



**Ysgol Uwchradd
Prestatyn
High School**

"Llwyddiant i bawb drwy positifrwydd a chyfrifoldeb"
"Achievement for all through positivity and responsibility"



Polisi Amserlen

PHS Reduced Timetable Policy

Table of Contents

1. What is a Reduced Timetable
2. General Principles of a Reduced Timetable
3. Reduced Timetables – When to Implement?
4. Implementing a Reduced Timetable
5. Roles and Responsibilities

Appendices

Appendix 1 Reduced Timetable Process Flowchart

Appendix 2 Reintegration Reduced Timetable Consent Form and Action Plan

1. What is a Reduced Timetable?

All pupils are entitled to a full-time education. However [s19](#) of the Education Act 1996 permits a Local Authority to not provide full-time education if it is considered in the best interests of the child.

If a school decides to implement a reduced timetable then there must be a suitable reason to take such an approach as school could be found to have discriminated against a pupil (contrary to s15 of the Equality Act 2010) by a tribunal because the pupil has been denied full-time education.

Welsh Government recommends that schools should offer all pupils the following required hours per week of education provision:

Reception and Years 1 and 2	- 21 hours
Year 3 to 6	- 23.5 hours
Year 7 to 10	- 24 hours
Year 11	- 25 hours

A reduced timetable is one which restricts a pupil's access to a full-time curriculum. Careful consideration must be given by schools to the impact that a reduced timetable will have on a pupil's entitlement, academic progression and any safeguarding issues that may arise as a consequence of a reduced timetable being implemented.

2. General Principles of a reduced timetable

2.1 In very exceptional situations there may be circumstances for a temporary reduced timetable to meet a pupil's individual need. For example, where a medical condition prevents full-time attendance in education a reduced timetable is considered appropriate to support the pupil's medical needs at this time linked to the pupils health care plan. This should form part of a planned reintegration package. A reduced timetable should be supported by a timetable to protect the pupil's legal entitlement as per one point zero education comprising of a "blended learning" plan led and monitored by the school that it is suitable for the individual pupil.

2.2 **The Local Authority must be notified of any pupil who is being considered by the school to be placed on a reduced timetable.** The attached form at the end of the document needs to be completed to indicate the graduated response to the Local Authority. Schools will need to have a pastoral support plan in place which details the learning programme provided to the pupil and identify a

teacher/teachers who will be responsible for marking completed work and providing feedback to the pupil.

- 2.3 A reduced timetable must not be treated as a long-term solution and any agreement must have a time-limit by which point the pupil is expected to attend the school on a full-time basis. (Timescales are outlined in 3.3 below) If despite a robust reintegration plan a child/young person does not respond positively to school, consideration may need to be given to reviewing the current provision. If this is the case the school should call a meeting with parents and other relevant LA Officers, e.g. Education Welfare Service, or appropriate Education Officer from BSS or ALN to discuss if other agencies can provide advice and support to address any underlying need.
- 2.4 Where a pupil has an Individual Development Plan (IDP) careful consideration must be given to any reduction in the pupil's timetable and should only be used in exceptional circumstances. Agreement must be obtained from the relevant Local authority Officer in Education (this would apply to school and LA maintained IDPs). Where a reduced timetable is being considered for a learner with an IDP, the entitlement to the Additional Learner Provision (ALP) (Section 2B) must be taken into consideration, as this is what has been agreed through a statutory process for the pupil to receive. As part of discussions on a reduced timetable for a learner with an IDP, it would be highly likely that a Review of the IDP will be needed to propose any amendments to the IDP. This could, for example, be the description of needs (Section 2A) or the ALP (Section 2B). An updated Draft IDP would also likely be required for parents to feedback on the proposed changes. The statutory process for reviewing IDP must be followed.
- 2.5 A reduced timetable because of their additional learning needs may constitute discrimination
- 2.6 For a pupil who is looked after (either through agreement under section 76 of the Social Services and Wellbeing (Wales) Act 2014 or a Care Order), has a care and support plan or is on the Child Protection Register, consideration of implementing a reduced timetable must be taken in the context of the significant vulnerability of the pupil and this should be discussed with children services who may have a view as to whether or not this should be agreed. For pupils who are looked after, any reduction in the pupil's timetable must be discussed and agreed with the LAC Education Liaison Officer and a senior manager with corporate parenting responsibility.

2.7 **Early Years**

Schools should take all reasonable steps to be aware of any barriers to learning a child may have prior to starting school through liaison and careful transition planning with families and relevant professionals.

Early Years children (Nursery and Pre-Nursery) can be on a reduced timetable as part of a transition plan. A consent form and action plan would need to be completed and agreed with the parent or carer.

All children accessing non-statutory provision (Nursery and Pre-Nursery provision) in a school are entitled to have the same access as their peers. If a non-statutory child is on a reduced timetable (different to their peers) this must also be recorded in line with this policy.

Schools should consider if they need to take any additional steps to support making effective provision involving other services, accessing training for staff to meet the needs of the child. Timescales to accessing these services should not be considered a legitimate reason to extend a reduced timetable.

3. Reduced timetables – When to implement?

3.1 Schools have a statutory duty to provide a full-time education for a pupil. Schools face a legal challenge if this is not the case.

3.2 A reduced timetable can be used in exceptional circumstances where every other option has been explored and evidenced for example:

- where a school has explored all options to ensure a pupil attends regularly including discussions with multi-agency professionals through (TAS) team around the school and (MAP) meetings or education panel meetings,
- as part of a planned reintegration into school following an exclusion,
- as part of a planned reintegration after a period of low or non-attendance
- part of a managed move,
- following an extended absence due to ill health or medical reason,
- as a temporary measure to manage significant challenging behaviour or social and emotional needs.

3.3 Pastoral Support Plans

A PSP must be used to facilitate a reduced timetable. The PSP must contain the following information:

- key information about the pupil,
- responsible staff member as this is a school-based support measure,
- date of the PSP and reviews
- Actions provision or interventions to support the pupil
- pupil's view of what is going well and what isn't,
- schools view of what is going well and what isn't,
- Parents / Carers views of what is going well and what isn't.

NB Where a reduced timetable is agreed, the offer or provision must also include blended learning through the school's online learning approach to ensure continuity of learning. If the pupil does not have access to suitable technology to access this, the school would be expected to provide the equipment necessary to do so.

4 Implementing a reduced timetable

4.1 When considering placing a pupil on a reduced timetable, the school must:

- **Inform the Headteacher and Governing Body of this reduction in a pupil's access to full-time education.**
- be satisfied that a reduced timetable is an appropriate adjustment given the circumstances of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an adjustment aimed at supporting the circumstances of the pupil. A detailed assessment undertaken by the school with relevant evidence which will include discussions at TAS and MAP meetings graduated response evidence.
- ensure ethical and informed permission has been secured from parent / carer. This will be underpinned by a written agreement with the parent / carer ensuring signed parental permission prior to the commencement of a time limited reduced timetable. If the parent does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school must consider alternative interventions.
- complete a detailed written action plan with clear objectives, agreed with the parents / carers and the pupil and involving a relevant Local Authority Officer, demonstrating a clear path of planned reintegration from part time to full time provision over a maximum of a half term period, reviewed regularly.
- ensure the pupil has an active involvement in the process of planning, reviewing and evaluating the planned intervention.
- ensure full time education is in place at the end of the agreed period or arrange a review meeting to identify the way forward. A maximum of a 7-week period should only be agreed in exceptional circumstances with parental and Local Authority agreement. In this case the school **must** revisit the plan to reflect the need for an extension.
- ensure that where the pupil has an IDP individual Development Plan, a copy of the reintegration plan must also be sent to the ALN Team, uploaded to ECLIPSE and a relationship made with the ALN team. The Local Authority must agree to

the intervention and a reintegration (reduced) timetable must not interfere with any additional support given to a pupil due to his/her educational needs.

- amend/undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the child/young person. It is essential that the pupil's welfare during any absence from school is considered.
- amend any other existing documentation as appropriate to reflect the reduced timetable.
- ensure the blended learning offer is in place and that the pupil has the necessary equipment, IT infrastructure and skills to access the school's learning platform.
- ensure parents / carers are clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site and that this is recorded on the agreement.
- **provide individual pupil returns from school with name of pupil, school, year group, start date of plan** (in line with the Local Authority practice for monitoring) email address to submit returns is:

reducedtimetable@denbighshire.gov.uk

5. Roles and responsibilities

5.1 The school must:

- Inform the (LA) education that a reduced timetable is being considered for a pupil (see attached form to be completed by school prior to implementation).
- Inform the Headteacher and Governing Body of all proposed reduced timetable of pupils.
- Notify the local authority education that a reduced timetable is in place.
- Meet with parent/carer to consider proposals.
- Provide the pupil 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 marked; assessed and constructive feedback is given to the pupil.
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff.

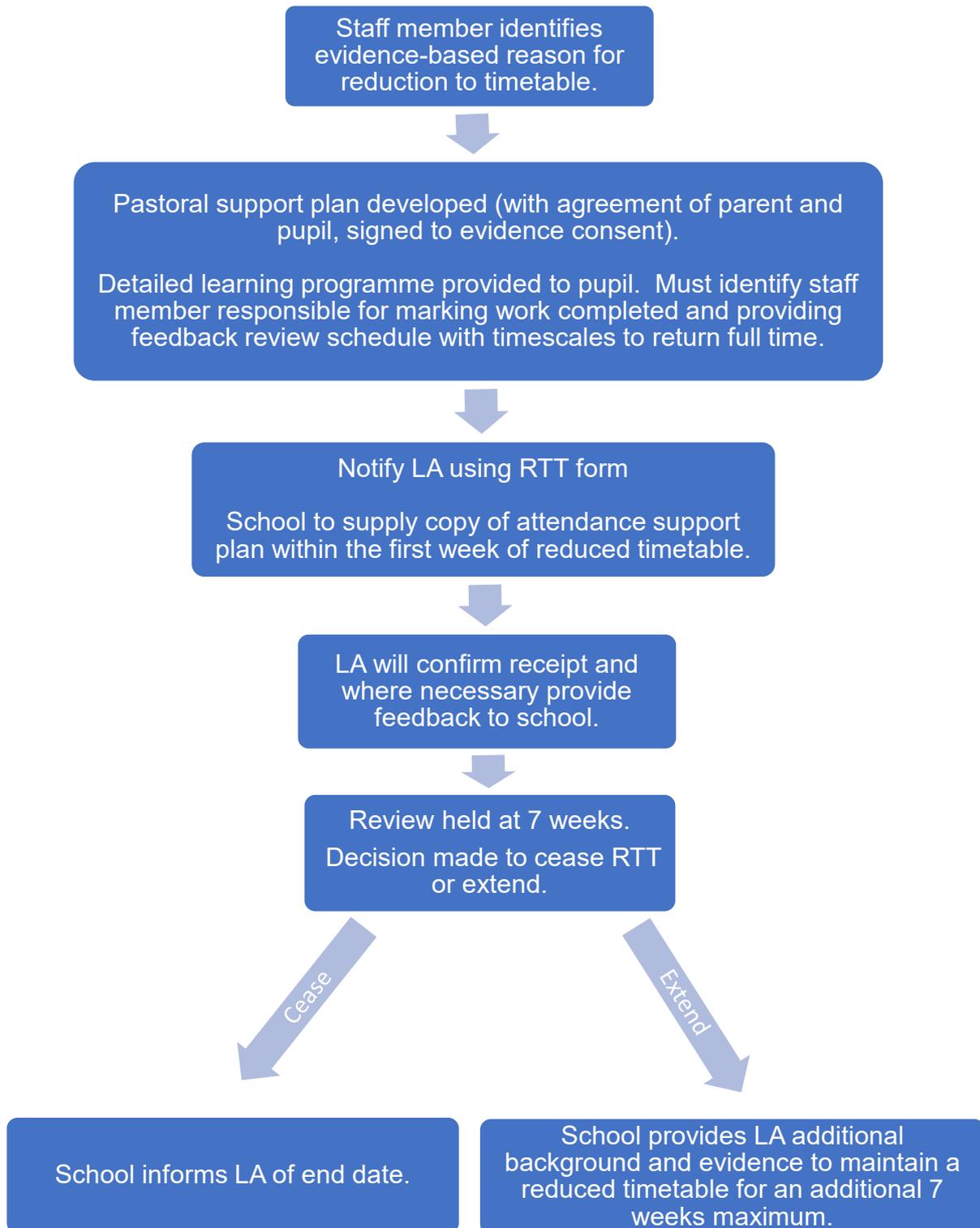
- Ensure the written agreement and action plan is completed and shared with the Local Authority.
- Ensure effective communication with parents or carers and key professionals with regard to progress towards the pupil's full re-integration to school.
- Record the pupil's attendance, using the appropriate registration codes, any sessions where the pupils is undertaking blended learning from home whilst not directly supervised by a school member of staff would be coded "C" i.e. an authorised absence.
- Consult with LA education and provide appropriate information as outlined above to enable those involved to make an informed decision and consider the need for officer involvement (if not already in place) if an extension to the seven-week period is being sought

5.2 The Local Authority must:

- ensure appropriate monitoring and challenge by collecting termly returns.
- be part of any request for a further extension to a reduced timetable for it to continue beyond the initial seven-week period
- undertake quality assurance with schools to audit arrangements where reduced timetables are in operation.

Appendix 1

Reduced Timetable Process Flowchart



Appendix 2

Reintegration Reduced Timetable Consent Form and Action Plan

Pupil Name:		UPN:	
Date of birth:		Gender: MALE/FEMALE	
School:		Year Group:	
FSM: YES/NO	LAC: YES/NO	EAL: YES/NO	ALN: YES/NO
If FSM: What arrangements that have been made to ensure child has access to lunch meals?			
If LAC: Who have proposals re amended timetable been discussed with and what were their view?		Local Authority:	
		Name of Social Worker:	
		Name of LAC Education Liaison Officer	
		Discussed with Education Officer:	
Is pupil on Child Protection Register / CASP Care and Support Plan		Name of Social Worker:	
		Social Worker View	
Has the child had a reduced-time timetable before? YES/NO		If yes, when:	
Name of parents / carers:			
Name of lead person at school :			
Date when this has been discussed and agreed with head teacher and governing body by the lead person at school:			
Name of head teacher:			
Name of lead LA Officer			
Name of EP:			
Name of EWO:			

Reason for reduced timetable (Including evidence)

- A pupil having a short term medical condition
- as part of a planned reintegration into school following an exclusion,
- as part of a planned reintegration after a period of low or non - attendance
- part of a managed move,
- following an extended absence due to ill health or medical reason,
- as a temporary measure to manage significant challenging behaviour or social and emotional needs.

Vulnerable Learners List - (Welsh Government)

Learners with ALN

Learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)

Care-experienced children, including looked after children

Learners educated other than at school (EOTAS)

Children of refugees and asylum seekers

Gypsy, Roma and Traveller children

Learners eligible for free school meals (eFSM)

Young carers

Children at risk of harm, abuse or neglect.

Date of meeting agreeing the reduced timetable:	
Persons Present at above meeting:	
Start date of reduced timetable:	
Number of hours in education each week	
Review date of reduced timetable:	
End date of reduced timetable:	

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Time in school					

Objectives of the reduced timetable:

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Reintegration Plan

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Review date

Outcome:

I / We agree to my child being placed on a reduced timetable for a time limited period in line with the Local Authority policy on reintegration timetables. This has been discussed with me in detail and I understand that this is an intervention to support the reintegration of my child into full time education.

I / We agree to take full parental responsibility for my/our child during the hours they are not attending school / education.

Parent/carer signature:

Date:

School signature:

Date:

Other signatures (if required):

LA Officer:

Date:

Social worker:

Date: