

LEEDS CITY COUNCIL PROTOCOL ON THE USE OF PART-TIME/REDUCED TIMETABLES

1. Introduction

1.1 This Protocol sets out the legal framework in relation to the rights and entitlements of all statutory school aged pupils to receive full time education appropriate to their age and irrespective of their needs, set out in the following legislation and statutory guidance:-

- [Keeping Children Safe in Education – Statutory guidance for schools and colleges, \(September 2018\)](#)
- [Working Together to Safeguard Children, July 2018 \(Statutory guidance\)](#)
- [Leeds Safeguarding Children Partnership Procedures](#)
- [Education Act 2002 s175/s157](#)
- [Children Missing Education – Statutory guidance for local authorities \(DfE September 2016\)](#)
- [Alternative Provision \(DfE January 2013\) Statutory guidance for local authorities](#)
- [School attendance \(DfE September 2018\) Guidance for maintained schools, academies, independent schools and local authorities](#)
- [Promoting the education of looked-after children and previously looked-after children - Statutory guidance for local authorities \(DfE February 2018\)](#)
- [Applying corporate parenting principles to looked-after children and care leavers - Statutory guidance for local authorities \(DfE February 2018\)](#)

1.2 Our ambition is for Leeds to be the best city and Leeds City Council to be the best council in the UK. Our objective is to build a child friendly city that will improve outcomes for children and young people. With a focus on: 3 partnerships “obsessions”

- reducing the need for children to come into care
- reducing the number of children not in education, employment or training
- improving school attendance

We have the highest aspirations and are confident we can continue to make a real difference for children and young people in Leeds, especially the most vulnerable.

Our relentless focus on the 3 obsessions remains. This has helped focus attention and resources on those with the greatest needs and poor outcomes. Work on the obsessions impacts on the full range of outcomes and indicators, including children receiving their universal entitlement in respect to full-time education.

- 1.3 DfE guidance is that part-time timetables **should not** be used as a solution to behavioural problems and/or as a sanction. However, Governing bodies have the power to direct a pupil off-site for education as an intervention to improve his or her behaviour. (see 4.2.5) The Secretary of State has through regulations (refer: Alternative Provision (DfE January 2013) Statutory guidance for local authorities) set out the parameters concerning schools' use of this power.

In such circumstances, the governing body must:

- Ensure that parents (and the local authority where the pupil has a statement of special educational needs) are given clear information about the placement: why, when, where, and how it will be reviewed;
- Keep the placement under review and involve parents in the review. The regulations specify regular reviews but do not specify how often reviews must take place (that should be decided on a case-by-case basis). Reviews should be frequent enough to provide assurance that the off-site education is achieving its objectives and that the pupil is benefitting from it; and
- Have regard to guidance from the Secretary of State on the use of this power – found in the following statutory guidance “Alternative Provision (DfE January 2013)” paragraph 41.

- 1.4 Where part-time/reduced timetables are put in place it is expected that school leaders will follow best practice as set out in this Protocol to ensure that the pupil concerned is safe, is receiving the support they require and is able to return to full time education as quickly as possible.

- 1.5 In most cases in Leeds part-time or reduced timetables are used for one of two reasons:

- as part of their reintegration approach for pupils who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, where a potential risk to staff/students or alternative provision or following full time exclusion etc.
 - as a short term planned intervention of managing pupils at risk of exclusion in order to provide support and/or respite for pupils.
 - as a strategy to encourage the return school refusers
- (N.B. In respect of children and young people with clearly identified SEMH needs, a reduced time-table should only be considered as part of a planned time-limited intervention and only following actions identified in the local authority SEMH pathways referral form at wave 1 2 and 3 refer: **Appendix 1**)

2. The Law

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have and schools have a statutory duty to provide full time education for all pupils. The Local Authority has a statutory duty to ensure that full-time provision is made available, appropriate to their needs, for all pupils deemed fit for school. For pupils deemed as not fit to attend school because of medical reasons the Local Authority Medical Needs Policy must be followed i.e. the child will remain on their principal school roll as the aim should be that such a child will return.

3. What is 'full time' education?

The LSCP believes all pupils should receive full time education commensurate with their key stage as set out below, namely:

- 21 hours at Key stage 1
- 23.5 hours at Key Stage 2
- 24 hours at Key Stage 3
- 24 hours at Key Stage 4 (Year 10)
- 25 hours at Key Stage 4 (Year 11)

This is the minimum number of hours a child is expected to attend in order to ensure the full and broad curriculum is offered. When identifying whether a pupil is being offered a 'reduced timetable' these hours should be considered. However, where all other pupils of the same age are being offered more hours than those listed above as the standard offer, any pupil receiving less than this offer would be considered as receiving a reduced timetable.

Every day a school is open is divided into 2 sessions where the register must be taken at the start of the school day and again in the afternoon.

Maintained schools must be open to students for no less than 380 sessions (190 days) per year. A full time education would mean that pupils are offered 380 sessions (or 190 days) per year. Anything less than this, would mean that the pupil is being offered a reduced / part time timetable (NB. A pupil receiving a number of hours equivalent to all other pupils, but over 4 days per week would be considered to be on a reduced timetable as they are not being offered 190 days per year).

Academies can set their own school year but are required to consider the guidance on full time provision and refer to this as good practice.

4. Use of Part Time/ Reduced Timetables

4.1 Schools have a statutory duty to provide full time education for all pupils. It therefore follows (and has been tested by the Local Government Ombudsman) that schools could be challenged legally if it puts in place a reduced or “part-time” timetable for any reason.

4.2 That said it is accepted that in exceptional circumstances there may be occasions where it is in the best interests of the pupil for a temporarily reduced or part-time timetable to be put in place to meet their individual needs. In these circumstances a part-time timetable should only be put in place where:

4.2.1 A school has explored all other options for providing support to enable a pupil to attend on a full time basis including consideration through the Team around the Child process, discussions with specialist support services and/or referral to the Area Inclusion Partnership for support for excluded and vulnerable pupils.

4.2.2 There has been an Early Help Assessment (EHA), and it is agreed by all parties, including the parent/carer, that a temporary part-time timetable is appropriate for the pupil concerned and this is recorded.

4.2.3 Where a school arranges for a pupil to receive education via an alternative provider, the school retains the responsibility for ensuring that a pupil receives their full time entitlement to education. Therefore, if the alternative provision does not provide a full time education (equivalent to the number of hours offered to all other pupils on roll) then the school must follow the guidance in relation to reduced / part time timetables.

4.3 Children Looked After.

Children who are looked after are some of our most vulnerable pupils and therefore a reduced timetable should only be implemented in very limited circumstances when all other interventions have been tried. For children who are looked after the Virtual Head teacher and named social worker **must** be consulted and agree to the arrangements. These arrangements must be formally agreed by all stakeholders and recorded within the pupil’s Personal Education Plan.

4.4 Children with an Education Health and Care Plan (EHCP).

For children with an EHCP the SEND Casework Officer or Manager must be consulted and agree to the arrangements. For pupils with a Statement of Special Educational Needs or an Education, Health & Care Plan (EHCP) a reduced timetable should only be used in very limited circumstances. A pupil should not be put on a reduced 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.

Therefore:

- Schools should ensure that the provision made in the EHCP or statement is used to meet the child's needs.
- Where a reduced timetable is being considered for a pupil with an EHCP or statement, the school first convene an early annual review to secure the agreement of both parents/carers and the SEND caseworker and to ensure that all elements of the provision are met through the reduced timetable arrangement. Under the SEND Code of Practice, all parties, including parents and young person, must be given at least two weeks' notice of the date of the Annual Review meeting (SEND Code of Practice, para 9.176) and updated reports must be shared with participants prior to the review.
- This means that no reduced timetable should begin with immediate effect unless it is an emergency measure. If it is required as an emergency measure, however, the annual review must be convened within two weeks of the start date with SEND caseworker involved in planning and review.

4.5 **Children subject to a Child Protection or Child in Need plan**

Children open to social care and subject to child in need or who have child protection plans identified (therefore are open to social care) may be placed at greater risk if placed on a reduced timetable. Therefore any part-time arrangement should only be implemented in the most exceptional circumstances when all other interventions have been tried. Any reduced timetable should only be implemented where possible following a multi-agency review meeting. Where it is not possible to arrange a multi-agency review meeting the agencies involved should be consulted prior to the commencement of the reduced timetable. The purpose of this meeting and or consultation should be to focus on the child's safety and well-being, and which professional will have oversight of the child's welfare, during the period that a reduced timetable is in place.

4.6 In all situations (all children) a written plan must be put into place which clearly sets out:

- 4.6.1 what support will be put in place to enable the pupil to attend school on a full time basis as soon as possible
- 4.6.2 how work will be provided to the pupil whilst they are not on the school/college site
- 4.6.3 how progress will be monitored and reported
- 4.6.4 how the pupils safety will be assured when they are not on the school site (see 4.2.7 below)
- 4.6.5 **a time limit by which point the pupil is expected to attend full-time**, with appropriate targets to gradually increase attendance during the period agreed should be set. This would not normally exceed 6 school weeks .

If it becomes apparent during the period the arrangements are in place that progress is not being made a review meeting should be convened to determine what further support needs to be provided or action taken and the EHA updated to reflect the outcome.

4.7 Schools have a duty of care for all pupils who are on their school roll (s157 & s175 The Education Act 2002). Schools must ensure that when a pupil is not expected to attend the school site, there is a written agreement with parents or alternative education providers about who is carrying out the duty of safeguarding for each session. Consideration should be given to:

- an assessment of the safety and wellbeing of the child
- any Child in Need/Child Protection concerns.
- the risk of the pupil engaging in criminal activity (Youth Justice Board should be consulted in the case of known offenders)
- the risk of substance misuse, child sexual exploitation or other such issue, while not in receipt of education during the school day.

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

5. Record Keeping, Review and Monitoring

5.1 If a part-time timetable is considered appropriate, then 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 using the 'C' code. This must not be masked by using any other code.

5.2 The support plan should be reviewed and agreed by a member of the senior staff (there should be written signed evidence that this stage has been completed). The designated member of staff and/or senior leader where appropriate should coordinate the review in consultation with parents, pupils and other agencies.

5.3 The senior leader should be responsible for internally reviewing the programme of support offered regularly, checking progress against incremental increases in attendance and recording outcomes and amendments.

5.4 The Local Authority and LSCP will monitor the use of part-time timetables, through the s175 annual review monitoring return.

Appendix 1

Wave Support SEMH Children & Young People

Please use the following to outline the support strategies and their affect to date

Wave 1- Universal Offer	Date initiated	Review Dates:			Did it work, how was progress measured?
Quality First Teaching Strategies					
Positive transition at all Key Stages					
Inclusive and positive behaviour policy in place					
Classroom management plan in place					
Positive meet and greet every lesson					
Strategic seating plan					
Consistent use of positive language					
Demonstrate and praise positive behaviours					
School and classroom rules displayed and consistently reinforced					
Consistent use of rewards and sanctions					
Consistent behaviour management strategies					
Classroom arrangement (seating, lighting, sound etc)					
Planning					
Classroom organisation					
The curriculum support and promotes emotional health					
Appropriate curriculum					
Differentiation and personalisation of learning					
Episodes and transitions					
Address the gaps in learning					
Opportunities for self-assessment/reflection					
Learning					
Teaching styles adapted when necessary					
Clear learning and behaviour targets					
Ongoing monitoring, reviewing and evaluation of progress					
Chunk work to enable pupil engagement					
Clear purpose of learning					
Problem Solving buddies					
Promotion of independent learning					
Regular communication with parents					
Effective PSHCE program in place to develop resilience					

Pupil support mechanisms in place (pupil voice)					
Wave 2- Support outside the classroom					
Use of timeout card					
Low level reports i.e. Subject, Form Tutor					
Use of TA/Learning mentor for 1:1 support					
Parental engagement meetings					
IEP/IBP/PSP/Passport etc. initiated					
Regular home/school communication					
Group work/1:1 work sessions in school to build understanding/skills in....					
Internal resources implemented					
Nurture Groups					
SEAL/Social skills group					
Home school liaison					
Inclusion/learning support units					
Access to specific emotional literacy programmes					
Referral to the SENCO to identify deeper learning needs through assessment					
In school tests for Dyslexia, Irlens, Lexia etc.					
Peer Mentoring in place					
Build Staff Capacity to manage SEMH CYP					
Staff training					
Wave 3- Targeted Support (Interventions that support skills, development and capacity in Wave 1 &2, but supported by further advice from appropriate professionals)					
Early help assessment offered					
Early help plan (multi-agency) initiated					
Referral for cluster support					
Counselling/Therapeutic Services					
SENIT (Complex Needs Team) involvement					
Educational Psychologist					
Sought advice from the AIP					
AIP offering outreach support					
Referral to the school nursing team					
Speech and Language Therapy					
Applied for funding for inclusion					
Involvement with Stars (Autism)					
Managed move offered/implemented					
Involvement with or referrals to CSWS					
Youth Service					
MindMate Spa					

CAMHS assessment					
Youth Justice Service					
Please give brief details of any known convictions					
Social Work Service					
Attending or offered and alternative pathway to support their curriculum offer (college placement)					
Attending an offsite Alternative Provision beyond 1 day per week					
Voluntary Sector support					
MST/Signpost					
Any other Alternative Provision (please specify)					
Application for an Education Health Care Plan					
Interventions that support skills development/ YP capacity as in Wave 2, but informed by further advice from appropriate professionals.....list					