

STANBURN PRIMARY SCHOOL



REDUCED TIMETABLE PROCEDURES

Committee Responsible:	N/A
Review Date:	February 2023
Reviewed By: (Committee Name)	Headteacher
Next Review Date:	February 2025
Name and Signature:	Ms E. D'Souza

Introduction

At Stanburn Primary School, we believe that our pupils should be supported to achieve their full potential. All pupils of compulsory school age are entitled to a full-time education. However, in very exceptional circumstances, at the Headteacher's discretion, there may be a need for a temporary, part-time timetable to meet a pupil's individual needs. This guidance sets out the school's approach to these exceptional circumstances.

A reduced or part-time timetable will only be considered in exceptional circumstances, where:

- there's a **specific need** for a pupil – for example, a medical condition prevents them from attending full-time education and a part-time timetable is part of a planned re-integration;
- it is on a **temporary** basis, stating when they're expected to return to school full time. It will not be a long-term solution.

The headteacher will decide:

- why the pupil isn't able to receive full-time education; and
- that this decision is in the best interests of the child

A reduced timetable **is not**:

- a suspension (fixed-term exclusion);
- the same as flexi-schooling (a combination of school attendance and home schooling);
- a disciplinary measure;
- a long term solution (arrangements should ideally be for one term or less and not normally longer than two terms).

Examples of when the school might action a reduced timetable

Examples of circumstances where the headteacher might consider using a reduced timetable, includes:

- where a medical condition or family bereavement prevents a pupil from attending full-time education;
- where there are behavioural difficulties and the school is seeking an alternative to permanent exclusion;
- where a pupil's actions pose a risk to their own safety and/or that of others;
- where a pupil joining the school has significant needs and a reduced timetable would help them get used to the school and its routines;
- in other very exceptional circumstances as agreed by the Headteacher.

If a child has special educational needs (SEN) and/or a disability every option will be explored before recommending a reduced timetable.

Examples of support include:

- liaising with an educational psychologist;

- making reasonable internal adjustments to lessons, the class learning environment and timetable;
- reviewing the SEN provision to uncover any unmet needs – especially if the child has an Educational Health Care Plan (EHCP) seeking advice from our local authority SEN service.

To support the decision to consider a reduced timetable, the school will carry out:

- an assessment of need (including wider needs with input from other agencies) prior to a reduced timetable being agreed;
- a full risk assessment, including care at home and safeguarding, to evaluate the impact that a reduced timetable would have on the pupil.

If a decision is made to reduce the timetable for a child, the following procedures will be adhered to:

- The school will meet with the pupil and their parents to discuss:
 - why the school believes this is the best course of action;
 - what extra support the pupil will receive while at school;
 - agree the review and proposed re-integration dates;
 - listen to and address any concerns the pupil/parent may have;
 - discuss the expectations for the pupil when they are not at school:
 - what they should be doing when they are at home during school time – including how they are expected to complete any work set
 - who the designated adult responsible for their care will be, e.g. will an adult be available when the pupil is meant to be at home?
 - how they will travel to and from school;
 - how they can access free school meals if they are entitled to them.
- Pupils will be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements will be made to ensure that the work is marked, assessed and that constructive feedback is given to the pupil. These arrangements will be set out in the reduced timetable plan.
- Confirmation of the proposed reduced timetable will be sought from the parent/carer.
- The reduced timetable will be for a pre-agreed limited period and reviewed by the school every two weeks.
- The school will keep parent/carer(s) regularly updated.

Reviewing the provision

A meeting will be held after **2 weeks** to decide whether the current needs of the pupil have changed. The impact of the reduced timetable on the pupil will be assessed including:

- how they are managing in school – have they met any targets that were set?
- how much education have they missed and what are the catch-up plans?
- the child will be asked:
 - Do they feel safe while at home?

- Questions around their mental health and wellbeing?

Following this review, considerations will be given to:

- adjusting the original timetable;
- setting new targets for the next review;
- increasing the time the pupil is at school.

Further meetings will be held **every 2 weeks**. The aim of these meetings is to review the needs of the child, the progress made towards the targets set with the aim of increasing the child's time in school.

Every effort will be made to fully integrating the pupil back into school, calling on external support services if needed.

Marking of reduced timetable on the attendance register

In agreeing to a reduced timetable, the 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 – Code C.



Appendix A: Reduced Timetable

Child:	Class:	Date:
Reasons for reducing the child's time in school:		
Assessment of the child's needs:		
How reducing the child's timetable will benefit the child (include additional support the school will put in place):		
Expected length of reduced timetable (no longer than 2 terms):		

Risk Assessment for learning at home	
Will the child be in the care of a responsible adult?	
Will the child be safe whilst not at school?	
Can the responsible adult support the child with home learning?	

Initial 2 weeks. Dates:	
Targets for child	Comments
1.	
2.	
3.	
Notes from meeting:	

Following 2 weeks. Dates:	
Targets for child	Comments
1.	
2.	
3.	
Notes from meeting:	

Following 2 weeks. Dates:	
Targets for child	Comments
1.	
2.	
3.	
Notes from meeting:	

Continue as necessary. Copy to be shared with parent.