

# Home Education



## Official Newsletter From Educational Freedom

August 2025

Building relationships between LAs  
and Home Educators

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## What has been happening in the world of Home Education?

We have heard from a few of you recently enquiring about our newsletter and why we have not sent one for a while, we will be honest, we just haven't had the time. Home Educators are needing more support than ever, with an increase in interest in the Children's wellbeing and schools bill, an influx of social influencers sharing incorrect information, and unfortunately a rise in the number of LAs overstepping their duty. On a positive note, we have also seen a positive increase in LAs who are now offering useful information to home educators.

## Why are LAs claiming a new law exists - Or demanding something the law doesn't require?

We never thought we would have to point this out to professionals, but the law has not changed. The Children's wellbeing and schools bill (CWS) is still that, just a bill, with many opportunities for amendments to still occur. We are a long way from knowing what the end product will be. However we are hearing and seeing many instances where an LA is acting as if the law has changed.

The primary law to rely on is still the Education Act 1996. And the government 2019 EHE guidance is still at this point non statutory.

We really shouldn't have to be saying this, as anyone taking the role of an EHE member of staff as a minimum should have found out about the different styles of home education, from world schooling, to child led, to semi-structured, and structured. They should also have as a minimum, read both sets of the 2019 EHE guidance. You will see at 2.11 a list of things home educators DO NOT have to do, so it is rather worrying the amount of queries and support we have had to assist with where the LA are using the SAO process as a compliance tool to force a parent to produce things that the government is clear they do not have to, and would not be appropriate to produce if the LA member of staff properly understood the families educational philosophy and the home education style most appropriate to facilitate a suitable education for the specific child in question.

For example: asking for a timetable. The way this request is usually worded is in a way to infer that a timetable is compulsory. Or the request is made to a family who has already explained they do not follow one. Expecting information in a format you prefer does not always mean it is appropriate to the home education provision. Using language that is understandable and accurate would cause far fewer issues. Instead you could ask the parent to explain how the education is full time, and what their style of learning looks like for them. No need to mention a timetable at all.

'2.11 There are no legal requirements for you as parents educating a child at home to do any of the following:

- acquire specific qualifications for the task
- have premises equipped to any particular standard
- aim for the child to acquire any specific qualifications
- teach the National Curriculum
- provide a 'broad and balanced' curriculum
- make detailed lesson plans in advance
- give formal lessons
- mark work done by the child

- formally assess progress, or set development objectives
- reproduce school type peer group socialisation
- match school-based, age-specific standards'

All too often 'broad and balanced' appears in LA communications.

Regularly 'advice' from the EHE member usually only refer to curriculum based ideas.

There's expectations to see marked work or a formal way of assessing progress, or how objectives have been met despite these not being part of the home education philosophy and style.

Home educators are not required to educate for a set number of hours despite a large number of LAs claiming they do. As you should be aware, a suitable and full time education can and does take place in many different ways, from conversations in the bath, multiplications on the trampoline, history with grandad, geography at the beach, and any formal workbook/website learning, for most home educators it is impossible to state the hours spent learning. Unfortunately what many LAs expect is to know only how many hours formal learning takes place, which for some does not equate to full time learning. This narrow definition confuses home educators and leads to the SAO process being used unnecessarily.

There also seems to be a lot of confusion around what is suitable to the child. Recently we saw an LA start the SAO process because they did not believe the education was full time. The teen left school having been unable to attend for 2 years due to mental health issues, this time was usually spent sleeping. Since deregistering the young person has ventured out of their room to eat with the family once a day, has managed to go to the shop and has shown an interest in graphic novels. This on the surface may not seem enough, and the LA deemed it unsuitable, but the LA failed to acknowledge that what had happened since deregistration was a massive leap forwards, learning was now taking place. Anything more would set the young person back, so a steady and gentle pace was necessary. By threatening to serve an SAO the child withdrew again, setting them back weeks. Please take some time to consider why the education is suitable to the child rather than having preconceived ideas of what the education should be.

An LA that does not overstep usually finds their families are far happier to engage and are considerably less stressed than those living in an area known to 'try it on'.

Therefore allowing them to focus on providing a suitable education versus worrying about the next LA letter.

## The rise in misinformation

Social media is being flooded with home education influencers and businesses, trying to push their own agenda. Usually for financial gain.

We are seeing many families falling foul to the aggressive selling tactics for apps, resources, planning tools etc.

They come to home education and find they are suddenly bombarded by all of this information and they believe it because they hear the same thing over and over. However it is usually not true. They spend money on the apps and resources or even packs to help deregister or communicate with the LA. And they find very quickly the information was not suitable or appropriate, some believing that what they bought is what everyone uses and they do not look elsewhere for information until something goes wrong.

We are hoping you will consider updating your information packs and websites with a warning to be careful where they get information from. Maybe a reminder that home educators can get free, accurate and up to date information from established organisations like Educational Freedom.

## Support for home educators

We just mentioned if LAs provided home educators with links to reputable sources of information it would go a long way to helping solve the misinformation issue.

The next thing we would like you to consider is what support you offer. In a large number of communications from the EHE team it states that you offer support. However, upon being asked what support there is, the question is often ignored or met with a simple explanation that there is none and that home educators are responsible for everything.

In some areas there is financial support for exams, exam centre listings, extensive resource suggestions (not all curriculum based), information on how to find local

groups, where to get national support (such as Educational Freedom), local events, information about different styles of home education and more.

We love it when we hear a family was given lots of correct information at the start of their journey. What worries us though is how often support is used as a way to gain entry to the home 'We have booked a visit to your home on x date to discuss the education and offer any support needed' the family think that a visit is firstly the only way to access support, and then during the meeting the EHE person is unable to offer any support as none is available. In the worst cases the EHE will then claim the education was unsuitable as the parent didn't know what they were doing.

Whilst support will depend on staffing hours, availability and funding, we strongly believe time spent building and maintaining a support package of sorts is time well spent. It is likely to improve the home educational provision for many children, and will result in fewer cases where SAO proceedings need to be started.

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