

The Learning Community Trust has an overarching responsibility for the educational attainment and safety of all these children of school age. This commitment is never more important than the duty of care towards our children on reduced/modified students.

It is widely recognised that education is a protective factor for many vulnerable children. If LCT children are in school and engaged in education, they are not exposed to many other risk factors. It is therefore important that the focus should be on preventative early intervention and that the use of reduced/modified timetables is kept to an absolute minimum and only used as an exceptional measure.

The DfE statutory guidance 2019 on the use of modified timetables is very clear and states that *'all pupils are entitled to a full-time education and in very exceptional circumstance there may be a need for a temporary part-time timetable to meet an individual pupil's needs. For example where a medical condition prevents a pupil from attending full time education and a part time timetable is considered as part of a re-integration 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. In agreeing to a part time table a school has agreed to a pupil being absent from school for a part of the week or day and therefore must record it as authorised absence.'*

Criteria for placing a student on modified timetable

There are a very limited number of reasons why an LCT school might consider the use of a modified timetable. The LCT consider the following reasons as a consideration for MT:

- As part of a planned reintegration approach for pupils who have not attended school for a period of time due to illness, disability, mental health issues, family circumstances, post exclusion etc....
- As part of an in-school support package. School, parent/carer and other professionals agree that a short term programme, ideally no longer than six weeks, or a longer initiative that forms part of a structured, strategic intervention that would support a pupil who has become disaffected, to regain success. This should be a closely monitored intervention to address and manage the impact of significantly challenging behavioural, emotional or social needs. It is expected that this strategy would be used in conjunction with a wider intervention plan with clearly defined outcomes.
- For medical reasons when a pupil has a serious medical condition where recovery is the priority outcome. Arrangements should be part of an Individual Healthcare Plan agreed between the school and health professionals

Important note: A reduced timetable is not seen by the DfE or Ofsted as an appropriate method of managing poor behaviour, or pupils at risk of exclusion, in the longer term. The intervention should only be considered after other strategies have been exhausted and it should only be used for the benefit of the pupil.

A reduced/modified timetable cannot be implemented without:

-  An assessment of need having taken place to ensure that it will **benefit the pupil**.
-  A risk assessment and relevant plan in place.
-  Written agreement from a parent\carer.

- ✚ An interim or early annual review for pupils with an EHCP.
- ✚ The presence and agreement of a representative from the Virtual School of the placing local authority at any meeting where the intervention will be discussed for a child looked after.
- ✚ A supporting Individual Healthcare Plan for pupils with medical needs.

NB: LCT schools must still be able to evidence educational progress for the pupil.

Statutory Obligations placed upon our schools

- ✚ To provide full time education for all pupils.
- ✚ To deliver the national curriculum or, for academies, a broad and balanced curriculum.
- ✚ To provide a safe environment in which children can learn (KCSIE 2020).
- ✚ Any approach (to safeguarding and promoting the welfare of children) should be centred on taking action to ensure all children have the best outcomes (KCSIE 2020).
- ✚ To formally record all exclusions. Therefore, sending a pupil home to 'cool off', or refusing to allow a pupil who has not been formally excluded access to the school site, is unlawful regardless of whether these actions occur with the agreement of parents.

Statutory Obligations placed upon parents

The Education Act 1996 states that it is the duty of parents to secure the education of their children of compulsory school age:

The parent of every child of compulsory school age shall receive efficient full-time education suitable;

- a) to their age, ability and aptitude, and
- b) to any special educational needs, they may have,

either by regular attendance at school or otherwise. Once a parent has agreed a reduced timetable for a period of an initial 6 weeks or as part of a structured programme, if the intervention at the end of this time has not delivered improvement in the child's access to education, other strategies should be looked at because a parent could be considered to be in breach of their statutory duty at this point.

Expectation of LCT Schools

LCT schools will have a range of approaches to meet the need of the child and it is important that all intervention strategies are explored, or put in place, before problems become entrenched. These interventions could be delivered in-house, commissioned or external. Collaboration with support services such as targeted Early Help, EWO, Inclusion team and EPs may be helpful in identifying ways to promote positive change and extend timetables in a timely manner. Further targeted support may be accessed/commissioned through different sources as appropriate.

A reduced timetable strategy should never be implemented without **parental permission** or, in the case of looked after children those with PR, because it could be construed and challenged as an unofficial exclusion, which is unlawful. The school could also be regarded as preventing the pupil from accessing the curriculum. In these circumstances the school must consider alternative interventions.

A reduced timetable should be agreed for **no longer** than an initial 6 weeks.

If a pupil is normally entitled to transport assistance, the school must consider what arrangements it will make to get them to and from school (the local authority will not provide bespoke transport arrangements in such circumstances).

Sufficient hours and provision should be offered to enable the pupil to make academic progress.

Our schools will exercise additional care and caution when considering reducing the timetable of vulnerable pupils. The following examples of vulnerable pupils are not exhaustive:

- ✚ CLA (only with the agreement of the Virtual School)
- ✚ Children on the edge of care
- ✚ Pupils with EHCPs (in partnership with the SEND Team)
- ✚ Pupils with SEND
- ✚ From GRT backgrounds
- ✚ Regularly missing persons
- ✚ At risk of exclusion
- ✚ Who are offending or at risk of offending
- ✚ Whose lives have been or are affected by drugs or alcohol.

***A reduced timetable should not be implemented where there are safeguarding concerns such as a risk of Child Exploitation, a child is subject to CP planning or subject to a multi-agency strategy without the support and agreement of all supporting agencies.**

All professionals working with the pupil should be consulted when a reduced timetable is being considered and be party to informing the Risk Assessment

Pupils should be provided with differentiated work to complete at home during the period of their reduced timetable (up to six weeks). Schools should ensure that it is marked in line with the school marking and feedback policy, to reduce the impact of the temporary provision and reduced access to teachers. Please note, it is not appropriate to mark the registers using Code B.

The LCT risk assessment should be carried out before implementation of a reduced timetable using the template included.

Reduced timetables should be a response to an assessment of need so there should be an audit trail to support the proposal, which schools should be able to evidence in the Personalised Learning Plan (PLP) e.g. an Early Help Assessment, a Personal Education Plan, an Individual Behaviour Plan, Pastoral Support Plan, Individual Education Plan, Individual Healthcare Plan or within the minutes of internal pastoral meetings. The plan should include objectives for the reduced timetable that are clearly defined and understood by all parties.

Schools will retain responsibility for the academic progress of pupils on reduced timetables, therefore the lack of access to a taught curriculum will necessitate intervention to support the pupil to catch up on work missed. This should be included in the plan linked to the intervention.

Children with SEND

LCT in conjunction with T&W have a statutory duty to provide full-time education for children with EHCPs.

If an LCT school is considering a reduced timetable for a pupil with an EHCP **the LA must be consulted and invited to an interim review or early annual review** at the earliest opportunity. Any decision to implement a reduced timetable must be in consultation and agreement with the child's parents/carers and should demonstrate a clear benefit to the child, with a carefully planned transition to a full-time timetable.

The school must make arrangements for suitable education as per the provision detailed in the EHC Plan. Schools should ensure that they are compliant with the SEND Code of Practice and the Equality Act 2010.

Children in Care

LCT in conjunction with T&W have a statutory duty to provide full-time education for CiC.

If an LCT school is considering a reduced timetable for a CiC **pupil the Virtual School Headteacher, or a representative, and those with PR must be consulted and invited to the initial meeting and any subsequent review meetings**. The Virtual School Headteacher, or a representative, will countersign the Reduced Timetable Proforma if arrangements are agreed and should be provided with a copy of the document along with the signed and completed Risk Assessment.

The Virtual School may consider arrangements for the reimbursement of a proportion of pupil premium plus funding that has been paid to the school, to enable top-up provision to be put in place.

Pupils with Medical conditions

Reasonable adjustments should be made to accommodate pupils who would otherwise struggle to attend school due to illness or a medical condition.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

Monitoring and review

In cases where parents have given their agreement to the reduced timetable, the session must be marked in the register as an authorised absence using **CODE C** (other authorised circumstances). Parents should be made aware at the outset that the responsibility for their child rests with them during these hours.

LCT schools should ensure that there is a named member of staff responsible for monitoring each reduced timetable.

Schools will notify the Access and Inclusion Team (AIT) of pupils who have been placed on a reduced timetable and provide a copy of the Reduced Timetable proforma (MMT 1 & 2).

Education Welfare Officers will discuss pupils on reduced timetables during attendance visits and will be able to provide support and advice to schools on this matter.

The AIT may share information with the Regional Schools Commissioner and at Regional Ofsted meetings where appropriate.

The LA will hold schools to account via the SEND Code of Practice, Exclusions and Attendance Guidance and KCSIE.

Illegal Exclusions

The LCT fully understands that a modified timetable which does not have a clear objective, a specified end date and a review process, and the clear agreement of the parent/carer would still constitute an illegal exclusion.

The use of Alternative provision

Where an LCT school arranges for a pupil to access an alternative provision

Summary

- ✚ Schools have a statutory duty to provide full time education for all pupils.
- ✚ However, in the most **exceptional** circumstances, there may be a need for a temporary reduced timetable to meet a pupil's individual needs.
- ✚ A reduced timetable should be in place for no longer than 6 weeks.
- ✚ The head teacher must agree a reduced timetable.
- ✚ All professionals involved should be consulted.
- ✚ The child's parents/carers must agree a reduced timetable. Without their agreement, schools cannot proceed as this could be an unlawful exclusion.
- ✚ The LA SEND team must agree a reduced timetable for children with SEN who have an EHC Plan.
- ✚ The Virtual School of the placing authority must agree a reduced timetable for looked-after children.
- ✚ It should be reviewed regularly, at least fortnightly or weekly for the most vulnerable pupils
- ✚ A reduced timetable should not be implemented where there are safeguarding concerns such as a risk of Child Exploitation, a child is subject to CP planning or subject to a multi-agency strategy.
- ✚ A risk assessment must be completed in every case.
- ✚ A clear action plan for improving education and addressing any identified issues for the child must be in place.
- ✚ The Local Authority must be notified of any pupil on a reduced educational provision.

Modified Timetable – MTT1 Local Authority Submission Form

Please complete all sections on this form for any pupil on a modified timetable (pupils who are **not** attending mainstream or special schools in the usual way, on a full-time basis) and return, once signed, to:

The Access and Inclusion Team inbox: Accessandinclusion@telford.gov.uk

Section 1: Pupil's key information

School on Roll			
Pupil's Surname		First Name(s)	
Gender: (M/F)		Year Group	
DoB		Pupil's UPN	
Attendance %		Pupil in receipt of PPG/FSM?	

Which Locality area does the pupil live in?

Wrekin		Hadley Castle		Lakeside		Out of Telford	
White		Black/Black British		Asian or Asian British		Dual background	Chinese/other
White British		Caribbean		Indian		White & black Caribbean	Chinese
White Irish		African		Pakistani		White & black African	Any other ethnic group
Traveller or Irish heritage		Other black background		Bangladeshi		White & Asian	Not given
Gypsy/Roma				Any other Asian background		Any other dual background	

Special Educational Needs

Pupils' Current Status	EHCP	Undergoing assessment	School graduated approach to SEND	No special provision
If the pupil has a SEN statement or EHCP what is the category of need?	Communication and interaction	Cognition and Learning	Social, emotional and mental health difficulty	Sensory and/or physical

Child in Care (CiC)

Is the pupil a 'Child in Care' (CiC)	
If yes, which LA?	
Proposed date of new PEP	
Have the social worker / Virtual School been notified	

Section 2: Modified Timetable key information

A	have been permanently excluded	
B	have particular social and behavioural difficulties and have personalised learning plans: this means that, by arrangement, they do not attend their usual school full time	
C	have mental health needs and access Child and Adolescent Mental Health Services (CAMHS) either as an in-patient or through services provided in the community	
D	have medical needs other than mental health needs	
E	rarely attend school and have personalised learning plans as part of attempts to re-integrate them into full time education	
F	are pregnant or are young mothers of compulsory school age	

G	have complex needs and no suitable school place is available	
H	are returning from custody and a school place has not been secured	
I	are new to the country and are awaiting a school place	
J	are from a gypsy, roma or traveller background and alternative provision has been made	
K	have moved from another area and a school place has not been secured; these may include children who are Children in Care (CiC).	

MTT start date		MTT review date		MTT end date	
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Please add the name of any off site educational provider (including Linden Centre or Scott Centre)		
Off site educational provider		Hrs per week
Off site educational provider		Hrs per week

School Based/Education Hours	
Number of hours each week in school:	Hrs per week
Number of hours of education per week:	Hrs per week
Please indicate any additional information about educational provision and objectives of the MTT:	

Section 3: Medical Health Information	
Does the student have a mental health condition?	
Does the student have any other medical information?	
Please attach details of any medical conditions to this form: (Please include the name of the Consultant, Doctor or other Medical practitioner and attach any medical evidence).	

Stakeholder Agreements					
Parent/Carer Sig:		Print Name		Date:	
School Sig:		Print Name		Date:	

Please attach a copy of the proposed MTT sent to parent/carer and also ensure that the parent/carer has signed this form to show their agreement with the arrangements being made.



Modified Timetable – MTT2 Parent/School Contract



School on Roll:			
Pupil's Surname:		First Name(s):	
Gender: (M/F)		Year Group:	
DoB:		Current Attendance:	

I understand that my child has been placed on a modified timetable for a limited period of time.

I have discussed the matter fully with the school and agree, during the period of the modified timetable to:

- take full responsibility for my child during the hours not attending educational provision
- ensure there is supervision of school work during school hours
- ensure there is a flow of work between school and home for marking and guidance
- take full responsibility for the health and safety of my child during school hours

Once signed, one copy of this form should be retained by the parent and a copy should be sent with the MTT1 to the Access and Inclusion Team.

The home may be subject to a visit from a representative from the School or the AST

I understand that:

- Telford and Wrekin Council (T&WC) collect personal information on me/my family to enable T&WC to provide support services which will benefit me as an individual and/or my family
- That my/my family's personal information will only be shared internally between Council services to enable these services to be provided to me/my family

T&WC may also share my/my family's personal information with government departments or other public bodies as required by relevant legislation

Stakeholder Agreements					
Parent/Carer Sig:		Print Name		Date:	
School Sig:		Print Name		Date:	

Appendix 3 Student Risk Assessment

Name of student:		Date Written:	
Assessment compiled by:		Review Date:	

Task Analysis Summary

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Summary of historical and current concerns

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Current Agencies/Professionals involved

Agency/Professional	Name	Contact details

School/Staff based actions:

Identified Risk to student and others	HOW LIKELY?	HOW OFTEN?	RAG	Preventative Actions taken by Academy	Staff Lead	If Actions Fail.....escalation pathway
	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never	5=Daily 4=Weekly 3=Monthly 2=Rarly 1=Never	20-25 = RED 10-19 = Amber 2-9 = Green			
1				•		
2				•		
3				•		
4				•		

Home Visits/Modified Timetable/Alternative Provision Actions:

Identified Risk to student and others	HOW LIKELY?	HOW OFTEN?	RAG	Preventative Actions taken by Academy	Staff Lead	If Actions Fail.....escalation pathway
	5=Certain 4=Probable 3=Possible 2=Not impossible 1=Never	5=Daily 4=Weekly 3=Monthly 2=Rarly 1=Never	20-25 = RED 10-19 = Amber 2-9 = Green			
1				•		

2					•		
3					•		
4					•		
4					•		

Next steps									
•									
Summary checks									
Has this document been reviewed by EWO?			Y N		Has this document been shared with external agencies?			Y N	
Has this document been approved by DSL?			Y N		Is the Headteacher aware of all aspects of this student?			Y N	
Signed (Writer):			Date:		Signed DSL:			Date:	