



WEDDINGTON PRIMARY SCHOOL

Weddington Primary school Part-Time/Flexi-Schooling Policy

Signed by:

A handwritten signature in black ink, appearing to read 'H. Bailey', written over a white rectangular background.

Chair of Governing Body

A handwritten signature in blue ink, reading 'J. Kershaw', written over a white rectangular background.

Headteacher

Date: January 2022

Review Date: January 2023



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All children of compulsory school age are entitled to a full-time education under the Education Act 1996. A reduction to a part-time timetable will only ever be lawful if the child in question is not able to attend on a full-time basis due to illness or otherwise. In such circumstances there should be clear professional evidence that a part-time timetable is necessary for the child, and the County Council would advise that part-time timetables are not put in place without the clear agreement of the child's parents.

In most cases, part-time timetables are driven by education professionals where it is identified that a part time timetable would be a 'proportionate means of achieving a legitimate aim'. In practice, this means that it is as a last resort, either because otherwise the child would not be able to attend school at all due to illness, or where exclusion would otherwise have to be implemented for a child who is having significant behavioural problems. Even in these circumstances a part-time timetable should only be utilised when all other possibilities for keeping the child in school on a full-time basis have been exhausted. In such cases, the Warwickshire Guidance on Part-Time timetables should be followed and all relevant associated paperwork be completed before the part-time timetable is put in place.

On rare occasions, however, a parent/carer may wish their child to attend school on a part-time timetable for other reasons; this might be for well-being/mental health reasons or where other opportunities have arisen e.g. professional sports training one day a week or because a child needs to have a study day for a particular interest/career path. In this instance, the school will follow the application procedure outlined in this policy before coming to a final decision and review period.

The legal Basis of Flexi-Schooling

Reference should be made to the following document – [**Elective Home Education Guidelines for Local Authorities – April 2019**](#) – Subsection 10.7/.8/.9 which clearly states;

p34 10.7 *Although most children educated at home have all the provision made at home, or alternatively partly at home and partly in other ways such as attendance at privately-run part-time tuition settings, it is not essential that this be so. Some children who are educated at home most of the time are also registered at school and attend school for part of the week – perhaps one day a week. The purpose of this is usually to ensure the provision in specific subjects is satisfactory, although it can also help in other ways such as socialisation. If a child is of compulsory school age he or she must, overall, be receiving full-time education even if components of it are part-time.*

p35 10.8 *Schools are not obliged to accept such arrangements if requested by parents. If they do, then time spent by children being educated at home should be authorised as absence in the usual way and marked in attendance registers accordingly. It is not appropriate to mark this time as 'approved off-site activity' as the school has no supervisory role in the child's education at such times and also has no responsibility for the welfare of the child while he or she is at home. The department does not propose to institute a new attendance code specific to flexi-schooling. Some*



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schools have expressed concern that such absence may have a detrimental effect for the purpose of Ofsted inspection, but this is not the case; some schools with significant flexi-schooling numbers have had good outcomes from Ofsted inspections. Schools which have flexi-schooled pupils should be ready to discuss with Ofsted inspectors the arrangements they have in place to deal with the requirements caused by such pupils. Schools are held to account through inspection for the performance of pupils, and that will include any who attend the school as part of a programme of flexi-schooling.

WCC Guidelines

1.1 The WCC guidance sets out the legal framework in relation to the rights of all statutory school aged CYP to receive full time education appropriate to their age and irrespective of their needs. It is intended to assist schools and education settings in ensuring compliance with statutory guidance and to ensure that they do not inadvertently exclude a pupil illegally.

1.2 As well as the potential impact on educational standards, a part-time timetable can present a significant safeguarding risk if not managed appropriately. Evidence shows that children and young people from vulnerable groups are more likely to be in receipt of a part time timetable than their peers and in turn are more likely to be subject of safeguarding concerns. Every school must adhere to the statutory guidance provided in the most recent version of Keeping Children Safe in Education. This applies particularly to children on part-time timetables.

www.gov.uk/government/publications/keeping-children-safe-in-education

1.3 DfE statutory guidance, School Attendance 2020 states:

In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual need. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a reintegration package. A part-time timetable must not be a long-term solution. Any pastoral support programme or other agreement must have a time-limit by which point the pupil is expected to attend full-time (p19)

For further guidance go to <https://www.gov.uk/government/publications/school-attendance>)

2.0 Part-time Timetables

2.1 For the purposes of this guidance, a timetable is reduced when it consists of something less than that which is provided to the majority of the pupils in that setting.

2.2 There is no statutory basis upon which to establish a reduced timetable, however in exceptional circumstances, schools may decide to implement one for a time-limited period to meet a pupil's individual needs.

2.3 A reduced timetable must not be treated as a long-term solution and must have a time limit by which point the CYP is expected to attend full-time. In the majority of cases, WCC would expect that any part-time timetable will have ceased within 6 weeks or earlier. If regular progress



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being made (measured by increased time in school and demands) it shows that the strategy is not working, and a different intervention must be considered.

2.4 Any CYP admitted to a school is expected to receive their full education entitlement. Part time timetables should not be used for schools to prepare themselves for a full-time admission to their school roll.

2.4 In accordance with the Equality Act 2010, it is unlawful for schools to discriminate against CYP on the basis of their special educational need and/or disability, including those with social emotional and mental health difficulties.

2.5 If a CYP is accessing support from the Flexible Learning Team schools should follow the appropriate action plans in partnership with WCC officers in line with the WCC medical needs policy.

For further information go to <https://www.warwickshire.gov.uk/medical-physical-needs/meeting-physical-medical-needs-whole-school-level/2>

2.6 Government guidance recommends weekly lesson times for pupils as:

Age	Hours
5–7	21
8–11	23.5
12–14	24
14–16	25

2.7 It is expected that there will have been appropriate external specialist input, prior to a part-time programme being considered. For CYP with SEN please refer to the SEND Provision Matrix 2015 at <https://api.warwickshire.gov.uk/documents/WCCC-1090-114>

2.8 Part-time timetables should not be introduced unless the Assess/Plan/Do/Review has been followed. It is expected that a Positive Intervention Plan (appendix 4) and a Pastoral Support Plan (appendix 5) will have been implemented and that advice will have been sought from an appropriate specialist such as a Specialist Teacher, Educational Psychologist or other professional who specialises in the area of need.

2.9 For a CYP with an EHCP, a part-time timetable should only be implemented following either an interim or annual review.

2.10 A part-time timetable should have clearly defined objectives and achievable targets (increases in time should not be dependent on 'perfect' behaviour).

2.11 No parent/carer should be pressurised into agreeing to a part-time timetable. The threat of exclusion must not be used to influence parents/carers to engage with a part-time timetable.

2.12 A part-time timetable should be done with the full cooperation of the parents/carers and knowledge of the LA; it should be in the best interest of the CYP. To notify the LA of a part time



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table complete the form found at Appendix 1 and mail to
scip@assessmentgateway@warwickshire.gov.uk

2.13 Where part time timetable is implemented, school should clarify with parents/carers that they will take full responsibility for their CYP when s/he is not in school and guarantee they are supervised off site. This should be confirmed with all agencies involved in supporting the CYP and family. An Early Help Assessment (EHA) or early EHCP review are possible routes to engage with parents/carers and the CYP.

2.14 The part-time timetable arrangements must be reviewed at least every fortnight as part of the Phased Reintegration Plan (appendix 6) process. Progress towards being able to return to school on a full-time basis should be considered along with the effectiveness of any support being provided. The review should include a parent/carer and other external specialists or agencies as and when appropriate.

The Process

1. Where parents/carers wish to apply for their child/children to attend school on a part-time basis, they must first submit an expression of interest to the Headteacher outlining the reasons for their request.
2. The headteacher will arrange to meet with the Parents/Carers and discuss the matter further.
3. The parents will be asked to meet directly with a member of the Governing body to discuss the family's reasons for the request and the potential barriers/levers to success from the point of view of the family and the school (see Appendix 1 for an example of agenda)
4. The application will then be assessed by the Headteacher and Governing body who will make a decision as to whether or not a part-time timetable will go ahead.
5. If granted, it will initially take place for a trial period of a specified time, e.g. 6 weeks, at which point a review meeting will take place.
6. A flexi-schooling agreement will then be drawn up (see Appendix 2) and signed by both parties outlining:
 - The expected pattern of attendance at school (days/sessions and for how long)
 - A summary of the rationale behind why the flexi-schooling arrangement is in the best interests of the pupil concerned
 - Arrangements for flexibility around special events which fall outside the normal arrangement e.g trips, productions, special assemblies
 - How the register will be marked
 - A statement about safeguarding and how any unexpected or unexplained absences will be managed
 - Arrangements during formal assessment
 - Details of any special educational needs and associated provision
 - Arrangements for regular planning and review meetings between parents/carers and school to ensure the child achieves his/her potential and to promote good home/school relationships
 - Circumstances under which, and with what notice, either party can withdraw from the arrangement
 - Arrangements for the resolution of any disputes

Following the trial period, Governors will meet to discuss the pros and cons and make a definitive decision as to whether or not the part-time timetable can continue.



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Parents/carers need to note that:

- They will be limited to one application per academic year
- Any agreed part-time structure still requires pupils to attend school for statutory requirements such as SATS and Ofsted.
- They must continue to follow all school policies and procedures of the school including reporting absences
- If they choose to employ other people to educate their child at home, they will be responsible for making sure that those whom they engage are suitable to have access to children and will be responsible for meeting all costs related to this decision.
- School will notify the local authority of the flexi-school arrangement and, if it appears that the home-educated part of the arrangement is not suitable will work alongside the local authority to engage with the parents and resolve any concerns
- School will notify the local authority if it feels the child is not receiving suitable full-time education



Appendix 1

Agenda example:

Weddington Primary School

Meeting to review Flexi School arrangement for

Date: **Time:**

1. Introductions and purpose of the meeting
2. Progress so far - Report from family – successes and barriers
3. Progress so far - Report from school
Headteacher - successes and barriers
Governors
4. Consideration of impact of flexi schooling
5. Next steps including review dates



Appendix 2

Flexi-Schooling Agreement

To be signed by both parties.

Name of child:

Class:

Expected pattern of attendance at school:

Summary of rationale for why the flexi-schooling arrangement is in the best interests of the pupil concerned:

Flexibility around special events which fall outside the normal arrangement:

How the register will be marked:

In terms of safeguarding and any unexpected or unexplained absence:

Arrangements during formal assessment:

Details of any special educational needs and associated provision:

Please note: If the parent/carer chooses to employ other people to educate their child at home, they will be responsible for making sure that those whom they engage are suitable to have access to children and will be responsible for meeting all costs related to this decision.

Arrangements for regular planning and review meetings between parent/carer and school to ensure the child achieves his/her potential and to promote good home/school relationships:

Circumstances under which, and with what notice, either party can withdraw from the arrangement:

Arrangements for the resolution of any disputes

This is to certify that school and parents are in agreement with the flexi-school arrangements outlined above and will adhere to the agreement until such times as it is no longer required.

School representative:

Name:..... Designation:..... Date:

Parents/Carers: Date: