

Home Tutoring Guidance

Children must receive full-time education from the start date of what would be the school term following their fifth birthday. Compulsory education currently continues until the last Friday in June of 'Year 11' (any child who is sixteen years of age between September and 31 August is of compulsory school age until the last Friday of June in that year).

The law does not define full-time education but children with health needs should have provision which is equivalent to the education they would receive in school. If they receive one-to-one tuition, for example, the hours of face-to-face provision could be fewer as the provision is more concentrated. Children unable to attend school because of health needs should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what may be a changing health status.

Prior to off-site tutoring starting:

- School to make all relevant professionals aware, e.g. social worker, SEN, etc.
- School to share safeguarding procedures with parent.
- School to secure an email explaining reasoning child is to be kept at home (including safeguarding concerns) – this should either come from the parents or be a reply from parents showing their agreement.
- If relevant, School SENCO to ensure Statutory Assessment progress has started or an emergency annual review has been scheduled. Parents/carers to be consulted.
- School to secure permission for home tutoring from parents by email.
- School to speak with child so they are involved in decisions from the start, with the ways in which they are engaged reflecting their age, maturity and cognitive ability. This will help ensure that the right provision is offered and encourage the child's commitment to it.
- School will discuss how child might spend their day, for example tutoring sessions, how parent can encourage contact with other children, the sorts of activities parents can support their child to be engaged in, etc.
- School to ensure parent is aware of who to contact in school about any advice or support they may need.
- School to ensure they visit the home every two weeks so that the child can be physically seen. The school should record this in any sensible format that suits their management information system.
- School to ensure there are weekly checks (virtual meetings or phone calls) in with parents to support wellbeing of child. This should also include speaking with the child where possible. The school should record this in any sensible format that suits their management information system.



- School to secure funding for tutoring as required, this may be their own resources.

Securing a tutor:

- School to select tutoring agency and secure name of tutor.
- School to agree with agency the reporting of attendance, absence or no contact to school so this happens daily. No last minute changes of tutor will be authorised by the school.
- School to inform the agency concerned that last minute swaps are not permitted.
- School to obtain Letter of Assurance from Agency confirming all appropriate checks carried out, and confirmation picture of identity. If there is something declared on the DBS, then the agency should provide a copy as per KCSIE 2022.
- School to ensure agency recruitment questionnaire is completed (see appendix 1 or speak with Schools Personal).
- School to invite tutor to school for identification checks and setting of expectations with regards to safeguarding and working with the child. DSL name and contact details should be shared.
- School to update Single Central Record and files.
- School to ensure office staff are clear on how child's attendance will, be recorded on the school register.
- School to invite parent/carer and child to school to meet the tutor and set clear expectations. (If doing this on school site is not possible, then a staff member should attend the first tutoring session off site to do this.) Parents and carers can provide useful information that can inform the teaching approach.
- School to ensure that tutor and parents are aware of how feedback will be given to the school and the parents by the tutor.
- If tuition is delivered online, ideally a staff member or parent should be present to supervise. Schools must also satisfy themselves that appropriate safeguarding arrangements are in place for any online tutoring provided to pupils at home, taking into account their statutory obligations under KCSIE.

Starting the tutoring sessions:

- School to provide parent with guidance on the tutoring, e.g. check that the person shows their ID, and they are expecting that person (if there has been a change) and that the person has been appropriately checked but that the parent should remain within hearing distance.
- School should provide the parent with a clear system for reporting concerns.
- School to create a plan of work with parent and tutor to ascertain schedule of lessons, content and set a start and review date.
- School to agree content and frequency of tutor notes.
- School to set clear expectations linked to attendance, e.g. if day 1 there is no session they email the school contact, then if the same for day 2 they phone the school so school can visit on day 3.



- School to provide child with relevant resources as needed, e.g. paper, pencils, books, etc.
- School to schedule for follow up feedback sessions with the tutor.
- School to add to the school budget as relevant.

On-going:

- School to review tutor notes and take action or contact the parent if necessary.
- School to ensure weekly check-ins continue including home visits every two weeks.
- School to monitor attendance of pupil at sessions.
- School to QA tutoring sessions as required.
- School to arrange termly parent/tutor/school meeting to review child's learning and progress against any targets set.

Tutors can become an important part of a child or young person's life. Over a period of time tutors can build up a strong, trusting relationship with children and their families and play a key role in providing support.

References

[Additional health needs guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023 -
_statutory_guidance_for_schools_and_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)

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