

Home Tuition & Targeted Intervention Policy



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HOME TUITION AND TARGETED INTERVENTION POLICY

This policy gives guidance on Home Tuition Provision and Targeted Intervention and should be read alongside Safeguarding, Child Protection and Teaching and Learning Policies.

1. INTRODUCTION

Hatfield Wick Education (**HWE**) recognise that all children and young people are entitled to an education of a high quality and are committed to ensuring that the needs of the most vulnerable groups of learners are met. HWE works alongside Essex County Council to deliver Home Tuition for learners across Essex. The impact of Home Tuition is significant in terms of the increase in tutored pupils' attainment and also in elements of their life that are harder to measure such as confidence, improved parental relationships, and a change in attitude to learning and themselves.

2. AIMS

All students should have their educational needs identified and receive the appropriate educational support they require as soon as possible. HWE is flexible and sensitive to the changing needs of pupils and home tuition is an effective method of minimising the interruption to those pupils who are particularly vulnerable or hard to reach, in order that they continue to have access to as much education as possible, so that they are able to maintain the continuity of their education.

In some circumstances HWE may offer weekly coaching and mentoring sessions as a provision of personal support. These sessions aim to:

- remove perceived barriers to education;
- foster independence, self-esteem, coping strategies and positive interaction;
- support managing emotions, thoughts and behaviours;
- help find their voice / advocate for them within their support network;
- to motivate, encourage and inspire them to be successful;
- support them to look into what their futures may look like;
- promote positive routines;
- build on aspirations, strengths and interests, and support them to take successful next steps for the future.

3. HOME TUITION

HWE can provide targeted tuition in the following circumstances:

- 3.1 Home tuition to pupils with medical needs which prevent them from accessing mainstream education.

- 3.2 Home tuition to support looked after / fostered young people who have been placed within Essex and are awaiting a school placement.
- 3.3 One to One tuition to pupils who are working in Alternative Provision or an offsite venue and require Maths and English intervention (and any other subjects required).
- 3.4 One to One tuition who require intervention in the specialist centre as part of a blended offer.

4. PROCEDURES

- 4.1 A home visit risk assessment must be completed prior to commencement of any work in the home.
- 4.2 Tutors must read the individual student risk assessment before commencing work with a student.
- 4.3 Tutors should record any initial home visit with office staff and record arriving and leaving sessions in the staff WhatsApp group.
- 4.4 Tutors should ensure that any cause for concern is discussed with senior management and that safeguarding procedures are followed.
- 4.5 Tutors should never enter a house to tutor a child without the presence of parent/carer or other responsible adult who has been agreed with parent/carers (must be age 18+).
- 4.6 Parents/carers must remain as a visible presence at home and be available for the duration of the tuition.
- 4.7 Tutors should work in light, open areas of the home where the doors can be left open. This must not be the young person's bedroom.
- 4.8 Always keep discussions on a professional level.
- 4.9 Tutors 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
- 4.10 If at any point during tuition the tutor 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 a senior member of staff as soon as possible.
- 4.11 Always report any situation where a pupil becomes upset or distressed or behaves inappropriately to a senior leader at the school.
- 4.12 Keep a log of work completed on the student narrative sheet.

5. COMMUNICATION

- 5.1 Staff should not give out their personal phone number, home address or email address to pupils or parents. Information will be shared with the tutor as deemed necessary.
- 5.2 Staff should not send personal messages to a pupil.

5.3 Staff should not use social media with pupils or their parents.

6. CONFIDENTIALITY

Tutors should be clear around what information about a pupil can be shared and in what circumstances it is appropriate to do so. Tutors should always seek advice from a senior member of staff if they are in doubt.

7. OTHER VENUES

7.1 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.

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

8. 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. This is particularly important where there are known risks around Domestic Violence, Drug and Alcohol use and Offending Behaviour.

9. MONITORING AND EVALUATION

The Management Team will regularly monitor and review the use of Home Tuition to ensure that it is meeting the needs of the pupils who require it. Feedback will also be obtained and reviewed from both pupils and parents and carers as part of this process.

Feedback will also be shared with external partners during half termly provision planning review meetings.