

Three Counties Academy Trust



Flexi-Schooling Policy

#CU8

Last amended 6th May 2026 (v1.0)

Policy lifespan: 3 years. Subject to annual compliance check. Next full review 5th May 2029.

Version history

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
06.05.26	1.0	Creation of document. Formatted to house style and checked against model for updates	MF	✓	✓

Contents:

Version history

Policy abbreviations and acronyms

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Requesting flexi-schooling arrangements
5. Attendance and educational performance
6. The school's role in flexi-schooling
7. Termination of a flexi-schooling agreement

Monitoring and review

Trust Glossary

Policy Abbreviations and Acronyms

DfE	Department for Education
DSL	Designated Safeguarding Lead
LA	Local Authority
SEND	Special Educational Needs and Disabilities
TCAT	Three Counties Academy Trust

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

Statement of intent

Three Counties Academy Trust (TCAT) understands that, under some circumstances, parents may wish for their child to receive some of their education in school, and some of their education at home.

While there is no automatic right for a pupil to receive flexi-schooling, TCAT and our schools aim to work with parents where this may be necessary, in order to reach an arrangement that is mindful of the pupil's best interests, and allows the pupil to receive part of their education within a TCAT school, and the other part of their education at home.

When a pupil is flexi-schooled, there is always a risk that the child may not receive the broad and balanced education that they should and are entitled to receive. TCAT schools adhere to the measures outlined within this policy and expects parents of flexi-schooled pupils to do so as well, in order to ensure that every pupil, whether flexi-schooled or not, receives a broad and balanced education.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance and good practice including, but not limited to, the following:

- [DfE 'Keeping Children Safe in Education'](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006 \(as amended\)](#)
- [The Education Act 1996](#)
- [DfE 'Elective home education'](#)
- [DfE 'Working together to improve school attendance'](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available.

This policy operates in conjunction with the following policies and documents:

- Flexi-Schooling Agreements
- Complaints Policy and Procedure (GN9)
- Special Education Needs and Disabilities (SEND) Policy (SD3)
- Child Protection and Safeguarding Policy and Procedures (SG1)
- Pupils with Additional Health Needs Attendance Policy (SG22)
- Attendance Policy (Secondary) (SG29(A))
- Attendance Policy (Primary) (SG29(B))

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website. Where there is no policy number indicated but the document begins with "TCAT", then this indicates the document can be located on the TCAT website or be made available from TCAT Central Office.

2. Roles and responsibilities

The Trust Board and Local Governing Bodies are responsible for:

- Ensuring the each TCAT school has robust procedures in place for monitoring pupil attendance, attainment and progress
- Working with Headteachers/Heads of School to establish efficient flexi-schooling procedures, ensuring agreements are approved before flexi-schooling begins
- Approving this policy, ensuring that it remains adequate and appropriate for the needs of TCAT and our schools
- Putting arrangements in place for when the provider of the alternative activity or parents as part of flexi-schooling notifies TCAT or the school of any absences of individual pupils

Headteachers/Heads of School are responsible for:

- Working with their Local Governing Body to establish efficient flexi-schooling procedures, ensuring agreements have been approved before flexi-schooling begins
- Granting requests for flexi-schooling where they are satisfied the parents are committed to providing adequate support for their child while they are being educated off-site
- Signing any relevant agreements before flexi-schooling begins
- Ensuring the pupil's progress, attendance, behaviour and the effectiveness of any intervention programmes are monitored
- Ensuring parents receive regular updates on their child's attendance and progress, e.g. through progress reports
- Collating evidence from parents to inform pupil assessments
- Providing parents with copies of planning to ensure they can plan flexi-day activities for pupils
- Withdrawing a flexi-schooling agreement if it is felt that any of the required conditions are not being met at home
- In collaboration with the Executive Leadership, reviewing this policy on a regular basis, ensuring it remains adequate and appropriate for the needs of TCAT and the school

Parents are responsible for:

- Keeping clear records or diaries of the activities and learning experiences that happen on flexi-schooling days
- Providing copies of records or diaries, pupil's work, evidence and activities to the Headteacher/Head of School

3. Definitions

Flexi-schooling is providing a full-time education by means of a mixture of provision.

This means that parents may make a request for their child to receive part of their education at school and part of their education at home or in other settings. Pupils receiving part of their education at school through a flexi-schooling arrangement must still receive full-time education overall, and it is parents' responsibility to ensure that this duty is met.

While parents are free to request flexi-schooling arrangements, there is no legal entitlement for requests for flexi-schooling to be accepted by TCAT or any of our schools.

4. Requesting flexi-schooling arrangements

Flexi-schooling arrangements will only be considered upon the official request of someone who has parental responsibility for a child. Flexi-schooling arrangements will never be initiated by TCAT or one of our schools.

If a parent wishes for their child to receive flexi-schooling with part of their education delivered at a TCAT school, this request will be required to be made in writing to the Headteacher/Head of School. The Headteacher/Head of School will then arrange an in-person meeting with the parent of the child to discuss the proposed flexi-schooling arrangement further.

The decision to allow a flexi-schooling arrangement to take place is solely at the discretion of the Headteacher/Head of School in consultation with the Executive Leadership, and there is no right of appeal against the Headteacher/Head of School's decision. Where such a request is refused by the Headteacher/Head of School then the pupil will be expected to attend full time whilst they are on the school roll.

Flexi-schooling arrangements will only be given if the Headteacher/Head of School is satisfied of **all** of the following:

- The parent is committed to providing suitable education for their child overall and is aware of their legal duty to ensure their child is educated full-time
- The education that the parent proposes to provide off-site will be of good quality, and the child will receive a broad and balanced education overall
- The arrangement will not have a significant adverse impact on the child's development, e.g. in terms of social interaction
- The arrangement will be able to work practically in terms of work set for the child
- There are no safeguarding concerns related to the welfare of the child surrounding the arrangement

If a TCAT school agrees to a flexi-schooling arrangement, an agreement will be prepared. This agreement will contain information on the following:

- Which areas of education each party will provide
- The responsible person for overseeing the non-school part of the education
- What flexibility there will be regarding special events at school which fall outside the pupil's usual attendance, e.g. school trips, assemblies
- What flexibility there will be regarding special events at home which fall inside the pupil's usual attendance, e.g. museum trips
- What arrangements will be made for pupil assessment
- Any SEND and associated provision
- To what extent the national curriculum will be followed
- Anything else the parent and school agree to include
- Which school sessions or lessons the pupil will attend

Both parties will also sign an agreement stating that they understand that both TCAT and the school is responsible for the pupil's welfare while they are at school, and the parents are responsible at all other times.

Flexi-schooling will not begin until these documents have been signed by the parents and the school.

5. Attendance and educational performance

Each TCAT school will monitor progress, attendance, behaviour and the effectiveness of any intervention programmes, in line with the existing procedures for full-time equivalent pupils.

Attendance at school will be mandatory for pupils receiving flexi-schooling for all sessions where it has been agreed the pupil will be present. Where pupils are receiving the off-site parts of their education, they will be officially entered onto the school's admissions and attendance registers. Periods where the pupil is receiving education other than at the school will be marked on attendance registers as authorised absences in line with the Attendance Policy.

The pupil's parent will be responsible for informing the school where their child will be absent from on-site provision and where they will not be attending schooling off-site, the school will mark the attendance register in line with the Attendance Policy for absences from either provision.

The school will update parents on their child's attendance and progress at school regularly through:

- Progress reports
- Formal parent and school meetings
- Informal communications

The school will expect the parents to act on advice provided and work in partnership with the school to ensure that pupils make appropriate academic progress.

Both TCAT and the school retains the right to withdraw an agreement at any time, e.g. if the school feels that any of the required conditions that underpin the agreement are not being met at home.

6. The school's role in flexi-schooling

For all flexi-schooling arrangements entered into by a TCAT school, the school will:

- Monitor the attendance levels of pupils at school
- Track and evaluate the attainment and progress of pupils at school
- Use any evidence parents collate at home to inform their assessments of pupils, and attainment and progress evidence will be shared between parents and the school
- Provide parents with copies of planning to ensure parents can plan flexi-day activities to support their child's learning

Neither TCAT or the school is responsible for the parts of education that are delivered to the pupil when they are off-site, as the quality and suitability of home education is the responsibility of the LA; however, TCAT and the school will work with the LA wherever necessary to ensure the pupil's overall education is suitable and that the proper attendance codes are used.

Neither TCAT or the school will conduct any health and safety risk assessments of the pupil's home; however, if there is evidence that a child is not safe at home, or a concern is raised either by a member of staff or the child themselves, the DSL will be informed immediately who will follow the processes outlined in TCAT's Child Protection and Safeguarding Policy and Procedures.

7. Termination of a flexi-schooling agreement

The school will set a formal review for flexi-schooling arrangements where:

- Pupils' attendance at school falls below 95 percent on those sessions where it has been agreed they will attend
- Pupils' attainment, performance or progress is falling below the accepted standard in areas of the pupil's education for which the school has responsibility

Where TCAT or the school believes that any of the required conditions that underpin the agreement are not being met, e.g. the pupil is not making the expected progress, the school will withdraw the flexi-schooling agreement, and the pupil will be expected to attend full time.

Two weeks' notice will be given to parents following a decision to terminate the agreement.

If parents do not agree with TCAT's or the school's decision, they will be asked to attend a meeting with the Headteacher/Head of School to discuss the reasons behind the decision.

If they still disagree following the meeting, parents will be offered the opportunity to make a complaint regarding the decision. All complaints will be handled in accordance with TCAT's Complaints Policy and Procedure.

Monitoring and review

Lifespan of Policy: 3 Years

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the Executive Headteacher/CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 5th May 2029.

Date approved by the Board Appointed Trustee: 6th May 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 6th May 2026.

Trust Glossary

AA	Admissions Authority	H&S	Health and Safety
AAI	Adrenaline Auto-Injector (Epi Pen)	HoS	Head of School
ACM	Asbestos Containing Materials	HSE	Health and Safety Executive
AHT	Assistant Headteacher	ICO	Information Commissioners Office
AIR	Attendance Intervention Reviews	IDSR	Inspection Data Summary Report
APDR	Assess Plan Do Review Cycle	IHP	Individual Healthcare Plan
APIs	Application Programming Interfaces	IRMS	Information and Records Management Society
ASC	Autistic Spectrum Condition	IWF	Internet Watch Foundation
ASP	Analyse School Performance	KCSIE	Keeping Children Safe in Education
ATH	Academy Trust Handbook	KS1/2/3/4	Key Stage 1/2/3/4
BAME	Black, Asian and Minority Ethnic Backgrounds	LAC	Looked After Child
BAT	Board Appointed Trustee	LADO	Local Authority Designated Officer
BCP	Business Continuity Plan	LGB	Local Governing Body
BFR	Budget Forecast Return	LLC	Low-Level Concerns
CEO	Chief Executive Officer	LSA	Learning Support Assistants
CFO	Chief Financial Officer	MASH	Multi-Agency Safeguarding Hub
CIF	Condition Improvement Fund	MAT	Multi-Academy Trust

CIN	Child in Need	MFA	Multi-Factor Authentication
CLA	Children Looked After	MFL	Modern Foreign Language
CMIE	Child Missing in Education	NCSC	National Cyber Security Centre
COO	Chief Operating Officer	NoV	Note of Visit
COSHH	Control of Substances Hazardous to Health	NPQ	National Professional Qualifications
CP	Child Protection	PA	Persistent Absence
CPD	Continuing Professional Development	PAN	Published Admission Number
CPOMS	Child Protection Online Management System	PECR	Privacy and Electronic Communications Regulations
CSCS	Children's Social Care Services	PEP	Personal Education Plan
CSE	Child Sexual Exploitation	PEEP	Personal Emergency Evacuation Plan
CTIRU	Counter-Terrorism Internet Referral Unit	PEx	Permanent Exclusion
CWD	Children with Disabilities	PP	Pupil Premium
CYPMHS	Children and Young People's Mental Health Services	PPG	Pupil Premium Grant
DBS	Disclosure and Barring Service	PSHE	Personal, Social and Health Education
DDSL	Deputy Designated Safeguarding Lead	PSED	Public Sector Equality Duty
DfE	Department for Education	PTFA	Parent, Teacher and Friends Association
DHT	Deputy Headteacher	QA	Quality Assurance

DSE	Display Screen Equipment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
DSL	Designated Safeguarding Lead	RHE	Relationships and Health Education
DPO	Data Protection Officer	RPA	Risk Protection Arrangement
EAL	English as an Additional Language	RSHE	Relationships, Sex and Health Education
ECT	Early Career Teacher	SA	Severely Absent
EDIB	Equality, Diversity, Inclusion and Belonging	SALT	Speech and Language Therapist
EHA	Early Help Assessment	SARC	Sexual Assault Referral Centre
EHCNA	Education, Health and Care Needs Assessment	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SCC	Standard Contractual Clause
EHE	Elective Home Education	SCITT	School-Centred Initial Teacher Training
ELSA	Emotional Literacy Support Assistant	SCR	Single Central Record
ESFA	Education and Skills Funding Agency	SDP	School Development Plan
EVC	Educational Visit Coordinator	SDQ	Strengths and Difficulties Questionnaire
EWOSSO	Education Welfare and Safeguarding Support Officer	SEF	Self-Evaluation Form
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FFT	Fischer Family Trust	SEND	Special Educational Needs and Disabilities

FGM	Female Genital Mutilation	SIP	School Improvement Partner
FGMPO	FGM Protection Order	SLA	Service Level Agreement
FOI	Freedom of Information	SLCN	Speech, Language and Communication Needs
FSM	Free School Meals	SLT	Senior Leadership Team
FTS	Find a Tender Service	SPOC	Single Point of Contact
GAG	General Annual Grant	STEM	Science, Technology, Engineering and Maths
GDPR	General Data Protection Regulation	TA	Teaching Assistant
GIAS	Get Information about Schools	TAC	Team Around the Child
HASH	Herefordshire Association of Secondary Heads	TCAT	Three Counties Academy Trust
HBA	Honour Based Abuse	TUPE	Transfer of Undertakings (Protection of Employment)
HR	Human Resources	VSH	Virtual School Headteacher