

## **Flexi-Schooling**

# **Guidance for Schools, Parents & Carers**

**Agreed May 2025 ; Review May 2026**



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### **Aims**

This document clarifies what is meant by the term flexi-schooling and aims to support conversations between schools and parents about this approach to education. Schools must read the following information and guidance:

DfE Guidance 2019 [Elective home education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/elective-home-education)

NYCC EHE Policy and Procedures 2021

[Elective Home Education \(EHE\) Local Offer | North Yorkshire Council](#)

### **Review Date**

This guidance will be reviewed when there is a significant update from the DfE

### **Introduction**

*The EHE: departmental guidance for LAs* states that ‘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.’

The decision on whether to approve a request for flexi-schooling must be made by the Headteacher of the school who has received the request. Schools are not obliged to accept such arrangements if requested by parents.

On some occasions, a parent/carer may wish to request flexi-schooling in order for their child to receive a particular therapy or attend a particular activity. Again, this will be at the discretion of the headteacher, and parents/carers must be advised to ensure the activity is not running as an unregistered school (see below) and that they should seek advice from their EHE Advisor. Flexi-schooling should only be used in exceptional circumstances.

### **Responsibilities**

The responsibility to ensure that a child receives full time education while they are of statutory school age lies with the parent/carer with parental responsibility.

The Education Act 1996 states that the parent/carer of every child of compulsory school age shall cause him or her to receive efficient, full-time education suitable to their age, ability and aptitude and to any special educational needs they may have, either by regular attendance at school or otherwise.

### **Flexi-schooling**

Flexi-schooling is not the same as Elective Home Education. Parents/carers who request flexi-attendance are asking for a pattern of provision, which will involve both attendance at school, as well as times when the child will receive educational provision at home. The child will be on the roll of a school.

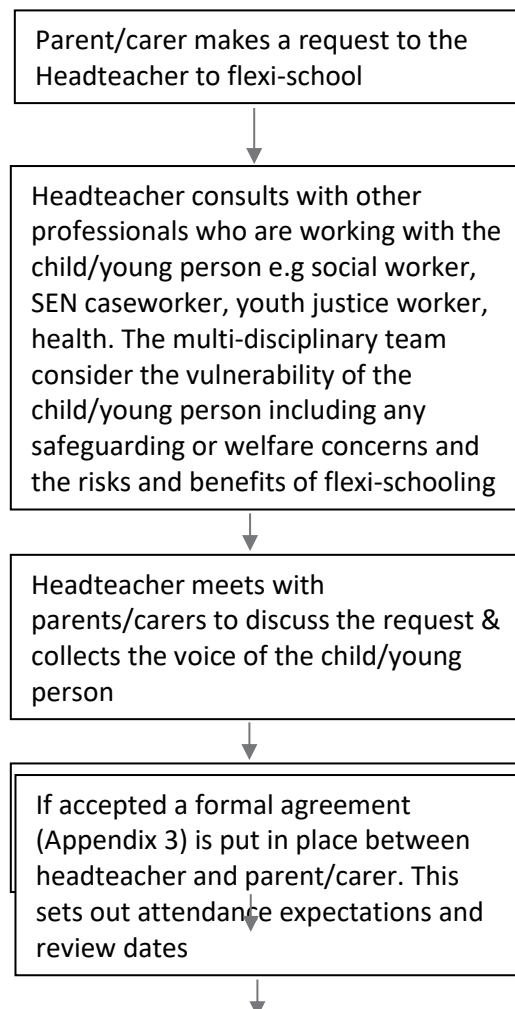
Flexi-schooling is also different from temporary part-time attendance arrangements which the school/parent/carer may seek to make. Such arrangements must be monitored and reviewed with the intention that the child be returned to full time attendance as soon as possible. Flexi-schooling is full time, although the provision may be split.

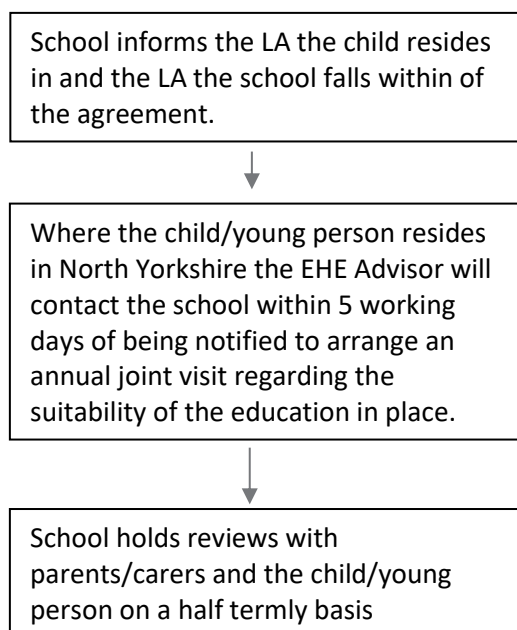
Arrangements for flexi-schooling can only be made at the request of a parent or carer with parental responsibility. This is not an arrangement that can be initiated by the school.

Whilst there is a legal right to a school placement and to Elective Home Education, there is no legal right to flexi-schooling. Headteachers can refuse to agree to such requests. There is no right of appeal against the decision of a Headteacher not to agree a flexi-schooling request.

### **Requesting a flexi-schooling agreement:**

If a parent/carer is interested in making such a request, the Headteacher of the child's actual or prospective school must be contacted so that the proposal may be considered.





### **Considerations when considering flexi-schooling:**

When considering a flexi-school application the Headteacher must take into consideration the additional vulnerabilities of the child and family. This will involve views from other external partners e.g Social Care, Inclusion Service, Youth Justice Service. The views of the child/young person will also be considered. A multi-disciplinary meeting will take place to discuss the request.

Where risks are identified by external partners or the school the headteacher has the right to refuse a flexi-schooling application. If concerns are raised whilst a child is already flexi-schooled the headteacher has the right to terminate the agreement with immediate effect.

Where a child has an Education Health and Care plan (EHCP), the school must ensure the SEN caseworker is contacted at the earliest opportunity and also present at the multi-disciplinary meeting. The decision to agree flexi-schooling must be taken in conjunction with the local authority (LA). If the headteacher decides to go ahead and this is in agreement with the LA, the SEN caseworker will continue to monitor progress through the usual annual review process.

When considering a flexi-school arrangement the headteacher must consider the benefits of the agreement and potential risks not only to the child's education but to the child's welfare and wellbeing. Headteacher must consider the current attendance of the individual, where concerns have previously been raised around attendance this is identified as a risk and the headteacher may refuse the request on this basis.

Flexi-schooling may be considered when a child has been previously 'Electively Home Educated (EHE)' and wants to return to school. The headteacher will follow the same process as outlined in the flowchart (Appendix 1) along with an agreement and regular reviews.

The education provided at home and at school must together constitute full-time. Whilst there is no statutory curriculum to be followed at home, parents/carers must discuss with the school the topics being covered and those being missed during flexi schooling periods. This enables parents / carers to complement the school work at home and cover missed topics in their own way should they feel this is appropriate.

NYCC has a duty to ensure all children in North Yorkshire are receiving an efficient suitable full-time education for the child's age ability and aptitude and takes into account the overall factors below when assessing whether an education is suitable:

- Where the education takes place
- When the education takes place
- Resources/ Materials used
- Educational Content
- Evidence of Learning & Progress
- Appropriate for child's ability, interests & future choices
- Access to accreditation as appropriate
- Access to learning that will benefit adulthood
- Opportunities for socialisation & interaction

There is no opt-out for schools regarding the National (Academy) curriculum based on a flexi-schooling proposal, although the child is not attending all school sessions, the school will need to ensure that the child has appropriate access to the National (Academy) curriculum.

The child cannot be dis-applied from the statutory curriculum or assessment arrangements simply because flexible attendance has been agreed. Schools should work closely with parents/carers who have requested flexi-schooling to ensure that parents/carers are aware of the national Curriculum aspects delivered in school, to help aid the education at home.

Effective assessment must take place across both the school and home-schooling elements of the child's education.

Flexi-schooling should not be seen as a means of opting out of an element of the curriculum with which a child, for whatever reason, is uncomfortable. The child may find that their limited attendance makes it difficult to maintain strong relationships with peers and may experience an element of social exclusion.

If a child moves to a different school, there will be no guarantee that Flexi-schooling will be able to continue. This will be a decision that the Headteacher of the new school will be required to make.

### **Looked after children**

DfE Statutory Guidance makes clear that the Virtual School Headteacher is the educational advocate for looked after children just as parents are to other children. Looked after children cannot be flexi-schooled without the agreement of NYCC, via the Virtual School Headteacher, as Corporate Parent for that child. **Promoting the education of looked-after and previously looked-after children - GOV.UK ([www.gov.uk](http://www.gov.uk))**

### **How a flexi-schooling arrangement is recorded within a school's register:**

It is important to note that in the event of a flexi-schooling arrangement being agreed, any sessions where the pupil is receiving education at home must be recorded as 'authorised absences' within the school's register.

DfE Elective Home Education Guidance 2019 states "Pupils who are being flexi-schooled should be marked as absent from school during the periods when they are receiving home education." It is not appropriate for schools to mark the register as "approved off-site activity" for the time the pupil is being flexi-schooled as the school has no supervisory role in the child's education at such times and has no responsibility for the welfare of the child while he or she is at home.

Some schools have expressed concern that such absence may have a detrimental effect for the purpose of Ofsted inspection, but this is not the case; 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.

The school receives full funding for flexi-schooled pupils and they must be included on all census returns.

### **Flexi-schooling agreements**

In all cases where flexi-schooling is agreed, the school should have a written agreement with the parents/carers so that expectations and arrangements are clear for both parties. Such an agreement should include:

- the normal expected pattern of attendance at school - this will be monitored by the school in line with the whole school attendance policy
- the rationale for why the flexi-schooling arrangement is in the best interests of the pupil concerned;
- procedures for flexibility around special events which fall outside the normal arrangement;
- how the register will be marked;
- that the school will follow up any unexpected or unexplained absence in the same way as it does for other children;
- arrangements at times of assessment;
- that parents/carers take responsibility for any additional adults working with their child when not in school (e.g. tutors). If they use a private tutor, they remain responsible

for the welfare and education of their child. It is recommended that parents/carers check the tutor's identity and qualifications, take up appropriate references and ensure that the tutor has a recent Disclosure and Barring Service (DBS) disclosure certificate that they are satisfied with. The LA advise parent/carers to monitor the teaching and learning and the progress your child makes

- that parents/carers assume full financial responsibility for the child's educational provision which is not at school, including the cost of any external assistance used such as tutors, parent groups or part-time alternative provision.
- agreement on who will meet the cost of exam entries. These are the responsibility of the parent but the school may choose to support with some or all of the costs;
- agreement of which exams the CYP can sit at school
- details of any special educational needs and associated provision;
- arrangements for regular planning and review meetings between parent/carer, school, EHE Advisor and any other relevant professionals (eg Social Worker, SEN caseworker, Health) to ensure the child achieves his/her potential and to promote good home/school relationships. Each review will also collect the voice of the child/young person
- clarity about the circumstances under which and with what notice either party can withdraw from the arrangement;
- details of when the flexi-school agreement will be reviewed
- safeguarding & wellbeing of the child will be reviewed throughout the arrangement
- the arrangements for the resolution of any disputes (usual processes are for disputes to be resolved at the most informal level possible, but ultimately any complaints will need to be considered by the Headteacher first and then the Governing Body as set out under the school's complaints procedure)

### **Monitoring flexi-schooling**

If, in agreement with the Headteacher, parents / carers do decide to flexi-school, the locality EHE advisor will work collaboratively with the school to ensure that the education is suitable.

Schools must notify NYCC of any pupils who live in North Yorkshire and are flexi-schooled. Schools can do so by contacting [electivehomeeducation@northyorks.gov.uk](mailto:electivehomeeducation@northyorks.gov.uk) Your EHE Advisor will contact school directly to agree a collaborative way of working to review the suitability of education in place. If a pupil lives outside of North Yorkshire, schools must inform the appropriate Local Authority.

Half termly review dates should be written into the flexi-school agreement between school and parents/carers. The school should include EHE Advisors in the first review and then every 12 months thereafter to ensure there is a joined up approach. Where this does not happen, the EHE Advisor will contact parents directly to review the suitability of education in place outside of school.

NYCC takes into account the overall factors below when assessing whether an education is suitable:

- Where the education takes place
- When the education takes place
- Resources/ Materials used
- Educational Content

- Evidence of Learning & Progress
- Appropriate for child's ability, interests & future choices
- Access to accreditation as appropriate
- Access to learning that will benefit adulthood
- Opportunities for socialisation & interaction

If it appears to the school / EHE advisor that the flexi schooling arrangement is not working, the school will liaise with parents/carers to try to address this. If any safeguarding or welfare concerns are raised by the school or external partners the flexi-school agreement will be terminated immediately.

If the Headteacher and/or the EHE Advisor does not feel the suitability threshold for the education overall has been met and the situation cannot be rectified, this will result in the Headteacher ceasing the Flexi-Schooling arrangement. This is at the Headteacher's discretion and there is no right to appeal this decision. The notice period for this will be 4 weeks. The child would then be required to attend school on a full-time basis.

If parents/carers wish to cease the flexi-schooling arrangement and revert to full-time schooling then the notice period for this will be 1 week.

### **Attendance**

Attendance of all flexi-schooling children will be closely monitored in line with the whole school attendance policy. If a child does not attend on the specified days as agreed the school will follow safeguarding processes identified in the safeguarding and attendance policy e.g. phone calls home, home checks. Flexi-schooled children with poor attendance will trigger a review which may result in the flexi-schooling agreement being terminated.

### **References**

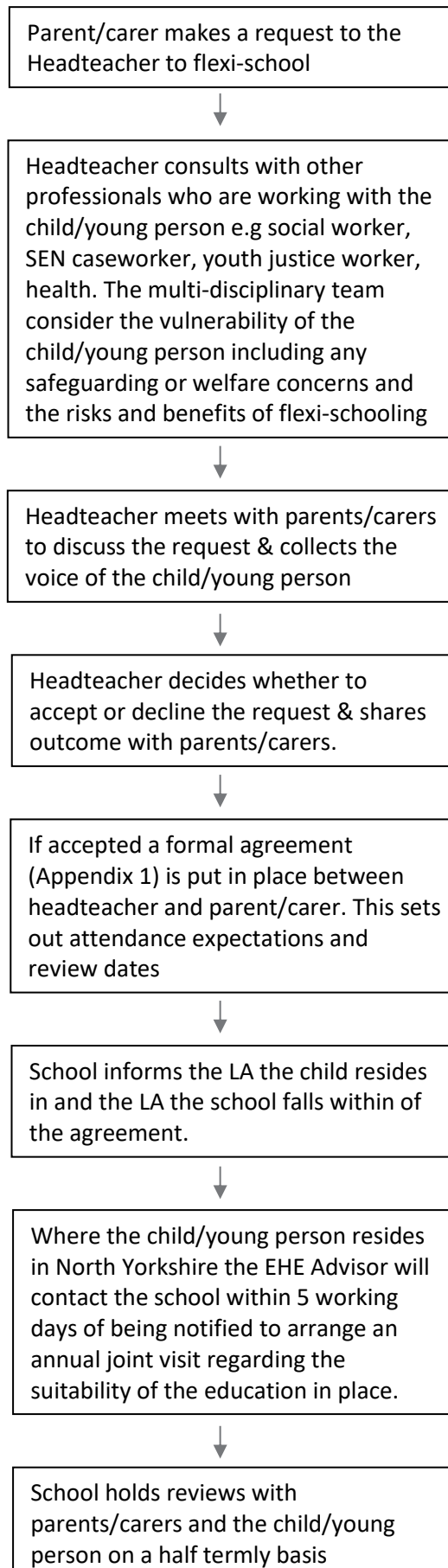
Elective home education Departmental guidance for local authorities April 2019

1.3 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'. 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, just as it should be when a child attends other settings on a part-time basis as described above. Bearing that in mind, this guidance applies as much to children who are flexi-schooled as it does to others who are educated at home.

6.7 It should be borne in mind that there are alternatives which fulfil the parents' s.7 duty other than full-time education at home: these include flexi-schooling,

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.

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 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.



# FST Primary Schools Federation

## Flexi-Schooling Policy



### Love, Learn and Grow Together

*At Foston and Terrington Church of England Schools our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity, is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control' (Galatians 5 v 22-23). Our core Christian values, love, joy, patience, and self-control are fostered in the pupils and staff building an ethos where all can flourish.*

*At Stillington Community Primary School our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity, is rooted in our core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff building an ethos where all can flourish.*

Adopted: December 2023

Reviewed: May 2025

Next Review: May 2026

### Introduction

Within FST Federation we promote full time education within a school environment as a valuable way for all children and young people to enjoy, achieve and attain to their full potential. We recognise that parents/carers may choose other ways for their child or young person to engage in effective, full-time, and suitable education. One way could be for them to request for the school to agree a flexi-schooling arrangement. This request must emanate from the parent, it is not for a Headteacher, a member of school staff or an officer of the Local Authority to suggest or encourage a family to undertake flexi-schooling.

### Background

The responsibility for a child or young person (CYP) receiving full-time education, whilst they are of statutory school age, lies with the parent/carer.

Where a parent/carer educates a CYP partly at school and partly at home or elsewhere as an expression of parental preference, this is called flexi-schooling. Flexi-schooling is not the same as Elective Home Education. Parents/carers who request flexi-attendance are asking for a pattern of provision, which will involve both attendance at school, as well as times when the child will receive educational provision at home. The child will be on the roll of a school.

Flexi-schooling is also different from temporary part-time attendance arrangements which the school/parent/carer may seek to make. Such arrangements must be monitored and reviewed with the intention that the child be returned to full time attendance as soon as possible. Flexi-schooling is full time, although the provision may be split.

Flexi-Schooling is different to Elective Home Education. Please also refer to the April 2019 DfE Guidance for 'Elective Home Education' [for schools](#) and [for parents](#).

[You will also find further information on Elective Home Education at: Elective Home Education \(EHE\) Local Offer | North Yorkshire County Council](#)

A parent/carer may request flexi-schooling on a long-term basis where they favour this form of education or they may request flexi-schooling for a short period, when, for example, the CYP is unable to attend school every day due to illness or injury.

### How should an application for flexi-schooling be made?

Flexi-schooling must not be confused with elective home education. Parents/carers have a legal right to choose to home educate their CYP but parents/carers do not have a legal right to insist on a flexi-schooling arrangement being agreed by any school.

Whilst a parent/carer may request that their CYP is flexi-schooled, it is entirely at the Headteacher's discretion, acting with the authority of the governing body, as to whether or not the school is prepared to agree to a flexi-schooling arrangement. The headteacher will consult with external partners when making this decision, this may include social care, SEN caseworker, Health.

If a parent/carer is interested in making a request for a flexi-schooling arrangement, contact must be made directly with the Headteacher of the school so that the proposal may be considered.

### **What should parents/carers consider?**

The implications of making partial educational provision at home are significant, both in terms of expertise and resources and in the commitment to make a shared provision work.

The education provided at home and at school must together constitute a full-time provision.

While there is no statutory curriculum for the home education part of a flexi-schooling arrangement, parents/carers will need to be mindful of the impact on the child's access to the National Curriculum and the possible fragmentation of the learning experience.

Flexi-schooling is unlikely to succeed if the reasons for choosing it are negative and the choice is motivated by the desire to avoid difficulties around certain subjects, teachers, peers, aspects of school discipline or attendance itself. Parents should contact the locality EHE Advisor to discuss what other options might be available to them and their child via [electivehomeeducation@northyorks.gov.uk](mailto:electivehomeeducation@northyorks.gov.uk)

If the CYP moves to a different school, there can be no guarantee that flexi-schooling would be able to continue. A fresh request for a flexi-schooling arrangement must be made to the new school Headteacher. It would then be a decision for the Headteacher at the new school to make.

### **What does the Headteacher consider?**

All requests must be considered by the Headteacher on their own merits, this will include previous attendance records, safeguarding and the child's wellbeing. They will do this in partnership with external agencies. The Headteacher will take into account how a flexi-schooling arrangement will best meet the interests of the CYP and their educational progress and achievement. The headteacher will consider the following items, but not limited to, when accepting a flexi-schooling request:

- Where the education takes place
- When the education takes place
- Resources/ Materials used
- Educational Content
- Evidence of Learning & Progress
- Appropriate for child's ability, interests & future choices
- Access to accreditation as appropriate
- Access to learning that will benefit adulthood
- Opportunities for socialisation & interaction

### **The Role of the Governing Body**

The governing body should be involved in agreeing and reviewing the school's approach to flexi-schooling requests but they should not become involved in individual cases, as some governors may have a more formal role if a dispute arises and/or a complaint is made.

The governing body will monitor the attendance and progress of flexi-schooled children.

Governors should satisfy themselves that the Headteacher has fully considered the points highlighted above and are fully conversant with the school attendance statutory guidance when reaching a decision.

### Appeals

There is no appeal against the decision of a Headteacher not to agree to a flexi- schooling request or if a Headteacher decides to cease an individual child's flexi- schooling arrangement.

### Written Agreements with Parents/Carers

A written and signed agreement (see appendix 3) must be formulated between the school and parents/carers in order to make expectations clear for all concerned. The agreement will be formalised by the school's flexi-schooling policy and will include:

- The normal expected pattern of attendance at school - this will be monitored by the school in line with the whole school attendance policy
- The length of time the agreement is to run before being reviewed: typically this may be one term.
- What flexibility there will be regarding special events which fall outside of the normal arrangement such as, but not limited to, assemblies, school trips, school productions or performances, sports events, visitors to the school
- How the register will be marked (see section Marking the Attendance Register)  
The parents/carers must contact the school if the CYP is absent from a session that they would normally be present at school or at approved educational activity
- How the school will follow up any unexpected or unexplained absence as it would for other pupils.
- What the arrangement will be at times of CYP's assessment.
- Arrangements for regular planning and review meetings between parent/carer, school, EHE Advisor and any other relevant professionals (eg Social Worker, SEN caseworker, Health) to ensure the child achieves his/her potential and to promote good home/school relationships. Each review will also collect the voice of the child/young person
- Safeguarding & wellbeing of the child will be reviewed throughout the arrangement
- If parents/carers use a private tutor, they remain responsible for the welfare and education of their child/young person. It is recommended that parents/carers check the tutor's identity and qualifications, take up appropriate references and ensure that the tutor has a recent Disclosure and Barring Service (DBS) disclosure certificate that they are satisfied with. We advise parents/carers to monitor the teaching and learning and the progress their CYP makes
- Any perceived special educational needs and associated provision
- Recommended regular planning meetings between parents/carers, school (this may be a Class Teacher or member of the Senior Leadership Team), EHE advisor and any other professional agencies working with the CYP, to ensure they achieve their potential and to promote good home-school relationships
- Under what circumstances and with what notice either party can withdraw from the arrangement

### Procedure for when a child is flexi-schooled

The CYP will already be registered at the school. On days when the CYP attends school, the National Curriculum must be followed as if the CYP were attending full-time.

### The requirement to follow the National Curriculum will apply to all children except:

- Those who are temporarily unable to do so due to exceptional circumstances such as prolonged absence from school on health grounds or family crisis.
- As a part of an Education, Health and Care Plan.
- With the permission of the Secretary of State to allow curriculum development and experiment to take place, for an agreed period.

On days when the CYP does not attend school, the CYP need not follow the National Curriculum.

### **Marking the Attendance Register**

The most recent clarification received from the DfE (2019) states that pupils should be marked absent from school during periods when they are receiving home education, as part of a flexi-school agreement. Schools should use the attendance code 'C'.

When an absence occurs on days when the CYP is due to attend, school will follow up the absence in the usual way in line with the school policy.

Further clarification on this is in the DfE Guidance for [‘Elective Home Education’ for parents](#).

### **Safeguarding**

Safeguarding and welfare of a child will be considered by all internal and external partners prior to the flexi-schooling agreement being made.

For the time the pupil who is flexi-schooled are receiving home education, the school has no supervisory role in the pupil's education at such times and has no responsibility for the welfare of the CYP whilst the CYP is at home.

Where there are safeguarding and welfare concerns the headteacher has the right to terminate the flexi-schooling agreement with immediate effect.

### **SEND and Children / Young People with an Education, Health and Care Plans**

Prior to the agreement being made the headteacher will consult with all external professionals involved in the EHCP including the SEN Caseworker.

There is no distinction between CYPs who are to be flexi-schooled and those who are not.

The duty to review a CYP's Education, Health and Care Plan on an annual basis or sooner if appropriate, still applies.

### **Funding**

The CYP will be recorded by the school as attending full-time – with sessions not in school being recorded as per agreement therefore the school will receive full-time funding.

Flexi-schooled CYPs are included in census returns, as other CYPs, and will be expected to attend school on Census days.

Parents/carers assume full financial responsibility for the CYP's educational provision which is not at school, including the cost of any external assistance used such as tutors, parent groups or part-time alternative provision.

### **Expected patterns of attendance**

There will be some flexibility over the pattern of attendance for each CYP attending on a flexi-schooling basis and this will be at the discretion of each individual setting. Some schools may choose to base this on a suggested minimum of 3 school days per week in EYFS/KS1, and a suggested minimum of 3 school days in per week KS2. At FST Federation we expect children to spend a consecutive 3 days in school each week and variations to this will be at the headteacher's discretion.

Prior to the agreement being made the child's current attendance will be taken into account. Attendance will be closely monitored by the school leaders in line with the whole school attendance policy.

### **Admissions**

There is no distinction between CYPs who are flexi-schooled and those who are not. Whatever the degree of attendance, the CYP will count towards admissions numbers on roll as full-time.

**Infant Class Size Legislation (ICSL)** There is no distinction between CYPs who are to be flexi-schooled and those who are not. Whatever the degree of attendance, the CYP will not be an exception to ICSL (sometimes called Class Size 30 legislation) solely by being flexi-schooled.

### **Insurance**

There is no distinction between CYPs who are to be flexi-schooled and those who are not.

### **Children Educated outside their Chronological Age-Group**

There is no distinction between CYPs who are to be flexi-schooled and those who are not.

### **When the flexi schooling arrangement is not working**

Any safeguarding or welfare concerns will mean the flexi-schooling agreement is terminated with immediate effect.

Where the child's attendance on expected flexi-school days is poor the headteacher must review the flexi-school agreement.

If it appears to the school that the flexi schooling arrangement is not working, the school will liaise with parents/carers to try to address this.

This may be due to any of the items listed under 'What does the Headteacher consider?' If the Headteacher and/or EHE Advisor does not feel the suitability threshold for the education overall has been met and the situation cannot be rectified, this will result in the Headteacher ceasing the Flexi-Schooling arrangement. This is at the Headteacher's discretion and there is no right to appeal this decision. The notice period for this will be 4 weeks. The CYP would then be required to attend school on a full-time basis.

If parents/carers wish to cease the flexi-schooling arrangement and revert to full-time schooling then the notice period for this will be 1 week. Any non-attendance would be recorded following the school's usual absence procedures.

### FST Federation Flexi-School Agreement

[Insert Date]

Dear [NAME OF PARENTS/CARERS]

I enclose the written flexi-schooling agreement. Please sign and return one of the copies to school to show your agreement.

Reasons for requesting flexi-schooling for [NAME OF CYP]

As discussed with school, below are the following reasons in support of this flexi-school agreement and how this will benefit [NAME OF CYP]:

The views of the child/young person:

The normal expected pattern of attendance for [NAME OF CYP] will be as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
AM					
PM					

Should special events fall outside of your child's arranged school days, there will be flexibility and your child can attend these events. Events such as, but not limited to: assemblies, school trips, school productions or performances, sports events, visitors to the school.

When your child is not at school, due to this flexi-school arrangement, the code C will be entered into the register.

Parents/carers must contact the school if your child is absent from a session that they would normally be present at school; school will apply usual absence procedures.

At times of national assessment and school assessment periods, your child will be in school for all tests and assessments. This helps teachers to identify next steps for children. Parents/carers will be expected to attend the termly parent/carer teacher consultation meetings. In addition, we encourage regular dialogue between parent/carers and the class teacher to help support learning.

Parents/carers will be expected to share an overview of home learning activities with the school using the online facility or agreed alternative method (at least once per week).

School will follow procedures for supporting a child with Special Educational Needs in the same way as if the child was attending full time. Parents/carers will work with school to support this, attend meetings and agree a consistent approach.

Parents/carers take responsibility for any additional adults working with their child when not in school (e.g. tutors). If they use a private tutor, they remain responsible for the welfare and education of their child. It is recommended that parents/carers check the tutor's identity and qualifications, take up appropriate references and ensure that the tutor has a recent Disclosure and Barring Service (DBS) disclosure certificate that they are satisfied with. We advise parent/carers to monitor the teaching and learning and the progress your child makes.

As a school we are supportive of flexi-schooling and will work with parents/carers to address any concerns or difficulties arising. However, in the event of school feeling that the arrangement is not working, then it will be at the **Headteacher's discretion to end the arrangement**. There is no right to appeal this decision. The notice period for this will be 4 weeks. The child would then be required to attend school on a full-time basis. However if there is a safeguarding or welfare concern this will be terminated immediately.

If parents/carers wish to cease the arrangement and revert to full-time schooling then the notice period for this will be 1 week.

This arrangement will be reviewed **half termly**. The next review meeting will be **[INSERT DATE OF NEXT MEETING]**

Parents/Carers

Signed.....Dated.....

Signed.....Dated.....

School

Signed.....Dated.....

**FST Federation**  
**Flexi-Schooling Half Term Review** for *[Insert name of child/young person]*

[Date of Review: / / ]

[Date of Next Review: / / ]

Attendance for half term:

Academic Progress & Teacher Voice

Child/Young Person Voice

External Agencies Input (Social Care, SEN Caseworker, Health etc)

Safeguarding and welfare