

Learning for Ourselves, Respect, We Can



FLEXI SCHOOLING POLICY

Reviewer: Diane South

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Reviewed by Curriculum Committee:

Ratified & Adopted by Full Governors

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Lyndhurst Infant School Flexi Schooling Policy

Lyndhurst Infant School has 3 Core values:

- We Can
- Respect
- Learning For Ourselves

At Lyndhurst Infant School we offer an inclusive learning environment where there is a strong emphasis on parent/carer 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

In November 2007 the DCSF issued "Elective Home Education - Guidelines for Local Authorities". This refers to the term Flexi Schooling as being '*an arrangement between the parent and the school where the child is registered at school and attends the school only part time...This can be a long-term arrangement or a short-term measure for a particular reason*'

The responsibility for flexi schooling lies with the school and not the local authority. Our Governing Body has adopted this general approach and states that each request will be considered individually and on its own circumstances. Where there is a complex case 2 representatives from the Governing body may be asked to consider a request alongside the Head Teacher and the Deputy Head Teacher. However, guidance states:

'This request should only be used in exceptional circumstances, such as a child needing to fulfil their Olympic potential. This policy must not be used to put young people on a part timetable due to disruptive behaviour.'

Lyndhurst Infant School Governing Body believes:

- That its inclusive ethos 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.

- 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 Lyndhurst work very hard for all children 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 improve its levels of attendance and that allocation of school places should go to those children within its community who will benefit from attending a local school full time.
- That we teach skills for life - attendance, punctuality, resilience, tolerance, friendship and community living

If Flexi schooling is agreed (Exceptional circumstances)

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.

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 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.

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:

- What days/sessions the child will attend school
- How absences will be monitored and recorded or special events attended
- Recommended planning/review meetings
- Arrangements for an exit strategy
- How disputes will be resolved
- Children with a statement of special educational needs will have their statement reviewed annually, or sooner if appropriate

Further information and guidance can be found on the West Sussex Grid For Learning