



Brampton Cortonwood Infant School

**ADAPTED TIMETABLE
(AND REINTEGRATION)
POLICY, PROCEDURE
AND GUIDANCE**

September 2021

DATE FOR REVIEW: September 2022

James Montgomery Academy Trust

Background

This guidance does not refer to the 'staggered' introduction of reception-aged pupils, nor Covid-19 related timetables/staggered start and leave times.

The James Montgomery Academy Trust (**JMAT**) is aware of its statutory duty to provide full time education for all pupils. This guidance sets out the JMAT position in relation to the practice of reducing the amount of time that a pupil spends in an education setting. This policy follows the principals of the report, *Pupils missing out on education*, published by Ofsted in November 2013.

Whilst the JMAT acknowledges there is no statutory basis upon which to establish an adapted/reduced timetable, however, in very exceptional circumstances, there may be a need for a temporary adapted/reduced timetable for a time-limited period in order to meet a pupil's individual needs.

In most cases, this will be for one of the following reasons:

1. **As part of a reintegration or transition approach** for pupils who have not attended school for a period of time due to school refusal, illness, disability, mental health issues, family circumstances, etc. If this is for medical reasons then statutory guidance must be followed.
2. **As part of an in-school support package** to re-establish positive behaviours for learning and attendance where there has been **a marked deterioration in the pupil's ability to cope** with being at school. This type of monitored intervention is used to address and manage the impact of significantly challenging behaviour, emotional or social needs.
3. **As a temporary method of managing pupils at risk of exclusion**, where there is evidence that the pupil is unable to manage a full day in the school setting due to underlying additional needs that are being communicated through concerning or challenging behaviour.

As the last two interventions are likely to have a significant impact on the family, they should only be used after all other strategies have been implemented, reviewed and exhausted, and where these strategies have been properly documented.

Legislation and Guidance

This policy and procedure is written in line with the following legislation, statutory and non-statutory guidance:

- Education Act 2007 (sections 157 and 175)
- Equality Act 2010
- Pupils Missing out on Education - issues and guidance on the use of adapted/reduced timetables within schools. (Ofsted, 2013)
- SEND Code of Practice (DfE, 2015)
- Keeping Children Safe in Education (DfE, 2021)
- School exclusions (DfE, 2017)
- Attendance Advice for Schools (DfE, 2020)
- Education for children with health needs who cannot attend school (DfE, 2013)

In accordance with the Equalities Act 2010, it is illegal for schools to discriminate against pupils on the basis of their special educational need and/or disability, including those with social emotional

and mental health difficulties.

Statement of intent

The JMAT and its schools are aware that a partial timetable must not be treated as a long-term solution. In any circumstances, an adapted/reduced timetable will only be used as part of a comprehensive package of support for the pupil.

To ensure that the application of an adapted/reduced timetable is time-limited and that re-integration to full-time education occurs swiftly and is appropriate to the pupil's personal needs, abilities and circumstances, the JMAT is implementing this procedure as a whole trust policy. The JMAT and its schools will take account and act in accordance with legislation, statutory guidance and in line with this policy in order to continue to improve standards of educational attainment, safeguard the well-being of all children and reduce the likelihood to the JMAT and its schools of charges being made in respect of a failure to educate. All pupils will receive full-time education consistent with their Key Stage.

An adapted/reduced timetable means that, by agreement with the pupil, parent/carer and school, the number of hours spent in education are reduced for a time limited period of no more than 6-8 weeks. The support plan must be appropriately recorded on the child's electronic chronology.

Schools have a duty of care for all pupils who are on their school roll. The school must ensure that when a pupil is not expected to attend, there is a signed, written agreement with parents about who is carrying out the duty of safeguarding whilst the child is not present in school.

This guidance has been written in line with the JMAT Safeguarding and Child Protection Policy.

Best Practice Guidance for Adapted/Reduced timetables (including reintegration)

When considering placing a pupil on an adapted/adapted/reduced timetable, the school:

- **Must be satisfied that an adapted/reduced timetable is an appropriate intervention given the needs of the pupil.** There must be a clear and evidenced rationale for considering an adapted/reduced timetable as an intervention aimed at supporting the needs of the pupil. A detailed assessment, recorded on the appropriate SEND/pastoral/additional needs plan, must show the support required for the pupil on an adapted/reduced timetable.
- **Must have signed parental permission**, evidenced on the pupil's file prior to the commencement of a time limited adapted/reduced timetable. If the parent does not agree, the adapted/reduced timetable arrangements cannot be implemented. In these circumstances the school will have to consider alternative interventions.
- **Must ensure the plan has a clear start and end date**, with an agreed time period of not more than eight weeks.
- **Must complete a detailed action plan**, agreed with the parents and the pupil, demonstrating a clear path of planned reintegration from part time to full time provision over an agreed period of time (maximum 6-8 weeks). The school must ensure the pupil has an active involvement in this process through wishes and feelings or other direct work carried out to obtain the child's voice.
- **Must not put in place an adapted/reduced timetable that exceeds a 6-8 week period.** If the pupil is still on an adapted/reduced timetable as the time limit approaches, a review should be held to explore and discuss further options. A maximum of one further period of six weeks should only be agreed in exceptional circumstances, with parental agreement, and the plan revised to reflect why an extension was appropriate.
- **Inform the EHCP Co-ordinator where a child on an adapted/reduced timetable has an EHCP in place.** The LA must agree to the adapted/reduced timetable intervention.

Risk Assessment

A risk assessment must be undertaken to both assess the pupil's needs and to assess the impact that an adapted/reduced timetable would have on the pupil. It is essential that the pupil's welfare during any absence from school is considered. The risk assessment should include the safety and wellbeing of the pupil whilst not in receipt of education during the school day.

Risk assessments should follow the JMAT format and be recorded on the child's RecordMy chronology. A copy of the risk assessment must also be given to parents, along with a copy of the Adapted Timetable Agreement ([see Appendix 1](#)).

It is clear that where a child is not in school, their vulnerability is likely to be increased. Depending on the age of the child, the following factors must be taken into account when undertaking a risk assessment:

- The child is 'looked after' by the local authority (Social Care/Virtual Schools must be consulted)
- The child is subject to a Child in Need or Child Protection Plan – or concerns (Social Care must be consulted)
- The risk of the child/young person to CCE/CSE as this will increase their vulnerability.
- The risk of radicalisation is something schools should always consider – vulnerability to this is increased as the child/young person may become more accessible, but also isolated and disengaged and therefore susceptible to being groomed.

What to consider

- An adapted/reduced timetable may only be used with the informed consent of the parents/carers, and in agreement with the agencies involved in supporting the family, if appropriate.
- A risk assessment must be undertaken prior to the agreement and, if there are safeguarding concerns, advice must be sought from Children's Social Care or other appropriate body.
- Using the Early Help Assessment form to establish whether there are wider needs for the child/family, and identify the support required from external agencies
- Ensure a meeting is sought with parents and both a review and end date are planned in.
- Be satisfied there are suitable safeguarding and care arrangements in place for when the child is not in school, achieved via parental agreement
- Ensure that the impact of an adapted/reduced timetable on travelling and transport arrangements does not discriminate against the pupil or impede their access to education.
- Ensure that arrangements for an adapted/reduced timetable do not discriminate against a pupil's access to free school meals.
- Ensure that arrangements for education set out in the plan are inclusive and that the pupil is able to participate in the universal offer during the re-integration.

Attendance

DfE guidance states: *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 it as authorised absence.*

An adapted/reduced timetable means that, by agreement with the pupil, parent/carer and school, the number of hours spent in education are adapted/reduced for a time limited period. Once an adapted/reduced timetable has been agreed, where no alternative provision is being provided by the school, the pupil should be marked as an authorised absence (**C code**) for the part of the day they are not in school. For example, if a child goes home after the morning session, then Code C should be used to record the afternoon session's attendance for that child.

Monitoring and reviewing the Adapted Timetable Agreement

During the agreed adapted/reduced timetable period, school must:

- Ensure the child's attendance is properly monitored and logged
- Ensure good communication is maintained with parents/carers
- Ensure the risk assessment is carefully monitored and adjusted as required, this includes both in and out of school
- Ensure the timetable is regularly reviewed and updated with parents and child (ideally through a weekly/two weekly meeting)

Local Authority (LA) monitoring

The LA has a statutory responsibility to identify and track all pupils missing or at risk of missing education. Councils also have a duty to make arrangements for the provision of suitable full-time education at a school or elsewhere for children of compulsory school age who, "by reason of illness, exclusion from school or otherwise may not for any period receive suitable education unless arrangements are made for them" (Education Act 1996, section 19).

Where a pupil has been placed on an adapted/reduced timetable, the Local Authority needs to consider whether any pupil on an adapted/reduced timetable is deemed to be at risk of missing education. The LA needs to be assured that schools are not placing children on part-time or re-integration timetables for longer than is necessary and ascertain whether the provision arranged is sufficient. Other considerations may include the duration of the strategy and any representations from parents or other professionals involved with the family.

Monitoring, Evaluation and Policy review

The policy will be promoted and implemented throughout the JMAT schools.

This policy will be assessed for its implementation and effectiveness annually by the Trust DSL.

The scheduled review date for this policy is September 2022.

APPENDIX 1



Name of School:

Agreement Details:

Pupil Name:	DOB:	Class:
Staff Member Name:	Date of Agreement:	
Reason for reduced timetable:		
Objective - what change do we want to see?		
How will school support the plan/additional resources:		
Outcome/Success Criteria		
Review Date:	End Date of Agreement:	

Timetable Agreed:

Days	Hours in school (start and leave times)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Arrangements for arriving and leaving school:	

Declaration

Dear Parent/Carer

The provision of this adapted timetable is a temporary measure and intended to support your child to reintegrate back into full time school when they are able. This adapted timetable will be reviewed regularly and adjustments made to ensure that the aim of full-time education is achieved within the agreed time. When your child is not in school it is your responsibility to ensure their safety and to take any necessary measures to ensure their wellbeing. The JMAT accepts no responsibility for health and safety whilst your child is not in school.

Parent/Carer:

I agree to support (child's name) attendance at school by ensuring they attend at the agreed times every day.

Signed (Parent/Carer) Date:

On behalf of school:

..... (name of school) will support (name of child) during this period to ensure a smooth transition back to a full timetable.

Signed (SLT member) Date:

Further notes (if required)

Date of Risk Assessment:	
Date of Early Help Assessment:	
Date MASH advice sought:	
Is child on EHCP/CP/CIN/CLA/Early help? (please state)	
SEND/Virtual Schools service agreement:	
Children who are Looked After service agreement:	

Headteacher's Name:

Headteacher's signature:

Date: