

Guidance to Schools

On the use of Reduced Timetables

This guidance is to support all schools maintained by the council, academies, free schools and independent schools in the appropriate use of a reduced educational provision and to ensure that no child is excluded illegally through the imposition of a reduced timetable (sometimes referred to as a 'part-time' timetable).

This guidance relates to pupils of statutory school age.

Education Safeguarding Team
September 2021

Review Date: August 2022

Introduction

A timetable is considered reduced when it consists of something less than that which is provided for the majority of the student's peers in that setting.

It is important to highlight that there is no statutory basis upon which to establish a reduced timetable. However, in exceptional circumstances, schools may decide to implement one for a time-limited period, (no more than 6 weeks), in order to support a pupil who cannot attend school full-time. Schools must ensure they have a clear and evidenced rationale for considering a reduced timetable as an appropriate intervention aimed at supporting the needs of the pupil.

This guidance is to assist schools in ensuring they comply with statutory obligations and that they do not inadvertently exclude a pupil illegally.

DfE statutory guidance on the use of part-time timetable and exclusions is very clear:

In very exceptional circumstances, there may be a need for a temporary part-time timetable to meet a pupil's individual need. For example, where a medical condition prevents a pupil from attending full-time education and a part time package is considered as part of a reintegration 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.¹

'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.²

The Office of the Children's Commissioner's has investigated illegal exclusions and their report, "Always Someone Else's Problem" found that:

There is a profound and troubling lack of awareness of the law on these matters, among school leaders including governors, and a school's parents and children alike. This can lead to illegal exclusions taking place by accident. Although this illegal activity may be inadvertent, it is nonetheless unacceptable. Head teachers and governing bodies have a shared statutory duty to ensure their schools act within the law at all times.³

When might a reduced timetable be used?

¹ P.19, School attendance, Sept 18 (DfE), _

[School attendance guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

² Para 14, Exclusion from maintained school, Academies and pupil referral units in England (DfE)

[Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

³ P.38, Always Someone Else's Problem (Office of the Children's Commissioner), 2011, published 2013

https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/Always_Someone_Elles_Problem.pdf

A reduced timetable should only be considered in exceptional circumstances, where every other avenue to ensure a pupil receives their full-time education has been exhausted.

For example:

- Where a pupil has a short-term medical condition that prevents full time attendance for a time limited period. (In these cases a Medical Needs Plan would be developed in partnership with school).
- Where there are behavioral difficulties and the school is trying a reduced timetable as an intervention to try and avoid exclusion as part of a pastoral support plan (PSP) or a planned reintegration package.

A reduced timetable will be used as part of a personalised learning plan, (Pastoral Support Plan, Individual Learning Plan, and Personal Education Plan etc.), agreed with the parents, pupil and other support agencies where appropriate, demonstrating a clear path of planned reintegration from part-time to full-time provision over a maximum of 6 weeks.

Where a pupil has an on-going medical condition, which necessitates them missing more than 15 school days, (or more than 30 sessions), as a result of the condition, consideration should be given to referring them through the Kirklees Single Point Referral⁴ process for additional support with unmet needs. Any referral will normally need to be supported by a medical practitioner.

Schools must ensure that parents/carers will be supported during the time when their child is not in school - considering the pressures this may have on home life.

Schools must also consider the impact of a reduced timetable on travelling and transport arrangements or the student's access to Free School Meals and ensure it does not discriminate against the student or impede their access to education.

Illegal exclusions:

Schools must take care to ensure that a reduced timetable is not deemed to be an illegal exclusion. To

⁴ Kirklees Single Point Referral Process
[Kirklees Single Point Referral Process](#)

that end all reduced timetables must:

- Have clearly defined rationale and objectives,
- Have clear start and end dates (no more than 6 weeks),
- Be kept under regular review,
- Have written parental agreement,
- Have a risk assessment.

Pupils must also be provided with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements must be made to ensure that the work is marked, assessed and constructive feedback is given to the pupil.

Once tried as an intervention, it will only be appropriate on rare occasions to have a further period with a reduced timetable as it has been demonstrated that the strategy was not working and a different intervention should be considered. In this case, a new Reduced Timetable Consent form (RT1) will need to be drawn up, agreed and signed by all relevant parties as detailed on the form. A blank RT1 form is attached with this document.

Professionals who become aware of an illegal exclusion or a pupil on a reduced timetable and have concerns around the reasons for its use, the length the timetable is in place, and/or whether it has the consent of the child's parents/carers, should notify the Education Safeguarding Service at Kirklees Council.

“Children who miss out on education as a result of their school acting illegally to remove them are much less likely to receive the support they need to turn themselves round. They may be in a position where no adult is looking after them during the days when they ought, legally, to be at school, and be placed at risk as a result. In the longer term, they are more likely than their peers to ‘disappear’ from education altogether, with profound and enduring results. It is simply unacceptable for this to be allowed to happen, even if it only affects a very small number of children”.⁵

Pupils with an Education, Health & Care Plan *:

A reduced timetable can only be used for a pupil with an Education, Health & Care Plan in very limited

⁵ Always Someone Else's Problem

https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/Always_Someone_Elves_Problem.pdf

circumstances *

A pupil must 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.

A reduced timetable for a pupil with an Education, Health & Care Plan must not be implemented without written agreement of parents and the SENDACT Manager.

An additional support plan should be agreed that clearly lays out the use of any extra provision in the EHC plan.

SENDACT will monitor reduced timetables for all pupils with an EHCP.

*Please refer to Appendix A of this guidance

Children Looked After:

Looked After Children are amongst some of our most vulnerable pupils. Therefore, a reduced timetable should only be implemented in very limited circumstances when all other interventions have been tried.

A reduced timetable should only be implemented after a review of the child's Personal Education Plan (PEP).

A reduced timetable for a Looked After Child must not be implemented without the written agreement of the Kirklees Virtual School and the schools Designated Teacher for Looked After Children.

Children with Social Care Involvement:

Children with social care involvement are amongst some of our most vulnerable pupils and may be placed at greater risk if placed on a reduced timetable. Therefore a reduced timetable should only be implemented in the most exceptional circumstances when all other interventions have been exhausted.

If a school is considering implementing a reduced timetable they must first consult with the child's social worker. **Any reduced timetable should only be implemented following a multi-agency meeting.**

A reduced timetable for children subject to a Child Protection Plan must not be implemented without the written agreement of the child's social worker.

If due to Covid-19 working restrictions it is not possible to obtain all the signatures required to consent to a reduced timetable the Head Teacher may sign to confirm that verbal consent has been agreed. The Local Authority will not recognise a reduced timetable arrangement without the Head Teachers signature.

Marking the Attendance Register:

Where sessions which have been mutually agreed not to involve attendance at any other institution or supervised activity, the Code 'C', (authorised absence), is to be used.

In respect of reduced timetables the DfE's School Attendance 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.⁶

The school should be satisfied that appropriate arrangements are in place for the care and welfare of the pupil during the time when they would otherwise be at school. This is particularly important for pupils in the Primary phase.

Safeguarding and Risk Assessment

Schools have safeguarding responsibility for all pupils on roll and therefore must be aware that even with parent/carer agreement to any reduced timetable arrangement the school is responsible for the safeguarding and welfare of all pupils on roll who are off-site during school hours. If evidence suggests that the child will be exposed to significant risk if not in school, then a reduced timetable must not be considered an option.

Schools must undertake a thorough risk assessment before the implementation of a reduced time table and give consideration to safeguarding measures for the duration. There must be written agreement about who is responsible for keeping the child safe for the time they would normally be in school. The risk assessment is to be kept on the pupil record in school.

Risk assessments should follow the five steps identified by the Health and Safety Executive:⁷

- identify possible hazards,
- decide who may be harmed and how,
- evaluate the risks and decide on precaution,
- record your findings and implement them,
- regularly review your assessment and update if necessary.

The risk assessment should include the safety and wellbeing of the pupil and also the risk of the pupil engaging in substance misuse, criminal activity or being a victim or crime whilst not in receipt of education during the school day.

Consideration must be given to the safety and wellbeing of the pupil – the welfare of the child is paramount.

These factors must be taken into account when undertaking a risk assessment:

- The pupil is 'looked after' by the LA (Social Care must be consulted).
- The pupil is subject to a Child In Need or Child Protection Plan – or concerns (Social Care must be consulted).
- The risk of the pupil to child sexual exploitation as the reduced timetable will increase their

⁶ DFE School attendance August 2020
[School attendance guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

⁷ Health and safety Executive
<http://www.hse.gov.uk/risk/controlling-risks.htm>

vulnerability.

- The risk of the pupil engaging in or being a victim of criminal activity (Youth Offending team should be consulted in the case of known offenders).
- The risk of substance misuse while not in receipt of education during the school day (Substance Misuse Services should be consulted in the case of known substance misusers).
- The risk of radicalisation is something schools must always consider. The young person's vulnerability could increase as she/he may become more accessible, isolated and disengaged and therefore susceptible to being a victim of crime or being exploited.

See Appendix B for example Risk Assessment Form

Procedure for informing Kirklees Council of a reduced timetable arrangement

For pupils with an EHC plan school should send the signed RT1 to SENDACT via Gateway (See appendix A). For all other pupils schools must inform the Kirklees Education Safeguarding Service as soon as all parties have agreed and signed Form RT1, prior to the commencement of the reduced timetable. This includes schools maintained by the council, academies, free schools and independent schools.⁸

This form should be sent via AnyComms to the Education Safeguarding Service (using Education Safeguarding Service)

The arrangements for reduced timetables will be time limited. Schools must complete the form with a start date and an end date - and in this case the form only needs to be sent once.

If, in exceptional circumstances (e.g. on the advice of a medical professional), the reduced timetable is extended beyond the original notification period a new RT1 form is required and must be agreed and signed by all parties. The revised RT1 must be sent via AnyComms to the Education Safeguarding Service before the start of the new arrangement.

The Education Safeguarding Team will:

- ensure that reports of reduced timetables are appropriately recorded and monitored on the Synergy database, in line with GDPR guidelines
- prepare statistical reports and share detailed and specific information on school-age children, for whom the authority is responsible but who are not in full-time education to relevant bodies e.g. Her Majesty's Inspectors, Kirklees Learning Service Management, Kirklees Safeguarding Children's Board.
- contact the Head Teacher to discuss any specific concerns regarding the implementation of reduced timetables in their school.

Research:

⁸ Ofsted: Pupils missing out on education, November 2013, P11
<https://dera.ioe.ac.uk/18825/1/Pupils%20missing%20out%20on%20education.pdf>

They Go The Extra Mile and Always Someone Else's Problem are reports of the Office of the Children's Commissioner School Exclusion Inquiry, which focus on reducing inequality in exclusion and unlawful exclusion, respectively.

All children are entitled to good education, regardless of their circumstances. As the Commissioner's reports set out, the issues that underlie the disparity seen in school exclusions are complex and longstanding, reflecting wider inequalities in society. Education has a vital role to play in addressing these inequalities.

Schools have clear legal duties in relation to exclusion, equality and the provision of education for pupils with special educational needs. These duties are backed by a robust inspection system and there are established processes for raising complaints that cannot be resolved at a local level.⁹

Children's Commissioner's Reports:

They Go the Extra Mile, published 20 March 2013: a study of inequalities exclusions, with particular regard to disability, ethnicity, gender and poverty

<https://www.childrenscommissioner.gov.uk/publication/they-go-the-extra-mile-reducing-inequalities-in-school-exclusion/>

They never give up On You, published March 19 2012: Overview and legal and educational issues

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/They-never-give-up-on-you-final-report.pdf>

Always Someone Else's Problem, published 24 April 2013; illegal exclusion

https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/Always_Someone_ElSES_Problem.pdf

Helpful contacts:

Education Safeguarding Service – Kirklees Council
Red Doles Lane, Huddersfield, HD2 1YD
Email: education.safeguardingservice@kirklees.gov.uk
Telephone: 01484 221919

[Kirklees Local Offer](#)
www.kirklees.gov.uk
www.servicetoschools.org.uk

⁹ The Children's Commissioner's reports, 'They Go The Extra Mile' and 'Always Someone Else's Problem': the government's response, August 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/226526/Government-response-to-the-Childrens-Commissioner.pdf

Checklist:

To ensure that the reduced timetable arrangements do not inadvertently result in an illegal exclusion, please ensure you answer Yes to the following:

	Yes	No
Is the rationale for a reduced timetable in the pupil's best interest with clear objectives?		
Is there a start date and an end date of no more than 6 weeks?		
Have parents/carers given their written consent?		
If pupil has an education, health and care (EHC) plan has the Special Educational Needs and Disability Act manager given written agreement? (see Appendix A at Pages 13 &14)		
If pupil is a Looked After Child, has a Virtual School representative and the Schools Designated Teacher for Looked After Children given written agreement?		
If there are safeguarding/Early Support concerns, has a core group meeting been held and has the Lead Professional/ Social Worker given written agreement?		
Is there a completed Risk Assessment saved on the School Pupil Record?		
Has sufficient and appropriately differentiated work been set for those hours the pupil is not in school?		
Have arrangements been made to ensure that the work is marked, assessed and constructive feedback is given to the pupil?		
Have arrangements been made to mark the register with code 'C' when the child is not receiving supervised education?		

If due to Covid-19 working restrictions it is not possible to obtain all the signatures required to consent to a reduced timetable the Head Teacher may sign to confirm that verbal consent has been agreed. The Local Authority will not recognise a reduced timetable arrangement without the Head Teachers signature.

REDUCED TIMETABLE CONSENT FORM

RT1

Pupil Name:		UPN:		School Name:	
Date of Birth:		Year Group:		Gender:	
Is the pupil 'looked after' by a Local Authority? (Please state which LA):					
Does the child have an Education, Health & Care Plan?					
Is the child subject to a Child Protection/Child in Need Plan?					
Has the pupil had a part-time timetable before? (Please include dates)					

		Start Date:					End Date:	
		Monday	Tuesday	Wednesday	Thursday	Friday	Total number of hours in school	Total number of hours of education provided outside of school
Week 1	Time In Time Out							
Week 2	Time In Time Out							
Week 3	Time In Time Out							
Week 4	Time In Time Out							
Week 5	Time In Time Out							
Week 6	Time In Time Out							

Rational behind reduced education for this pupil:	Type of education being provided outside of school during school hours
Choose an item.	Choose an item.
Objectives of reduced education for this pupil	
Any other comments relating to this reduced timetable	

I understand my child has been placed on a part-time timetable for a limited period of time. I have discussed the matter fully with the school and agree - during the period of the part-time timetable - to:

- Take responsibility for my child during the hours when not attending school
- Ensure there is supervision of school work during those hours
- Ensure there is a flow of work between school and home for marking and guidance
- Take responsibility for the health and safety on my child when they are not in school

During the period of the part-time timetable the school will:

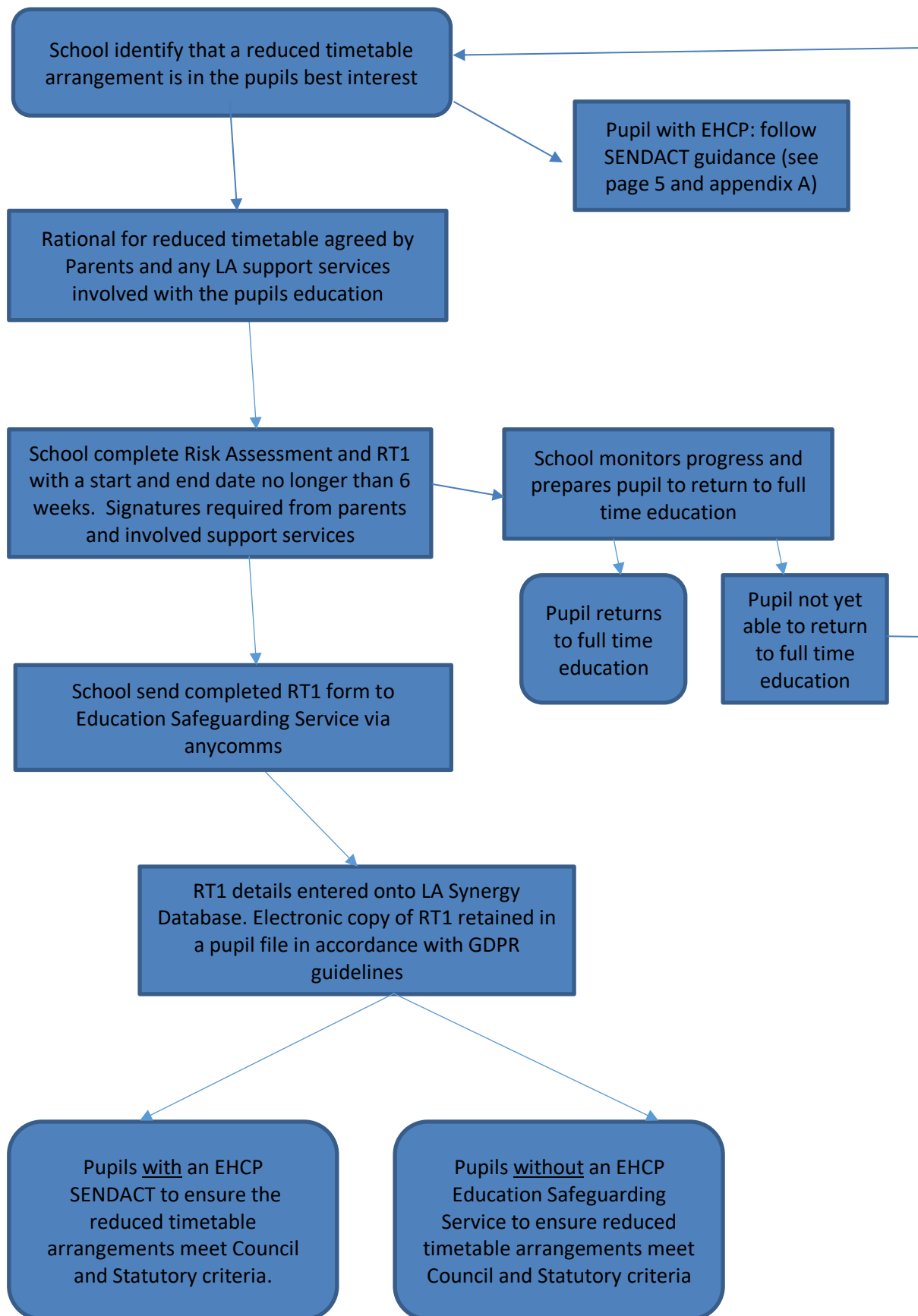
- Ensure a risk assessment is completed with regards to potential safeguarding, welfare, offending or harmful behaviour
- Ensure a C code is used on the attendance record when the pupil is not in school
- Monitor the effectiveness of the part-time timetable
- Hold a review on the agreed date
- Provide work for the student to do whilst at home and mark all work completed

	Name	Comments	Signature*	Date
Parents/Carers				
Social Worker (if subject of CP/CIN plan)				
Kirklees LA SEND Manager- (EHCP in place)				
Kirklees LA Virtual School Representative (if LAC)				
Designated Teacher in School for LAC				
Head Teacher				
Attendance Officer (school)				
Person completing this form		Job Title: Contact number:		

This information will be held by the Local Authority for a maximum of three academic years after the end of compulsory school age. The Education Safeguarding Team will not share this information with other agencies, (unless there is a safeguarding concern).

Once completed, before commencing a reduced timetable, this form must be forwarded to Education Safeguarding Service via AnyComms (using “Education Safeguarding Service”) and then retained with the pupils’ school record. *If due to Covid-19 working restrictions it is not possible to obtain all the signatures required to consent to a reduced timetable the Head Teacher may sign to confirm that verbal consent has been agreed. The Local Authority will not recognise a reduced timetable arrangement without the Head Teachers signature.

Kirklees Notification of a Reduced Timetable



Appendix A

Request for reduced timetable from school – guidance for pupils with an EHC Plan.

Does the child have an EHC Plan?	
↓	↓
NO – Submit request to Educational Safeguarding Team.	YES
	↓
Has the RT1 been submitted via Gateway, in line with the guidance i.e. start/end date, parental agreement etc?	
↓	↓
NO – Please complete and resubmit	YES
	↓
Is it a medical placement or a one off medical request (injury/ illness)?	
↓	↓
NO	YES – Forward to SENDACT.
↓	
Does it directly relate to the Child's SEN needs?	
↓	↓
YES	NO – Forward to SENDACT.
↓	
Has there been a recent review that has considered what further action school can take, other than the introduction of a reduced timetable? (consider specific questions on Pg 2)	
↓	↓
NO – Arrange a review.	YES – Forward to SENDACT, ensuring evidence is provided that covers the questions on Pg 2.
	↓

Guidance to consider, before submitting a request for a reduced timetable:

There is no legal definition of full-time education for state maintained schools. In providing full-time education to pupils, LEAs should look to DfES Circulars 7/90 and 11/99 as to the number of hours recommended for pupils at each key stage. Neither circular imposes a statutory requirement on LEAs, but provides guidance only. Circular 7/90 establishes a general guide to good practice on lesson time, which OFSTED echo in their guidance. The suggested weekly lesson times are as follows:

Age	Hours
• 5–7	21
• 8–11	23.5
• 12–14	24
• 14–16	25

Evidence will be required to demonstrate that all of the below questions have been appropriately considered, when submitting a reduced timetable request for a child with an EHC Plan:

- When was the last review held and did the review consider the issues relating to this request?
- Are there any potential factors that have caused the change in the child's behaviour that has initiated the request for a reduced timetable? E.g. issues in the child's personal life, changes at school
 - Are these factors something that can be dealt with by school through means other than the introduction of a reduced timetable? E.g. differentiation of school routines, avoiding congested times etc
- Have any additional provisions been introduced recently and if so, what impact have these made?
 - Are there any staff training issues that have been identified that would help meet the child's needs?
- Have external agencies or the PRU been providing support for this pupil?
- How is the reduced timetable going to be used to improve the child's outcomes?
- What is the anticipated benefit of the reduced timetable - has the impact (both detrimental and beneficial) of reducing a child's hours been considered and is there a reintegration plan for when they return to full time education?
- How will the provision within the EHC Plan be implemented?
- What will the plan be if the reduced timetable doesn't have the desired result?
Does a specialist placement request need to coincide with the reduced timetable?

Schools should be mindful when submitting requests for reduced timetables that a decision on the request could take up to three weeks to process. The guidance is clear that a reduced timetable must not be implemented without all of the relevant signatures being received so schools will need to factor in this processing time when completing their request.

Appendix B: (Please adapt as appropriate)

SPECIMEN PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN

Name of child:

Class group:

Name of teacher:

School:

IDENTIFICATION OF RISK	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is affected by the risk.	

ASSESSMENT OF RISK	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

.....

Signature:..... Date:.....

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to child:

Date:

COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY

Plans and strategies shared with:	Communication method	Date actioned

STAFF TRAINING ISSUES

Identified training needs	Training provided to meet needs	Date training completed

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY

Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by:

Relationship to child:

Date: