

Haringey Council

Reduced Timetable Guidance

2024-2025

1. Introduction:

This guidance sets out the statutory position in relation to part-time/reduced timetables, identifying the exceptional circumstances when it might be appropriate to agree a short-term reduced timetable. It sets out the process to be followed to secure safeguarding responsibilities and provides guidance to schools on what they should do if a part-time timetable is agreed.

All schools should have regard to this guidance in order to ensure statutory compliance and the safeguarding of children across Haringey

A timetable is considered reduced when it consists of something less than that which is provided to the majority of the pupil's peers in that setting. This does not include reasonable adjustments. (see later paragraph).

Schools are only permitted to provide a reduced education, including placing a pupil on a part-time timetable, in very exceptional circumstances, as there is not statutory basis upon which to establish a reduced timetable.

Case law suggests that where a reduced timetable is being introduced schools give consideration to provision of tuition support.

https://assets.publishing.service.gov.uk/media/58172e20ed915d61c5000009/HS_1547_2015-00.pdf

2. Can a school place a pupil on a part-time timetable?

“All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs. 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 re-integration package. A part-time timetable must not be treated as 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 or be provided with alternative provision.” DfE Working Together to improve School Attendance Guidance August 2024

All children of compulsory school age are legally entitled to receive a suitable full-time education, and local authorities have a statutory duty to ensure that all children in their area receive such an education. The assumption is that pupils should receive full-time education consistent with their Key Stage. The Local Government Ombudsman has established (in the report Out of school...out of mind (LGO. 2011 updated 2022)) that the number of hours of teaching per week considered to represent full-time education is as follows:

- Reception and Key Stage 1 (R, Y1 and Y2) - 21 hours
- Key Stage 2 (Y3 to Y6) - 23.5 hours
- Key Stage 3 (Y7 to Y9) and Y10 - 24 hours
- Y11 - 25 hours

The DfE Suspension and Exclusion statutory guidance (September 2023) makes it clear that part-time timetables should be avoided as a means of reintegrating a pupil back into school following a suspension. Instead, schools should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community and builds engagement with learning.

2.1 Safeguarding

Section 157 and 175 of the Education Act 2007 places a duty on local authorities and schools to exercise their functions with a view to safeguarding and promoting the welfare of children. When considering a reduced timetable, schools must give consideration to the safeguarding issues. Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangement they make, they are responsible for the safeguarding and welfare of pupils off-site during school hours.

2.2 Ofsted

The DFE in February 2022 report¹ identified that schools that are judged to be inadequate have poor attendance or weak systems to shape, monitor and evaluate their work around attendance. This can include the use of part-time timetables, usually for pupils with SEND or behavioural difficulties, which are not well planned, not tracked and/or not time limited.

Schools should inform the local authority of any instances of a child being placed on a reduced timetable, so that the local authority is aware of the arrangements and can collate and monitor the data as required by Ofsted (September 2022). The email with the relevant paperwork must be sent to schooltimetables@haringey.gov.uk. This includes community schools, academies and independent schools. Any pupil on a reduced timetable is deemed to be at risk of missing education and therefore needs to be identified and tracked by the local authority in line with its statutory responsibility.

3. Operating protocol

For the purposes of this guidance, a reduced educational provision means an agreement made with the pupil, parent or carer, and in some circumstances the local authority that the number of hours spent in education is reduced for a time-limited period. This should typically be for no longer than half-term.

A part-time/reduced timetable must have clearly defined objectives, a specified end date, a review process, and the consent of parents/carers otherwise it could be considered an unlawful exclusion.

This guidance is not intended to be applied to those pupils where a Headteacher has agreed to a parental request for permission for their child to attend off-site provision

¹ Securing good attendance and tackling persistent absence. Feb 2022

(alternative provision). Provided that the school has a mechanism in place for ensuring that the pupil is attending the alternative provision and the pupil's total educational programme is full-time, this arrangement would not be considered as a reduced educational provision.

3.1 When might a reduced educational provision be considered?

A reduced educational provision should only occur in exceptional circumstances and in the best interests of the child, where every other avenue to ensure a pupil receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. As part of a planned re-integration into school following an extended period out of school due to non-attendance, Emotionally Based School Avoidance (EBSA) or to facilitate a managed move between schools or to transition into a new school, for example when arriving from abroad.
2. As a temporary half-term intervention to address and manage the impact of significantly challenging emotional or social needs, **whilst alternative arrangements are being made to assess and meet the individual needs.**
3. As a method of managing pupils at risk of exclusion in limited circumstances and in the best interests of the child. Haringey Council regards reduced educational provision as the last resort and least desirable method of managing pupils at risk of exclusion.
4. For medical reasons – if a pupil has a serious medical condition, where recovery is the priority outcome. These arrangements would be part of a “medical plan” agreed between the school and health professionals. (Please see the DfE statutory guidance “Ensuring a good education for children who cannot attend school because of health needs” 2013) before offering a reduced timetable for this reason. In Haringey HLP make provision for children who cannot attend school due to medical reasons.

3.2 Checklists

- ✓ Any proposal to use a part-time timetable must be discussed with the parent/carer before the arrangements start.
- ✓ A parent/carer must consent (and not be coerced) to a part-time timetable by signing an agreement form. The agreement form must make explicit that they are consenting to a part-time timetable; that they are taking responsibility for the pupil when he/she is not in school and that they are guaranteeing that the pupil will be supervised off site.
- ✓ The timetable should be for a limited period. The suggested maximum length of a part-time timetable is half a term. If this time needs to be exceeded schools are strongly advised to discuss the situation with the Education Welfare Service.
- ✓ The objectives of any part-time timetable should be clearly recorded and understood.

- ✓ Any part-time timetable arrangements must be regularly reviewed no less than fortnightly., reviews must include the pupil and their parents and be used to ensure that the part-time timetable is only in place for the shortest time necessary.' (point 67 of the working together to improve school attendance guidance)
- ✓ Part time timetables that do not have clearly defined objectives, a specified end date, a review process or the consent of parents/carers may constitute an illegal exclusion.

If a part-time timetable is implemented schools should:

- Ensure that a part-time timetable is not deemed to be an illegal exclusion.
- Provide pupils with sufficient and appropriately differentiated work to cover the hours they are not in school.
- Put in place arrangements to ensure that the work is marked/assessed and constructive feedback is given to the pupil.

Vulnerable Groups - additional considerations

Pupils with an Education, Health and Care Plan

- It is illegal for schools to discriminate against pupils on the basis of their special educational needs and/or disability.
- A part-time timetable should only be used for a pupil with an Education, Health and Care Plan or on the SEN register in very limited circumstances.
- A pupil 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.
- Schools must ensure that the provision specified in the EHC plan is delivered in order to meet the child's needs and secure their statutory entitlement and that regular reviews of the child's EHCP are undertaken to ensure that the child's provision meets their needs.
- Schools must inform the Local Authority when reporting the part-time timetable that a child has an EHCP; is on the SEN register or is under statutory assessment.
- **Pupils known to Children's Social Care:**
 - If the child is 'Looked After' by the Local Authority, the child's named Social Worker and the Virtual School must be consulted.
 - If the child is subject to a Child in Need or Child Protection Plan, the child's named Social Worker and the Virtual School must be consulted.

4. Record Keeping, Review and Monitoring

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2). This must not be recorded by using any other code. On-line learning must be recorded separately and monitored by the school.

Pastoral support plans should be reviewed by a member of senior staff. The designated member of staff should be identified and known to parents, pupils and other agencies. The designated member of staff should be responsible for reviewing the programme regularly, at least every two weeks, checking progress against incremental increases in attendance and recording outcomes and amendments.

Where a pupil moves school and has at any point been on a part time timetable all information relating to this should be sent to the receiving school.

5. Notifying the Local Authority

Schools should:

1. Notify the Local Authority single point of contact (schooltimetables@haringey.gov.uk) the school is moving a pupil with an EHCP, on SEND register (SEND K) or under statutory assessment onto a part time timetable.
2. Notify and consult the Local Authority single point of contact, Haringey Virtual School and named Social Worker if the school is moving a child or young person who is looked after onto a part-time timetable.
3. Notify and consult the Local Authority single point of contact Haringey Virtual School and named Social Worker if the school is moving a child or young person who is known to children’s social care onto a part-time timetable.

6. Completion of Risk Assessment. (example template)

Risk RAG Rating Score:

- Red=Likely to take place
- Amber=Some likelihood
- Green=No Risk

Identified Risk (e.g. child on Safeguarding plan/ increased parental stress/ risk to younger siblings or other children in foster placement/ parent’s employment situation)	Who will be harmed and how (details)	Risk RAG rating (as above)	Mitigation Plan for Risk (details including who the risks have been shared with and dates)	Date of Review and authorised signature.

Appendix 1 – Good Practice

1. Checklist for Reducing Educational Provision

It is good practice for the headteacher to oversee the completion of this ‘Checklist’ to show evidence that the necessary decisions have taken place with their knowledge and agreement, to ensure the child is safe.

Name of child	
Date of Birth	
SEN Status	
Year Group	
School	
Risk Assessment RAG rating	

Decision/Action	Date Completed
Is taken in the best interests of the child and has been completed with 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 and virtual school. For a child being supported by Early Help, the Early Help worker has been informed.	
The barriers to positive engagement in education assessment has been completed and any barriers are managed all other options have been explored.	
The School have a detailed plan ensuring that the child will receive continuity of education, is included and cared for within the school community whilst receiving a part-time timetable and that the impact on their emotional wellbeing is being regularly reviewed and monitored.	
A full Risk Assessment has been completed and signed off and shared with all relevant parties (parent/ carers/ Children’s Social Care/ Early Help and Virtual school) to include clear recording of how the child’s welfare and safety will be monitored and supervised when not in school.	
Complies with the health and safety needs of the pupil, i.e. the school is satisfied that suitable arrangements are in place to meet the pupil’s care needs when not at school	
Complies with Keeping Children Safe in Education 2022.	

The reduced educational provision is time limited, with reviews set and has been shared with parent/carer and in the case of a Looked After Child or child subject to a CIN or CP Plan, the allocated social worker and virtual school	
If child has an EHCP or is under statutory assessment, the allocated SEND Case Co-ordinator is informed and an Emergency Annual Review is considered.	
If the child has health and/or medical needs, the school nurse is informed (or other medical practitioner) to ensure medical needs followed up.	
Registration will comply with the Education (Pupil Registration) (England) Regulations 2006.	
Proposed duration and end date of reduced timetable.	
Signature of Headteacher	Date
Printed:	

2. Recording attendance

It is important that schools act to ensure that the DfE regulations in respect of attendance are correctly observed for pupils on a reduced educational provision.

The registration codes applied will depend on the precise arrangements for providing education.

Registration codes:

C2 Code	Leave of absence for a compulsory school age pupil subject to a part-time timetable
X Code	<p>Non-compulsory school age pupil not required to attend school</p> <ul style="list-style-type: none"> Schools maintained by a local authority and special schools not maintained by a local authority can grant a leave of absence, under regulation 11(7) or (8) for a pupil not of compulsory school age to attend school part-time. 333. Schools that are not required to follow regulation 11, must still use this code to record when a pupil is absent with leave because their timetable does not require them to attend. Where the pupil is absent when timetabled to attend the school, the absence must be recorded using the appropriate absence code not code X. This code is classified for statistical purposes as not a possible attendance

3. Exemplar Parent(s)/ Carer(s) Agreement

Parent /Carer Consent Form – to be completed by parents and carers or confirmed by email consent. (including consent to share).

Child Name:	
SEN status:	
DOB:	
Year Group:	
School:	
Review date:	
I/we can confirm that (School name) have shared the individual pupil barriers to positive engagement in education assessment with me/us.	
I/we can confirm that the (School name) have shared with me/us the planned timetable and reintegration plan and provided us with a copy.	
I/we can confirm I/we believe this reduced timetable provision is in the best interest of our/my child.	
I/we consent to the implementation of this part-time table table/alternative provision.	
I/we have agreed to the reduced timetable and have not been pressured to do this.	
I/we understand it is our duty to ensure that (Child's name) is not present in a public place in school hours during this reduced provision, unless there is reasonable justification for this.	
I/we have been notified of the first review date for this reduced provision and the school have confirmed they will provide an update.	
I/ We have had the part-time timetable Risk Assessment shared with us and we agree the risks and RAG rating.	
I/ we have been notified of the proposed end date for the reduced timetable.	
School have evidenced due regard for 'Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities' Published: August 2024.	

Parent(s) / Carer(s) agreement: (Email confirmation/ signature attached)	
Name:	
Date:	
Signature:	

Name:	
Date:	
Signature:	

4. Exemplar 'Assessing the barriers to positive engagement in education'
(please adapt as appropriate)

Individual pupil barriers to positive engagement in education assessment	
Pupil Name:	
Date of birth:	
SEN status	
Year Group:	
School:	
Completed by:	
Completed on:	
Agreed with Parent(s)/Carer(s) on:	
Agreed with SEND services on:	
Agreed by Early Help worker. / Social Worker on:	
Agreed by Haringey Virtual school (applies only to children in the care of the local Authority)	
Date of Completed Risk assessment and RAG rating.	

Parent(s)/Carer(s) Agreement:

Name:	
Signature:	Date:
Name:	

Signature:	Date:
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School Agreement:

Name:	
Signature:	Date:

Review Date 1	
Review Date 2	
Review Date 3	

Identification of barriers to positive engagement in education	
Describe the barriers to positive engagement in education	
Are the barriers to positive engagement in education potential or actual?	
Who is affected by the barriers to positive engagement in education?	

Assessment of barriers to positive engagement in education	
In which situation/s do the barriers to positive engagement in education usually occur?	
How likely is it that those barriers to positive engagement in education will arise?	
If a barrier to positive engagement in education arises who, if anyone, is likely to be injured/hurt?	

Reduction of barriers to positive engagement in education

Reduction of barriers to positive engagement in education	
Proactive interventions to	<ul style="list-style-type: none"> ▪ Meeting and greeting pupil when they arrive at school ▪ Adult/s offer support in classroom

<p>reduce/prevent barriers to positive engagement in education</p>	<ul style="list-style-type: none"> ▪ Positive role modelling ▪ Praise/acknowledgement for positive behaviour ▪ Regular updates with parents ▪ Behaviour management plan ▪ Safe place & trusted personnel etc. available ▪ All relevant staff know about the plan ▪ Planned behaviour policy modifications or disapplications to meet pupil's needs ▪ Focused adult support for group work, managing challenge and/or reinforcement of positive learning behaviours ▪ Clear, structured and positive individualised support plan in place which is led by the classteacher, shared with and followed consistently by all staff ▪ Access to a quiet work area within sight of the classteacher and resources to support focus and attention ▪ Time limited movement/rest breaks within the supervision of the teacher to manage own emotions and self-regulation ▪ Staff team who are attachment disorder and trauma informed trained ▪ Responsive teaching including additional or alternative in class activities to encourage the pupil's engagement in education ▪ Identified safe adults who can be easily located on demand ▪ Close collaboration with parents/carers to ensure a consistent approach across school and home ▪ Short term small group structured emotional literacy, social skills interventions such as ELSA, Lego Therapy, Zones, Talkabout ▪ Access to structured activities during unstructured times e.g. lunchtime clubs
<p>Early interventions to manage risk</p>	<p>Identify exactly what an adult will immediately do if any of the barriers to positive engagement in education is observed:</p> <ul style="list-style-type: none"> ▪ ▪ ▪ <p>Identify exactly what an adult will do if any of the barriers to positive engagement in education is reported to them by a child:</p> <ul style="list-style-type: none"> ▪ ▪
<p>Interventions to respond to the identified barriers to positive</p>	<p>For example:</p> <ul style="list-style-type: none"> ▪ Any incidents to be logged, dated and signed according to Incident/Safeguarding protocols ▪ Access to counselling

engagement in education	<ul style="list-style-type: none"> ▪ Access to mentoring ▪ Restorative justice ▪ Designated school adult who child/young person knows ▪ Contact parents ▪ Contact other pupils' parents (if required) etc.
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Communication of barriers to positive engagement in education plan		
Plan and strategies shared with:	Communication method (written, oral, pictorial, diagram, etc.)	Date actioned:

Staff training to support mitigate barriers to positive engagement in education		
Identified training needs	Training provided to meet those needs	Date training started / completed

Support plan to reduce the barriers to positive engagement in education		
Measures set out	Effectiveness in supporting the child	Impact on risk
Agreed proactive interventions to reduce barriers to positive engagement in education		
Early interventions and support offered to limit		

barriers to positive engagement in education		
Interventions to respond to challenges that arise as a result of the intervention		

Review	
Do the barriers to positive engagement in education plan need to continue:	Yes/No
Are there any additions/alterations to the Plan:	Yes/No
<p>If 'YES' list these here:</p> <ul style="list-style-type: none"> • • • • 	
Name	
Signature	Date
Name	
Signature	Date

Is a further review required?	Yes/No
Has this been agreed by all parties?	Yes/No

Agreed review date	
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5. Monitoring Matrix for Local Authority usage.

Green	Amber	Red
<p>The school / AP/ PRU have followed this guidance</p> <p>There is a clear Risk Assessment in place with mitigations and management strategies clearly recorded.</p> <p>The child is scheduled to be on a reduced timetable for no more than 6-8 weeks</p> <p>Parents/carers involved in decision</p>	<p>The school have extended the reduced timetable beyond the 8 weeks.</p> <p>Parents notified of decision</p> <p>The Risk Assessment is incomplete or mitigations are not being managed.</p>	<p>The school have used a reduced timetable inappropriately based on the evidence obtained.</p> <p>There is concern from the information presented as to why this action has been taken and there is no effective 'exit strategy' or long-term plan</p> <p>There is no understanding of Risk to child or Family and this is not being measured or managed effectively.</p>
<p>Indicators</p>		
<p>Satisfied that appropriate agreement from parent / carer and any other relevant agency is in place</p> <ul style="list-style-type: none"> • Social Care for LAC, CIN, or CP case • SEND where child has an EHC Plan <p>SMART Action plan for increasing time on site</p> <p>Barriers to positive engagement in education assessment completed</p>	<p>There is little evidence of progress</p> <p>There has been no increase in the time in school</p> <p>Parental dissatisfaction or concerns expressed by another agency</p>	<p>The child is known to be at significant risk from harm due to</p> <ul style="list-style-type: none"> • Criminal Exploitation • Child Sexual Exploitation • Radicalisation • Other abusive situations • The child is looked after, subject to a CP or CIN plan <p>The child has not been attending regularly for some time</p>

What to do next

School inform the Inclusion Service, allocated EWO, SEND 0-25 officer, or Virtual School. Where children have a S/W the relevant S/W, as soon as changes are proposed.

Inform the Inclusion Service, allocated EWO, Virtual School and where children have a S/W the relevant S/W of this practice

Talk to colleagues who may also visit the school (School Effectiveness etc.)

Inform Head of Inclusion and Virtual school headteacher.

Appendix 2 – School Part Time form

Online form can be completed via the following link:

<https://forms.office.com/e/42sVjYT2vy>

Alternatively, please complete the below form and send to

schooltimetables@haringey.gov.uk

Child's first name	
Child's last name	
Unique Pupil Number (UPN)	
Date of birth	
Ethnicity	<input type="checkbox"/> White- British <input type="checkbox"/> White- Irish <input type="checkbox"/> White- Other <input type="checkbox"/> Gypsy/ Roma <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> White & Black African <input type="checkbox"/> White & Asian <input type="checkbox"/> Asian <input type="checkbox"/> Asian & Black <input type="checkbox"/> Black- Caribbean <input type="checkbox"/> Black- African <input type="checkbox"/> Black- Other
Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female
Name of school/ setting	
Full name of person making referral	
Email address of person making referral	
Does the child have an Education, Health, and Care Plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
Is this a Child Looked After (CLA)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
What date did the part time timetable begin?	
What days of the week is the child attending school?	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday

	<input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday
What time does the child start school?	
What time does the child finish school?	
Risk Assessment RAG Rating	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Date 'Barriers to Education Assessment' completed (exemplar on pages 10-14 of this guidance)	
Date of agreement with parents	