

Ysgol Aberconwy



Tailored-Schooling Policy

Policy Number : 66

ISSUE NO : 2

THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

Date: 25/11/25

Review due date : 01/12/28

LT Link : IG

1. Background, Guidance and Legislation from Welsh Government

a) Elective Home Education and Flexi-Schooling

Guidance taken from <https://gov.wales/sites/default/files/publications/2018-03/elective-home-education-non-statutory-guidance-for-local-authorities.pdf>. The term 'Flexi-schooling' applies to a tailored arrangement that consists of elements of EHE alongside provision in school. This policy has been extended to include consideration of the combination of other provisions and providers.

b) Reasons for elective home education (EHE)

The EHE community in Wales is a diverse population with families choosing to home-educate for a variety of reasons. These include:

- ideological or philosophical
- Health (including emotional health and well-being)
- Cultural
- Religious
- Bullying
- Special educational provision
- Language choice
- Length of school journey
- Awaiting a place in school of their choice
- Flexibility and tailoring of approach.

Home education can provide a 'freedom of learning' which focuses on the subjects most engaging for the child. Parents may educate their children in a wide variety of ways and in a number of different environments. Many home-educating parents feel that they are able to meet their children's individual needs and learning style more effectively than in a classroom.

c) Education Otherwise than at School

<https://gov.wales/education-other-than-at-school>

Education otherwise than at school (EOTAS) provisions play a crucial role in educating vulnerable learners and can be provided through different options including, but not limited to, pupil referral units (PRU), further education institutions and home tuition or work based education.

Section 19 of the Education Act 1996 places a duty on local authorities to make arrangements for the provision of suitable EOTAS provision for learners no longer able to attend school for any reason, including (but not limited to) illness and exclusion. The Education Act 2002 (as amended by the Learning and Skills (Wales) Measure 2009) provides governing bodies with the power to commission external educational services. This legislation underpins the 14-19 Learning Pathway.

2. Tailored-schooling

Tailored-schooling at Ysgol Aberconwy is an arrangement between the parent and the school, where the child is registered at school in the normal way but attends the school on a part-time basis. For the remainder of the time the student could be :

- Home-educated.
- Attending other educational institutions (eg college, PRU or another school)
- Gaining qualification at other venues (eg MPCT, North Wales training)
- Undertaking a work experience placement

Depending on the needs of the student, tailored-schooling may be a short-term measure to address a particular issue or concern, or a longer-term arrangement to ensure a student is following an appropriate pathway to facilitate progression to the next stage of learning after school.

The decision and provision of tailored-schooling is an arrangement between the parent and the school, more often than not with agreement from the LA. Although tailored-schooling is more prevalent in some LAs than others, it is the headteacher's decision whether this arrangement is made.

3. **Risks of adopting a tailored-schooling approach with a student.**

Attendance :

Conwy Local Authority have advised that should a school adopt this approach when the child is educated :

- at home, they should be attributed a 'C' code
- at another educational institution they should be attributed a "D" code
- at a work experience placement they should be attributed a "W" code
- at other venues they should be attributed a "B" code

This would affect the child's reported attendance proportionately. Therefore, the decision to pursue a tailored-schooling approach must be made in the best interest of the child and should be time bound. A decision-making checklist and stakeholder agreement form can be found later in this document.

Safeguarding :

As noted in section 2, tailored-schooling could contain a number of different elements. Whether such a package is requested by a family or recommended by the school, appropriate learning opportunities should be clearly identified so that the school is able to monitor attendance and engagement for the duration of the package to ensure safeguarding requirements are met.

Delivery of the National Curriculum :

The responsibility of a parent is to make sure that what is taught is helping a child to learn. The education provided at home must be efficient and suitable. Under section 7 of the Education Act 1996 it is the duty of a parent to make sure a child receives efficient full-time education suitable for their age, ability and aptitude and for any special educational needs they may have. This can be done either at school or otherwise. Education is considered efficient and suitable if it allows a child to achieve their potential and prepares them for adult life. It is not necessary therefore to follow the national curriculum under such circumstances

FSM

If the family of a student entitled to Free School Meals requests a tailored-schooling arrangement, the school will endeavor to provide, or arrange for, a free school meal on days when they are not at home.

Outcomes in terms of qualifications

The school will discuss the implications for progression in terms of qualifications and experiences likely to be gained by the student carefully, and will signpost suitable opportunities following the period of tailored-schooling. They should also consider the implications for the school's KPIs too.

4. **What happens when a parent makes an EHE or Tailored-schooling request?**

If a parent makes an EHE request, in the first instance the inclusion coordinator should be made aware. The parent should be sent the information booklet from the Welsh Government (<https://gov.wales/elective-home-education-information-leaflet>) and an example letter for them to complete. This allows the parent to have the full detail of their obligations.

The school will hold a wellbeing meeting with representation from :

- The pastoral team
- The inclusion team
- The KS4 standards lead
- The headteacher

and a decision will be made whether the school could offer a tailored-schooling package as an alternative to full EHE and if it would be of more benefit to the student. At this point, a lead person will be nominated to explore the process with the learner and family and move it forward as necessary.

5. **What happens when the school recommends Tailored-schooling?**

In some circumstances, the school may recommend a tailored-schooling arrangement to benefit a student. This could be as an alternative to a lengthy FTE or permanent exclusion, or to help the school provide a meaningful alternative learning pathway, bespoke to the student and their aspirations.

Such a recommendation would be made collaboratively at a meeting with representation from :

- The pastoral team
- The inclusion team
- The KS4 standards lead
- The Headteacher

At this point, a lead person will be nominated to explore the process and options with the learner and family to design a tailored-schooling package as necessary.

6. **Examples of Tailored-schooling packages**

As noted in section 2, tailored-schooling could contain a number of different elements. It is important that there is a very clear understanding between the school and the family about who is responsible for providing and delivering these different elements.

The examples below should assist the discussion of what is available and who will be responsible for organizing, funding and delivering the activity. When provision has been organized, the arrangements should be carefully documented on the agreement form in Appendix A.

Home-education

EHE is the responsibility of the parent. Under a tailored-schooling arrangement, the school may commit to :

- Providing work from certain subjects (eg core subjects) to be completed at home
- Arranging (and possibly funding) online learning with an external provider (eg Tute)
- Providing and funding access to online packages that the school has purchased or has access to (eg e-sgol, Hwb provision, Mymaths, GCSEPod)

Attending other educational institutions

The school may organise for a student to attend additional courses at college, Conwy's PRU or another school. In such circumstances they will also commit to providing transport and meeting the cost of any such provision (with the support of the LA where available). It is unlikely that a family will be able to organise such provision, and whilst the school will support a student's engagement on such a course, it will not fund it.

Part-time access to additional provision at the PRU may also be available through the LA's moderation process.

Gaining qualification at other venues

The school may organise for a student to attend additional courses at another venue (eg MPCT, North Wales training). In such circumstances they will also commit to providing transport and meeting the cost of any such provision (with the support of the LA where available). It is unlikely that a family will be able to organise such provision, and whilst the school will support a student's engagement on an appropriate, privately arranged course, it will not fund it.

To facilitate a smooth transition to a tailored-schooling arrangement, the school will organise a 'catalogue' of such opportunities which can be purchased at short notice when they are required. These may vary in length to meet the requirements of the arrangements. This 'catalogue' will be collated and reviewed annually.

Undertaking a work experience placement

In conjunction with Careers Wales, the school will set up a bank of work-experience placements which will have been checked and vetted to the necessary standard. The school will make the necessary introductions and will arrange support the student by visiting the placement periodically to review progress and engagement (or ensuring Careers Wales provide such support). It is expected that the family will arrange transport to the placement and fund any other resources required during the placement.

7. EOTAS

Tailored-Schooling will be considered as EOTAS provision where provision off-site amounts to 25 hours or week or more. The amount of time spent off-site may change over time as existing arrangements are reviewed, and the school will inform the LA when they believe a student should be considered EOTAS, in line with their current procedural documents.

8. Register

The school will keep a register of students undertaking tailored-schooling packages containing details of what the package contains, which member of staff is coordinating the package and when the package will next be reviewed.

Appendix A: Tailored-schooling checklist & agreement

This document to be retained by the school and parent

TAILORED-SCHOOLING REQUEST: Checklist and agreement	
Recommendation/Request made by : ☐ School ☐ Family	
Name of Child	
Date of birth	
Academic Year	
Parent/carer name	
Have the school and/or parents fully explained the exact details of the tailored-schooling arrangements they have in mind and the reasons behind their request? Are these reasons appropriate?	
Has the request been confirmed by/to the parents in writing and request stored on the child's file?	
Is the school able to accommodate any concerns expressed by the parents within the parameters of full-time schooling?	
If the student has a Statement or EHC Plan has the parent's request been discussed with the Local Authority ALN Team?	
Does it appear likely that the request, if approved, would impose an additional workload on members of staff? What is the nature of this additional workload?	
Have the parents been made fully aware of their child's current and anticipated level of educational attainment and the potential impact which the request for tailored-schooling might have on this?	
Have the parents been made fully aware of any critical aspects of the curriculum/ assessment/teaching in school which their child will miss if tailored-schooling is implemented?	

Should the school and family agree to the request, have arrangements for monitoring and review been discussed and agreed? What timescales have been set? Has an initial review date been agreed?	
Have the parents been made aware that the school has the right to withdraw any agreement it might make to tailored-schooling arrangements if it considers that the original intentions and expectations are not being met?	
Should the school and family be unable to agree to the request, have the reasons for this been fully explained and confirmed in writing and saved on student's file?	
Have the parents been informed that their child may accrue absences (authorised for the periods of time they are home-schooled?)	
DECISION	
☐ Approved ☐ Not Approved	
Reason/Comment	
Signed : Headteacher	
Date	

If the arrangement is approved:

This attendance pattern will only be changed by agreement with both the family and the headteacher.

The school will allow the student to attend special events which take place on the agreed non-school days/times in consultation with the student's teachers or other relevant people.

Parents will have the same access to records, reports and opportunities to meet with teachers as young people who attend school on a full time basis eg: parents' evenings, school reports.

This arrangement may be terminated by the parent during the academic year. However, the date for this must be agreed with the headteacher in advance.

The headteacher retains the right to inform parents if s/he believes that the arrangement is detrimental to the progress of the child and, if necessary, stop the tailored-schooling arrangement

DECLARATION – TAILORED-SCHOOLING AGREEMENT

Name of Child	
Date of birth	
Parent/carer name	
The days/times chosen for student to attend school are:	
The activities/venues to be competed/attended on other days are :	[Provide details on separate sheet if necessary]
This agreement will commence:	
And will run (term-time only) until :	
The date of the first formal review will be:	
I/We fully understand the contract into which I/we have entered into with the school and agree to uphold the criteria which are outlined. I/We wish my/our child named above to attend the school named above in accordance with the tailored-schooling agreement.	
Headteacher signature	
Parent/carer signature/s	
Date	

