



## 1. Principles

- a. We are a non-selective, co-educational, small, secular, independent and international school. Our approach is to offer an education which is both progressive and rigorous.
- b. We are an IB World School teaching the Middle Years Programme for Key Stages 3 and 4. In Key Stage 2 we follow the Cambridge Primary Curriculum.
- c. We currently offer places for 120 pupils aged between 7 and 16.
- d. We place strong emphasis on technology balanced by outdoor experiences.
- e. In some circumstances we are able to offer flexi-schooling.
- f. We are also an exam centre for JCQ boards and for Cambridge iGCSEs and can take external candidates for both winter and summer examinations.

## 2. Process

- a. We hold regular Open and Activity Days throughout the year but we do not have fixed points of entry.
- b. If you are interested in taking up a place at the school at any time, please contact Sophie Sturdy who is Head of Admissions on 01452 764248 or via email at [info@iveuk.com](mailto:info@iveuk.com) or [sophie.sturdy@iveuk.com](mailto:sophie.sturdy@iveuk.com). We will arrange a time for you to have an initial meeting and be shown round the school; you can visit with or without your child. This will be an opportunity for you to meet members of staff and ask any initial questions you may have.
- c. The next step is often a taster day, or a taster week. This will give your child the chance to spend time in lessons with other children and experience how the school works.
- d. If after this you would like your child to take up a place, you then complete an application form and a medical form which provide us with all the information we need for your child to take up a place.

## 3. Provisos

- a. Any SEND or other professional reports need to be declared on entry. Our policy is to accept all pupils who we believe will benefit from our educational model, irrespective of any disability, so long as their provision does not impact negatively on any other pupil's education.
- b. Because we are an independent school we need to charge fees for the education we provide. We aim to keep these as low as possible and in addition bursaries are usually available - please ask for more information.
- c. We strongly promote good behaviour through an emphasis on consistent, positive rewards and the creation of a safe and welcoming environment. The sanctions that we use in the event of bad behaviours are described in our Behaviour Policy.
- d. We reserve the right to suspend or exclude any pupil at any time for serious misbehaviour.

## **Appendix: Flexi-Schooling**

Many parents want a more flexible approach to education than full-time schooling. We believe that a strong partnership between school and home can provide an excellent education and we welcome discussions with parents who are interested.

The responsibility for a child receiving a full-time education while of statutory school age lies with the parent. In the UK education is compulsory but schooling is not. Where a parent educates a child partly at school and partly at home or elsewhere, this is called flexi-schooling. Where a parent educates a child entirely at home as an expression of parental preference, this is called elective home education. Parents have a legal right to choose to home educate their child but there is no legal right to insist on a flexi-schooling arrangement being agreed by any school.

Flexi-schooling is a legal option provided that the headteacher at the school concerned agrees to the arrangement but in order for it to work parents must accept and maintain the rigorous framework of expectations reflected within this policy.

The implications of making partial educational provision at home are significant, both in terms of expertise and resources, and in the commitment to make a shared provision work.

The education provided at home and at school must together constitute a full-time provision. While there is no statutory curriculum for the home education part of a flexi-schooling arrangement, parents must be mindful of the impact on the child's access to the Middle Years Programme and the possible fragmentation of the child's learning experience.

Flexi-schooling is unlikely to succeed if the reasons for choosing it are negative, or if it is aimed at avoiding difficulties around certain subjects, teachers, peers, aspects of school discipline or attendance itself.

We have an inclusive approach to education and try to work with the wishes and choices of all parents. We expect parents of flexi-school children to uphold the school's ethos, values, policies and practice. Strong and reciprocal partnership between home and school is key to a successful and sustainable flexi-schooling arrangement.

### **Flexi-school Admissions Process**

Prospective parents who wish to flexi-school their child should visit the school and speak to the Proprietor. The decision to admit a child is at the discretion of the Proprietor. Each case will be considered on its own merits and within its individual context. In deciding whether to agree to a flexi-schooling arrangement, the school will consider:

- safeguarding of the child as of paramount importance
- the appropriateness of the education proposed by the parent away from the school
- current and anticipated level of educational attainment, achievement and progress of the individual pupil and the arrangements for monitoring the learning and progress of the individual pupil
- the effect on the school organisation and funding
- the effect on school resources, including staffing

- the effect on school discipline and the morale and motivation of other children on roll at the school
- the advice of other relevant involved education, medical and social care professionals

Parents applying for flexi-schooling will be informed as soon as a decision is made. There is no appeal against a decision by the school not to agree to a flexi-schooling request. If the decision is that flexi-schooling would be appropriate, arrangements will be made to complete the Flexi-schooling Home/School Contract which sets out the school's expectations so that everything is clear for all concerned. It sets out:

- The normal expected pattern of attendance
- The length of time the agreement is to run before review by the school.
- What flexibility there will be regarding special events which fall outside the normal arrangements, such as assemblies, trips, productions or performances, sports events, visitors to the school
- That the parents must contact the school if the child is absent from a session that they would normally be present at school or at approved educational activity
- Under what circumstances and with what notice either party can withdraw from the arrangement.

#### Flexi-schooling in Practice:

**Attendance:** The school will follow up any unexpected or unexplained absence as it would for other children. Attendance levels will be monitored and should attendance fall below 85% for the in-school portion of the week, the flexi-schooling agreement will be reviewed. Following Department for Education guidance any child not present in school should be marked as absent on the school register. However, schools may record the sessions when the child is not in school as 'authorised absences' (Code C). Flexi-schooled children's attendance is monitored in the same way as other children.

**Pupil Progress.** Parents are expected to keep records of learning coverage and their child's progress in the off-site element of the agreement. Learning progress should be recorded and shared with school on a regular basis. It is likely that Ofsted or the ISI would assess the evidence that the parents keep. The format for the recording is not set but could take the form of journal keeping including children's writing, parental observations, reports and annotated photographs.

**Attainment and progress of children** will be tracked and if the Proprietor has concerns about progress or attainment in any area of learning the flexi-schooling agreement will be reviewed. As flexi-school children are officially on roll at the school they will be expected to attend to take part in assessments, both in house and statutory as required, even if these fall on a day timetabled for home schooling.

**Communication.** The school will update the parents on their child's progress at school at least twice per year through formal parents' meetings, and more frequently by informal communications. The school expects parents to act on advice provided and work in partnership with the school to ensure that children make appropriate academic progress.

**Curriculum.** The IB Middle Years Programme will be followed in the secondary school. This applies to all children on roll. Therefore, flexi-schooled children will follow the MYP

on the days when they attend school. On days when he or she does not attend school, the child need not follow the MYP. However, the school will require parents to provide the school with an overview of expected learning provision

**Other**

If a parent chooses to employ at his or her own expense another person to educate the child at home, he or she will be responsible for ensuring that person is suitable to have access to children.

Any perceived special educational needs and associated provision that has been identified by the school will be shared with the parent and they will be responsible for adapting the education they provide at home.

It is recommended that there are regular planning meetings between parent and school to ensure the child achieves his or her potential and to promote good home-school relationships.

Attempts should be made to resolve any disputes informally and if this is not successful the school’s normal complaints procedure should be followed.

The school does not have a statutory duty to monitor the quality of home education on a routine basis. However, if it appears to the school that parents are not providing a suitable education as agreed between the school and the parent or not working with the school to uphold its values, policies and practices, the school may ask the parent to take remedial action. If the parent declines to do so or the school is still concerned about the provision of education at home, the school may withdraw its agreement to the flexi-schooling arrangement. The child would then be required to attend school on a full-time basis or be fully home educated.

| <b>Revision Control Table</b> |                |
|-------------------------------|----------------|
| Drawn up by                   | D Sturdy       |
| Date                          | 05/01/18       |
| Review schedule               | Annual         |
| Reviewed                      | 01/06/18 by DS |
| Reviewed                      | 01/06/19 by DS |
| Reviewed                      | 01/06/20 by DS |
| Reviewed                      | 24/06/21 by DS |
| Next Review                   | 01/06/22       |