

Part-time Timetable Policy

Audience:	REAch2 Staff Local Governing Bodies Cluster Boards Trustees
Ratified:	REAch2 Executive Team March 2024
Other related policies:	Safeguarding Admissions Attendance Specialist Educational Needs
Policy owner:	Alistair Dewar Associate School Leader (SEND and Behaviour)
Review:	March 2027

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.



Leadership

Finding the leader in all of us.



Inclusion

Realising the greatness in our difference.



Learning

Creating exceptional opportunities for learning.



Enjoyment

Loving what we do.



Inspiration

Feeling the power of the possible.



Integrity

Being courageously true to our purpose.



Responsibility

Unwavering commitment to seeing things through.

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Policy Overview

Statement of intent

At REAch2 Academy Trust, we recognise that sometimes, in exceptional circumstances, there is a need for implementing a part-time timetable for individual pupils.

This policy is in place to ensure pupils are only put onto part-time timetables in exceptional and necessary circumstances and continue to receive a high-quality education whilst they are on a part-time timetable. The school will use this policy to ensure the pupil's needs are met whilst they are integrated back into the school.

The school is committed to ensuring that:

- Pupils are only put on a part-time timetable in exceptional and necessary circumstances.
- Pupils are only put on a part-time timetable for a limited amount of time and not as a long-term solution.
- Pupils on a part-time timetable are able to access as much education as possible.
- Part-time timetables are not used by the school as a form of exclusion.
- Part-time timetables are only used when it is in the pupil's best interest.

How this relates to national guidance and statutory requirements

Under Section 7 Education Act 1996, the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable–

- (a) to their age, ability, and aptitude, and
- (b) to any special educational needs they may have,
- (c) either by regular attendance at school or otherwise.

Although there is no statutory basis upon which to establish a reduced educational offer, the working together to improve school attendance guidance (DfE 2022) states that in very exceptional circumstances there may be a need for a temporary reduction in an educational offer to meet a child's individual needs. For example, where a medical condition prevents a child from attending full-time education and a reduced package is considered as part of a reintegration programme.

Schools should be aware that it is illegal to discriminate against children based on their SEN and /or disability, including those with social, emotional, and mental health needs and should consider this duty when considering a reduced education offer.

When a child is not in school, their vulnerability is increased. When deciding whether a reduced educational offer is appropriate, consideration must always be given to the welfare and safety of the child.

Keeping Children Safe in Education (DfE, 2023) identifies schools as part of the wider safeguarding system for children and recognises that all school staff are ideally placed to identify concerns early, provide help for children and to prevent concerns from escalating. It also states that all professionals should work together with other relevant agencies to support children and families. Therefore, any decision about reducing a child's time in school should be taken in conjunction with other professionals involved.

Consideration should be given to the increased risk of 'child exploitation' (CE), substance misuse, self-harming, radicalisation and other potential abuse or criminal activity at home as well as in the community.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE 'School Admissions Code'
- DfE 'Special educational needs and disability code of practice: 0-25 years'
- DfE 'School attendance'
- DfE 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Attendance and Absence Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy

Roles and responsibilities

The headteacher is responsible for:

- Ensuring that all staff are aware of the school's policy for part-time timetables.
- Working with Leaders to manage and implement reintegration plans.
- Communicating the progress of all pupils on a part-time timetable to the governing body.
- Maintaining communication with the parents/carers of pupils on a part-time timetable.
- Discussing the needs of individual pupils on a part-time timetable with relevant professionals.
- Liaising with the school nurse to ensure pupils with medical conditions are fully supported whilst on the school site.

The governing board is responsible for maintaining oversight of the school's approach to implementing this policy.

The SENCO is responsible for:

- Reviewing pupils' EHC plans to discuss proposals for a part-time timetable.
- Seeking agreement from parents or carers and the LA if a pupil with SEND is to go onto a part-time timetable.
- Organising follow-up appointments with parents/carers to complete a reintegration plan.

Teachers are responsible for:

- Maintaining a supportive relationship with the pupil.
- Ensuring a positive transition between school and home.
- Working with professionals, acting on advice to support.
- Ensuring work set consistently reflects the curriculum being taught in school.
- Assessment of the pupils' academic attainment.
- Recording pupils' absences as authorised.

DSLs are responsible for:

- Assessing the safeguarding risks which a part-time timetable may increase.
- Reviewing the safeguarding risk for a child on a part-time table every two weeks.
- Informing external family support workers such as social workers that a child they are working with is on a part-time timetable.

Policy In Detail

Reasons for implementing a part-time timetable

Part Time Timetables will only ever be used when in the best interest of the child.

The school will only implement a part-time timetable for individual pupils in the following circumstances:

- Where there are medical grounds, supported by a medical practitioner or mental health practitioner.
- As part of a planned reintegration into school following an extended period of absence due to exclusion, non-attendance, school refusal, or to facilitate a managed transfer between schools.
- As a temporary fixed-term, closely monitored intervention to address and manage the impact of emotional, social or medical needs, whilst other arrangements are being made to meet their individual needs.

The school will only offer a part-time timetable in exceptional circumstances to ensure a pupil receives their full-time education. All other options, including Alternative Provision, must first have been considered.

Procedures for implementing a part-time timetable

See *Appendix E – Process Flow Chart* for a visual presentation of this process.

In the circumstances that the school implements a part-time timetable for a pupil, the school will:

1. Undertake a thorough rationale for the use of a part-time timetable ensuring it is in the best interest of the child. This includes considering the safeguarding implications of the pupil not being at school, working with the local authority or social care by completing: Appendix A – Accountability and Responsibility Checklist.
2. Convene a meeting between the headteacher, SENCO and the pupil's parents/carers (if applicable, include social worker, local authority) to discuss the possibility of a part-time timetable. Completing: Appendix C – Part-time Timetable Plan. If the plan is agreed by parents/carer and the Virtual School complete: Appendix B – Consent for the plan.
3. Ensure the DSL has been informed and has considered the safeguarding implications of a part-time timetable.
4. Inform all professionals supporting the child and family, such as social workers, about the part-time timetable.
5. Provide Parents/Carers with signed copies of all paperwork relating to their child and their part-time timetable.
6. Ensure the Headteacher sends completed Appendix A, B and C to their Deputy Director of Education (DDoE) and to the Education Support Assistant to the Executive Education Team (ESA). DDoEs will review the paperwork and ensure all aspects are considered and completed.
7. Inform the Local Authority, using applicable processes, that a pupil will be placed on a part-time timetable.
8. Review the plan at a minimum of every two weeks, leaders do this by completing Appendix D – Plan Review.
9. Ensure the DSL reviews the safeguarding risks every two weeks.
10. Ensure the SENCO convenes a review meeting of the pupil's EHC plan, where relevant.
11. Ensure that a reduced educational offer must be time limited, with a clear target of resuming full-time attendance within a period no longer than 8 weeks. This may be extended in exceptional circumstances, for example, when a child is awaiting a place at a specialist provision which is listed in their EHCP.

12. Ensure leaders send Appendix D to their DDoE and ESA at the 8 week review point which should be the end of the part-time timetable. In exceptional circumstances where this is to continue, an updated and completed Appendix C should also be sent for the next 8 weeks. This will trigger a review by a member of the REAch2 Central Team and additional support for the school and child.

Cooperation with parents/carers

Within the initial meeting with parents/carers, the headteacher will:

- Ensure all participants are satisfied that suitable arrangements are in place to assure the safeguarding and care of the pupil during the period when they would otherwise have expected to be in school.
- Draw up a written agreement with the parents/carers about who is responsible for the pupil whilst they are in school and at home.
- Ensure there are agreed objectives, which have been formulated with the parents/carers, of clear steps to access a short-term educational plan for the pupil based on their needs.
- Agree the number of hours of support that will be provided in school.
- Ensuring the school meets its statutory obligations for providing a certain number of hours of support for pupils with SEND.
- Establish a clear route back to a full educational entitlement by clearly defining objectives, milestones and support for the duration of the plan.
- Have a planned date for when the part-timetable will cease.

The headteacher will organise a follow-up meeting, two weeks into their part-time timetable to discuss the effectiveness of the part-time timetable and whether objectives have been met.

If objectives have not been met, the school will reassess other options.

Considerations

The school will assess the impact of the part-time timetable on the transport arrangements in place for the pupil.

The school will make any adjustments to transport to accommodate their part-time timetable, where possible.

The school will ensure pupils are signed out at the reception desk and wait for collection from their parents/carers or their dedicated transport method organised by the school or LA. Schools will list this absence using Code C (Code C2 from September 2024) in the register.

If the pupil receives FSM, the school will ensure the pupil continues to receive their meals either at school or at home.

Policy Communication

The headteacher communicates this policy to:

- Staff who may be involved in setting part-time timetables for pupils.
- Parents/carers, particularly those whose children are on part-time timetables.
- The governing board.
- The Senior Leadership Team.

The headteacher ensures staff understand that part-time timetables are only put in place for a very small number of pupils in very exceptional circumstances.

Staff will receive training for operating part-time timetables if they are involved in any process of delivering a part-time timetable, e.g. teaching the pupil.

Policy Review

This policy will be reviewed every 3 years or sooner, taking into account any legislative changes. Any changes to this policy will be communicated to all relevant stakeholders.

Appendices

Appendix A – Accountability and Responsibility Checklist

Name of pupil		Class	
Date of birth		Headteacher	

Part-time timetable is in the best interests of the child and attracts the understanding, approval, and written agreement of parents/carers and in the case of a Looked After Child or child subject to a CIN or CP Plan, the allocated social worker.	
Complies with Safeguarding best practice- i.e. statutory responsibility for safeguarding and promoting the welfare of pupils.	
The reduced educational provision is time limited with regular reviews set.	
If the child has an EHCP, you have involved the relevant office within the Local Authority.	
If the child has health and or medical needs, the school nurse is informed (or other medical practitioner) to ensure medical needs are met.	
The Local Offer website has been consulted in relation to Alternative Provision.	

Name of headteacher	
Signed by headteacher	
Date	

Appendix B – Parental Consent Form

This form should be completed by the school and signed by parents of pupils going onto a reduced timetable. This form is proof that all parties agree to the terms set out for the pupil's reduced timetable.

Name of pupil		Name of school	
Date of birth		Name of headteacher	
Looked after child (LAC)	Yes/No	Name of SENCO	
SEND Status	None/SEND Support /EHCPNA/EHCP	Name of DSL	

Is the plan under which the reduced timetable is monitored or reviewed attached?	Yes/No
Location where education will take place	
Reason for temporary reduced timetable	

Total hours per week in on-site provision	
Planned start date of reduced timetable	
Planned review date	
Planned end date of reduced timetable date	

Name of Parent / Carer	
Signed by Parent / Carer	
Date	

Name of Headteacher	
Signed by Headteacher	
Date	

(if applicable)

Name of Headteacher Virtual School	
Signed by Headteacher Virtual School	
Date	

Appendix C – Part-time Timetable Plan

Name of pupil		Class	
Date of birth		Plan co-ordinator	
Start date		Planned end date	

Pupil Profile

Pupil strengths	
What is important for this pupil	
What is working	
What is not working	

Pupil Plan

Plan objectives	
Success Criteria	
What will the school do?	
What learning opportunities will be made available when the child is not at school?	

Timetable Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Break					
Morning					
Lunch					
Afternoon					

Plan support

What will parents/carers do?	
What does the pupil need to do?	
What external agencies are or could be involved?	

Name of Parent / Carer	
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Signed by Parent / Carer	
Date	

Name of Headteacher	
Signed by Headteacher	
Date	

Name of Pupil	
Signed by Pupil	
Date	

Appendix D – Plan Review

Name of pupil		Class	
Date of birth		Plan co-ordinator	
Start date		Planned end date	

Have the plan objectives been met?	
Did the school do what it said it would do?	
Did the parents / carers do what they said it would do?	
Did the pupil do what they said they would do? (If developmentally appropriate)	
What should happen next?	Return to full-time timetable / Timetable altered to increase time in school / Continue with current plan
Reasons for this decision	

If return to full-time timetable, move to the signatures section.

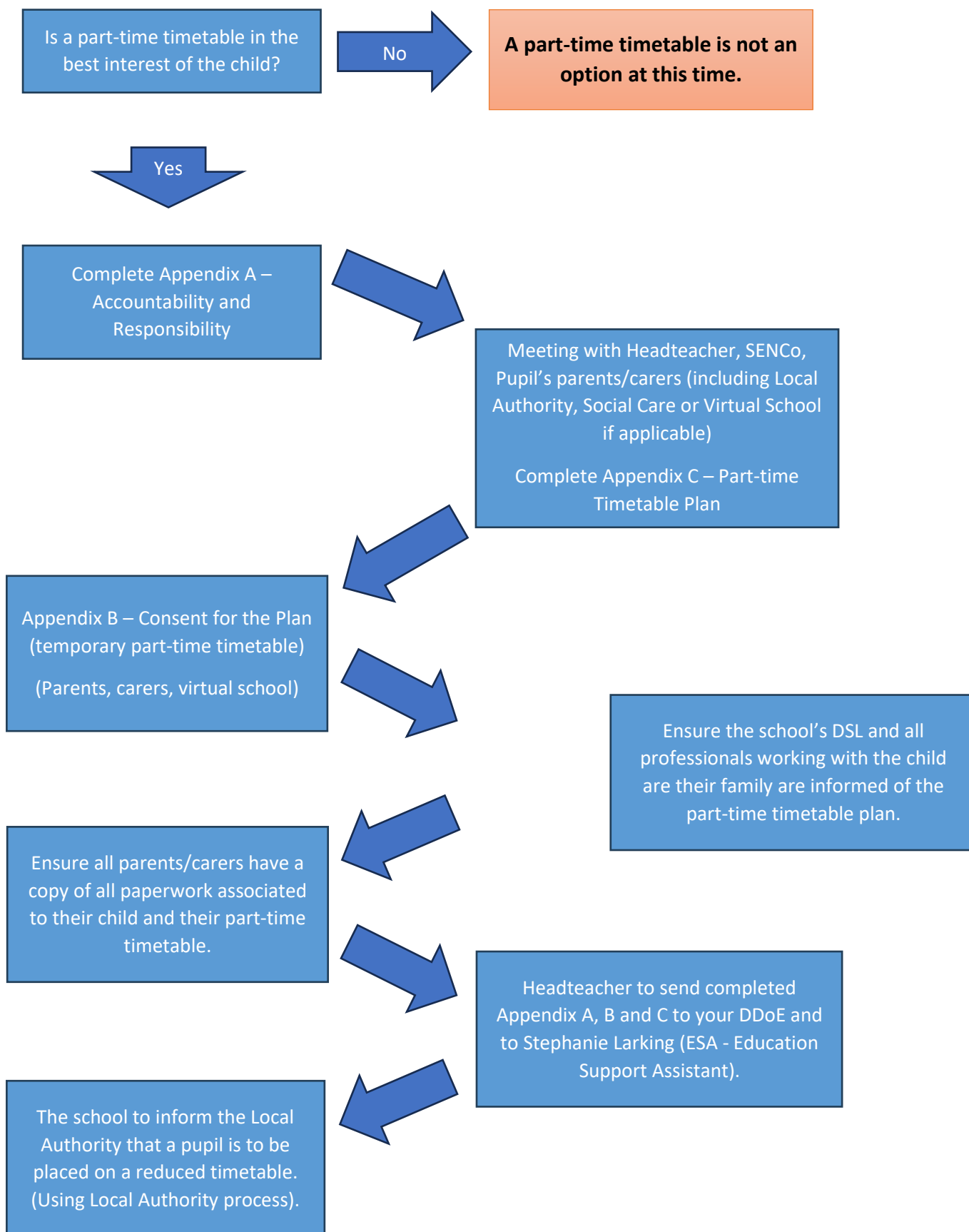
If part-time timetable continues, complete a new Part-time Timetable Plan or update the previous plan.

Name of Parent / Carer	
Signed by Parent / Carer	
Date	

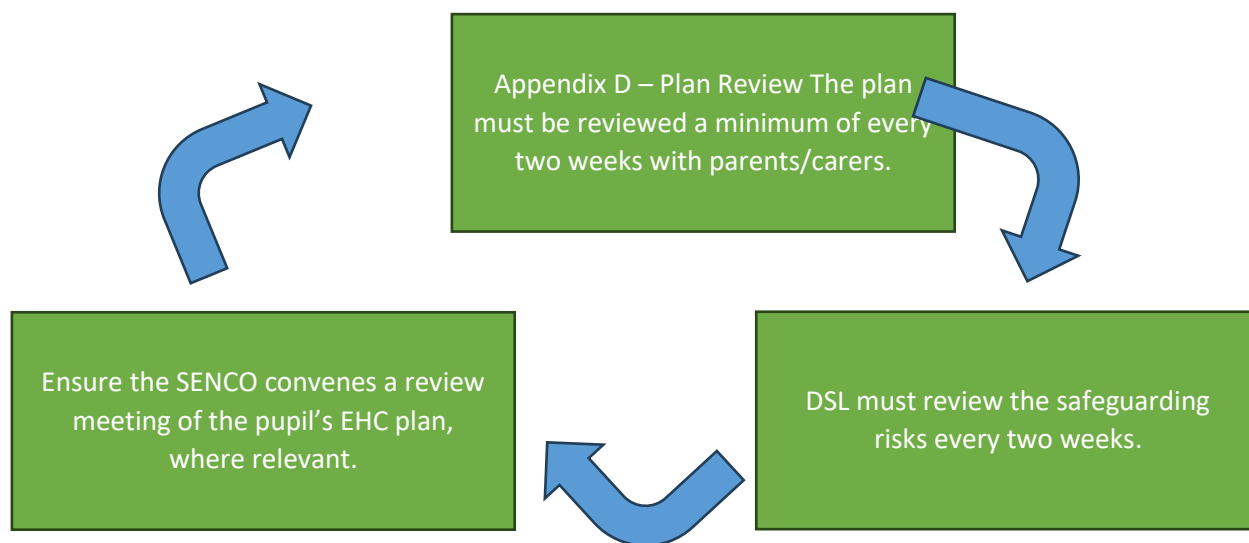
Name of Headteacher	
Signed by Headteacher	
Date	

Name of Pupil	
Signed by Pupil	
Date	

Appendix E – Part Time Timetable Process Flow Chart (Schools - Initial Process)

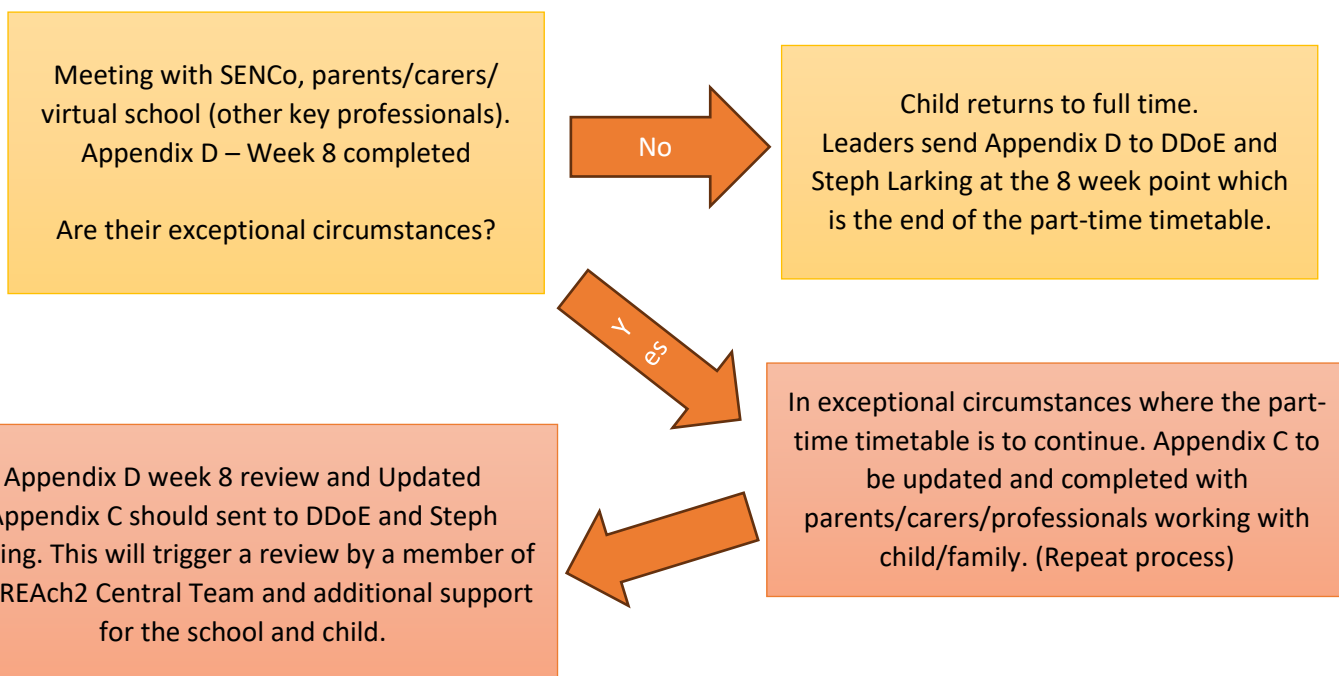


Appendix E Cont. – Part Time Timetable Process Flow Chart (Schools - On-going Reviews and Considerations)



Appendix E – Part Time Timetable Process Flow Chart (Schools – End of Part-time Timetables (maximum 8 weeks))

A reduced educational offer must be time limited, with a clear target of resuming full-time attendance within a period no longer than 8 weeks. This may be extended in exceptional circumstances, for example, when a child is awaiting a place at a specialist provision which is listed in their EHCP.



Appendix F – Process for DDoE and Trust Central Team

