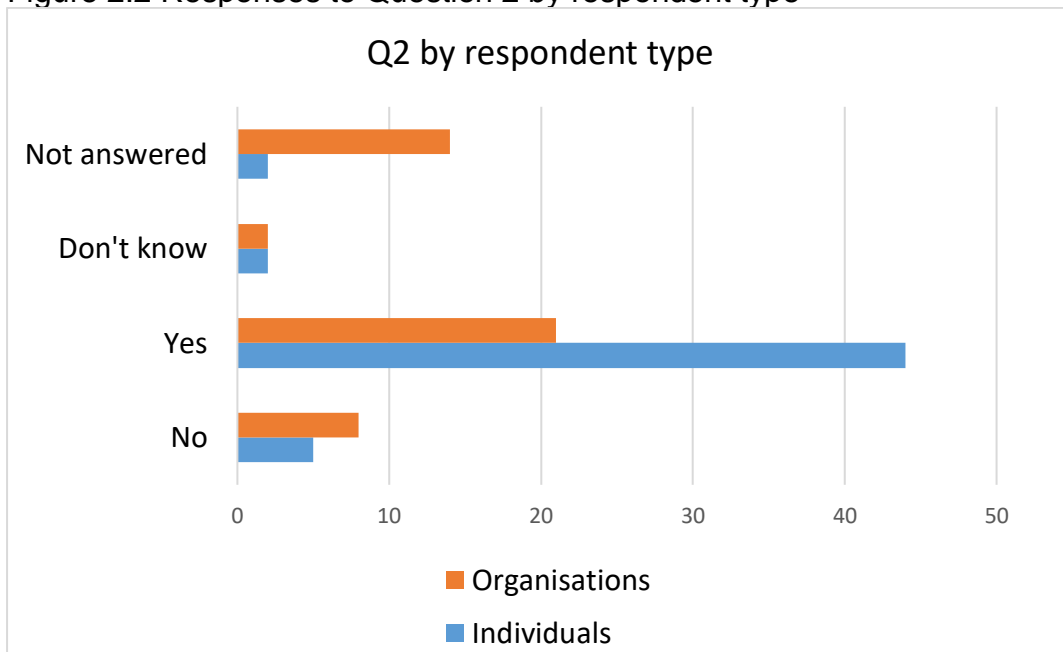


Figure 3.1 Question 6 Is it helpful for a local authority to provide a structure for parents to use to provide information on their education plans?

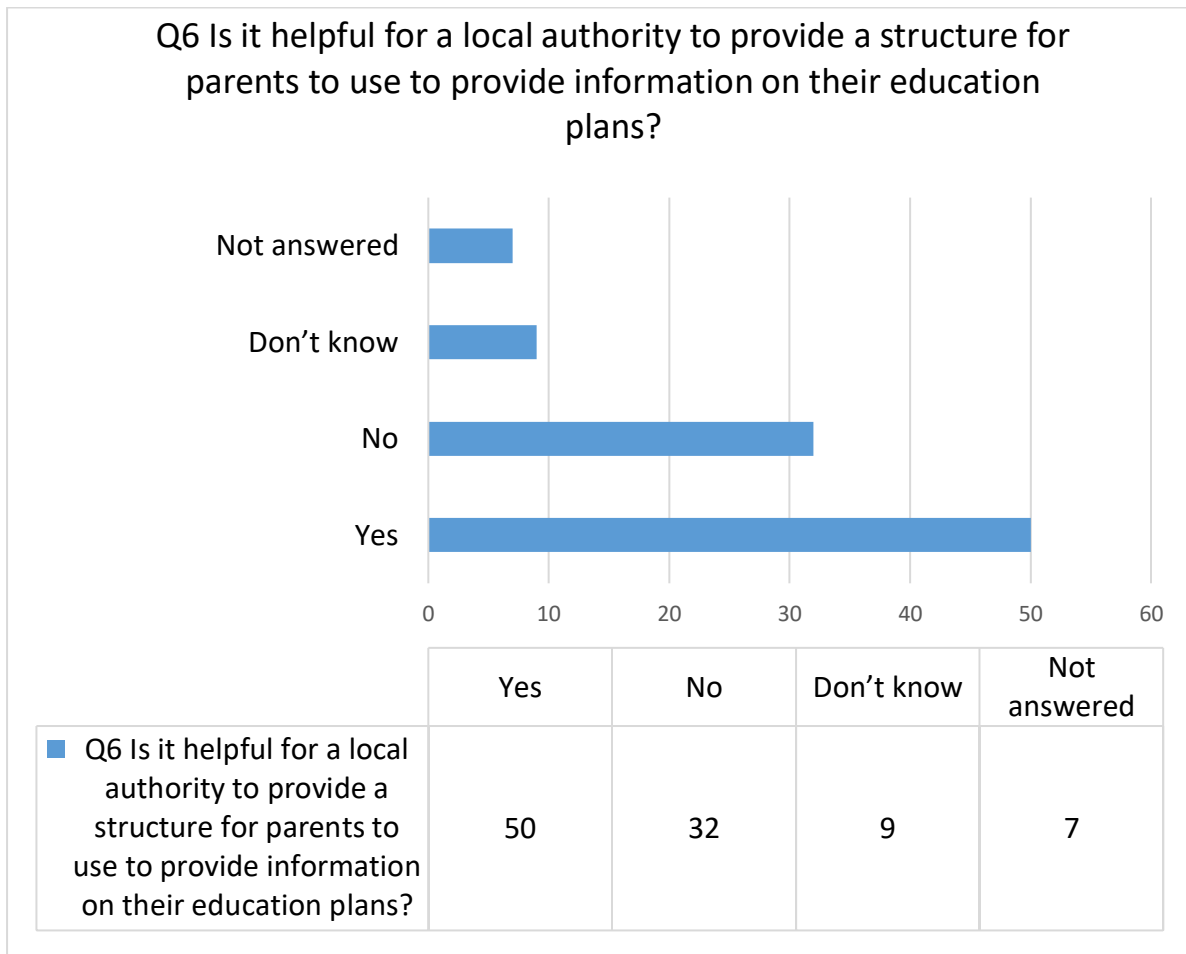


Figure 3.2 Responses to Question 6 by respondent type

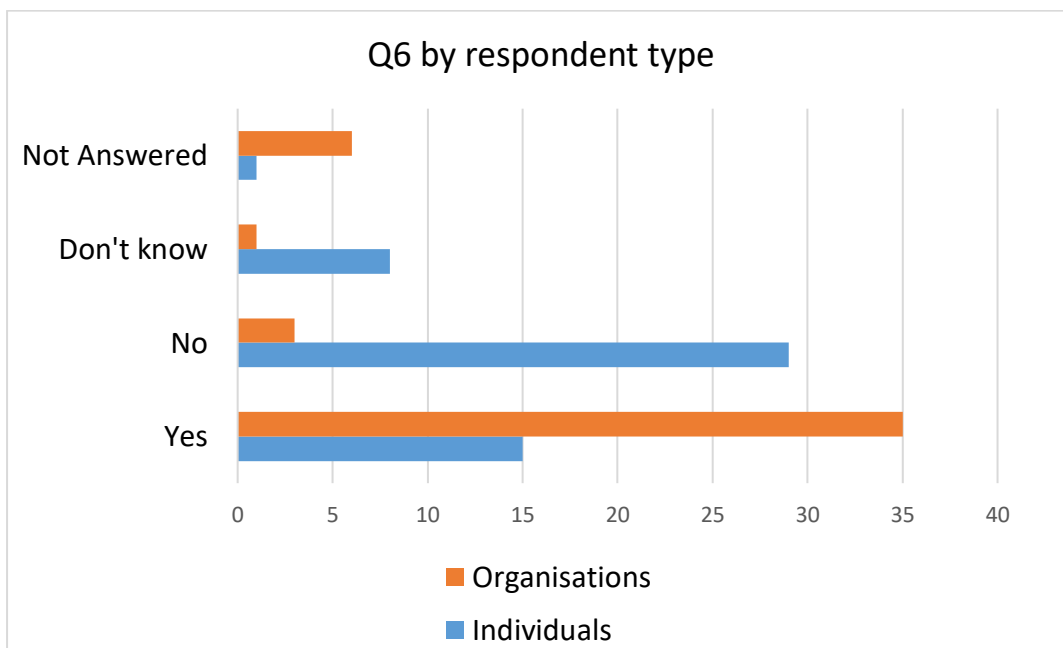


Figure 4.1 Question 7 Does 6 weeks provide sufficient time for a local authority to issue a decision regarding consent to withdraw a child from school?

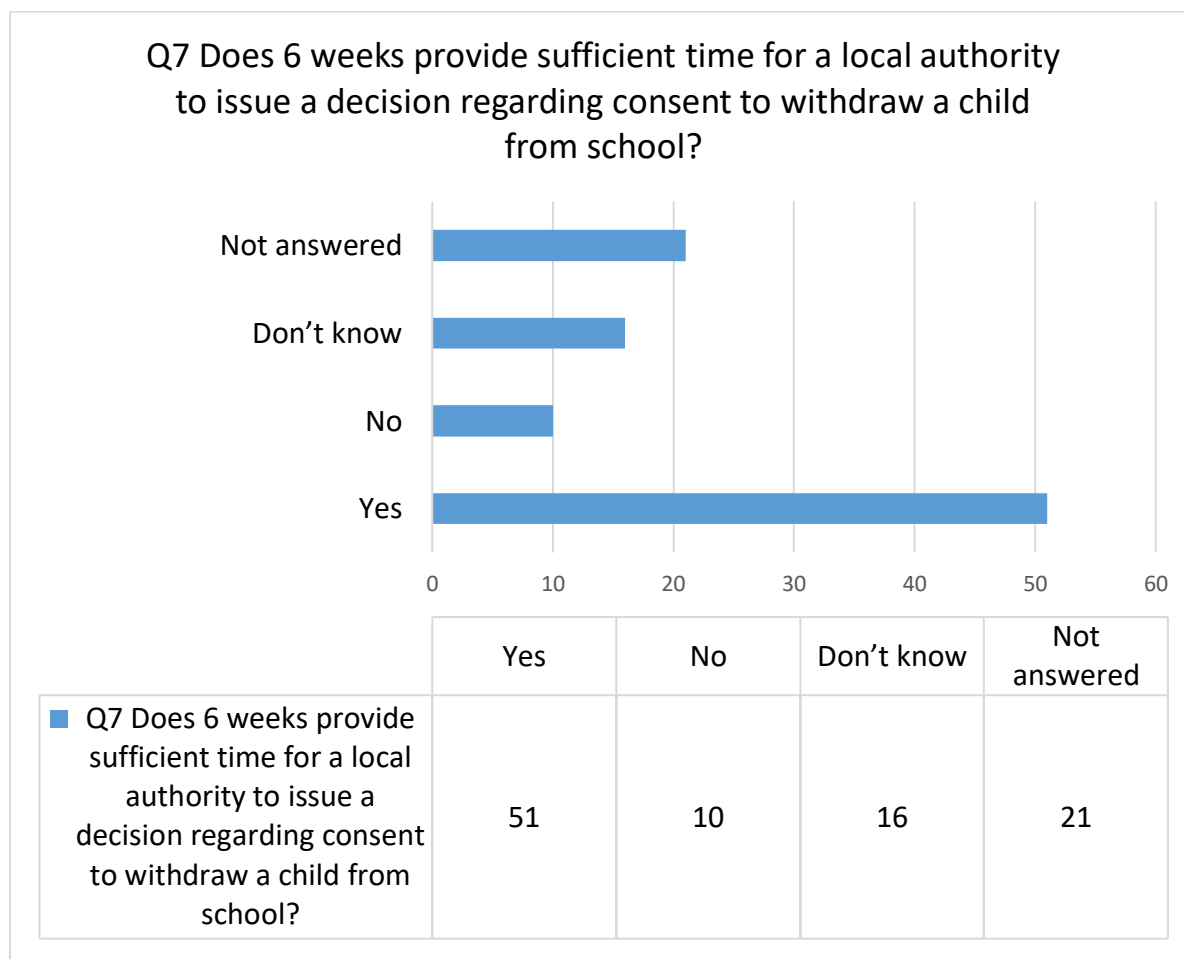


Figure 4.2 Responses to Question 7 by respondent type

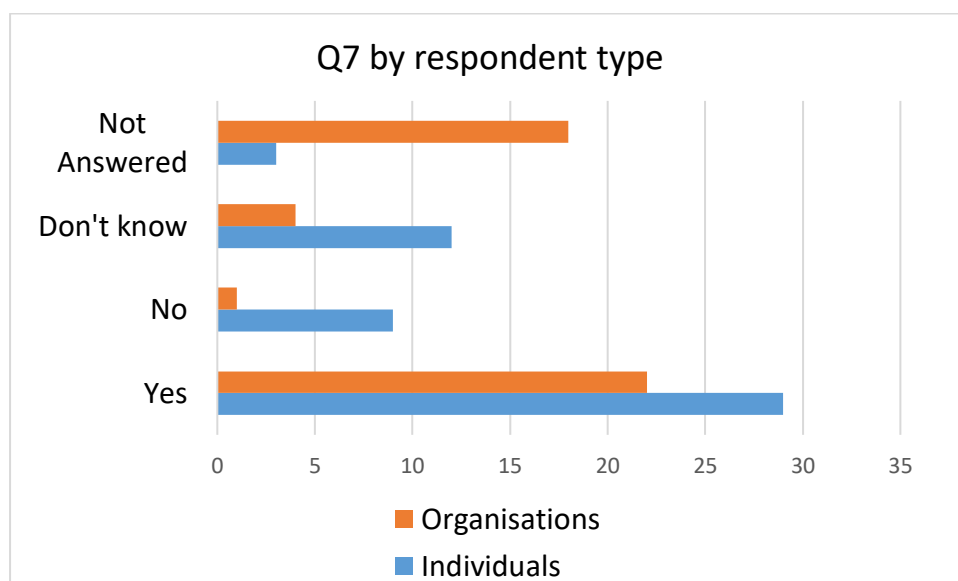


Figure 5.1 Question 8 Do you consider in-person contact to be important?

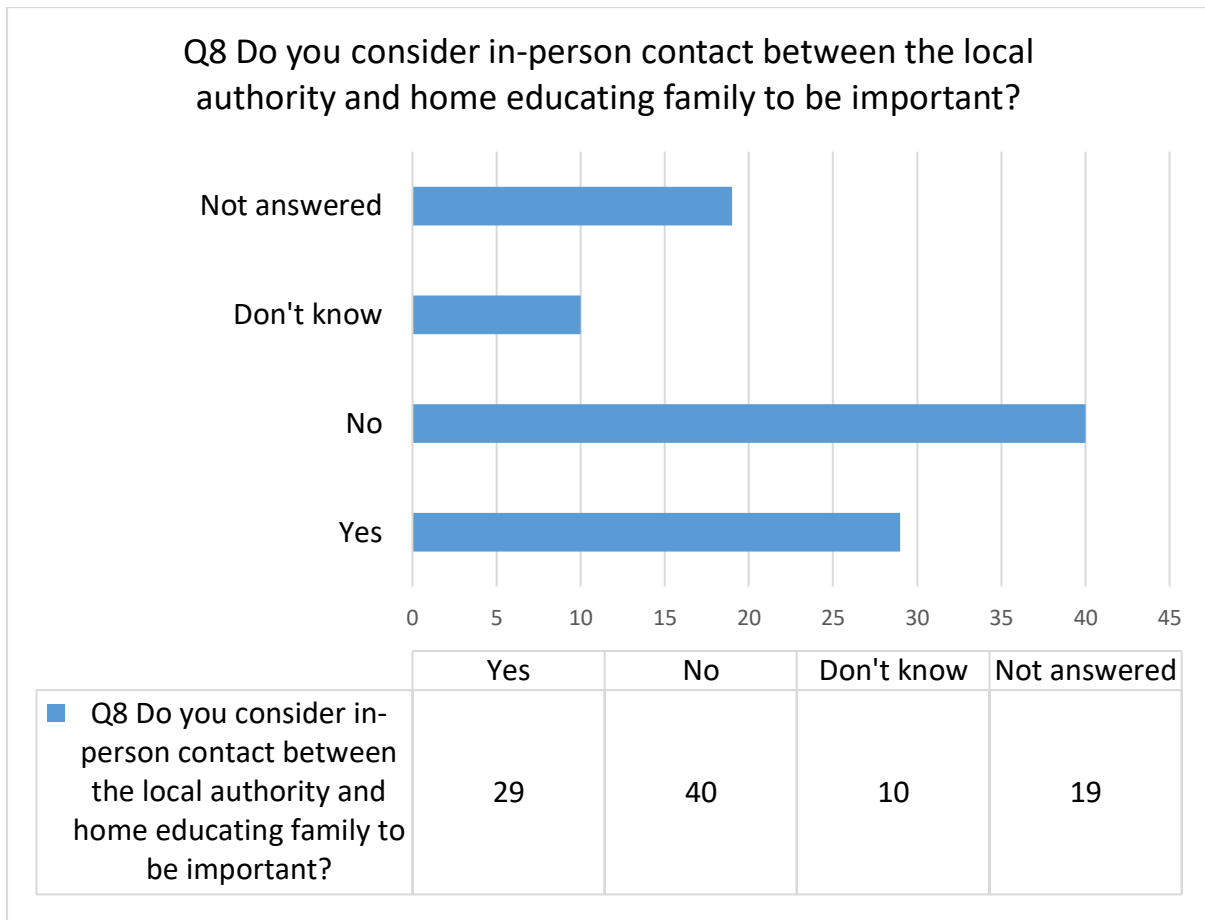
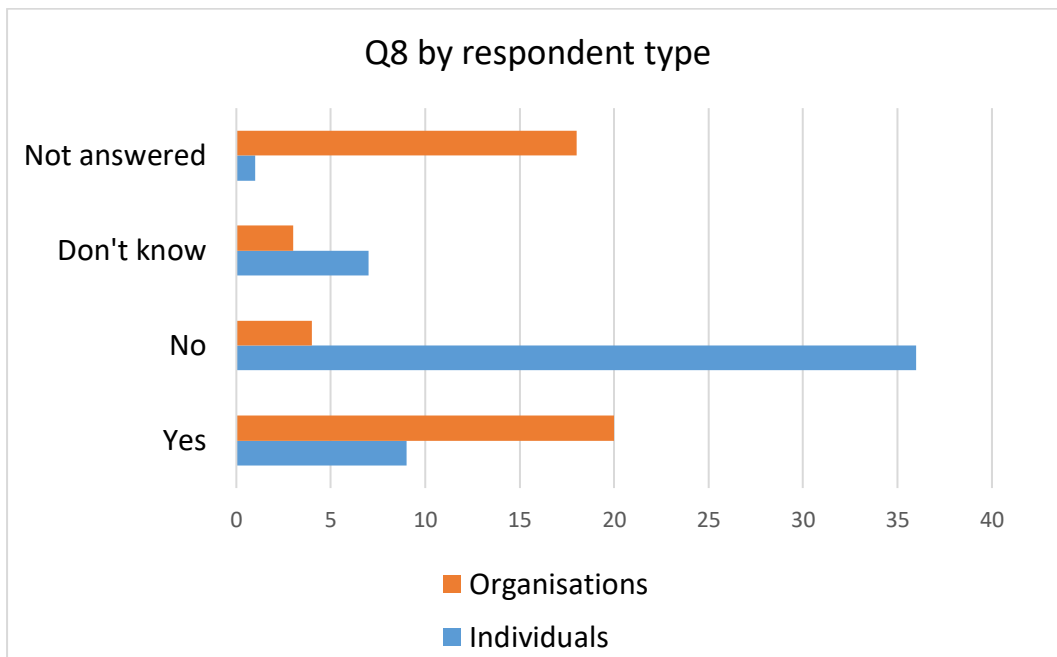


Figure 5.2 Responses to Question 8 by respondent type



3.3 Key findings

A total of 98 respondents submitted answers and comments for the 11 questions asked as part of the consultation. Responses varied greatly in length and in completeness. Some responses from organisations focussed on the areas of the consultation most relevant to their organisation's interests and submitted no answers to some of the questions. Where responses provided more over-arching comments that did not make specific reference to one question, these comments were included in the analysis of the most relevant questions.

- Question 1 asked if the purpose of the guidance was made sufficiently clear in the introduction. 70% of respondents (62 responses) believed the purpose of the guidance to be clear.

As set out in 2.1, the draft guidance aims to encourage the development of positive relationships based on mutual trust that function in the best interests of the child or young person, between parents and local authorities in their roles in relation to home education.

The draft guidance recommended that a local authority make contact with a family known to be home educating in their area at least once a year, and that it was "desirable that this contact be in person where possible" (Home education, 4.3)⁵

- Question 8 asked if the respondent considered in-person contact to be important. 37% of respondents (29 responses) believed that it was.

Several respondents commented that alternatives to in-person contact, such as video or telephone calls, provided useful means of communication that were more flexible than in-person meetings, and allowed home educating children and young people to be more comfortable in their own space.

- Question 6 asked if it was helpful for a local authority to offer a template or structure for education plans for parents, 55% of respondents (50 responses) believed that it was.

A small majority of respondents thought it was helpful for a local authority to provide a structure for parents to use to provide their education plans as part of the request to withdraw from a school roll. Responses showed that a range of practice exists here, some local authorities offer a structure or template and others do not.

Several respondents commented that any structure offered would need to be optional - "I think this needs to be totally optional as if you make it too structured or too prescribed then it is at the danger of being just school at home" (Individual)

- Question 7 asked if six weeks was sufficient time for a local authority to respond to a request to withdraw, 66% of respondents (51 responses) considered that it was sufficient.

⁵ Home education guidance consultation, section 4.3

Several respondents suggested that where there are no complications, a decision on a request to withdraw should be issued within a couple of days. Some respondents commented that the period of waiting for a decision can cause additional distress to children and young people who may already be experiencing distress or anxiety. It was noted that further clarity would be useful on when a decision-making period starts – whether that is when a request to withdraw is submitted, or when a local authority considers that it has sufficient information to process the request. Further clarity was also requested around attendance at school during the decision-making period.

Comments on Key Themes

In this section responses have been categorised according to key themes. This section is intended to provide an exploration of the key themes and comments raised within. Numbers of responses under each theme are not quantified as this is covered under section 3.2 of the report. As discussed earlier, a single response may contain multiple themes.

4.1 Respectful relationships

A stated aim for the updated draft guidance was “to encourage local authorities and home educating parents to work together to develop trust, mutual respect and a positive relationship that functions in the best interests of the child.”

4.1.1 Several responses expressed a theme of active engagement and listening on the part of the local authority. Respondents noted that focus groups or engagement opportunities can take place in community centres or facilitated by third parties or representative bodies. However, around a fifth of responses questioned why a local authority would need to hear the voices of home educating children and young people, either pointing out that the responsibility to listen to the views of the child belonged to the parent, or that there was not a clear benefit to their views being sought.

4.1.2 The importance of active engagement is further underlined by comments reflecting the facilitative role that local authorities can play for families and home educators in making available relevant information and signposting to resources. Also highlighted here is the importance of local authority teams, or individuals with responsibility for home education, improving their understanding of the range of approaches within home education. Improved understanding within local authorities can support learners to share their views, and support families to maintain constructive links with local authorities.

One respondent commented

“Listen to them and their advocates, follow the guidance set by the government, and approach any questioning of their views and opinions with a non-judgmental, open perspective. Too many “well meaning” people who do not understand or have experience of the home educating way of life come across as aggressive, judgemental, or oppositional which hinders home educated children from speaking their mind on matters.” (Individual respondent)

An individual respondent illustrated active engagement in their area as follows

“a small informal group of home-educating parents (myself included) approached the local authority with a view to building relationships [...] We hoped this would provide the local authority with greater understanding of the diversity of home ed. As a result, home educators had considerable input into changing the leaflets provided to parents about home education, making them more user-friendly and less draconian. The council also signposted

parents considering home ed to the local group for peer support. Subsequently, we were consulted about the local authority's policy on home education.” (Individual)

- Scottish Government comment – the current home education guidance sets out to “encourage local authorities and home educating parents to work together to develop trust, mutual respect and a positive relationship that functions in the best educational interests of the child”, and Scottish Government notes the continued importance of respectful relationships as raised through the consultation responses.

4.2 Contact with home educators

The updated content for consultation aims to bring the home education guidance up to date with legislative changes that have taken place since 2007 when the guidance was first published. The General Data Protection Regulation as applied in the UK (UK GDPR) and the Data Protection Act 2018 are now in force, and Scottish Government has committed to the incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots law. These frameworks and duties are to be considered in relation to the roles and responsibilities of parents and local authorities regarding home education.

A key theme raised across the consultation was the balance to be struck between appropriate local authority involvement to enable a local authority to fulfil its legal duties; and the protections of privacy afforded by data protection law and independence of approach that a parent has under section 30 of the Education (Scotland) Act 1980. The theme of ‘contact with home educators’ was present in comments relating to the process of withdrawing a child from a school roll and in ongoing contact with a family.

4.2.1 In relation to the process of withdrawing a child or young person from a school roll, several responses reflected a concern that there are ‘gaps’ in who does not require to make themselves known to the local authority to notify of their intention to home educate.

One local authority stated,

“It is entirely feasible that a local authority may not know of a child or young person in their area, especially if the child has never been enrolled in nursery or school and its consent [to withdraw from a school] is therefore not required. If the local authority is not aware of the child or young person how can they signpost and offer practical support and help?” (organisation).

Concerns were also raised that greater clarity is needed on agreed processes to follow where a family moves across local authority boundaries.

Respondents provided comment on the application of data protection principles during the process to withdraw a child or young person from a school roll.

One respondent noted that parents can feel ‘targeted’,

“Parents reach out for advice, or to comply with what they are being asked to do, in good faith, only to find they have social workers at the door, or their information has been unlawfully shared (and then used) because a council worker, or doctor, or teacher has reported the fact that they home educate as if it is a crime.” (individual)

4.2.2 Several respondents suggested that the draft guidance was not clear on the appropriate steps that a local authority can take to gather information to process a parent’s request to withdraw a child from a school roll. A parent contacts their local authority with a request to withdraw their child from the school roll and the local authority must consult its own records to inform its decision.

One local authority commented

“Clarification is needed on whether it is acceptable to seek records from school, or speak to school based staff that know the child in order to inform the authority whether a proposal is suitable and efficient” (organisation).

Another respondent suggested that additional information gathering activity by a local authority should not be necessary as

“If there are any existing child protection issues they would already be known and Social Services would be aware (that being the threshold for sharing information) and act as necessary. (Individual)

4.2.3 Several respondents referred to disparity in the treatment of home educating and school educating children and young people. Several respondents raised within this theme that some stakeholders and individuals felt there was discrimination and unequal treatment of home educators. Ongoing contact with local authorities was described by some respondents as unfairly focused on those who have attended a local authority school, and those who home educated from the start or withdrew from an independent school were seen to be exempt from ongoing contact with the local authority. In these responses the annual contact with a local authority was seen to be a negative consequence of having attended a local authority school and then commencing home education. It was felt that an undue expectation or pressure to provide their views was being placed on home educating children or young people; when a similar ask was not seen of children and young people in school.

4.2.4 Several respondents commented that the voice of the child was not prominent enough within the draft guidance. Respondents suggested that the guidance did not give enough prominence to the rights and needs of a child as the focus was on the roles and responsibilities of the local authority and the parent in each case.

One response stated,

“The focus is on the right of the parent to home educate with little mention of the right of the child to have their views heard and to reach their full potential.” (Organisation)

Other responses questioned whether there was enough clarity in the guidance to allow local authorities to fulfil their responsibility to hear the voice of the child or young person.

“We have a particular concern that the lack of a legislative requirement for all parents to notify the local authority of their intention to home school makes it virtually impossible for local authorities to hear the voice of those home educated learners in their area who they are not aware of”. (Organisation).

- **Scottish Government comment** The wider issues raised above will be given further consideration. These issues can be contentious, however in relation to information sharing, Scottish Government notes that local authorities are the relevant data controller and should consider the basis for data processing in each case. Scottish Government has published additional guidance which aims to clarify the circumstances in which information can be shared with another agency, the considerations that need to be taken into account to ensure sharing information with another agency is appropriate, and the importance of involving children, young people and families Supporting documents - Getting it right for every child (GIRFEC) Practice Guidance 4 - Information sharing - gov.scot (www.gov.scot)

4.3 Equality of access for home educating children and young people to examinations and other support

This key theme encompasses a range of responses which described views on an inequality of access for home educated children and young people through access to examinations, financial support and additional support for learning resources

The existing home education guidance (2007) notes at section 7.2 that there is no requirement that a child or young person will work towards a particular set of examinations. The consultation sought views on access for home educating children and young people to accredited national qualifications, and any barriers there may be that limit access to examinations.

4.3.1 The format of continual assessment in exam subjects excludes home educating candidates. Several responses noted that there were significant barriers to studying for qualifications where there was a requirement for continual assessment that needed to be undertaken at the approved centre or school. Where previously home educating candidates were able to register at an approved centre and sit the final exam, the move towards a greater proportion of the grade coming from continual assessment has meant that a range of subject qualifications are inaccessible to home educating candidates. Individual respondents noted that as a family they had pursued other qualifications which were did not have the same focus on continual assessment.

4.3.2 Cost is a barrier to pursuing qualifications. Several responses suggested that cost was a prohibitive factor for young people pursuing examinations. However it was noted that there is an additional associated cost with this due to there being fewer providers of alternative qualifications across Scotland,

“Home educators are having to pay, per subject, for each exam sat up to about £250 each. Additionally they are usually required to travel across the country, when they could simply be offered a desk at a local school exam.”
(Individual)

This was a particular concern for rural and island communities, where discussion participants noted compounded costs involved in each exam, taking into account the registration fee for the examination fee, registration fee for the qualification provider, and travel and accommodation costs for each exam. One respondent suggested that it would be more cost effective to travel to England for the exam period for a child or young person to sit GCSEs as a registered candidate there.

4.3.3 Equal access to financial support and additional support for learning resources. Several responses raised concerns that where a parent chooses to home educate their child or young person, certain forms of support become no longer available to the child or young person. Respondents suggested that there was disparity across the country in access to educational assessments for additional support needs. This leads to inequality with schooled peers who are able to access assessments and receive additional support for learning.

One respondent noted that

“financially secure parents would find it easier to withdraw a child with additional support needs from school”. (Organisation)

It was suggested that some children and young people with additional support needs may feel as though home education is the only remaining option; if adequate support is not made available through their school or local authority. It was suggested that this leads to support being withdrawn from children and young people in these circumstances, despite the family being reluctant and not well placed to home educate. Some respondents commented that the draft guidance placed a greater emphasis on a local authority’s ability to provide discretionary support which would be difficult to manage within restricted budgets.

- **Scottish Government comment** – The wider issues here will be given further consideration. In relation to additional support for learning, where a child or young person is removed from a school roll the local authority is no longer responsible for their education. The local authority can provide support in a range of forms at their discretion but it is under no legal duty to do so. For children on the school roll, education authorities are responsible for their education and for carrying out a range of duties under the Education (Additional Support for Learning) (Scotland) Act 2004 (the 2004 Act). This includes duties to identify, provide for and review the additional support needs of their pupils and making adjustments to ensure that they get the support they need to fully benefit from education.

- Further, financial support is available through the Education Maintenance Allowance (EMA) and Scottish Child Payment (SCP), where eligible.

4.4 Opinions on a national approach to information management

The consultation asked for the views of the public and stakeholders on a national approach to information management such as a national register. The draft guidance does not propose a national register and this question was included to allow for views and opinions to be captured and to understand the range of public opinion on this matter. Opinions were evenly split on a national approach to data management.

4.4.1 Several respondents commented that a national approach to data management such as a register would be of benefit. Suggestions included that a national record would allow an accurate picture of the number of children and young people home educating and the reasons for home educating, and that it would provide a route for registration with services such as GLOW and access to approved exam centres.

4.4.2 Respondents expressed that a national register would be an intrusion into the privacy of families who have chosen to home educate. Within this some respondents noted that a register would need to record data on all children and young people or none, to avoid discrimination against home educating families, and the purpose and benefit would need to be clearly evident. Further comments noted low confidence levels in the security of data collection, and the potential benefit of a national register would be outweighed by the intrusion into private family life.

One organisation that strongly opposed a national approach commented

“Parents should not be required to register in order to perform any of the responsibilities they bear towards their children - whether it be feeding them, clothing them, or educating them” (organisation)

- **Scottish Government comment** - A range of public opinion was evident from the body of responses. Consideration of the views gathered will assist Scottish Government to evaluate what role, if any, a national approach to information management may have in the guidance.

4.5 Issues beyond the scope of the guidance.

Issues were raised in some consultation responses which are outside the scope of this publication.

4.5.1 Flexi-schooling

The draft guidance states that flexi-schooling is not the same as home education and is not covered in the guidance (Home education, 1.4)⁶ It is recognised that flexi-schooling takes place across Scotland. The consultation invited respondents'

⁶ Home education guidance consultation, section 1.4

comments in relation to flexi-schooling to enable views and comments on practice and approach to be gathered. Responses from individuals and from organisations recognised that further guidance was desirable for flexi-schooling to ensure that a consistent approach was in place across Scotland.

4.5.2 A definition of “suitable and efficient education”

The draft guidance notes that Section 37(1) of the Education (Scotland) Act 1980⁷ places a duty on a local authority to satisfy itself that suitable and efficient education is being provided to a child or young person through home education (Home education, 2.1)⁸ It is not for the home education guidance to provide a definition of a suitable and efficient education – as discussed in the draft guidance, there is some case law on its interpretation but this remains a subjective assessment for each local authority to make taking into account the individual and depending on the specifics of the case.

⁷ Education (Scotland) Act 1980, Section 37(1), [Education \(Scotland\) Act 1980 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/1980/10/section/37)

⁸ Home education guidance consultation, 2.1

Conclusions

This report has provided quantitative and qualitative analysis of the 98 responses received to the home education guidance consultation. Further work will now commence on taking forward revisions to the home education guidance, and this will be brought forward in due course.

References

Creswell, J. 2013. Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA

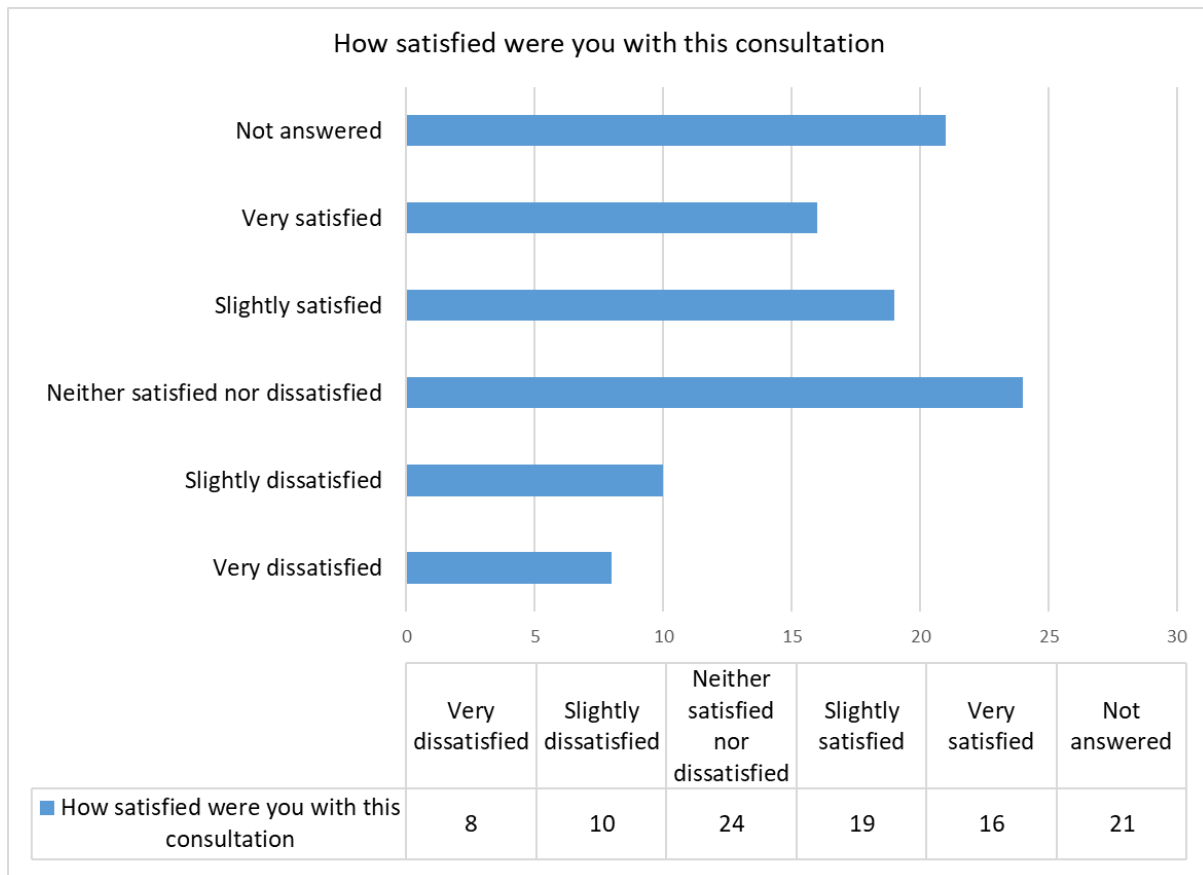
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Annex A: Organisations who submitted responses to the consultation

Scottish Council of Independent Schools
Scottish Universities Inclusion Group
National Association of Schoolmasters Union of Women Teachers (NASUWT)
Falkirk Council
Centre for Excellence for Children's Care and Protection (CELCIS)
Family Education Trust
The Christian Institute
Shared Parenting Scotland
West Partnership
West Dunbartonshire Council
East Dunbartonshire Council
Dumfries and Galloway Council
North Lanarkshire Council
Angus Child Protection Committee
South Lanarkshire Council
Scottish Qualifications Authority (SQA)
Enquire – the Scottish Advice Service for Additional Support for Learning
Glasgow City Council
Shetland Public Protection Committee
East Renfrewshire Council
Stirling Council
Association of Directors of Education in Scotland (ADES)
Argyll and Bute Council
Scottish Home Education Forum
Renfrewshire Council

Annex B: Satisfaction with the consultation



Annex C: Abbreviations

EMA – Education Maintenance Allowance

GCSE – General Certificate of Secondary Education

GDPR – General Data Protection Regulation -

GIRFEC – Getting it right for every child

MSP – Member of Scottish Parliament

SCP – Scottish Child Payment

SQA – Scottish Qualifications Authority

UNCRC – United Nations Convention on the Rights of the Child

Annex D: Engagement

Participating bodies.

Argyll and Bute Council

City of Edinburgh Council

Children and Young People's Commissioner Scotland

Child Protection Committees Scotland

Comhairle nan Eilean Siar (Western Isles Council)

Education Scotland

Enquire

Equality and Human Rights Commission

Her Majesty's Inspectorate of Education

Midlothian Council

Scottish Home Education Forum and Home Education Scotland

Shared Parenting Scotland

West Partnership

Engagement meetings covered the main themes of the consultation and provided opportunity for participants to raised additional comments on areas relevant to their concerns.

In addition, two engagement events were held with small sample groups of parents. These engagements provided the opportunity to hear views on the impact of geographical location in home education for families and factors which may impact on access to qualifications for home educating children and young people.



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