



Flexi-Schooling Policy

Approved by: Governors Date: July 2024

Last reviewed on:

Next review due by: July 2025

At Bramber Primary School, we offer an inclusive learning environment where there is a strong emphasis on home/school partnerships. Children are taught to work and learn co-operatively, have respect for each other and their environment within an ethos of high expectation and aspirations.

Background to Flexi Schooling

The responsibility for a child receiving full-time education, whilst he or she is of statutory school age, lies with the parent or carer. Where a parent/carers educates a child through a pattern of provision partly at school and partly at home or elsewhere, as an expression of parental preference, this is called *flexi-schooling*.

The Department for Education Guidance states: "Although children being home-educated are not normally registered at any school, parents sometimes choose to make arrangements for a child to receive part of the total provision at a school - the purpose of this will often be to provide education in specific subjects more easily than is possible at home. Such arrangements are sometimes known as 'flexi-schooling'.

The responsibility for flexi schooling lies with the school and not the local authority. Schools are under no obligation to agree to such arrangements, but some are happy to do so. When a child is flexi-schooled, the parents must still ensure that the child receives a suitable full-time education but the element received at school must be taken into account in considering whether that duty is met."

Flexi-schooling arrangements are not the same as elective home education nor the temporary reduced time-table arrangements a school may put in place in exceptional cases to support a child, usually with additional need.

This policy must not be used to put young people on a part timetable due to disruptive or challenging behaviours.

The DFE (2019) "Elective Home Education - Guidelines for Local Authorities". This refers to the term Flexi Schooling and explains that this can be 'a long-term arrangement or a short-term measure for a particular reason'

Our Governing Body has adopted the general approach of not offering Flexi-Schooling, but the Headteacher and Governors will consider individual requests which meet the Flexi Schooling criteria where there are sound reasons to do so.

When there is a complex case, two representatives from the Governing Body may be asked to consider a request alongside the Headteacher and the Deputy Head Teacher or SENDCo.

The Governing Body at Bramber Primary believe:

- That Bramber has an inclusive ethos and can accommodate most learners
- That children within its community benefit from attending school full time so that they can make the most of its broad and creative curriculum: a curriculum that is designed to meet the needs of its learners.
- It can work with parent/carers in addressing their own concerns and needs.
- That it can meet the needs of all learners in terms of exploring their potential

- That it offers support to parents/carers in terms of supporting their child both academically and socially (a holistic approach)
- That it gives children great opportunities to acquire new knowledge and skills and allows children to apply these skills in a variety of ways, preparing them for life
- That all staff at Bramber work very hard for all children in school and that the creation of extra work for staff should only be done under 'exceptional' circumstances, to the benefit of the child
- That it works hard to raise standards and levels of achievement and this is best done within its school community
- That the school continues to work hard to maintain its high levels of attendance
- That we teach skills for life - attendance, punctuality, resilience, tolerance, friendship and community living

If Flexi schooling is agreed

The headteacher will use the following criteria when considering the parental request for flexischooling:

- Any safeguarding concerns
- Current school attendance. If the current attendance is below the 95%, Bramber Primary will not offer flexi-schooling as an option.
- Whether the reasons for the request are valid. Flexi-schooling is unlikely to be successful if the choice is motivated by wanting to avoid something in school
- The impact it will have on the pupil socially
- What parts of the school curriculum the pupil will miss out on, and how this will be addressed this.

Bearing in mind:

- The pupil will need to follow the school curriculum when in school but not when they are educated at home
 - Pupils cannot be disapplied from statutory assessments
- The pupil's special educational needs (SEN) if they have them: if the child has an education, health and care (EHC) plan, any decisions about flexi-schooling must be made with the local authority.
- The arrangement will be reviewed with parents/carers at the end of every half term.

The school will have a formal written agreement with the parents/carers about the flexi schooling arrangements so that expectations and understandings are clear for both parties. Such an agreement might include sections on:

- Why flexi-schooling is in the best interests of the pupil
- How the pupil will split their time between being in school and being home educated
- Arrangements for parent/carer and school communication
- Arrangements for external, statutory assessments
- Details of any special educational needs (SEN) provision
- What other activities the pupil will access
- How you'll monitor and review the arrangement - including regular review meetings
- Arrangements for an exit strategy
- How disputes will be resolved
- How absences will be monitored and recorded or special events attended

The school will work hard to maintain a smooth transition between education at home and education at school so that the child remains happy, supported and challenged. It will continue to monitor pupil attainment and progress to ensure that expected levels of learning are maintained throughout the flexischooling period. If it appears that parent/carers are not providing a suitable education as agreed between the school and the parent, the school may ask the parent to take remedial action. If the parent/carer declines to do so or the school is still concerned about the provision of education at home, the school may withdraw its agreement to the flexi schooling arrangement. The child would then be required to attend at school on a full-time basis. If a child fails to return to full-time attendance the school will leave the absence unauthorised and we will follow the absence procedures for the school. We will seek advice from an Attendance & Entitlement Officer at the earliest opportunity.

The Leadership of the school will review this policy on a regular basis. The arrangements explained in this policy may well change if there is evidence to suggest that flexischooling is not a successful model for the school.

Further information and guidance can be found on the DFE and West Sussex websites.

Flexi Schooling at Bramber Primary School

Contract and Attendance Agreement

Flexi-schooling

Child's name				
Name of parent(s), carer(s)				
Year Group				
Current Attendance Data				
Education to date	F/T School	P/T School	Home Education	N/A
Has a written request with reasons for flexischooling been shared with school?	Yes / No			
Why flexi-schooling is in the best interests of the pupil?				
What are your expectations of the school-based part of the Education? (Days and provision)				
What are your expectations of the home-based part of the Education? (Days and provision)				

Do you intend to follow the National Curriculum at Home?	
If so, how will this be provided?	
How will home and school communicate about the home learning provision?	
If applicable, arrangements for statutory assessments.	
Additional Needs (if applicable)	
Arrangements for special events in school	
Absence monitoring when learning at home.	
Review Dates (half termly)	
Exit Arrangement Terms of Notice for school and home.	

Flexi-schooling:

Contract for Provision of Education – Part I School

Child's name

Name of parent(s), carer(s)

Bramber Primary School is responsible for the education of the above named child on the days and times set out in the attached Attendance Agreement and timetable.

The educational provision will be suitable to x's age, aptitude and ability as set out in s7 of the Education Act 1996 and will include:

(inc here SEN provision, access to school trips etc, Assessments and areas of curriculum taught etc)

Whilst x is on school premises or the School is acting in loco parentis the school will maintain primary responsibility for x's safety and welfare

The school and parent/carer will meet everyfor a review meeting to discuss x's progress and review the attendance agreement.

The school can withdraw from this agreement at any time by giving reasonable notice in writing

Headteacher

Date

Flexi-schooling:

Contract for Provision of Education - Part 2 Home

Child's name

Name of parent(s), carer(s)

I/we are responsible for the education of the above-named child on the days and times set out in the attached Attendance Agreement and timetable.

The educational provision will be suitable to x's age, aptitude and ability as set out in s7 of the *Education Act 1996* and will include:

During school hours timetabled for home-based education I/we will maintain primary responsibility for x's safety and welfare

I/we understand I can withdraw from this agreement at any time by giving reasonable notice in writing

Parent/carer

Date

Flexi-schooling: Attendance Agreement

Child's name

Name of parent(s), carer(s)

	MORNING	AFTERNOON
Monday	home	home
Tuesday	school	school
Wednesday	home	home
Thursday	home	home
Friday	school	school

X's education will be split between home and school as set out in the above timetable

Headteacher

Date

Parent/carer

Date

Education Act. 1996

7Duty of parents to secure education of children of compulsory school age.

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable—

(a)to his age, ability and aptitude, and

(b)to any special educational needs (in the case of a child who is in the area of a local authority in England) or additional learning needs (in the case of a child who is in the area of a local authority in Wales) he may have, either by regular attendance at school or otherwise.