

Staffordshire

26th May 2008

Dear Mr Hindmarsh,

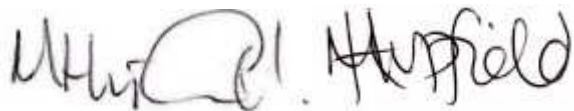
Re: Adrian , d.o.b .

Thank you for the information you sent. We have looked at the 'Elective Home Education Programme' you asked us to return but have not completed it as it is not applicable to us. We have instead enclosed a statement of provision of education, which describes our educational philosophy. We hope this information will give you a sufficiently clear picture of the way in which we are fulfilling our responsibility to provide Adrian with an efficient, full-time education appropriate to his age, aptitude and abilities.

If you wish to discuss it further, please write to us to arrange a meeting at a mutually convenient time and location.

We do not agree to Adrian's details being passed on to the Connexions service, or to any other agency without our written consent.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Matt and Miriam Hupfield". The signature is written in a cursive, somewhat informal style.

Matt and Miriam Hupfield.

This is the statement of provision of education otherwise than at school for Adrian , d.o.b .

Our belief is that people learn unless they are actively stopped or socialised into not doing so. That experience has led us to approach Adrian's education in a holistic and autonomous manner. By "holistic", we mean that education is an integral part of Adrian's life rather than something that is set apart for a particular building and a particular set of age-limited contacts and activities, during limited hours. Activities that contribute to Adrian's personal maturity and skill acquisition may take place any time during the day on any of the seven days of the week and in any venue. By "autonomous", we mean that Adrian determines the activities that he pursues at any time. Although we suggest and facilitate activities, we do not deliver "lessons" that must be completed at, or within, a time set by us (unless, of course, Adrian requests such activities).

Such educational provision means that Adrian's abilities and skills cannot be categorised in terms of the gradings used in schools (he is not "in Year 9" or even "at Key Stage 3"). Just as we have certain areas in which our abilities diverge widely, despite being in the same stage of life and close in age, Adrian is very able in some areas and not in others. However, autonomous education means that he can pursue the things in which he is interested or which he has a desire to take further. The corollary is that he does not have to study things in which he has no interest or for which his current skills have not yet prepared him. He is also not subjected to constant comparison with other children, so he is freed up to achieve his own personal best in every area.

We do not consider education to be a "preparation for life". A holistic and autonomous education is pursued as part of life in a community. Skills are acquired, as they are needed, to achieve a particular objective that Adrian has set himself. Recent examples of activities that Adrian has undertaken include learning the basics of motorbike mechanics and restoring an old motorbike, learning to play the didgeridoo, designing a fitness regime, investigating the effects of diet on Cystic Fibrosis, visiting local museums, planning and preparing his nephews birthday party and meeting other local home educated children to go swimming.

This list is not, of course, exhaustive; Adrian also regularly cooks, uses a computer for various purposes (simulation games, writing letters, "educational" software), goes shopping, visits the library, writes stories, goes swimming, goes cycling, cares for pets, attends clubs, etc.