



Section D - Qualitative data on current experiences of home educators in Wales in relation to WG EHE policy and LA conduct

Introduction:

This Section contains qualitative data that relates to Section B of the February 2026 survey of the experiences and perspectives of Welsh home educators in relation to present and future aspects of Welsh Government policy and Local Authority conduct, published by Wellbeing in Education Wales.

The summary report of that survey can be found here:

<https://wellbeingineducationwales.co.uk/>

Given the extremely tight time constraints to produce data to help inform voting at the Senedd on the CWS Bill, questions were focused on addressing issues raised both by the CWS Bill and the WG-commissioned evaluation of its present EHE guidance.

The publication of that evaluation of present guidance was timed to inform the vote on the CWS Bill, but only reflected views and opinions of present council staff.

It was not based on objective or quantitative data, nor did it involve any home educators or families. More information on the concerns with that “evaluation” can be found here:

<https://wellbeingineducationwales.co.uk/2026/02/10/an-evaluation-of-the-welsh-government-commissioned-evaluation-of-their-2023-ehe-guidance/>

Therefore, the survey focused particularly on issues in that report that ran counter to reported experiences of home educators in Wales and on ones not addressed by that report, in an attempt to gather objective quantitative and qualitative data and information on such experiences.

As with Section C, the initial aim in this survey of providing opportunity for written comments was enable the provision of a small number of quotes that expressed or summaries issues and concerns in the own distinct voices of the respondents, and possibly to allow the summarisation of the semantic fields and strength of feeling on matters. However, on reviewing the very significant numbers of written comments – a total of over 1600 - it became clear that it would not be possible to simply summarise these comments without also somehow muting or diminishing the impact of these.

Hence the decision was made to instead publish this collation of a representative selection of the very significant amount of qualitative data provided by the many respondents,

The collation presented here in Section D, as for Section C, reflects a mindfulness not only of honouring the time and effort each respondent has made to convey their



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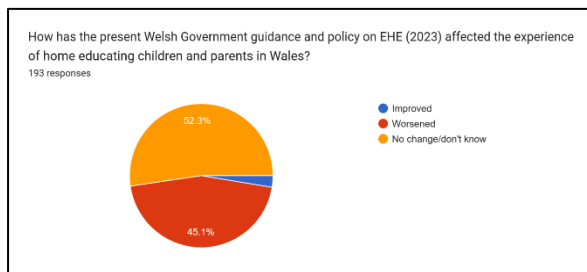
experiences but also of being able to present the data and the trends in a relatively manageable and readable way, to allow the strengths of feeling and the core messages to be able to be as clearly demonstrable as possible.

Views shared are naturally not necessarily reflective of those compiling the survey but are collated to be a representative selection of the responses given. Full (anonymised) responses have been kept on record for reference.

Section B.1

Views on present guidance and most useful sources of support and information

Question B.1.1 – Figure B.1.1



On giving their views of whether the present WG guidance on EHE had improved or worsened the experience of home educating children and parents in Wales, respondents were given the opportunity to comment further on their answer.

Responses tended to fall into categories of

- Those who were aware of the guidance itself
- Those who were judging by recent experience of la conduct rather than the guidance as written
- General comments relating to previous questions and issues rather than directly in relation to the guidance.

These comments highlight that there can be two key issues –

- **What guidance (or legislation) may contain**
- **And the differing ways various LAs may or may not apply this.**

Comments relating directly to the content of the WG 2023 guidance

It is so deliberately misleading as to be coercive.



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SO many of us tried to engage with the Welsh Government when they were drafting this, but we just, as always, met with stonewalling and gaslighting.

It offers not benefit to children. The previous 2017 guidance was so much better.

I am not great at politics, and I'm not sure if this is due to the 2023 guidance, however I have noticed more issues with LA's overstepping, pushing boundaries, making the assumption that children "need to be seen".

No one seems to really understand it

LA staff don't understand it, and if they do they abuse it.

I don't think it's really impacted at all. To me, home ed seems to be something that no one at the LA really wants to deal with. The guidance doesn't really correlate with legislation in places

It has made home educators more likely to disengage with the LA even when they had good relationships before.

The LA is using the guidance to justify overreach including door stepping people without appointments and sending out correspondence that is frightening to parents as the letters are the same ones used by EWO for children who do not fall in the home ed category.

There was a marked negative shift in our local authority's attitude toward EHE when the new guidelines were published.

Archaic and controlling.

It has increased uncertainty and anxiety for families, shifting the tone from supportive engagement to monitoring. This erodes trust and makes collaborative relationships harder to sustain.

It is sufficient for all that is needed.

Personally we have had no change but others may have

It reads as if there are mandatory things (eg. face to face meetings) which are not mandatory at all and, in fact, only that parts preceded by "must" are legal requirements. It suggests the Welsh Government have a great support package for home education, which they do not (including some issues with exam centre access). It suggests the LAs duty is proactive and not reactive, to identify those not in receipt of a suitable education. It conflates s437 and s436A of the Education Act 1996. The suggested elements



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included in reference to how an education can look make it sound like they should be included or followed when the duty of parents is to ensure their child has an education that is suitable to that individual child's age aptitude and ability, including any ALNs, and if parents did have to follow a list of these elements, then it would be too restrictive to meet children's specific and individual needs.

Deliberately misleading.

Controlling.

No change at moment but this might happen with the pilot to find unregistered home educators

The guidance is coercive and manipulative, it treats families with contempt and suspicion

The present guidance is deliberately manipulative and coercive. How are we meant to trust a government and their staff when they do that?

Coercion. manipulation, bullying. tries to use intimidation. deliberately tries to confuse people to try to trick them into doing what a few policy makers want. completely unacceptable conduct.

Tries to trick people into compliance with someone else's political ideas. That is completely unacceptable.

It is deliberately misleading.

it is NOT statutory guidance. there is nothing newly ""statutory"" in this guidance to the previous non-statutory guidance. They use that term ""statutory"" as a further attempt to intimidate, control and manipulate people.

The Welsh Government gaslight and stonewall people who have tried to engage with them and feedback just how bad their policy and guidance is.

It isn't just their guidance that is poor, it is their policies on EHE - policies based on suspicion, mistrust, state control over families, state knows better than people approaches.

it is deliberately manipulative. It is designed to trick people into changing behaviour by intimidating them. It is dishonest. It is not "statutory", they just put that to try to increase the intimidation. There are no new "statutory" elements.

Uses bribery to try to get their "eyes" on children. That's plain creepy as well as manipulative.



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It is a tool for coercion in the way they try to manipulate and pressure people into having meetings against their will and better judgement.

The government and local authorities are being deliberately misleading when they repeatedly call it statutory, as there are no new statutory parts to it compared to the previous 2017 non-statutory guidance.

The Government are also being deliberately misleading and openly misusing law when they claim that children who are not known to the local authorities are CME - they are not missing education, they are home educated, they just aren't on some list at the council. "

Just causes more pressure and stress.

Again, just adds to stress and pressure. Doesn't help us, just tries to manipulate and control us.

It's already interfering in family life , values & rights. It's insulting, as it basically implies that parents are not capable and can't be trusted to educate and raise their own children

Other comments in response to this question did not necessarily relate directly to the question about the present WG-guidance on EHE, but are retained as these also provide useful additional insight into the experiences of home educators in Wales.

Comments relating to present experience of LAs rather than to the WG guidance. These responses reflect the mixed and varied experiences of home educators in Wales in relation to LA conduct.

*There have been positives and negatives in our area. The worst negatives have been opportunities that, when previously organised by parents, were open to all... have now become, when **taken over by LAs, exclusive to children within each county only. Living on the borders makes this extremely upsetting.***

*Also, families who do not wish to be on a register have had their opportunities actively reduced by the **threat of venues and hosts sharing their data with the LA** when they previously didn't. Positives have been extra funding for children's educational equipment and opportunities arranged and funded by LAs that otherwise wouldn't have been available to us as a low-income family.*



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*As explained, we have been "found". I was told that Anglesey is a "good" LA but my experience demonstrates that their **new powers are causing them to behave very differently, moving straight to threats and intimidation tactics.***

*I don't know it enough to comment right now but I do know my LA and schools have told me so much **misinformation**. Threatening fines, shoring up at my house. The stress it's caused us all is unbelievable. My kids are happier now than in school. No longer suicidal, no more meltdowns depression easing. Just give us space*

The present system is sufficient and works well both for families and the LA who are not overburdened with additional workloads.

We manage perfectly fine when overstepping isn't an issue.

My children were deregistered in 2024. But so far I have had a positive experience with the EHE team and have found the support, information adequate.

Not sure as we have only been home ed less than a year. So far, all good. Extremely unhappy about the proposed changes though. I think they are disgusting. Intrusive, overbearing, and inappropriate.

Home ed officers are turning into bullies and putting g pressure on families that don't need the extra pressure. Keep them away from us.

*The LA **trying to enforce policy that bears no relation to the legislation in place** feels like the bullying I experienced in school as a child. This is not how good trusting relationships are formed. A lack of trust between parents and the LA makes it difficult for parents to engage and puts barriers in the way of cooperation.*

Some councils have a great reputation amongst home ed families where families will approach for help however there's a postcode lottery and this is not across the board. I am very worried about how things will progress despite being incredibly confident in our own provisions for home education. We should be looking for ways to work together rather than power over. Power over already exists for when it is genuinely required.

We have yearly home visits from the LA & have always had positive experiences. They look at our children's work but don't push the children to talk to them & are generally very helpful & we feel that they understand & are 'for' home education. They're always sending out emails with activities that are happening locally that might be of interest to us & are very approachable. We feel very lucky as know that other areas have very different experiences with the LA that have not been good, turning up unannounced for home visits, pushing for evidence of work & generally being threatening & scary. These LAs are the reason that some home educating families try to go under the radar. I feel that if the new proposed laws came in it would become 'us & them' & that would be very sad & scary...& scared parents don't make for happy families



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Since we started home educating in 2025, we have had very little involvement from our local authority, and most communication has been agreed in writing. I appreciate the space this has given us, it allows our child to learn without pressure and for our family to focus on wellbeing and individual learning needs.

We have found Denbighshire county council to be quite hands-off and this has worked well for us. I know it's not the same Wales-wide but I can't comment on other authorities as I don't live there.

LA threatened child services involvement. Their purpose is purely for education only. Not welfare checks. My children's education is beyond satisfactory and they attend multiple home ed groups with dedicated people who are all trained in safeguarding.

Whilst my own family has had no difficulties with our LA, I know of some other families whom have had requirements asked of them which are not currently required. This makes them less likely to have a good working relationship with the LA, which can only be detrimental. A supportive and non-judgemental approach, with good training would be a better path to achieve good outcomes for all.

General insightful comments about home education experiences, but which do not relate to the WG-guidance or LA conduct.

We have been Home Educating after 5 years of Emotional School Based Anxiety and Trauma. Home Education saved my daughter's life. No other options were offered to us by the local authority. She would have been expected to continue attending a hour a day, with everyone knowing the damaging impact it was having on her. It is a difficult and heart wrenching reality that so many families go through and to be villainised and scrutinised by the proposed Bill, the government and media, it's nothing short of devastating. My daughter is so much happier, healthier and making wonderful progress BECAUSE she is Home Educated.

Unless there is a genuine cause for concern, as with any child in school, these measures are a complete waste of time and money. They are of no benefit to home educating families, who are feeling targeted. The home educated children will not benefit. The measures will increase parental stress and workload. They are a complete invasion of family privacy. As parents, we know our children better than a complete stranger, who meets them for a short space of time. Children who are shy, anxious or have SEN will find that stressful. The money and time spent on this should be used elsewhere to improve schools or provide home educators with free exams etc, which



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would actually have a positive effect. Home education alone is not a risk factor for harm.

At the moment parents have freedom to choose how best to educate their children & I think that's fair. All of the home educating families I know are educating their children in slightly different ways but all of the children are happy & learning. Home education is about tailoring education to your child instead of your child having to fit into a style of education that didn't/wouldn't work for them.

The issue isn't that EHE families need more scrutiny, the issue is our education system is failing children, and is harming many neurodiverse children. The government could/ should focus on improving, updating and in an ideal world transforming our education system. We understand so much more about different learning styles, neurodiversity, the effects of puberty, changes in technology AI, mental health and wellbeing why is this being used to change it, in a real meaningful way.

Non-Home Education people are suspicious and sometimes aggressive on your choice of Home Education. In just a short time, it's not like how I started out.

This present Section D is for documentation and appreciation of the range of qualitative responses.

As questions B.1.2, B.2.1, B.2.2, B.3.1, B.3.2, B.3.4.1 B.3.4.2, B.3.4.3 relate to quantitative rather than qualitative data, the responses to these, and the evaluation of them, can be found in the main survey report.



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Question B.3.4.3

Just over one-fifth of respondents who had exercised their lawful rights to decline a meeting or visit from the LA cited they they had met difficulties from the LA for doing so.

Free text descriptions of the difficulties and consequences faced for declining what lawfully should be only an “voluntary offer” of a meeting included:

- “Anxiety”, “stress”, “fears”, “worrying”
- “intimidated”, “scared”, “nervous”
- “Not taking no for answer, trying to influence decision”
- “Unsolicited calls”, “doorstepping”.
- “Pushback and pressure”
- “Threatened”, “threatened with SAO”.
- “Told it would count as a 'refusal to visit' which feels like a loaded way to put things”
- Needed to “persist” and “quote the law”
- kept demanding in a rather threatening way more information than is required to confirm my child was not their remit.
- “Took fending off so many intimidating and threatening communications.
- “exhausting having to deal with this, it took so much time. It took time away from being with my child”

Examples of misinformation given and misconduct to try to force actions without lawful remit included respondents who were:

- Told that it was a management decision whether acceptable to not have a meeting
- Told in way that made it “sound like it's mandatory” that “they are unable to judge education without seeing the home environment, meeting the child and seeing 'samples' of work”.
- “**(Threatened)** that if **we don't send samples or agree to visits**, this would be considered a sign that we are not educating appropriately **and would probably lead to an SAO.**”
- “**Threatened with SAO, unlawfully**”
- “I was told I **must have someone come to my house to complete forms to apply for EHE or I risk getting fined.** And was told I need to accept someone coming to home visit once a year and see samples of work”.
- “**Threatened child services involvement (for declining a meeting)** even though **said the education provided was more than satisfactory**”
- They issued a SAO letter (for declining a meeting) – (respondent had previously been doorstepped and accepted visits because had been led to believe they



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were a requirement, until realised they were not and instead expressed a preference for communications in writing by letter).

- *The LA person told me she knows we are (providing a great education”) but that she still has to check up on us anyway (by visits that the respondent felt too “scared” to say no to).*
-

Concerningly one of the cold calls was a man wanting to visit the home when did not know the names of the children who lived there and did not know the name of the manager of the department he claimed to work for.

That was for a family where the LA had already been confirmed only months before that the child was not missing education and therefore not under the council’s remit.

A number of responses were from home educators who had “given in” to pressure to demands for things that are not lawful requirements.

Reasons for this included:

- Being given impression home visits were a requirements – and feeling “*betrayed by the LA*” on finding they were not.
- Feeling “*too intimidated and scared to say no to meetings*” even though the LA have confirmed there no concerns about educational provision.
- “*feel too nervous and worried about repercussions to say no to meetings with the LA. It’s just easier to agree to them than try to fight the battle of saying we don’t need to have them. That isn’t right, we know, but we just have too much on our plate already in caring for children to have to fight the LA too. It’s really wrong that the LA put us in such positions.*”
- Felt *I would make life more difficult for myself if I didn’t*” – in relation to completing forms from the LA when the respondent had already provided the required information in a written response in their own format.
- When cold-called by “doorstepping”, “*felt like we had to let her in as didn’t know the rules then*

Responses as given include:

Felt such anxiety at how they would react, even though I know am behaving lawfully, because of fears of a negative reaction from them for not doing what they wanted. I know from others how they have used bullying tactics when declining meetings.



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They tried to force a phone call. The thing is the LA had met my son a fortnight earlier when he went to sit a mock exam with them!

Just not immediately taking no for an answer and trying to influence my decision making as a parent.

*I had an unsolicited phone call from a mobile number and a caller stating his name and that he was working for the "home school" team and **wanted to visit my home for children he didn't know the names of.***

*The man did not know the EHE managers name and later stated he was agency staff employed by the council. I ended the call and had to raise a corporate complaint with the local authority to get the matter closed down. **The call was within 8th month of my previous written responses supplied to the local authority.***

Push back and pressure to allow them a meeting. Stating that written communication was not preferred and would have to be assessed by management to see if it was acceptable, otherwise a meeting would be necessary.

*They have **written to try to insist (and made it sound like it's mandatory)** and **saying that they are unable to judge education without seeing the home environment, meeting the child and seeing 'samples' of work.***

*They have said (**threatened**) that if **we don't send samples or agree to visits**, this would be considered a sign that we are not educating appropriately **and would probably lead to an SAO."***

Threatened with SAO, unlawfully. Because they knew it was unlawful they now demand it would be made lawful in the CWS - that is not ok. That is making abuse of power legal.

I was told I must have someone come to my house to complete forms to apply for EHE or I risk getting fined. I declined. And was **told I need to accept someone coming to home visit once a year and see samples of work**

It was of no benefit to our family. Had to miss a home ed group that day to attend the meeting. It was a waste of our time.

*They **threatened child services involvement (for declining a meeting)** even though **said the education provided was more than satisfactory***

They issued a SAO letter.

Letter announcing visit came from social services following doorstepping by unknown man. I did not answer the door to the social worker but sent a letter, email and formal



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complaint. SS acknowledged and apologised, Education Dept sent initial response to complaint which was a combination of lies regarding what had happened and a policy statement so am currently awaiting response to my escalation

It took me emailing 4/5 times in answer to her texts and a complaint to her supervisor to get her to stop and understand I was FULLY aware of all my rights.

Awaiting response

*Told it would count as a '**refusal to visit**' which feels like a loaded way to put things. I actually created a lengthy report as a result of feeling it would reflect better and have a more positive outcome for all involved. I also wanted to protect my children's safety in the home and not cause them distress by a stranger coming with pressures and questions.*

They were confused by my rights and the law until I persisted and insisted and quoted the law

increased anxiety and stress of worrying if and how it would be held against us.

*LA person was really **pushing and intimidating**. Then kept **demanding** in a rather **threatening** way more information than is required to confirm my child was not their remit. I stood my ground, and simply gave sufficient info to confirm my child is not CME. Eventually they accepted that this was indeed sufficient to confirm that, but it **took fending off so many intimidating and threatening communications**. It was **exhausting having to deal with this, it took so much time. It took time away from being with my child.***

A selection of responses to the question were from those who had met such difficulty in declining demands from LAs that did not have a lawful basis that they had “given in” to LA demands against their will and choice, or had agreed because of being led to believe these were a requirement.

I thought I had to have these meetings, that is was a requirement of home educating that I had to have them, so it wasn't so much me agreeing to them as thinking I couldn't really not agree if I wanted to continue home educating. So I just got used to having them. When I found out that I didn't have to (from others) I felt betrayed and used by the LA.

I feel too intimidated and scared to say no to meetings, even though I know and they know we're providing a great education. The LA person told me she knows we are but that she still has to check up on us anyway.

We feel too nervous and worried about repercussions to say no to meetings with the LA.



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It's just easier to agree to them than try to fight the battle of saying we don't need to have them. That isn't right, we know, but we just have too much on our plate already in caring for children to have to fight the LA too. It's really wrong that the LA put us in such positions.

Did have difficulty with responding in writing as la bod wanted the info in the form format and I felt I would make life more difficult for myself if I didn't put the info I had already submitted but was ignored, into the form

I was doorstepped as my information was shared with the LA due to my work felt like we had to let her in as didn't know the rules then

As Questions B.3.5.1, B.3.5.2, B.3.5.3, B.3.5.4 relate to quantitative rather than qualitative data, the responses to these, and the evaluation of them, can be found in the main survey report.

Section B.3.6

Question B.3.6.1

Respondents were given the opportunity to comment on the following question.

"Have you ever experienced overstepping or inappropriate conduct by your LA in some other ways?

If so, could you kindly share below:

Responses demonstrated a spectrum of ways where council staff had overstepped respectful or lawful remits and/or acted in ways that were not in the “best interests” of the wellbeing of the child.

One time someone from the council turned up unannounced, when we were not in. Our builder answered the door, and she said she was from the local authority and had had to come out to check up on us because we home educate. This made the builder really suspicious of us, even though he knew us quite well, he thought we must have done something wrong.



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I accepted a home visit because I thought we had to. Whilst the lady seemed ""nice"" I showed her all sorts of things I didn't know I had to, even showed her round every room in the house including the children's bedrooms, all sorts of personal information. She didn't once indicate that this wasn't necessary. When I later found out that she did not have a right to this, that she didn't need this, I felt so betrayed and tricked. I would never trust them in my home again.

I was under the radar, and was found when I met a member of the LA from a completely different team, to have my documents signed for a DBS form, decided to question me about home education as I had my children with me. I gave no impression that I was under the radar, however she chose to go straight to the EHE officer and give my details and ask if my children were registered. By the time I got home (20 minutes journey) I had an email. This just proves the mistrust that they have in us. "

After I refused a visit, I was told to write a report, the deadline was 10 days after the email requesting a report was sent. (for reference, even formal process under s437 of the Education Act allows 15 working days for families to respond, however there have been increasing complaints of unworkable or inappropriately timeframes being given by LAs for initial informal enquiries as if these are mandatory deadlines).

Phoning me at lunchtime because I hadn't replied to an email she had sent that morning, very impatient.

Door stepping when unexpected. Inappropriate suggestion of using SPOC referral for ND pathway assessment.

"Yes, we were doorstepped.

Yes, one of the EHE staff members told me private information about another EHE child from a different family which made me uncomfortable and I was concerned that they might disclose things about my family to others too. I told them that this was not appropriate and she stopped.

One of our LA EHE staff members is very unreliable and has a few times not done what was promised and arranged, e.g. they forgot to book a hall for a GCSE exam, didn't turn up for various appointments without letting us in advance or even at the time, "

Turning up in-person unannounced and giving inaccurate information.

pushy emails.

Door stepping initially.



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A phone-call to try and bribe us to go on the home-education register by offering vouchers. Not making it clear that we could decline to be put on the register, at the time.

The initial phone call from the LA was not in line with practices but the email communication has been.

They have also taken the step of asking a school to prepare a place to my child after just one letter requesting info we agreed a date to submit the written report with a colleague of the person sending the letters; and that date had not yet been reached but the 2 colleagues had not shared information, so one had agreed we were not yet due to submit the annual report and the other was already escalating to SAO.

The head teacher of our local school shared their letter to him, with me, so I have written proof that they were proceeding with the SAO without following the due process.

In hindsight the doorstepping of school staff was excessive and intrusive but I didn't realise that at the time. This serves only to highlight that even well meaning /apparently well meaning home visits can traumatise children and actually serve to break trust.

Yes. Once even claimed I had ignored responses for years and threatened with instance SAO. I showed proof and complained, to which she was then promoted!

Yes, in many ways over the years by many departments.

*Yes, prior to deregistration, an EWO visited us at home and questioned my 8-year-old Autistic child on why she didn't want to go to school and **told her that I would get into trouble**. It resulted in my child becoming exceptionally distressed and the EWO left. She fed this back in a meeting as 'evidence of ESBA', but didn't feedback that it was caused by her presence or questioning.*

Talking over me on the phone, not letting me speak, making me feel like I was a child

The 'home' education officer tried to negotiate my child into school and barter a deal between myself and other parent. Intrusive and unprofessional at least, with no interest or understanding of background and putting both my child and myself at risk.

Threatened child services

Yes, unarranged visit, threatened with SAO when I tried to stand up for my child.

Yes, as above. I was located via the pilot scheme, received and responded to one letter, was subsequently doorstepped and reported to social services because I refused to give personal details about my child to a strange man on my doorstep.



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Yes

Giving me a date and time to meet when they have not consented with me first that the date and time suited us. Asking for actual proof of work and asking us to date it

Yes very much so. As discussed above in my last comment section.

yes in relation to IDPs

yes

How intimidating and pushy they are.

The LA person tells me things she thinks I should be doing in terms of the children's education. My children are thriving and learning so much more than they would in school using the approaches we take, which are very different to those taken in school. I try to ignore what she says and hope that she's forgotten by the time she next makes contact, but it induces significant anxiety in me. I find myself so dreading every contact, not because I'm worried about my children's education, I'm not at all, they are really flourishing, but because of whether she'll try to make me do things differently when I know they are not the right thing for my children. She has such a school-like view of what education should be. So, she can seem so nice and pleasant, but really it's very unhelpful and manipulative. It's pressure I really could do without. It would be so much easier if the LA would just leave us alone.

I feel too intimidated and scared to say no to meetings, even though I know and they know we're providing a great education. The LA person told me she knows we are but that she still has to check up on us anyway.

They try to tell us how we should home educate our children. That's wrong. They keep trying to suggest school like ways that we know would switch off our children's love of learning. We just nod and pretend we're interested because we're too worried about how they'd react if we stood up for ourselves.

Trying to enforce visits and asking for a 12 month plan ahead on home education

Asking for reports more often than necessary



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Question B.3.6.2

"Are you aware of issues or problems with LA conduct towards EHE families where home educators have tried to engage with the LA but either where there are still persistent problems and issues, or where LAs have refused meaningful engagement on these?"

Yes, so many. Letters being sent out claiming people haven't sent info when they have.

Yes. They could go back to the office and produce a false report

Plenty of times. Parents explaining what they've been doing, but the LA just refusing to accept or place unreasonable expectations of hours working or social engagement.

Yes I often see in groups that parents have not been given time or a fair chance to reply to reply to enquiries or they have replied and the LA has been unfairly unsatisfied with the parents answers.

Yes I've heard of other officers being invasive, rude and threatening.

Yes, I am aware of issues with communication between the LA and home educators generally from forums I am involved in. Mostly because the LA are overstepping on their lawful remit

I have on several occasions emailed the EHE line manager, and he simply does not respond. To get any sort of response I have had to escalate my query to the head of department.

I am aware that our LA tends to ask newcomers to EHE information that EHE families are not required by law to provide.

Our LA sometimes sends out generic threatening letters to EHE families even when they have recently sent out reports to EHE LA staff, particularly to families new to home education.

Asking for help with Autism/ADHD assessments. Requesting an EHCP, before removing our child from school, given advice to contact SNAP Cymru by the LA, who were not helpful in the slightest.

Yes

They do not answer emails when families send ideas



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When my child was in school, the report was 2 lines for each subject and gave no real reflection of my child's development academically. The meeting school provide, aka parents evening, was a disorganized chaotic event, that was brief and impersonal. I cannot imagine if I delivered a meeting with such indifference, that the LA would deem it 'acceptable'.

Yes - where I've engaged with one person and believed we understood each other then they haven't shared information and another person has issued an SAO when we hadn't even reached the report due date.

Yes. Constantly can only be the national curriculum too, which belittles child's education, she can and does do more.

Yes I'm aware of other families problems with the way the LA approach their remit and overstep causing distress and harm to families.

Yes, it's widespread

I have heard in groups we attended that some can be problematic

Threatened child services

I engaged in writing, they doorstepped me and reported me to social services.

I know of other families where the LA has doorstepped them, knocked on neighbours houses, issues SAO's because the parents wouldn't provide work, LAs that have barged in when only the teen child was home, LAs that have grilled the kids in their knowledge and scared the children.

"Yes - and the LA just aren't interested in hearing from families, or in genuinely improving.

Staff are more interested in protecting their own jobs and working up the career ladder. "

yes aware of various issues

know how they have tried to trick, manipulate and bully other home educators in my area.

yes, aware how they try to trick people into providing information about their families that is not necessary

"Yes, and LAs don't want to hear.



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I know Home Ed Cymru and other groups have tried to regularly send communications to LAs to try to engage, to help ensure conduct is respectful and within lawful remits, to try to reduce how we find ourselves having to mistrust LAs. But LAs just don't care about what families experience and think, they just want to try to enforce power and control, they are determined to not trust normal families. They think they are better than families.

Yes. We've tried to in our area. They just don't want to listen to anything, unless it were us saying we'd do whatever they wanted.

Home Ed Cymru have sent out regular communications to try to encourage LAs to listen to home educators in their area, to help encourage LAs to keep within lawful remits .But LAs don't seem interested in keeping to lawful remits, only in pushing for power and control over people, only to tick their boxes rather than act in ways that benefit families.

I know other great families who have.

Yes, I know some home educators try to explain to LAs when they overstep that they shouldn't really be doing that, that what they are doing is misleading or wrong, but that puts those home educators in the firing line. So most home educators are too scared to try to stand up to councils when they overstep and misuse their powers. How much worse will that be if even more powers were given.

Yes i know other families who are too scared to say no to meetings even though they are great home educators.

Yes I know of others who have real fights on their hands to stand up for our rights as home educators, only to meet gaslighting and stonewalling.

Yes only from witnessing on EHE groups on people's bad experiences

Yes, parents where treated like child abusers

Questions B.3.7.1 , B.3.7.2 and B.3.7.3 relate to quantitative data, so the results for these are found in Section B of the main survey report.