

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL
Merthyr Tydfil County Borough Council

Learning Directorate
Cyfarwyddiaeth Dysgu

Special Tuition Service

Policy 2022-26

Project Name	Special Tuition
Document	Policy
Release	Draft/Final
Version	1.5
Date	August 2021
Author	Sarah Bowen

Background

Special tuition is available to provide short-term education for learners unable, by reason of medical, psychiatric, psychological or behavioural issues, to attend a mainstream school.

Special tuition should not be considered as a permanent alternative to full-time mainstream schooling, but rather to reduce difficulties when medical or other reasons result in long term absence. There should always be a plan to **facilitate the return of the learner to full-time mainstream education**.

Special tuition is in place to support our statutory responsibility towards learners who are temporarily unable to attend mainstream school for reasons as above and seeks to prevent such learners from falling behind with their education.

Special tuition is allocated in one of four ways

- One-to-one tuition within a community setting.
- Small group tuition (between two and five learners) within a community setting.
- Small group tuition (between two and five learners) within a school or external provider setting.
- One-to-one tuition in the home.

Aim

Merthyr Tydfil has procured the services of Dysgu Newydd to provide its special tuition. The aim of this service is to:

- (a) meet our statutory responsibility towards learners who are unable to attend mainstream school.
- (b) prevent these learners from falling behind with their schoolwork.
- (c) reintegrate learners back into mainstream education at the earliest possible opportunity; and
- (d) reduce the risks of under attainment and disengagement.

Hospital Tuition

The Hospital Education Service exists to offer education to children and young people in hospital due to illness, accident, or treatment from a long-term medical condition. When a learner is removed from a school to be educated in hospital, the appropriate proportion of the learner's AWPU is also transferred from the school to the LA with effect from the day of transfer.

Action required to initiate a referral

Learners may be referred if they meet one or more of the following.

- They have potentially long-term sickness or recurrent bouts of chronic sickness leading to extensive periods of absence.
- They are refusing to attend school i.e. due to anxiety or medical reasons.
- They are pregnant and will consequently have an interrupted education pre- and post-delivery; or
- They have received fixed term exclusions in excess of 15 days.

The school / agency must demonstrate that it has taken all possible steps to address or respond to the situation. The appropriate agencies must complete the special tuition referral form and follow the referral process. **(Appendix 1 & 2)** and return this to the Special Tuition Coordinator (STC). The referral will be considered at the next appropriate meeting of the Special Tuition Panel for consideration. Further information may then be requested or accessed via:

- Education Welfare Service
- Inclusion
- Additional Learning Needs
- Education Psychologist
- Wellbeing Support Service
- General Practitioner
- Pediatric Consultant
- CAMHS Consultant
- Social Services Department

Should a school be considering a permanent exclusion due process will need to be followed.

For further information see Welsh Government Circular 255/2019 Exclusion from Schools and Pupil referral Units.

<https://gov.wales/sites/default/files/publications/2019-11/exclusion-from-schools-pupil-referral-units.pdf>

Should a pupil become permanently excluded special tuition will be offered as an interim measure.

Referral Process

For a learner currently attending a mainstream school a referral to Special Tuition must originate from an appropriate member of staff at the home school, e.g. the headteacher of a primary school or head of year from a secondary school who will have followed the procedure as outlined **(Appendix 1)**.

Other agencies concerned about the welfare of a particular learner and who consider that a period of special tuition is appropriate, should initially contact the school to discuss their concerns.

Referrals must be accompanied by evidence from agencies such as Health (GP, Paediatrics, CAMHS) or the Educational Psychology Service to confirm that the learner is unable to attend school for one of the following reasons:

- the learner is medically unfit to attend school for a set period of time.
- the learner has mental health or wellbeing needs that prevents them from attending school for a set period of time.
- the learner has been excluded from school for more than 15 days and/or is unable to return to the school at this point due to safeguarding, or health and safety risks.

If special tuition is considered appropriate the panel will also decide:

- venue for special tuition.
- duration of special tuition.
- mode of delivery i.e., individual or part of a group.
- Support required from other agencies as part of an integrated support programme.

When special tuition is agreed by the panel, it will be for a set period, along with a review date usually no later than half a term after the start of tuition. A meeting will be held with the school to

draw up a re-integration plan which will be shared with all parties. This plan will be considered at the initial review meeting and revised appropriately. **(Appendix 3)**

All reviews will be conducted by a panel member, in consultation with the tutor, the school and any other appropriate agency. The panel member will then report back to the Special Tuition Panel who will make the appropriate recommendations.

Hours of provision

As a minimum, learners enrolled on the Special Tuition programme, will receive the following:

FP, KS2 and KS3 - 1 hour per day or 5 hours per week

KS4 - 2 hours per day or 10 hours per week

Tuition for Year 11 learners will end after their last GCSE.

Finance (Monitoring and Claw backs)

When a learner is temporarily removed from a school and educated in such situations as special tuition, the appropriate proportion of the learner's age weighted learner unit (AWPU) will also transfer with effect from the day of transfer (this is currently under review).

The special tuition budget will be monitored by the Inclusion Manager and the STC and exception reports presented in accordance with the corporate financial management timetable.

Contract

An agreement contract will need to be signed by school at the beginning of the academic year in order for pupils to be referred special tuition. An agreement contract will then need to be signed by the parent, learner, and tutor prior to tuition commencing. **(Appendix 4)**

Responsibilities

School

The school will remain responsible for:

- ensuring **all** parts of the referral form is completed.
- ensuring half-termly work plans are available in all subjects, which the learner would normally be studying.
- loaning of appropriate resource material. These should be itemised and checked off when returned to the school, exceptions would be PE and CDT.
- working with the tutor to ensure that IBPs/IEPs are updated on a half-termly basis.
- making arrangements for examinations, tests and assessments.
- the assessment of specialised coursework in conjunction with the tutor e.g., Art.
- ensuring that attendance records accurately reflect the attendance submitted on a weekly basis.
- careers interviews.
- work experience placements.
- informing other agencies of any changes or alterations to the agreed plan for special tuition.

- liaising with home tutor and STC, lines of communication, etc.
- completing a risk assessment for learners in conjunction with the tutor
- monitoring and actioning for non-attendance matters.
- implementing the agreed programme of reintegration.
- returning marked work to the learner.

Tutor

- To teach the learner(s) allocated to the tutor by the Special Tuition Panel.
- Liaison with school and STC;
- Completion and submission of monthly timesheets and daily reports, to the Special Tuition Coordinator and school (**Appendix 5 & 6**).
- Completion of a One Page Profile for each learner in conjunction with the school;
- To work with school to ensure that IBPs/IEPs are updated on a half-termly basis.
- Attendance at training sessions;
- Contacting school and arranging to collect work plans where required;
- Marking of work and assessment of coursework.
- Delivery of a appropriate and balanced curriculum;
- Returning marked work to the learner.
- Liaison with family regarding time and venue of sessions, if they are to take place at home;
- Inform the STC of any concerns regarding the child or provision of the special tuition;
- Ensuring that their professional skills are regularly updated.

Parent/Carer

- Provide a quiet place for the lesson, ensuring it is a smoke free and pet free.
- Ensure that the learner is available and punctual for tuition.
- Ensure that the learner is appropriately dressed and ready for tuition.
- Notify the Local Authority and tutor, in advance, if the learner is unavailable for tuition due to illness, medical appointment, etc.
- Sign the tutor's timetable after each session of tuition when tuition is delivered in the home.
- Commit to providing a clear workspace, including a suitable workstation.

Local Authority

- Ensure a suitable, safe environment in which the tutor can work, ensuring there is an appropriate workstation available;
- Ensure that parents are aware of the need to provide a place conducive to learning when tuition is delivered in the home.
- Ensure that a health and safety assessment is completed for tutors;
- Monitoring the sending of a termly report to the school outlining the learner's progress and achievements;
- Attending review meetings;
- Providing opportunities for tutors to receive appropriate in-service training, e.g. Safeguarding.

- Liaising closely with the schools and advisory service, to quality assure the teaching, learning and assessment provided by the service;
- Ensure that there are sufficient opportunities to allow tutors to have PPA Time (Planning, Preparation and Assessment Time), amounting to 10% of their teaching timetable.

A comprehensive Core Programme of training is available for tutors employed by the LA, by prior arrangement with the STC. Tutors not employed by the LA access training arranged by their agency as well as being able to access training within the Merthyr Tydfil Core Programme and exam board training appropriate to their role.

Attendance

Attendance in relation to those learners on special tuition will be sent to the school weekly by the STC, for the school to record. School must follow up all regular non-attendance matters and confirm actions with the STC so that next steps can be agreed.

Withdrawal of Special Tuition

If a learner fails to attend or make themselves available for tuition and their attendance falls to 85% during a half-term, without production of an appropriate medical certificate or having a valid reason for absence as determined by the STC, then tuition will cease until a further meeting is convened to establish a way forward. Isolated tuition sessions do not in themselves support a programme of reintegration, nor can they give the learner sufficient confidence to ensure a successful return to school.

Evaluation of the Service & Monitoring Arrangements

The LA will monitor the quality of the provision throughout the academic year. The outcomes of the monitoring will be shared at Special Tuition Panel and with the STC. **(Appendix 5)**.

Following the learner's reintegration into school, the learners and their parents/carers are requested to complete an evaluation of the process to inform the further development of the Special Tuition Service and to further improve the quality of the service provided to schools and learners. This will be posted out to parents/carers when tuition ceases **(See Appendix 7 & 8)**.

Health and Safety

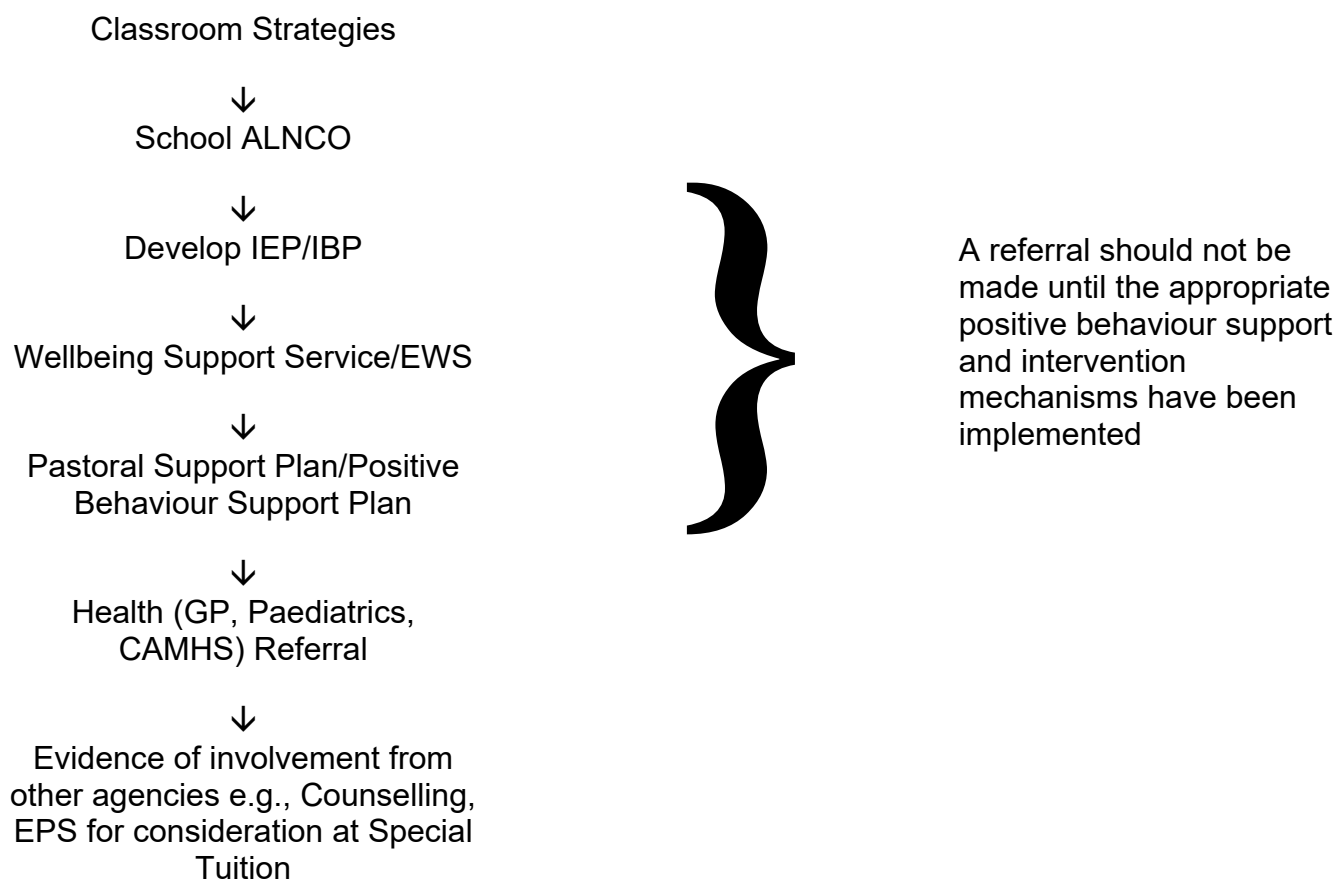
All members of staff involved in the delivery of the Special Tuition Service will be expected to access the Local Authority's Lifeline Service or follow an agreed communication protocol. Regularly reports on usage and uptake will be presented to the special tuition coordinator on a monthly basis.

Where appropriate, relevant Education Inclusion Officers (EIOs) will accompany tutors on initial home visits.

Appendix 1

SPECIAL TUITION REFERRAL PROCESS

Graduated Approach to Provision for Pupils Displaying Challenging Behaviour



Merthyr Tydfil County Borough Council
Learning Directorate

Cyngor Bwrdeistref Sirol Merthyr Tudful
Cyfarwyddiaeth Dysgu

Appendix 2

DYSGU NEWYDD (SPECIAL TUITION) REFERRAL FORM

Please complete all sections fully and submit by email to the Special Tuition Coordinator (STC), no later than 5.00pm on a Tuesday.

Emails to be sent to James.Michalski@merthyr.gov.uk

Panels are held weekly on a Thursday morning during term time only.

Please ensure that all parts of this form are completed and are sent to the STC no later than the end of play on the Tuesday prior to the panel meeting. **Failure to complete relevant sections of the application, and lack of supporting evidence, may result in the application being returned for completion.**

PUPIL INFORMATION			
School			
Pupil Name		Pupil UPN Number	
Date of Birth		Gender	
Year Group		Ethnicity	
Address			
Parent/Carer Name		Relationship to child	
Home Phone Number		Mobile Phone Number	

Is the pupil eligible for Free School Meals?	Yes <input type="checkbox"/> No <input type="checkbox"/>	Has the pupil previously accessed Special Tuition?	Yes <input type="checkbox"/> No <input type="checkbox"/>
---	--	---	--

Child Looked After	<input type="checkbox"/>	Care & Support Social Services input	<input type="checkbox"/>
Young carer status	<input type="checkbox"/>	EHH (Early Help Hub)	<input type="checkbox"/>
Learning disability	<input type="checkbox"/>	Refugee of asylum seeker	<input type="checkbox"/>
Serious physical health issues	<input type="checkbox"/>	Experience of abuse or neglect	<input type="checkbox"/>
CAMHS	<input type="checkbox"/>	Parental health issues	<input type="checkbox"/>
Neurological issues	<input type="checkbox"/>	Contact with Youth Offending Service	<input type="checkbox"/>
Child protection	<input type="checkbox"/>	Living in financial difficulty	<input type="checkbox"/>
Gypsy Traveller	<input type="checkbox"/>	Not Applicable	<input type="checkbox"/>
If any of the above boxes have been ticked, please provide further information below (including names of designated key workers)			

PUPIL'S NEEDS			
DESCRIPTION OF NEED and ALN category			
Please tick all that apply			
Dyslexia	<input type="checkbox"/>	SEBD	<input type="checkbox"/>
Dyscalculia	<input type="checkbox"/>	Speech, Language, Communication Difficulties	<input type="checkbox"/>
Dyspraxia	<input type="checkbox"/>	HI	<input type="checkbox"/>
ADHD	<input type="checkbox"/>	VI	<input type="checkbox"/>
Moderate Learning Difficulties	<input type="checkbox"/>	Physical/Medical	<input type="checkbox"/>
General Learning Difficulties	<input type="checkbox"/>	ASD	<input type="checkbox"/>
Severe Learning Difficulties	<input type="checkbox"/>	Other:	<input type="checkbox"/>
If any of the above boxes have been ticked, please provide further information below.			

--

ALN STAGE					
Statement of ALN		School Action		School Action Plus	

Category of Referral:							
Behaviour		Anxiety		Medical		Other	

PLEASE SUMMARISE THE REASON FOR THE REFERRAL AND AREAS OF CONCERN

--

Please outline any medical problems and medication used (attach care plans as appropriate)

--

PUPIL'S VIEWS

--

PARENT'S/CARER'S VIEWS

--

SCHOOL SUPPORT	
Strategy	Details (including outcomes)

School Support Service (BST/Outreach)			
Counselling			
Inclusion Support			
1:1 Enhanced Provision			
Educational Psychologist			
Other			
ATTENDANCE, EXCLUSIONS & ASSESSMENT DATA			
Attendance	Last Academic Year	Current Academic Year	Last Term
	%	%	%
EXCLUSIONS (if applicable)			
Date	Reason		Duration
National Curriculum Area	Teacher Assessment		
	KS 2	KS 3	KS4
Welsh (<i>first language</i>)			
English			
Mathematics			
Science			
Other assessments and date assessed			
Literacy and Numeracy Assessment Scores, and date assessed			

Has the pupil been entered for any accredited examinations? If Yes, please give details		
Subject	Level	Predicted Grade
Has the pupil completed any coursework? If Yes, please give details		
Subject	Level	Predicted Grade
Please list any outstanding coursework		
Subject	Level	Predicted Grade

Recent supporting evidence MUST be included	Date written	Included with referral?
Evidence of school based interventions		Yes <input type="checkbox"/> No <input type="checkbox"/>
Individual Education/Behaviour Plans or Personal Support Plans and reviews		Yes <input type="checkbox"/> No <input type="checkbox"/>
Educational and Child Psychology reports (ECPS)		Yes <input type="checkbox"/> No <input type="checkbox"/>
School Support Service (BST/Outreach) reports		Yes <input type="checkbox"/> No <input type="checkbox"/>

Medical reports and health care plans		Yes <input type="checkbox"/> No <input type="checkbox"/>
Social Services / EHH support plan		Yes <input type="checkbox"/> No <input type="checkbox"/>
If any of the evidence above has not been included with the application, please specify why.		

RISK FACTORS				
Do you have any concerns regarding any of the following?				
Type	High	Medium	Low	Evidence and Comments
Violence/aggression to adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Violence/aggression to peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Possession/use of offensive weapon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Substance misuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Danger of self -harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Impulsive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexualised behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Anti-social behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arson/vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parental issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Risk of abuse from others (physical and sexual)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Risk of neglect from self or others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**In the first instance, every effort will be made to arrange tuition as part of a group within a community setting.
If this is deemed unsuitable, can you please state why and describe any risks that this may pose?**

DECLARATIONS

By signing this form, the school agrees to comply with the clawback procedures as laid down by the LA for ALL pupils accessing Special Tuition

Form completed by:		Designation:	
Electronic Signature:		Date:	
Head Teacher name:			
Head Teacher electronic signature:		Date:	

For Completion by Parent / Carer

Data Protection Act 1998 Consent / Declaration

I have had the Merthyr Tydfil Special Tuition provision explained to me and I agree to a referral being made for my child.

I also agree that information held by the Special Tuition provision may be shared with relevant agencies or organisations for the purpose of developing and implementing an interventions plan. Information could also be shared with outside agencies for the purpose of evaluating the effectiveness of the Special Tuition provision both locally and nationally.

Merthyr Tydfil County Borough Council is committed to upholding your privacy rights. We will only use your personal information for lawful purpose. If you would like to find out more about how we use your personal information please read our privacy notices which are available on our website (<https://www.merthyr.gov/council/data-protection-and-freedom-of-information/privacy-notices/>). If you have any concerns or would like to know more about data protection compliance please contact our Data Protection Officer on 01685 725329 or data.protection@merthyr.gov.uk.

I may withdraw my consent at any time by informing the Learning Directorate that I wish to do so.

Parent / Carer Signature: _____ **Date:** _____

Appendix 3

Learning Department Inclusion Team Pupil Reintegration Plan

Schools should complete this plan in the following circumstances when a pupil has been;

- placed on a reduced timetable.
- excluded for a period of time.
- receipt of special tuition or any other form of EOTAS.

Please scan a signed copy of the plan and send to Mia Bounds Mia.Bounds@merthyr.gov.uk for those on reduced timetables and/or excluded and to James Michalski James.Michalski@merthyr.gov.uk for those in receipt of special tuition. Please do not send in original copies. It is important you retain the original signed copy for your records.

Date of Meeting:		Location:	
Name of pupil:		Name of School:	
DOB:		Year Group:	
UPN:		Ethnicity:	
ALNCO status:			
Looked After Child	Yes/No	Child Protection	Yes/No
Child in Need	Yes/No	Early Help/FSP	Yes/No

Parents & Professionals involved with the child

Name:	Role & Organisation:	Attended? (Y/N)	Have they been informed of the re-integration plan? If not, please state why.

Other (professional or family member):	Other (professional or family member):
--	--

WHAT NEEDS TO HAPPEN?			
Actions to be taken:	By When:	Person responsible:	How will we know it is working?
1.			
2.			
3.			
4.			
5.			
6.			

Reintegration Timetable

Week beginning:	Monday		Tuesday		Wednesday		Thursday		Friday		Total Time Spent in School
	am	pm	am	pm	am	pm	am	pm	am	pm	

Other key issues discussed: (Please ensure you record any other issues/key points not captured above)

Review Meeting Date: (within 2 weeks of the start date)	
Time:	
Venue:	

The undersigned confirm that this is an accurate record of the discussions and outcomes agreed within the meeting. By signing this form, the school is confirming that the use of a re-integration timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration.

During the period of the re-integration timetable the special tuition panel and school will:

- Monitor the effectiveness of the re-integration timetable
- Hold a review on the agreed date

School Representative:		Date:		Signature:	
[INSERT NAMES OF OTHER PROFESSIONALS]:		Date:		Signature:	

Parents

Please delete as applicable:

1. I agree with the content of these minutes and the reintegration plan.
2. I do not agree with the reintegration for the following reasons:

Parent Name:

Date:

Signature:

Parents

Please delete as applicable:

3. I agree with the content of these minutes and the reintegration plan.
4. I do not agree with the reintegration for the following reasons:

Parent Name:
Date:
Signature:
Child – this section is voluntary for the child to complete. Please delete as applicable: <ol style="list-style-type: none"> 1. I am happy with this plan 2. I am not happy with this plan because:
Child Name:
Date:
Signature:

Contract for Special Tuition

Name of child	
DoB	
Address	
Contact numbers	

It is the responsibility of [NAME OF PARENT(S)], being the parent of [NAME OF CHILD], who is of compulsory school age, to ensure that [NAME OF CHILD] is receiving a suitable education by regular punctual attendance as of the Education Act 1996.

Importance of education and attendance

Attendance to an education provision, be at school or otherwise, is of paramount importance and enables improved social skills, opportunities, wellbeing, choices and experiences. Those that miss out on their education are less likely to achieve their full potential.

Background

Special tuition is available to provide short-term education for pupils unable, by reason of their medical, psychiatric, psychological or behavioural issues, to attend school. Continuity of education achieved by regular contact and flow of information between the service and the pupil's school is of paramount importance.

Special tuition does not aim to provide a permanent alternative to full time schooling, but rather to reduce difficulties when medical or other reasons result in long-term absence from school and **essentially to facilitate the return of the pupil to full time education.**

Special tuition exists to meet the Local Authority's (LA) statutory responsibility towards pupils who are unable to attend school and seeks to prevent such pupils falling behind with their education.

Special tuition can be allocated at one of four levels

- One-to-one tuition in the home
- One-to-one tuition within a community setting
- Small group tuition (between two and five pupils) within a community setting
- Small group tuition (between two and five pupils) within a school or external provider setting

Aim

The aim of Merthyr Tydfil's Special Tuition Service is to:

- (e) meet the LA's statutory responsibility towards pupils who are unable to attend school.
- (f) prevent these pupils from falling behind with their schoolwork.
- (g) improve access to quality education.
- (h) reintegrate pupils back into mainstream education at the earliest possible opportunity.
- (i) reduce the risks of under attainment and disengagement.
- (j) to ensure the successful transition arrangements.

Expectations for all parties when receiving special tuition-staff, pupils and parents:

- Good punctuality in order to maximise the opportunity.
- Full engagement during the tuition sessions. This will be aided by providing the tuition in a suitable environment that is conducive to learning.
- Respectful conduct- to treat others with respect and dignity. Respectful behaviour includes:

- Speaking one at a time
- Ensuring that quieter members of the group have an equal chance to participate (when working in groups)
- Using language that conveys tolerance, respect and is non-discriminatory.
- Ensuring that mobile phones are switched off – In the interests of providing a respectful learning environment, please don't make or receive texts (although this general principle can be negotiated where there are mitigating circumstances.)

School Responsibilities

The school will remain responsible for:

- ensuring half-termly work plans are available in all subjects, which the pupil would normally be studying. Successful reintegration will only be possible if the pupil feels confident that they have covered a similar programme of learning to their peer group;
- where possible, the loan of appropriate resource material. These should be itemised and checked off when returned to the school, exceptions would be PE and CDT;
- examination entry fees;
- making arrangements for examinations, tests and assessments;
- assessment of coursework;
- careers interviews;
- work experience placements, if this is appropriate;
- informing all other agencies of any changes or alterations to the agreed plan for special tuition;
- liaising with home tutor and Special Tuition Coordinator, lines of communication, etc;
- health and safety assessment of tutor;
- the delivery of a broad and balanced curriculum;
- implementing the agreed programme of reintegration;
- having a designated person for the tutor to liaise with regards to work;
- returning marked work back to the pupil.

Tutor Responsibilities

- Liaison with school and Special Tuition Coordinator (STC);
- Contacting school and arranging to collect work plans regularly (weekly where required);
- Liaison with family regarding time and venue of sessions, if they are to take place at home;
- Inform the STC of any concerns regarding the child or provision of the special tuition;
- To teach the pupil(s) allocated to the tutor by clearing.

Tutors do not have to keep to school hours of 8.45 – 3.30, if parents/carers are in agreement, they can be outside of these hours.

Local Authority Responsibilities

- Ensure a suitable, safe environment in which the special tuition tutor can work, ensuring there is an appropriate workstation available;
- Monitoring the sending of a monthly report to the school outlining the pupil's progress and achievements;

- Working with the relevant Education Inclusion Officer (EIO) to ensure good attendance whilst on tuition and if necessary completing the appropriate referral form requesting the relevant EIO or SEWO to make a home visit;
- Attending review meetings;
- Providing opportunities for tutors to receive appropriate in-service training, e.g. Safeguarding;
- Liaising closely with the schools and advisory service, to quality assure the teaching, learning and assessment provided by the service;
- Ensure that there are sufficient opportunities to allow tutors to have PPA Time (Planning, Preparation and Assessment Time).

Parent/Carer Responsibilities

- Provide a quiet place for the lesson, ensuring it is a smoke free and pet free.
- Ensure that the pupil is available and punctual for tuition – the pupil is appropriately dressed and ready for tuition.
- Notify the Local Authority and tutor, in advance, if the pupil is unavailable for tuition due to illness, medical appointment, etc.
- Contact the Local Authority and tutor if, for any reason, the pupil is unavailable for tuition at very short notice.
- Sign the tutor's timetable after each session of tuition.
- Commit to providing a clear workspace, including a suitable workstation.

Regular non-attendance or three consecutive non-attendances will be dealt with by the Education Inclusion Service and may result in the LA suspending tuition.

Parental Signature_____

Pupil Signature _____

Tutor signature_____

School signature_____

Date_____

Appendix 5

Special Tuition / Dysgu Newydd Weekly Report



MERTHYR TYDFIL
County Borough Council
Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL

Name of Pupil: _____

Week Commencing: _____

Attendance

Day	Present?	Reason for absence (if applicable)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Work Engagement

--

Progress

--

Behaviour

--

Other

--

Appendix 6 MERTHYR TYDFIL COUNTY BOROUGH COUNCIL - HOME TUTOR CLAIM FOR PAYMENT

PUPIL	PERIOD OF INSTRUCTION		NO. OF HOURS	PPA	SIGNATURE OF PARENT / CARER	For office use only
	DAY	FROM TO				
						Home tuition is approved for the mentioned pupil: <u>Expenditure Code:</u> 1000 1513 ED2156 <u>Checked by:</u> Signature: Date: <u>Certified by:</u> Signature: Date:
TOTAL HOURS WORKED:						
<u>Home Tutor Details:</u>						
Name: _____			Signature: _____			
Address: _____			Date: _____			
NB This form is to be submitted at the end of each calendar month and forwarded to Special Tuition						

Staff Number: _____

**Coordinator, Ty Homfray, Alexandra Avenue,
Penydarren, Merthyr Tydfil, CF47 9AF.**

Appendix 7

SPECIAL TUITION SERVICE Observation and Monitoring Form

--	--	--	--	--	--

<u>Tutor</u> <ul style="list-style-type: none"> Was the tutor organised and prepared for the tasks? Does the tutor explain the task clearly to the pupil? Does the tutor provide an up-to-date record for the pupil? Does the tutor have the correct resources? 			
<u>Pupil</u> <ul style="list-style-type: none"> Was the pupil working effectively on the task? Did the pupil understand the requirements of the task? Did the pupil relate positively to the tutor? 			
<u>Home</u> <ul style="list-style-type: none"> Was the work-place suitable for effective teaching and learning? Was there an appropriate adult present? 			
<u>School</u> <ul style="list-style-type: none"> Has the school provided suitable work for the pupil Have they provided resources to support the work for example course books and handouts Is there a key person that the tutor can liaise with regarding the pupil's work? 			
Tutor's target:			
Date for next observation:			



Observed by:	Signed:	Date:
--------------	---------	-------




Appendix 8

SPECIAL TUITION SERVICE Pupil Evaluation

As part of our service evaluation we would appreciate you completing this form at the end of your tuition period. All information is confidential.

Name	
School	
Tutor	

a.	What difficulties were you having at school?		
b.	What subjects have you worked on in your tuition sessions?		
	English	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Mathematics	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Science	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Other		
c.	Did the tutor -		
	Explain the task clearly?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Praise you for completed work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Help you when you didn't understand?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

d.	Do you think you work better in a group or on your own?	
	Group <input type="checkbox"/> Why?	Own <input type="checkbox"/> Why?
e.	How could we have made the tuition better for you?	
		
f.	What are you going to do when the tuition finishes?	
		
g.	Have you had or are you having difficulties with any of the following. (The information you supply will be strictly confidential).	
	Bullying	<input type="checkbox"/>
	School phobia	<input type="checkbox"/>
	Poor Attendance/Timekeeping	<input type="checkbox"/>
	Lacks Confidence/Shyness etc	<input type="checkbox"/>
	Medical Issues	<input type="checkbox"/>
	Other (please tell us)	<input type="checkbox"/>

Signed: _____

Date: _____

Thank you for completing this form.

Appendix 8

SPECIAL TUITION SERVICE Parental Views

As part of our service evaluation we would appreciate you completing this form at the end of your tuition period. All information is confidential.

Child's Name	
School	
Tutor	

a.	Why was your child receiving tuition?				
b.	Please circle the number that reflects your views				
	Has the tuition service -				
		Poor (0)	Fair (1)	Good (2)	Excellent (3)
1.	Kept you informed of your child's progress?	0	1	2	3
2.	Met your expectations?	0	1	2	3
3.	Been punctual and efficient?	0	1	2	3
4.	Been well prepared and organised?	0	1	2	3
c.	In relation to your child's school work -				
		Poor (0)	Fair (1)	Good (2)	Excellent (3)
5.	Was the work suitable from your child's school?	0	1	2	3
6.	Were the resources suitable for the work?	0	1	2	3
7.	Did the tutor explain the work to your child?	0	1	2	3

d.	Does your child work better in:	
	A group <input type="checkbox"/> Why?	On their own <input type="checkbox"/> Why?
e.	In order to improve, what would you change in the tuition service to make it better for the parent and the child?	
f.	What are you future plans for your child once the tuition finishes?	
g.	Have you had or are you having difficulties with any of the following. (The information you supply will be strictly confidential).	
	Bullying	<input type="checkbox"/>
	School phobia	<input type="checkbox"/>
	Poor Attendance/Timekeeping	<input type="checkbox"/>
	Lacks Confidence/Shyness etc	<input type="checkbox"/>
	Medical Issues	<input type="checkbox"/>
	Other (please tell us)	<input type="checkbox"/>

Signed: _____

Date: _____

Thank you for completing this form.