



FOUNDRY COLLEGE

Home Tuition and Targeted Intervention Policy

Document Control Information

VERSION	DATE	DESCRIPTION
1	09/2014	Adopted for Foundry College
2	11/2017	Merged with other home learning documents – FC036 & FC052

Reviewed	03/11/17
Responsibility	Iain Thomas
Committee	Teaching & Learning
Review Date	November 2019
Signed	R Mahony

Introduction

All children, regardless of their circumstances, are entitled to a full time education which is suitable for their age, ability, aptitude and any special educational needs or disability (SEND) they may have. Children Missing Education (CME) are at significant risk of underachieving, being victims of abuse, and becoming NEET (Not in Education, Employment or Training) later on in life.

Section 100 of the Children and Families Act 2014 places a duty on the Local Authority to make arrangements for supporting pupils at school with medical conditions.

Foundry College aims to make arrangements for the provision of education for those children who cannot attend school due to illness and/or injury and to comply with DfE guidance documents:

‘Supporting Pupils at School with Medical Conditions’ December 2015.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/484418/supporting-pupils-at-school-with-medical-conditions.pdf

‘Ensuring a good education for children who cannot attend school because of health needs’ May 2013.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance_-_revised_may_2013_final.pdf

Emphasis is placed on ensuring that such children receive suitable education as defined in Section 19 of the Children and Families Act.

Foundry College also recognises that some children need time away from school to modify their behaviour and to receive targeted intervention, in preparation for a return to school as soon as possible. These children may be preparing for a managed move to a new school or working towards a bespoke alternative provision package. Provision and intervention are aimed to be entirely personalised to the needs of the child.

Purpose

The purpose of this policy may be summarised as follows:

1. To support pupils who are unwell for a period of time
2. To contribute to the multi-agency support for pupils out of school
3. To construct bespoke provision through a modified timetable (MTT)
4. To reintegrate pupils into full time education provision in school
5. To fulfil academic potential

Objectives

1. To ensure that pupils have access to a broad and balanced curriculum.
2. To maintain links and liaise with the school and collect appropriate work from the home school.
3. To monitor progress and facilitate a return to school when the pupil is ready and able.
4. To facilitate re-integration into suitable education.
5. To enhance quality of life through learning
6. To work in partnership with the pupil and parent/carer and school
7. To support post 16 transition

Modified Timetables (MTT)

A MTT is a plan that provides an overview of the different elements of a pupil’s education provision, including their time allocations. A MTT is required for any pupil who is not attending either mainstream or special schools on a full-time basis in the usual way, for medical, behavioural or other reasons. **(Appendix 1)**

Key Points:

- A modified timetable should be a joint decision between the home school, Foundry College and the parent.
- Education objectives should be at the heart of the aims of a modified timetable. They should be clear and any supporting evidence/advice should be included.
- It should be discussed and agreed at a formal meeting; this could be part of the discussion at Team around the Child/ Family (TAC/TAF), an annual review, an attendance concern meeting or an integration meeting following a managed move.
- For safeguarding reasons, it is imperative that the forms MTT 1 & MTT 2 are signed by the parent and for them to take full responsibility for the pupil and ensure they are supervised when not in school.
- A MTT is a short term strategy with a suggested length of half a term, and should be used as part of a clear plan moving towards resuming full time education in a timely manner.
- It should be rare to have a further period of the same MTT plan as this suggests the strategy was not working and a different strategy needs to be tried.
- It is not acceptable for a MTT to be 'the norm' and run for an entire academic year.
- The MTT arrangements should be reviewed regularly in a meeting between the home school, Foundry College and the parent, with review dates agreed and indicated on the initial form, along with the date that full time education is expected to be achieved.
- It is expected that subsequent MTT plans will show an increase in hours and engagement with the home school, ultimately leading to reintegration.
- One hour of 1:1 tuition is considered to be equivalent to 2.5 hours of school based learning.

Pupils missing out on full time education are likely to be those who:

- a) Have been permanently excluded
- b) Have particular social and behavioural difficulties and have personalised learning plans: this means that, by arrangement, they do not attend their usual school full time
- c) Have mental health needs and access Child and Adolescent Mental Health Services (CAMHS) either as an in-patient or through services provided in the community
- d) Have medical needs other than mental health needs
- e) Rarely attend school and have personalised learning plans as part of attempts to re-integrate them into full time education
- f) Are pregnant or are young mothers of compulsory school age
- g) Have complex needs and no suitable school place is available
- h) Are returning from custody and a school place has not been secured
- i) Are new to the country and are awaiting a school place
- j) Are from a Gypsy, Roma or Traveller background and alternative provision has been made
- k) Have moved from another area and a school place has not been secured; these may include children who are Children in Care (CiC).

Foundry College will:

- Establish clear accountability and monitoring processes for the achievement, safety and personal development for any pupil subject to a MTT.
- Monitor the quality and amount of provision made for all pupils subject to a MTT.
- Respond quickly to any early signs of a pupil's raised anxiety or dips in progress, attendance or engagement in learning.
- Ensure pupils remain on roll, dual registered with 'Main' for the home school and 'Subsidiary' for Foundry College during periods of illness or custody (or for as long as it is relevant), in line with government policy and guidance.
- Give the Management Committee sufficient information about pupils who are not accessing school, so that they can challenge the amount of provision being made and evaluate its effectiveness.

Foundry College will work in partnership with parents to ensure that:

- Parents / carers are given ample opportunity to meet with school staff, to discuss and agree MTT arrangements.
- Parents / carers are made aware of their responsibilities for their child when not attending their educational provision.
- Parents / carers sign both MTT 1 and MTT 2.
- Review meetings are pre-arranged to discuss the progress of the MTT.

Examples of Good Practice

- Ensuring that provision is sufficiently flexible to respond to the changing needs of pupils who do not attend school in the usual way. Such provision is full time, of good quality and based on the recognition that the more education a pupil receives, the more they could achieve.
- Ensuring strong reporting systems within schools and between all types of schools and the LA, leading to robust monitoring of pupils who are at risk of not receiving enough good quality education.
- Home schools should track and evaluate the provision for, and progress of, pupils subject to a MTT.
- All schools and services in the local area, regardless of their arrangement for governance, should provide accurate data about any pupil not accessing full time education, in order for it to be analysed fully

Procedures

- A home visit risk assessment must be completed prior to commencement of any work in the home (**Appendix 2**).
- Staff must record times of all home visits with their Line Manager and the office.
- Staff must ensure that any cause for concern is discussed with senior leadership and that safeguarding procedures are followed.
- Staff must never enter a house alone to tutor a child without the presence of parent / carer or other designated responsible adult.
- Staff must ensure that when lone working they have their mobile switched on. Personal mobile phones should not be used, unless in an emergency, whilst teaching or in the presence of a pupil or their family members.
- Staff must work in open areas of the home where the doors are left open.
- Parents / carers must remain as a visible presence at home and be available for the duration of the tuition.
- Staff must always keep discussions on a professional level.
- If at any point during tuition, a staff member feels uncomfortable about any behaviour from the pupil or parent / carer they should end the session and leave the setting. The circumstances should be reported to senior leadership as soon as possible.
- All staff must follow the Code of Conduct and Personal Behaviour Policy

Communication

- Staff should not give out their personal phone number, home address or email address to pupils or parents.
- Staff should not send personal messages to a pupil.
- Staff should have no secret social contact with pupils or their parents.

Confidentiality

- Staff should be clear around what information about a pupil can be shared and in what circumstances it is appropriate to do so.

- Staff should always seek advice from a senior member of staff if they are in doubt.
- There will be no email communication directly between staff and students. All email correspondence sent to the parent / responsible adult will be copied into the Line Manager.

Staff should:

- Remain in the designated room of the home for the tuition session. This must not be the pupil's bedroom.
- Ensure there is plenty of light.
- Liaise with the home school to plan the work to be undertaken by the pupil.
- Keep a log of work completed (**Appendix 3**)
- Always communicate any times where the pupil becomes upset or distressed with their own parent / carer.
- Always report any situation where a pupil becomes upset or distressed to a senior leader at the College.

Other Venues

If it is thought necessary, tuition can take place in a nearby library or public building rather than the pupil's home. All of the above guidelines apply, but in addition, ensure the venue is receptive and suitable for tuition, there is a table and chairs available and the type of building does not in itself pose a risk to the pupil or the tutor. A risk assessment will be carried out.

Arrangements for meeting and dismissing the child should be agreed with parent / carer before the tuition takes place. Transportation of the pupil is the responsibility of the parent / carer. Tutors may not transport pupils under any circumstances.

Health and Safety

The very nature of one to one tuition lends itself to potential risks. Staff should take every reasonable step to eliminate potential risks, to increase safety and confidence. They should make sure they are aware of and have a copy of the individual student's risk assessment (**Appendix 4**). This is particularly important where there are known risks around Domestic Violence, Drug and Alcohol use and Offending Behaviour.

APPENDIX 1**MODIFIED TIMETABLE
PARENT / COLLEGE CONTRACT (MTT1)**

Please complete this form for any pupil on a modified timetable (pupils who are not attending mainstream or special schools on a full-time basis) and return, once signed to: Foundry College, Brambles Gardens, Wokingham, Berkshire RG40 1PX

Section 1: Pupil's Key Information

Pupil Name:

Gender: M / F

Year Group:

DoB:

Attendance: % **(NB Please attach a copy of the attendance print out)**

Is the pupil subject to an Education Health Care Plan or Statement Yes / No

Is the pupil a 'Child in Care' (CiC) Yes / No

If the pupil is CiC, which LA?

If not currently CiC, has the pupil ever been in care while at Foundry? Yes / No

Is the pupil receiving support from Children's Social Care? Yes / No

If yes, which plan is the pupil subject to; child protection plan (CPP) / Child in Need (CIN) / Team Around the Family (TAF)

Name of current Lead Professional:

Section 2: Modified Timetable Key Information

Name of school:

Date & type of meeting where MTT was agreed:

MTT start date:

MTT review date:

MTT end date:

Please add the name of the educational provider and hours spent weekly.

Provider (1) Hours

Provider (2) Hours

Provider (3) Hours

Total weekly hours of Education Provision:

Please indicate any additional information about educational provision and objectives of the MTT

Section 3: Context of Modified Timetable

Please briefly outline the circumstance behind the need for a modified timetable.

Section 4: Consent

I understand that my child has been placed on a modified timetable for a limited period of time.

I have discussed the matter fully with the school and agree, during the period of the modified timetable to:

- take full responsibility for my child during the hours not attending educational provision
- ensure there is supervision of school work during school hours
- ensure there is a flow of work between school and home for marking and guidance
- take full responsibility for the health and safety of my child during school hours

Parent / Carer Signature: _____

Print Name: _____ Date: _____

Pupil Signature: _____

Print Name: _____

School Signature: _____ Date: _____

Print Name: _____ Role: _____

Please attach a copy of the proposed MTT sent to Parent / Carer and also ensure that the Parent / Carer has signed this form to show their agreement with the arrangements being made.

Section 3: (For Office Use Only)

Review of MTT on: _____ which ended on: _____

Did the MTT meet the objectives Yes / No

Did the pupil resume full time educational provision Yes / No

Current placement _____

Any other comments (e.g. any exclusions, referral to FAPP)

MODIFIED TIMETABLE REVIEW FORM (MTT 2)

Section 1:

Date & type of meeting where MTT was reviewed:

MTT start date:

MTT review date:

MTT end date:

Please add the name of the educational provider and hours spent weekly.

Provider (1) Hours

Provider (2) Hours

Provider (3) Hours

Total hours of Education Provision Weekly

Please indicate any additional information about educational provision and objectives of the MTT

Parent / Carer Signature _____

Print Name _____ Date _____

Pupil Signature _____

Print Name _____

School Signature _____ Date _____

Print Name _____ Title _____

Please attach a copy of the proposed MTT sent to parent / carer and also ensure that the parent / carer has signed this form to show their agreement with the arrangements being made.

Section 2: (For Office Use Only)	
Review of MTT on:	Which ended on:
Did the MTT meet the objectives Yes / No	
Did the pupil resume full time educational provision Yes / No	
Current placement _____	
Any other comments (e.g. any exclusions, referral to FAPP)	

APPENDIX 2 – HOME RISK ASSESSMENT

	Foundry College Home Visit Risk Assessment
---	---

Family Name	Address	Contact Details	
Date completed:	By Whom		
Common hazards TICK boxes where these factors are present		Yes	No
Is the individual pupil risk assessment score greater than 12?			
Is the pupil or anyone in the household subject to a CIN or CP Plan?			
Have risks been identified by any other agency?			
Are there any dangers / hazards associated with the property?			
Are you aware of any intimidating / threatening clients, relatives or friends living at the property or likely to visit the property?			
Are there pets in the household, are they threatening?			
Do any members of the household smoke? Have you discussed the smoking policy?			
Will an adult be present for each session?			
<u>Areas for concern</u>			
Existing level of risk		Consider current level of risk with existing controls in place	
VERY HIGH	HIGH	MEDIUM	LOW
<u>Action(s) to eliminate / reduce risk</u>			<u>By whom?</u>
Remaining level of risk		Consider current level of risk with existing controls in place	
VERY HIGH	HIGH	MEDIUM	LOW
Date	Managers Signature	Worker	Other agency
Date of review			

Note : If you have identified a risk associated with this work activity please ensure that you have discussed this with the relevant SLT member before your next visit

APPENDIX 4 – INDIVIDUAL RISK ASSESSMENT

PUPIL NAME :

DATE :

<u>Behaviour</u> Type of Behaviour	<u>Frequency</u> H - Hourly D - Daily W - Weekly M - Monthly O - Occasionally R - Rarely N – Never	<u>Hazard</u> (Potential for Harm) 0 = Never 1 = Minimal 2 = Moderate 3 = Significant 4 = Extreme (all the time)	<u>Probability</u> (Likelihood of Harm) 0 = Never 1 = Improbable 2 = Possible 3 = Probable 4 = Likely	<u>Level of Risk</u> (Hazard x Probability = Level of risk) 0 = Never 1 = Low 6 = Medium 16 = High	<u>Opinion or Knowledge</u> K = Known O = Opinion
Self Harm					
Bullying					
Abusive or Violent Language					
Sexually Abusing / Inappropriate Behaviour					
Violent / Aggressive / Intimidating Behaviour					
Impulsive / Dangerous behaviour					
Substance / Alcohol Misuse					
Offensive on the basis of Gender / Race / Religion / Disability or Sexuality <i>(Please highlight the inappropriate)</i>					
Absconding / Absence					
Damage to Property					
Offending Behaviour <i>(e.g. theft)</i>					
Carrying / Use of weapons					
Vulnerable to Bullying					
Specific times, situations or activities that may present the greatest risk :					
Actions to be taken in addition to the Relationships Policy <i>(for risk of 12 or over)</i> :					
Individual Fire Evacuation Plan required : Yes / No					