

Ferring CE Primary School		
Policy:	Flexi-Schooling Policy	
Policy date:	Summer 2026	
Review date:	Summer 2029	
Person responsible	Governing Body	

THIS POLICY IS TO BE REVIEWED EVERY THREE YEARS

Chair of Governors: Dawn Kennett

Signed: 

May 2026

1. Introduction and Background

Ferring CE Primary is an inspiring place to grow with love, believe with hope and achieve with joy. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school culture, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

At Ferring CE Primary, we are committed to providing every child with high-quality, full-time education that nurtures their academic, social, emotional, and spiritual development. This commitment aligns with the Government's inclusion agenda as set out in the Schools White Paper 'Every Child Achieving and Thriving'. The White Paper emphasises broad, ambitious curricula and the expectation that all children should attend school full time. It also stresses moving children from side-lined to included, and from withdrawn to engaged.

In November 2007, the Department for Children, Schools and Families (DCSF) issued "Elective Home Education — Guidelines for Local Authorities". These guidelines define flexi schooling as:

"An arrangement between the parent and the school, where the child is registered at school and attends the school only part time. This can be a long-term arrangement or a short-term measure for a particular reason."

Responsibility for approving and managing flexi schooling arrangements rests with the school, not the Local Authority.

2. Guiding Principles

At Ferring CE Primary, our governing body and leadership team affirm that full-time education is the expectation for all pupils, as this best supports their learning, wellbeing, and personal growth. However, requests for flexi schooling will be considered on an individual basis, taking into account the specific needs and circumstances of the child.

Ferring CE Primary Governing Body believes:

- That the school's inclusive ethos allows it to meet the needs of most learners.
 - That children within its community benefit from attending school full time so that they can make the most of our broad and creative curriculum — a curriculum that is designed to meet the needs of its learners — and its nurturing learning environment.
 - That staff are skilled in meeting a wide range of needs, and support systems enable pupils with SEND to access the same ambitious curriculum.
 - That it can meet the needs of all learners in terms of exploring their potential.
 - That it offers support to parents/carers in terms of supporting their child both academically and socially (a holistic approach).
 - That it gives children great opportunities to acquire new knowledge and skills and allows children to apply these skills in a variety of ways, preparing them for life.
 - That all staff at Ferring CE Primary work very hard for all children and that the creation of extra work for staff should only be done under 'exceptional' circumstances, to the benefit of the child.
 - That it works hard to raise standards and levels of achievement and this is best done within its school community.
 - That the school continues to work hard to improve its levels of attendance and that allocation of school places should go to those children within its community who will benefit from attending a local school full time.
 - That we teach skills for life — attendance, punctuality, resilience, tolerance, friendship and community living.
 - This policy must not be used to put young people on a part timetable due to disruptive behaviour.
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3. Requests for Flexi-schooling and Consideration of Requests

Flexi-schooling will only be considered in exceptional circumstances.

If a parent/carer would like the school to consider flexi-schooling for their child, they should write to the Headteacher outlining:

- The reasons for the request
- How they believe it will benefit their child
- What learning will take place outside of school
- The proposed pattern of school attendance

Each request will be reviewed carefully and individually. Decisions will consider the child's needs, wellbeing, educational rationale and alignment with national inclusion and attendance expectations.

The Headteacher may consult with:

- Class teacher
- SENDCo
- Inclusion Lead

Parents may also be invited to a meeting for further discussion.

In complex cases, a panel consisting of governors, the Headteacher, Senior Leader and SENDCo may be convened.

The Headteacher will write to the parent/carer outlining the decision. The decision is final.

Government guidance states that flexi schooling should only be considered in exceptional circumstances, for example:

“A child needing to fulfil their Olympic potential or pursue a unique educational opportunity.”

The school retains the right to decline requests that do not meet this threshold.

4. Conditions of an Approved Flexi Schooling Arrangement

If approved, the following conditions apply:

- Parents must demonstrate that home-based learning is suitable.
- A formal written agreement will outline responsibilities, timetables and expectations.
- The school and parents will work together to ensure continuity, consistency and wellbeing.

If home education becomes unsuitable, the school may:

- Request remedial action, and/or
- Withdraw the flexi-schooling agreement

In such cases, the child must return to full-time school attendance.

5. Monitoring and Review

Flexi-schooling arrangements will be reviewed regularly to ensure the child's educational, social and emotional needs are being met.

The Headteacher will report to the Governing Body on approved arrangements without sharing personal details.