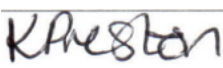


Policy/Procedure Name:	PUPIL INDUCTION AND REDUCED TIMETABLE POLICY		
Last Update:	July 2024	Next Update Due:	Apr 2026

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Signature of Authorised Individual	
Signature of the Director	

Introduction

This policy sets out the school's position in relation to the use of reduced timetables, identifying the exceptional circumstances when it might be appropriate to agree a short-term interim reduced timetable. It sets out the process that must be followed to secure safeguarding responsibilities; educational entitlement; due process; monitoring and recording and makes explicit what staff at Willow Park must do if a reduced timetable is agreed.

There are two types of reduced timetabling to be agreed at Willow Park

1. Reduced Timetable to support pupils on **induction to the school**; that is, the approach we take when children first start at Willow Park
2. Reduced Timetable as a result of a perceived **need to help the pupil or other pupils to stay safe** and/or to reduce anxiety about change.

1. Legal Position

All schools have a statutory duty to provide full time education for all pupils according to their age, aptitude and ability, considering any special needs. Only in exceptional circumstances may there be a need for a temporary reduction in educational provision to meet a pupil's individual need. For example, where a medical condition prevents a pupil from attending full-time education or a reduced timetable is considered as part of a re/integration programme. It is illegal for schools to discriminate against children based on their SEN and/or disability, including those with social, emotional and mental health needs. A reduced educational provision must not be treated as a long-term solution.

Thus, our approach to reducing timetables as part of induction of pupils will always be a short term approach and will reviewed on a weekly basis.

All children of compulsory school age are legally entitled to receive a suitable full-time education and local authorities have a statutory duty to ensure that all children in their area receive such an education.

A timetable is considered reduced, when it consists of something less than that which is provided to the majority of the pupil'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 need to implement one, in order to support a pupil who cannot attend school full-time for a short, agreed period.

2. Safeguarding considerations

Keeping Children Safe in Education (DfE) identifies schools as part of the wider safeguarding system for children and recognises that all school staff can identify concerns early, to provide help for children and to prevent concerns from escalating.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Clearly, in relation to safeguarding, where a child is not in school, their vulnerability is increased. When deciding whether a reduced educational provision is appropriate, consideration must always be given to the welfare and safety of the child/young person. This must be part of the risk assessment process.

Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangement they make, they are responsible for the safeguarding and welfare of pupils off-site during school hours.

Consideration should be given to the increased risk to the pupil to 'child sexual exploitation' (CSE), substance misuse, self-harming, radicalisation and other potential abuse or criminal activity.

Information about **children missing from education** is essential and all schools should notify the Local Authority of any part-time education arrangements. This includes schools maintained by the Local Authorities, Academies, Free Schools and Independent Schools. The local authority has a statutory responsibility to identify and track any pupil missing education. Any pupil on a reduced timetable is deemed to be at risk of missing education and therefore needs to be identified and tracked.

3. Vulnerable Groups - additional considerations

Pupils with an Education, Health & Care Plan

- It is illegal for schools to discriminate against pupils based on their special educational needs and/or disability.
- A reduced timetable should only be used for a pupil with an Education, Health & Care Plan 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.
- Schools must ensure that the provision specified in the EHC plan is delivered in order to meet the child's needs and secure their statutory entitlement.

Looked after children

A reduced timetable, for a Looked after Child should only be implemented in very limited circumstances and not before all other interventions have been tried. Before proceeding, the following steps are required: A formal review of the child's Personal Education Plan (PEP) Written parent/guardian agreement and the consent of both the child's social worker and the Virtual School (or their representative).

Children subject to a child protection plan

Children on a child protection plan are very vulnerable 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 tried. The following steps are required:

- Formally consult the child's social worker and secure agreement
- Any reduced timetable should only be implemented following a Core Group meeting, or discussion with Social worker.

4. Children new to education in UK

Children arriving new to the UK schools, are entitled to be admitted to school without delay. If the admitting school identify that the child has SEND but the child is not subject to an EHC Plan, then the school must progress admission. The law specifically states that a child cannot be denied admission to a school on the grounds that they have SEN, it should be noted that any failure to progress admission may be judged discriminatory under the Equality Act. If the school believe that the child's needs are severe and complex, they can make representations for a 'fast track' statutory SEND, health and care assessment' and/or seek interim support.

5. Fair Access Protocol

Local Authority Fair Access Protocols [FAP], seeks to secure managed moves for vulnerable children for whom a 'fresh-start' has been identified as beneficial. This includes children who have been permanently excluded or who are at risk of permanent exclusion from school. If it is determined that a child placed at a school through the FAP would benefit from re-integration on reduced timetable, the reduced timetable must follow the process set out in this guidance.

6. When might a reduced timetable be appropriate?

In general, schools should not place pupils on a reduced timetable; however, in exceptional circumstances, there may situations when this may be appropriate and in the best interests of the pupil. In any circumstances, this intervention should only be used a part of a comprehensive package of support for the pupil. The arrangement should always specify an end-date by when it is expected that the child will return to full-time education (or when an alternative will be provided) and be reviewed regularly in the light of any changes to the child's circumstances.

A reduced timetable should provide a means of achieving re-integration to full-time education. It should never be used as a form of exclusion from school for part of the school day or as permanent provision.

It is likely that a pupil being considered for a reduced timetable would fall within one of these categories:

a) Part of a Pastoral Support Plan

School, parent/guardian and other professionals agree that a short-term (usually no longer than 6 weeks) reduced timetable would support a pupil who is subject to a Pastoral Support Plan due to being at risk of further exclusions and would support the pupil who has become disaffected, to regain success. This would be a closely monitored intervention to address and manage the impact of significantly challenging behavioural, emotional or social needs.

b) Medical reasons

A pupil has a serious medical condition where recovery is the priority outcome. These arrangements would be part of a "medical plan" agreed between the School and health professionals. Statutory guidance 'Ensuring a good education for children who cannot attend school because of health needs' states councils should provide suitable full-time education (or as much education as the child's health condition allows) as soon as it is clear the child will be away from school for 15 days or more. The Trust guidance on medical needs should be adhered to in these circumstances.

c) Transition into Education at Willow Park

At Willow Park, we use a reduced timetable as part of planned transition when the child first comes to us. See Flow chart below.

d) Reintegration into Education

Reduced timetables could be used for reintegration into school (usually no longer than 6 weeks) following an extended period out of school e.g. following an exclusion, non-attendance, new to education, arrival from overseas, school refusal, elected home education [EHE].

- **Best Practice Guidance for reduced timetables**

When considering placing a pupil on a reduced timetable, the School must:

- **Be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil.** There must be a clearly evidenced and written rationale for considering a reduced timetable as a suitable intervention to supporting the needs of the pupil and the maintenance of the education placement
- **Only pursue a reduced timetable with parental permission.** A reduced timetable can be construed as an unofficial exclusion, which is unlawful, if the parent has not requested leave for their child and/or the school could be regarded as preventing the pupil from accessing the curriculum. The School must therefore **have signed parental permission,**

evidenced on the pupil file prior to the commencement of a time-limited reduced timetable. If the parent does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school will have to consider alternative interventions.

- **Ensure that multi-agency review meetings are held** before reduced timetables are implemented for Children Looked After, children subject to an Early Help support or open to social care. If the child is on a Child Protection Plan, the child's social worker must have given agreement.
 - **Ensure that where pupils have an Education, Health and Care Plan, the LA SEND officer is informed to ensure the EHCP is reviewed and amended where/if appropriate.**
 - **Undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the pupil.** It is essential that the pupil's welfare during any absence from school is considered as well as any risks that may occur whilst at school. The risk assessment should include the safety and wellbeing of the pupil whilst not in receipt of education during the school day. (Appendix 1)
 - **Complete an reintegration plan, agreed with the parents/guardian.** The plan should demonstrate a clear path of planned reintegration from part-time to full-time provision over a limited period. Where ever possible and always in the case of integration/reintegration, within a 6 week period. The School must ensure the pupil and their parent/carers are actively involved in the process of planning, reviewing and evaluating the planned intervention. (Appendix 2)
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- **Marking the attendance register**

The DfE guidance provides specific guidance in respect of part-time timetables it 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 (register code C). Where a pupil is attending alternative provision as part of their part-time timetable it may be appropriate to use the B code for that aspect of their timetable. However, it remains the School's responsibility to monitor attendance whilst they attend alternative provision. See [School attendance guidance](#)

- **Illegal exclusions**

Reduced timetables that DO NOT have clearly defined objectives, a specified end date, a review process, and/or the consent of parents/carers may constitute an illegal exclusion. The Ofsted School Inspection Framework states: Should inspectors find that the school has used exclusion illegally, this should be taken very seriously and considered when judging leadership and management.

Summary:

- Schools have a statutory duty to provide full time education for all pupils.
- However, in very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil's individual needs.
- A reduced timetable means by agreement with the pupil, parent/guardian and school, the number of hours spent in education are reduced for a time limited period usually for 6 weeks.

- The Principal must liaise with the Local Authority to let them know when we are employing reduced timetables
- The child's parents/guardian must be consulted about any proposal to temporarily reduce their child's timetable.
- However, there is no negotiation to the induction timetabling and a reduced timetable for at least the first 2 weeks of the child being at our school is very likely and **entirely at the discretion of the Principal and the Head teacher.**
- The arrangement for pupils with medical needs must follow any healthcare guidance
- A risk assessment must be completed.
- A clear action plan for improving education must be in place.

Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.

Appendix 1

WILLOW PARK Reduced Timetables for **Transition / Induction** when first starting at the school

At Willow Park, we believe strongly that pupils should start their time at our school in a staged way. This helps them to settle in and reduces anxiety and the likelihood of significant dysregulation. The legal basis on which we can use a reduced timetable on a temporary basis as part of a child's induction is:

- There's a **specific need** for a pupil to meet their health needs and reduce anxiety
- We strongly believe (and our experience tells us) It's in the pupil's **best interests**
- It's on a **temporary** basis, with a stated, proposed end date when they're expected to come to school full time. This can be extended as part of a review but must not be a long-term solution.

The following chart shows how children will be inducted at Willow Park:

Weekly reviews will take place for the school to shared progress with parents and to help decide whether the child is ready to move to the next stage of induction. The review will, therefore, enable the school to let parents know what the next week will look like based upon how successfully the child is:

- Developing positive relationships with the adults and children
- Showing reduced anxiety
- Demonstrating the stamina to deal with (emotionally and physically) the demands of the amount of time they are in school
- Beginning to follow routines
- Keeping safe

Stage	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3</u>	<u>Stage 4</u>
Number of sessions	3 x half day mornings	5 x mornings	5 x mornings 2 x full day	Full Time
% of sessions	30%	50%	70%	100%
Other notes	Designed to last no more than 2 weeks	Designed to last no more than 2 weeks	Designed to last no more than 2 weeks	Ideally from the start of week 7 at the latest

The table shows that there should be a maximum of 6 weeks of induction and reduced timetabling, other than in the most extreme circumstances.

Start and end dates for each stage must be clearly stated to the parents at the earliest stage and throughout the process of induction.

Appendix 2

WILLOW PARK Risk Assessment – assessing the risk related to remaining full-time and moving to reduced timetable

What are the Hazards/Risks associated with the pupil	Who might be harmed and how?	Likelihood (1 – 5)	Severity (1 – 5)	Risk Rating (L x S)	Existing Control Measures Proactive interventions to reduce / prevent risk	What further action is necessary?	Date completed

Appendix 3:

WILLOW PARK Reintegration Plan - returning to full-time after part time timetable

(not including reduced timetables used for induction)

Date of meeting			Time								
Pupil Name					Class:						
Looked after Child	Yes/No		Child protection		Yes/No						
Child in Need	Yes/No		Early help		Yes/No						
REASONS FOR THE REDUCTION IN TIMETABLE: (please tick all that apply)											
Medical		☐	Integration/Reintegration			☐					
Pastoral		☐	Other (specify) _____			☐					
Parents & Professionals involved with the child:											
Name	Role & Organisation		Attended (y/n)		Have they been informed of the reduced timetable? If not, please state why?						
Start date of timetable			End date of timetable:		Plan should demonstrate return to full-time provision						
Reintegration timetable											
Week beginning:	Monday		Tuesday		Wednesday		Thursday		Friday		Time in education:
	am	pm	am	pm	am	pm	am	pm	am	pm	
Review Meeting Date (minimum 2 weekly intervals] A record of discussions will be made at each review meeting.											
Date:			Date:			Date:					
Time:			Time:			Time:					



WILLOW PARK Record of weekly Reduced Timetable Targets & Review meeting notes (fortnightly)

Name of Child:		Class:	
w/c:		Targets:	
w/c:		Targets:	
Review Date		Review/evaluation of progress:	
w/c:		Targets:	
w/c:		Targets:	
Review Date		Review/evaluation of progress:	
w/c:		Targets:	
w/c:		Targets:	
Review Date		Review/evaluation of progress:	

The undersigned confirm that this is an accurate record of the discussions and outcomes agreed within the meeting. By signing this form, the School is confirming that the use of a reduced timetable for a limited period has been judged appropriate, review arrangements have been agreed and any safeguarding issues have been fully taken into consideration.

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

- Monitor the effectiveness of the reduced timetable
- Hold a review on the agreed date
- Provide work the child to do whilst at home and mark all work completed

	Name	Role	Date	Signature:
WILLOW PARK representative:				
Other professionals that may be involved (LAC, Social worker):				
Other:				

Parent/Guardian:

A reduced timetable can only proceed with parents' signed consent to the plan and cannot be enforced by a school or insisted upon.

I agree with the content of these minutes and the reintegration plan.

- I understand that my child will be placed on a reduced timetable between the dates specified above and I will attend review meetings and engage with any services provided to support my child.
- I am willing and able to take full responsibility for my child when he/she is not in school during school hours.
- I will use the learning resources provided by School to support my child's home learning and return to the school for marking
- I understand a copy of this form may be shared with relevant professional who work with my child.

Name of parent/guardian:	Date	Signature:

Child – this section is voluntary for the child to complete. Please delete as applicable:

1. I am <u>happy</u> with this plan because:		
2. I am <u>not</u> happy with this plan because:		
Name of child:	Date	Signature: