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**Policy for Rochdale’s Education Tuition Service 2022-23**

**Introduction**

Brownhill Learning Community (BLC), in partnership with Rochdale Borough Council recognises that all children and young people, regardless of their circumstances are entitled to access an education which is suitable, full time (or as much education as the child’s health/medical condition allows) and of a high quality which will enable them to aspire, reach their full potential and flourish in life.

We recognise that there must be effective collaborative, partnership working between the local authority (LA), schools and partner agencies to ensure our policy is successful and the children and young people across our Borough access the right provision to meet their educational needs.

In January 2013, the Department for Education published statutory guidance entitled “Ensuring a good education for children who cannot attend school because of health needs – Statutory guidance for local authorities”. This provides comprehensive guidance to local authorities and key partners. Roles and responsibilities, including those of the local authority and school, are outlined in detail.

Every LA must publish a policy detailing their local arrangements, procedures, role and responsibilities for children and young people who cannot attend school because of their health needs and in line with Section 19 of the Education Act 1996. The guidance states:

Local authorities **must**:

• Arrange suitable, full-time education (or as much education as the child’s health condition allows) for children of compulsory school age who, because of illness, would otherwise not receive suitable education.

The guidance also states Local authorities **should**:

• Provide such education as soon as it is clear that the child will be away from school for 15 days or more, whether consecutive or cumulative. They should liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child.

• Ensure that the education children receive is of good quality, as defined in the statutory guidance Alternative Provision (2013), allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible.

• Address the needs of individual children in arranging provision. ‘Hard and fast’ rules are inappropriate: they may limit the offer of education to children with a given condition and prevent their access to the right level of educational support which they are well enough to receive. Strict rules that limit the offer of education a child receives may also breach statutory requirements.

However, the recent release of the DFE Guidance, Working together to support school attendance clearly highlights the collaborative working that is needed by all partners to ensure children and young people attend and access education. Please find the link to this DfE Guidance below:

[Working together to improve school attendance (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf)

The development of this Policy for Brownhill Learning Community is based on the partnership working with Rochdale LA’s Early Help & Schools Service (School Improvement: Inclusion and the Children with Disabilities/SEND Team who commission BLC to deliver the Education Tuition Service (formerly Home Tuition), which will continue during the 2022/23 academic year.

With the recent global pandemic and the need for schools, colleges and providers to adapt their approach to learning to meet learner’s needs, the Education Tuition Service has been reviewed and the Policy outlines the changes for the programme moving forward. We have shared this with Primary and Secondary Schools in relation to the Policy and this is the final version.

**Rochdale’s Education Tuition Provision**

What is the Educational Tuition provision?

This provision, provided by Brownhill Learning Community is a high quality, bespoke and time limited intervention to support young people with health and/or medical needs which prevents them from attending mainstream provision, to access their education. The programme has the ultimate outcome to re-integrate pupils back into full time education.

What the provision isn’t:

This provision cannot be seen as

* an intervention to improve an individual’s attendance
* an intervention to ‘top-up’ hours for pupils accessing some school time and curriculum
* an intervention whilst waiting for an Education, Health and Care Plan

The Referral Process

The process commences with the school/academy where the pupil is on roll contacting the Tuition Lead, Jo Lockett to request the referral information pack. This pack will be sent to the school/academy within 2 school days. **The referral form must be completed in full and signed** **by a member of the Senior Leadership Team and the parent/carer. Incomplete referrals will not be accepted and returned for completion.**

**No work will commence with the young person until the referral has been completed in full and all appropriate evidence has been received. Until a start date on the programme has been confirmed, the educational responsibility for the young person remains with the School/Academy.**

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Once the referral and the medical evidence are received by the Tuition Lead, a meeting is then arranged to set up the provision.  The evidence which will be accepted can include a letter from a Consultant (not a GP) where it is clear that the consultant has met the young person to assess the needs which will be confirmed in the letter. The consultant’s letter must be current, for example within the last 6-12months. It would also be beneficial for the letter to also confirm what supportive interventions will be undertaken with the young person and their treatment plan. The meeting will be attended by the Tuition Lead, the pupil's parents/carers, the pupil's current school and, where possible, the medical professional that provided the evidence. On some occasions and depending on the nature of the referral, the referral may be discussed with the LA.

At this panel meeting, more information will be gathered and a short term intervention offer of up to 12 weeks of provision will be discussed.  The pupil will remain on the school/academy roll but will receive their tuition from a member of the Tuition team. The pupil must be dual-registered.

Programme Offer/Roles and Responsibilities of Schools, families, the pupil and BLC

A bespoke package of tuition will be timetabled and offered by the Tuition Lead. This will be for a set amount of time each day and will be dependent on the pupil’s circumstances, evidence provided by school along with the medical professional’s evidence.

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The work will be provided by the pupil's school and will include Maths and English. Provision will not commence without the work. It must be recognised that the ultimate outcome for all young people accessing this short-term intervention is re-integration back into their mainstream setting.

Tuition must take place downstairs in a suitable quiet working environment i.e. at a table and where there is no background noise etc. The pupil must be suitably dressed and ready to learn. The tuition team recommend that the pupil logs onto the session 10 minutes before their actual lesson time in case there are any log in/internet issues.

It is the responsibility of the pupil’s parent/carer to inform the Tuition Lead if the pupil will not be attending the session and a valid reason must be given.

Where the young person is consistently absent from the provision and not engaging, they will be referred back to their mainstream setting as they will be at risk of being withdrawn from the tuition. The Co-ordinator will communicate this with the school/academy. The school/academy must work with the family and young person to try and resolve the reasons why attendance/engagement is poor and review whether the tuition programme is working for their student, otherwise they will be withdrawn.

This is due to the high volume of young people wanting to access this provision.

It is the role of the Tuition Lead to report any attendance issues and safeguarding concerns with the pupil’s school/academy. Poor attendance/non-engagement may also result in the young person being referred to CMooE Team (Children Missing Out on Education).

Progression Reviews / action planning

A review of the provision, attendance, attitude to learning and progress will take place within the first 4 weeks.

The overall aim is always to re-integrate the pupil back into their school/academy and if this can’t happen, a plan on how to move forward will be discussed with the school/academy.

In exceptional circumstances, this may include the pupil becoming single registration with the BLC, but with the option of returning to their school if they feel well enough to do so in the future. A written agreement will be signed by the pupil, their parent/carer and school and formally documented.

Re-Integration

The Tuition Lead will provide support to the school/academy to re-integrate the pupil back into their school community when they have been deemed medically or emotionally fit to do so.

Appendix 1 Flow Chart (to follow)

Appendix 2 Referral Documentation (to follow)