



WARWICKSHIRE COUNTY COUNCIL

GUIDANCE ON PART-TIME TIMETABLES

May 2021

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Context

All children of compulsory school age are entitled to a full-time education under the Education Act 1996. A reduction to a part-time timetable will only ever be lawful if the child in question is not able to attend on a full-time basis due to illness or otherwise. In such circumstances there should be clear professional evidence that a part-time timetable is necessary for the child, and the County Council would advise that part-time timetables are not put in place without the clear agreement of the child's parents.

Children with any long-term medical, mental health, developmental or learning difficulties are likely to be protected by the Equality Act 2010. Putting in place a part-time timetable may be regarded as 'discrimination arising out of a disability', as it means that the child will be in receipt of less education than their non-disabled peers. A part-time timetable for disabled pupils should only ever be put in place as a 'proportionate means of achieving a legitimate aim', which in practice means as a last resort when no other options available, either because otherwise the child would not be able to attend school at all due to illness, or where exclusion would otherwise have to be implemented for a child who is having significant behavioural problems. Even in these circumstances a part-time timetable should only be utilised when all other possibilities for keeping the child in school on a full-time basis have been exhausted.

Please note this document relates to children and young people (CYP) who are of compulsory school age.

Part-time timetables should be driven by education professionals and not by parents who do not want their children attending school full-time; that would be addressed as an attendance issue.

1.0 Introduction

- 1.1 This guidance sets out the legal framework in relation to the rights of all statutory school aged CYP to receive full time education appropriate to their age and irrespective of their needs. It is intended to assist schools and education settings in ensuring compliance with statutory guidance and to ensure that they do not inadvertently exclude a pupil illegally.
- 1.2 As well as the potential impact on educational standards, a part-time timetable can present a significant safeguarding risk if not managed appropriately. Evidence shows that children and young people from vulnerable groups are more likely to be in receipt of a part time timetable than their peers and in turn are more likely to be subject of safeguarding concerns. Every school must adhere to the statutory guidance provided in the most recent version of Keeping Children Safe in Education. This applies particularly to children on part-time timetables.

www.gov.uk/government/publications/keeping-children-safe-in-education

- 1.3 DfE statutory guidance, School Attendance 2020 states:

*In very exceptional circumstances there may be a need for a **temporary** part-time timetable to meet a pupil's individual need. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a reintegration package. A part-time timetable **must not be a***

long-term solution. Any pastoral support programme or other agreement must have a time-limit by which point the pupil is expected to attend full-time (p19)

For further guidance go to <https://www.gov.uk/government/publications/school-attendance>)

2.0 Part-time Timetables

- 2.1 For the purposes of this guidance, a timetable is reduced when it consists of something less than that which is provided to the majority of the pupils in that setting.
- 2.2 There is no statutory basis upon which to establish a reduced timetable, however in exceptional circumstances, schools may decide to implement one for a **time-limited** period to meet a pupil's individual needs.
- 2.3 A reduced timetable must not be treated as a long-term solution and must have a time limit by which point the CYP is expected to attend full-time. In the majority of cases, WCC would expect that any part-time timetable **will have ceased within 6 weeks or earlier**. If regular progress is not being made (measured by increased time in school and demands) it shows that the strategy is not working, and a different intervention must be considered.
- 2.4 Any CYP admitted to a school is expected to receive their full education entitlement. Part time timetables should not be used for schools to prepare themselves for a full-time admission to their school roll.
- 2.4 In accordance with the Equality Act 2010, it is unlawful for schools to discriminate against CYP on the basis of their special educational need and/or disability, including those with social emotional and mental health difficulties.
- 2.5 If a CYP is accessing support from the Flexible Learning Team schools should follow the appropriate action plans in partnership with WCC officers in line with the WCC medical needs policy.

For further information go to <https://www.warwickshire.gov.uk/medical-physical-needs/meeting-physical-medical-needs-whole-school-level/2>

- 2.6 Government guidance recommends weekly lesson times for pupils as:

Age	Hours
5–7	21
8–11	23.5
12–14	24
14–16	25

- 2.7 It is expected that there will have been appropriate external specialist input, prior to a part-time programme being considered. For CYP with SEN please refer to the SEND Provision Matrix 2015 at <https://api.warwickshire.gov.uk/documents/WCCC-1090-114>

- 2.8 Part-time timetables should not be introduced unless the Assess/Plan/Do/Review has been followed. It is expected that a Positive Intervention Plan (appendix 4) and a Pastoral Support Plan (appendix 5) will have been implemented and that advice will have been sought from an appropriate specialist such as a Specialist Teacher, Educational Psychologist or other professional who specialises in the area of need.
- 2.9 For a CYP with an EHCP, a part-time timetable should only be implemented following either an interim or annual review.
- 2.10 A part-time timetable should have clearly defined objectives and achievable targets (increases in time should not be dependent on 'perfect' behaviour).
- 2.11 No parent/carer should be pressurised into agreeing to a part-time timetable. The threat of exclusion must not be used to influence parents/carers to engage with a part-time timetable.
- 2.12 A part-time timetable should be done with the full cooperation of the parents/carers and knowledge of the LA; it should be in the best interest of the CYP. To notify the LA of a part time table complete the form found at Appendix 1 and mail to fapassessmentgateway@warwickshire.gov.uk
- 2.13 Where part time timetable is implemented, school should clarify with parents/carers that they will take full responsibility for their CYP when s/he is not in school and guarantee they are supervised off site. This should be confirmed with all agencies involved in supporting the CYP and family. An Early Help Assessment (EHA) or early EHCP review are possible routes to engage with parents/carers and the CYP.
- 2.14 The part-time timetable arrangements must be reviewed **at least** every fortnight as part of the Phased Reintegration Plan (appendix 6) process. Progress towards being able to return to school on a full-time basis should be considered along with the effectiveness of any support being provided. The review should include a parent/carer and other external specialists or agencies as and when appropriate.

3.0 Informal and Unlawful Exclusions

- 3.1 'Informal' or 'unofficial' exclusions, such as sending a CYP home 'to cool off' or sending them home for lunchtime, are **not lawful**, regardless of whether parents or carers agree. Any exclusion of a CYP (*even for short periods of time*) **must** be formally recorded.
- 3.2 Part-time timetables that **DO NOT** have clearly defined objectives, a specified end date, a review process and/or the consent of parents/carers may constitute an unlawful exclusion.
- 3.3 Professionals who become aware of an unlawful exclusion or a pupil on a part-time timetable and have concerns around the reasons for its use, the length the timetable is in place for and/or whether it has the consent of the CYP parents/carers, should notify the Educational Entitlement Team by email at fapassessmentgateway@warwickshire.gov.uk

For further information and guidance on exclusions go to

4.0 Marking the Attendance Register

- 4.1 Schools can approve educational activities that take place away from the school providing they meet the requirements set out in regulations and guidance.
- 4.2 All schools are bound by the DfE attendance coding guidance, this guidance can be found at <https://www.gov.uk/government/publications/school-attendance>
- 4.3 The school must C code for the sessions the pupil is not required in school. The school must code in line with the DfE coding guidance for the sessions required in school ie present mark, illness' mark, authorised or unauthorised etc.
- 4.4 According to the DfE's School Attendance 2020 guidance:

An approved educational activity is where a pupil is taking part in supervised educational activity such as field trips, educational visits, work experience or alternative provision. Pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements prescribed in regulation 6(4) of the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which the mark is recorded (page 10, School Attendance, DfE, Dec 2020).

- 4.5 The DfE guidance also provides specific guidance about the use of the "B" code:

This code should be used when pupils are present at an off-site educational activity that has been approved by the school. Ultimately schools are responsible for the safeguarding and welfare of pupils educated off-site. Therefore, by using code B, schools are certifying that the education is supervised and measures have been taken to safeguard pupils. This code should not be used for any unsupervised educational activity or where a pupil is at home doing school work. Schools should ensure that they have in place arrangements whereby the provider of the alternative activity notifies the school of any absences by individual pupils. The school should record the pupil's absence using the relevant absence code.

- 4.6 In the majority of cases it **would not be appropriate to use the "B" code** to record the period **when a pupil on a part-time timetable is not attending school**. The "C" code must be used as the DfE guidance outlines in the Frequently Asked Questions that:

In agreeing to a part-time timetable a school accepts a pupil being absent from school for a part of the week or day and must record it as authorised.

- 4.7 A CYP attending alternative provision as part of their part-time timetable, may be authorised and school should use the "B" code for that aspect of their timetable. However, it remains the school's responsibility to monitor attendance whilst they attend alternative provision and ensure the absences are reflected on the schools MIS system.

5.0 Pupils with Medical Conditions

- 5.1 Where a CYP has an on-going diagnosed medical condition, which necessitates them

missing more than 15 continuous school days (30 am/pm attendance sessions) because of the condition, consideration should be given to an Early Help Assessment, input from relevant external specialists e.g. CAMHS, EPS, specialist teacher and/or referral to the Flexible Learning Team. The condition must be supported by a medical specialist e.g. CAMHS specialist, Hospital Consultant and not just on the parent's explanation. For full details of how to request intervention from the Flexible Learning Team see <https://www.warwickshire-flt.org.uk/index.shtml>

- 5.2 Where possible and appropriate a CYP should be provided with sufficient and differentiated work for those hours they are not in school. Arrangements should be made to ensure that the work is marked and assessed with constructive feedback given to the CYP. If the school/education provider has a staff member with the CYP at the family home, then this would be a supervised activity and could be recorded in the attendance register as educated off site; 'B' code. If not, then the school's register should record the absence as authorised; 'C' code for the session the CYP is not expected in school.

Contact the Flexible Learning Team at E: flexlearning@warwickshire.gov.uk for further advice and guidance.

Vulnerable Groups – Additional Considerations

6.0 CYP with Education, Health & Care Plans

- 6.1 A part-time timetable should only be used for a CYP with an Education, Health & Care Plan (EHCP) in very limited circumstances and with the agreement of the CYP allocated Plan Co-ordinator. A CYP should not be put on a part-time timetable because of their special educational need as this may constitute discrimination. In some cases, a special educational need may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.
- 6.2 A part-time timetable must only be used following an interim or annual review of an EHC plan with:
- Clearly defined objectives.
 - Be for a specified and limited period.
 - Be kept under regular review.
 - Have written parental agreement and the consent of the EHCP Coordinator (PlanCo)
- 6.3 An individual plan should be agreed that clearly lays out the use of any extra provision in the EHCP.
- 6.4 Where possible and appropriate CYP should be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is regularly marked; assessed and constructive feedback is given to the CYP.
- 6.5 Schools and education settings should ensure that the provision made in the EHC plan is used to meet the CYP needs.

7.0 Children Looked After

- 7.1 Children looked after (CLA) are amongst our most vulnerable pupils and a part-time timetable should only be used in **very limited circumstances** when all other interventions have been tried. The Head of Virtual School must be consulted about any proposals to implement a part time timetable for a Warwickshire CLA. For any advice or support with a CLA contact the Head at virtualschool@warwickshire.gov.uk.
- 7.2 A part-time timetable should only be used after reviewing the CYP Personal Education Plan (PEP) and must not be used without written consent of the CYP Social Worker and the Virtual School of the Local Authority responsible for the child.
- 7.3 Any CLA on a part-time table must be contacted daily by the school to ensure they are safe. This must be recorded. If the school has any concerns about the safety of a CLA on a part-time table, they must follow their safeguarding policy and procedures and contact the relevant social worker.

8.0 CYP subject to a Child Protection Plan (CPP) or who are a Child in Need (CiN)

- 8.1 Any school considering a part-time timetable for a child that is subject to a CPP or who is CiN must first consult with the CYP Social Worker. Any part-time timetable must only be implemented following a Core Group or CiN Meeting.
- 8.2 A part-time timetable should not be implemented without written parental/carer agreement and the consent of the Social Worker responsible.
- 8.3 Any CYP subject to a CP plan or CIN on a part-time table must be contacted daily by the school to ensure they are safe. This must be recorded. If the school has any concerns about the safety of a child on a part-time table they must follow their safeguarding policy and procedures and contact the relevant social worker.

9.0 Fair Access Protocol

- 9.1 Warwickshire's Fair Access Protocol may seek to secure managed moves ?? for vulnerable CYP for whom a 'fresh-start' has been identified as beneficial. This includes CYP who have been permanently excluded or who are at risk of permanent exclusion from school.
- 9.2 CYP who are subject to an EHC Plan cannot be considered through the Fair Access Protocol, the statutory admissions process that must be followed is set out in the SEND Code of Practice.
- 9.3 If it is determined that a CYP placed at a school through the FAP requires a reduced timetable, the reduced timetable must follow the process set out in this guidance and must only be done with the agreement of the relevant and appropriate WCC officers supporting the admission.

10.0 Reduced timetable procedures in Warwickshire

Prior to starting a reduced or part-time timetable school should:

- 10.1 Seek free advice and guidance from the Specialist Teaching Service Area Manager and where appropriate refer to the FAP & Assessment gateway, email fapassessmentgateway@warwickshire.gov.uk
- 10.2 Undertake a risk assessment and if there are safeguarding concerns, advice must be Sought via the MASH.
- 10.3. Offer the parent/carer an Early Help Assessment (unless already open to Social Care) to establish whether there are wider needs and identify the support required from external agencies.
- 10.4. Complete the part-time timetable notification form attached (Appendix 1)
- 10.5. Set a review date to take place **within two weeks of the start of the reduced timetable** and record the planned end date (note: a maximum of 6 weeks on a reduced timetable is advised). Notify the LA by email when the end date has been completed and achieved to the fapassessmentgateway@warwickshire.gov.uk
- 10.6 If the reintegration process hasn't been completed in 6 weeks, Headteachers should refer to the FAP & Assessment Gateway email fapassessmentgateway@warwickshire.gov.uk

Appendices

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Appendix 2 - Guidance for Reintegration to Class-Based Learning

Appendix 3 - Positive Intervention Plan

Appendix 4 – School based Pastoral Support Plan

Appendix 5 - Warwickshire Phased Reintegration Plan

Appendix 1 – PT Timetable Notification Form

 [Notification of a Part-time Timetable.docx](#)

Appendix 2 – Guidance for Reintegration to Class-Based Learning

- 1.0 Children and young people (CYP) have the right to be educated as part of a suitable peer group. In very exceptional circumstance there may be a temporary need to educate the CYP away from the classroom for all or part of the day.
- 1.1 As with part-time timetables, it is expected that there will have been appropriate external specialist and that they have been involved in this decision along with parents/ carers. For pupils with an EHCP, it is expected that this decision would be made at an Interim or Annual Review.
- 1.2 Education away from the classroom must not be treated as a long-term solution and must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. A maximum of 6 weeks is advised.
- 1.3 The arrangement must be reviewed every fortnight as part of the Phased Reintegration Plan process. Progress towards being able to return to the classroom should be considered along with the effectiveness of any support being provided. The review should include a parent/ carer, the school SENDCo and an external professional such as an Education Psychologist or Specialist Teacher who is advising on the arrangement.
- 1.4 If regular progress is not being made (measured by increased time in the classroom) it shows that the strategy is not working and a different intervention should be considered.

Appendix 3

Positive Intervention Plan

This plan is intended to support everyone in returning to calm stage as effectively as possible.

Pupil :

	Signs of agitation for this pupil		Staff interventions which work for this pupil
0	ALL CALM Pupil on task and behaving appropriately	0	Normal teacher /student interaction – positive reinforcement of desired behaves
1	Low level behaviours which signify observable tension/anxiety	1	Supportive responses (calm and clear)
2	Medium level behaviours	2	Limit setting responses continue level one responses plus respond calmly and clearly
3	High level behaviours	3	High level responses (continue to use L1 &L2 responses) JUDGEMENT re use of Physical Intervention
4	Recovery behaviours	4	Recovery responses
5	Depression	5	Depression supportive handling responses
6	Pupil ready to respond and communicate - Life Space Interview	6	Follow up <ul style="list-style-type: none"> • Positive listening and debrief

Agreed by
Pupil _____
Parent/carer _____
School staff
Support/agency staff

Date

(this format should be completed with details of the particular observable behaviours, and responses known/considered to be effective for this pupil – it is not a checklist. It can be used as a recording format to highlight behaviours/ responses)

This is a working document – please date and highlight strategies that have worked well and/or annotate as appropriate.

Appendix 4

SCHOOL BASED PASTORAL SUPPORT PLAN

To provide pastoral, emotional, social and behavioural support

Part One: Personal Details

Name:

DOB:

Gender:

School:

Year Group:

Telephone No:

Part Two: Log of Process

Key Events:

*Which key events have triggered the need for a **School Based Pastoral Support Plan?***

Behaviour Log:

Log behaviour should include the context and consequences of each incident.

Behaviour Log Attached:

Specialist assessment provided by:

Specialist Service involved:

Dates:

Date of initial meeting:

Nominated staff overseeing PSP:

Personnel attending:

Date PSP started:

Date of 1st review:

Personnel Involved:

Date of 2nd review:

Personnel Involved:

Part Three: Needs

Speech Language and Communication Needs

Communication, language, conversation, expression, listening, responding, understanding

<i>Objectives</i>	<i>Strategies</i>

Learning Needs

Literacy, maths, curriculum access

<i>Objectives</i>	<i>Strategies</i>

Emotional and Social Development Needs

Self awareness, motivation, ability to manage feelings, social skills, empathy, relationships,

<i>Objectives</i>	<i>Strategies</i>

Behavioural Development Needs

Lifestyle, self control, reckless or impulsive behaviour, substance misuse, sexual behaviour, offending, distractibility/ concentration, attention span. Triggers, precipitating and maintaining factors; times when the behaviour does not occur.

<i>Objectives</i>	<i>Strategies</i>
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Part Four: Actions

School Based Pastoral Support Plan

Date Of Meeting:	Name	DOB
PSP co-ordinator:	Form/Class	NC Year
Agency:	Attended by:	
Main Points Arising		
SMART Targets agreed	Strategies	
.		
Action To Be Taken	When?	By Whom?

Rewards (negotiated)	<u>Home</u>	<u>School</u>
Consequences		
Monitoring Arrangements	Who/when	Where
Contingency Plan <i>In case of a critical event</i>		
Success Criteria (how will you know when this has been achieved?)		

Next Meeting Date:	Time:	Venue:

Part Five: Outcomes

**SCHOOL BASED PASTORAL SUPPORT PLAN
MID-PLAN REVIEW MEETING**

<p>Date:</p> <p>Name of Student: _____ Class or Group: Year</p> <p>Present:</p> <p>Apologies:</p> <p>The PSP was set up on:</p> <p>Have the targets been met Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/></p>
<p>Summary of Progress</p>

New Targets

Next meeting date, time, venue:

SCHOOL BASED PASTORAL SUPPORT PLAN FINAL REVIEW MEETING

Date:	School:		
Name of Student:	Tutor Group:		
Present:			
Apologies:			
The original PSP was set up on:			
Mid term review was held on:			
Have the targets been met	Yes <input type="checkbox"/>	Partially <input type="checkbox"/>	No <input type="checkbox"/>
The targets were:			
Suggested strategies were			
Evaluation of Progress (Achieved yes/no/%):			

Appendix 5

Warwickshire Phased Reintegration Plan

Date of Meeting:	Name:	DOB
Reintegration Co-ordinator:	Form/Class:	NC Year:
Present:		
SMART Targets agreed	Strategies	
1.		
2.		
3.		
Success Criteria (how will you know when this has been achieved?)		
Desired Learning Behaviour Outcomes	How progress will be measured	
Rewards (negotiated)	By Whom?	

Consequences		By Whom?	
Monitoring arrangements		Who/when	Where
Contingency Plan <i>In case of a critical event</i>			
Next Meeting Date:	Time:	Venue:	

School:

Parent/carer:

Pupil:

External Specialist:

Stage (1,2,etc.)

Start date:		Duration:	
Timetable:			
Targets:			
Supporting Strategies:			By who
Success criteria			
Recognition/rewards			Who?
Consequences			Who?
Review Date:			
Consequences			
			Who?
Review Date:			

**REINTEGRATION PLAN
REVIEW MEETING**

School:		Date:	
Name of Student:		Class or Group:	
Present:			
 Apologies:			
The plan was set up on:			
Have the targets been met Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/>			
Summary of Progress			
New targets:			
Actions			
			Who?
Next meeting date:	Time:	Venue:	

School:

Pupil:

Parent:

External Specialist:

REINTEGRATION PLAN FINAL REVIEW MEETING

School: Name of Student: Present:	Date: Tutor Group:
Apologies: Original plan set up on: Mid plan review held on:	
Have the targets been met Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/>	
Evaluation of Progress (Achieved yes/no/%)	
Next steps	

School:

Pupil:

Parent:

External Specialist: