



Reintegration Part Time Timetable Policy

Written by	Adopted by Governing Body	Review Date
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1. Introduction

Reintegration timetables are sometimes an appropriate strategy in ensuring the success of a student, in situations for example where a student has had a prolonged absence or in the event of multiple suspensions.

Reduced and reintegration timetables are sometimes referred to as “part-time timetables” or “reduced educational provision”. The term reduced timetable (RTT) is used in this guidance. A timetable is considered reduced when it consists of something less than that which is provided for the majority of students, which in the case of Baysgarth School is 25 hours teaching time.

For children with Special Educational Needs, the national SEND legislations within the Code of Practice, should also be followed. This guidance should be followed in conjunction with advice from the SENCO, particularly for those students deemed not fit to attend school due to a medical reason due to physical or mental health needs.

While working to achieve continuous improvement in educational outcomes, Baysgarth School also takes account of and acts upon the DfE school safeguarding guidance - [Keeping Children Safe in Education \(KCSIE\)](#) (DfE, 2023) in order to safeguard the well-being of all children and young people and to ensure they do not become ‘missing whilst in education’.

This guidance is not intended to be applied to those children and young people where a flexible learning programme has been put in place through flexi schooling (partial Elective Home Education EHE).

2. Aims of the Policy

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, (usually no more than 4-6 weeks), in order to support a student who cannot attend school full-time.

This policy supports all leaders to ensure they have a clear and evidenced rationale for considering a reduced timetable as an appropriate intervention aimed at supporting the needs of the individual student. It will ensure that any reduction complies with statutory obligations.

3. Legal Position

All schools have a statutory duty to provide full time education for all students according to their age, aptitude and ability, taking into account any special educational needs. DfE guidance states that in very exceptional circumstances there may be a need for a temporary reduction in educational provision to meet a child or young person’s individual need.

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”.

It is illegal for schools to discriminate against children on the basis of 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.

4. Safeguarding

Baysgarth School is committed to the safeguarding of all students. In the decision of a RTT, the school will risk assess the impact of the timetable on the safeguarding and welfare of the child whilst not in school as vulnerability increases of a student is not in school. Particular consideration should be given to the increased risk of 'child exploitation' through either criminal or sexual exploitation, trafficking, substance misuse, self-harming, radicalisation and other potential abuse or criminal activity.

Schools must undertake a thorough risk assessment before the implementation of a reduced timetable 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.

If evidence suggests that the child/young person will be exposed to significant risk if not in school, then a reduced timetable must not be considered an option.

5. Rationale for Reduced Timetables

A reduced timetable should only occur in exceptional circumstances, where every other avenue to ensure a student receives their full-time education has been exhausted. The exceptional circumstances are likely to be:

1. As part of a planned reintegration into school following an extended period out of school due to suspension or exclusion, non-attendance, school refusal or to facilitate a managed transfer between schools.
2. As a temporary fixed-term, closely monitored intervention to address and manage the impact of significantly challenging behaviour or social and emotional needs, whilst alternative arrangements are being made to meet the individual needs or to coordinate with therapeutic intervention or other services.
3. In limited circumstances a reduced timetable may also be used as a method of managing students at risk of suspension or exclusion. This may include students who have had multiple suspensions.
4. 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 should be developed in partnership with school).

6. Students with Medical Needs

Students with short term medical needs will undergo a Medical Needs Plan and risk assessment. The individual students needs will be carefully assessed and a bespoke plan implemented.

Where a student 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 will be given to referring the student to 'The Bridge' provision, which is designed to support students.

7. SEND Students

Any student with an EHCP who it is felt needs an RTT, will have an interim review called and the SEND EHCP Coordinator invited to discuss the rationale and plan with school staff and parents.

8. LAC / PLAC Students

Any student who is LAC or PLAC, who it is felt needs an RTT, will have an interim review called and the social worker and virtual head invited to discuss the rationale and plan with school staff and parents.

9. Parental Support

Baysgarth School values the partnership work with parents and all decisions regarding an RTT are made in collaboration and discussion. Support should be considered for parents during the period of an RTT, including referrals to FASST or an Early Help Assessment.

Parents should have a key contact at school who will assume regular contact with parents and will be part of the monitoring and review process.

10. Transport

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

11. Implementing a Reduced Timetable

The decision to implement a reduced timetable should always be made in the best interests of the student. Parents and associated professionals should be part of the dialogue and decision making.

The purpose of an RTT is the successful reinstatement of the student's full-time school attendance, re-integration and inclusion into school life. Therefore the RTT should be one aspect of a wider plan which considers what other support a student may need to ensure that this happens.

A risk assessment will be completed as part of the decision-making process, which identifies any vulnerabilities to the student not being in full time and how school and parents will address these in partnership.

Students may access relevant academic work when they are not in school. This may be through access to online platforms such as GCSE Pod, SENECA or Sparx Maths, or through

their specific Google classrooms. The extent and nature of the work expected to be completed will be agreed as part of the plan with the student and parents. In the event that ICT equipment is needed to support this home learning then the school will support where possible. An RTT is time limited, with a clear target of resuming full-time attendance within a period of normally six weeks. The plan will be reviewed regularly during this time and adjustments made accordingly in order to bring us closer to a student attending full time.

A reduced timetable must not be treated as a long-term solution to a problem. In rare circumstances, a student may require a longer term for example when there is a medical need or a change in living arrangements. This will be documented within the review meetings.

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.

The RTT plan and risk assessment will be documented in the RTT contract and monitoring document which can be found in Appendix A.

12. Register Coding

The RTT includes periods of authorised absence and therefore the students attendance record should reflect this.

13. Reviewing an RTT

An RTT has an initial plan for a period of six weeks. This should be formally reviewed after three weeks as a minimum. The review is a chance for the [parent, student, school and wider professionals to assess the impact and evaluate the plan for the next three weeks, making any necessary changes.

14. Monitoring of RTTs

The school will retain records for all students with an RTT and these will be logged and maintained centrally by the Deputy Head Teacher and Inclusion Manager.

These will be reviewed by the Governing Body during termly reporting.

Appendix 1

DfE statutory guidance on the use of part-time timetable:

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.

CHECKLIST FOR REDUCING EDUCATION PROVISION

Name of Child/Young Person	Date of Birth and Year Group	School
		Baysgarth

Decision/Action	Completed
Is taken in the best interests of the child/young person and attracts the understanding, approval and written agreement of parents/carers and in the case of a Looked After Child or child subject to a CIN or CP Plan, the involvement of the allocated Social Worker and/or Virtual School.	
Suitable risk assessment has been completed and any risks are managed and review dates confirmed	
Complies with the health and safety needs of the child/young person, i.e. the school is satisfied that suitable arrangements are in place to meet the care needs when not at school.	
Complies with Safeguarding best practice- i.e. statutory responsibility for safeguarding and promoting the welfare of children and young people.	
The reduced educational provision is time limited with review dates set. Is there a clear start and end date?	
If child/young person has an EHCP, the LA SEND team has collaborated in this agreement.	
Has appropriate and differentiated work being set for those hours the child/young person is not in school?	
Have arrangements been made to ensure that the work is marked, assessed and constructive feedback give to the pupil?	
If the child/young person has significant evidenced health and/or medical needs that prevent full time education, the Tuition and Medical Needs Education Team (TAMNET) are involved/liased with.	
Understanding that whilst subject to a reduced timetable, the school will incur authorised absences against the child/young person's record.	

Signature Head Teacher/Principal	Date

Risk Assessment

To be completed for ALL students where reduced educational provision is being considered.

Managing Risk

Name of child/young person:

Date of Birth:

Date of Assessment:

Date of Review:

Information provided by:

Risk Assessor(s):

Identification of Risk	
Clear and detailed description of the potential risk <i>Evidenced examples. Include frequency, severity, location and patterns.</i>	
Who is affected by the risk (injured or harmed physically or emotionally)? <i>Child/young person (CYP), other children and young people, adults in setting, carers, other adults.</i>	
In which situations does the risk usually occur/not occur? <i>Triggers i.e. environment, groupings, times, curriculum, interactions.</i>	
What kind of injuries or harm (physical or emotional) are likely to occur?	
What relevant records, reports or other documents are already in place? (e.g. Early Help, EHCP, CIN/CP Plan, PEP)	

RISK RATING MATRIX

SEVERITY	LIKELIHOOD	SCORE																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
5. Extremely high levels of harm/exploitation	5. Very Likely	2	2	4	6	8	10	1-3	=	LOW RISK														
4. High levels of harm/exploitation	4. Likely	3	3	6	9	12	15	9-15	=	MEDIUM RISK														
3. Moderate levels of harm/exploitation	3. Possible	4	4	8	12	16	20	16-25	=	HIGH RISK														
2. Minor levels of harm/exploitation	2. Unlikely	5	5	10	15	20	25																	
1. Low levels of harm/exploitation	1. Very Unlikely																							

High-Level Risk	Degree of Risk Severity x Likelihood										Risk Rating	
	Severity					Likelihood					SCORE	HML
	1	2	3	4	5	1	2	3	4	5		
1.												
2.												
3.												

RISK MANAGEMENT PLAN			
Interventions	Measures in place	Further measures (if required)	Level of risk
Proactive interventions to prevent risk			
Reactive interventions to respond to adverse outcomes		-	

COMMUNICATION OF RISK ASSESSMENT		
Shared with	Communication Method	Date actioned and by whom

REVIEW OF RISK ASSESSMENT	
Any significant changes since last assessment? (Consideration needs to be given to the impact of measures on behaviour in the review)	

Notes:

As a result of the review an up-dated risk assessment should be completed and recorded.

- Parents/carers and the child/young person should always be actively involved in the planning/monitoring and reviewing process

Reduced timetable Consent Form

Child Name:		UPN:		School:	Baysgarth School
Date of Birth:		Year Group:		Gender:	
Is the child 'looked after' (please state which local authority):					
Does the child have an Education, Health and Care Plan:					
Is the child subject to a Child Protection,/Child in Need/Early Help Plan:					
Has the child had a previous part time timetable? Give dates:					

	Start Date:					End Date:	
	Monday	Tuesday	Wednesday	Thursday	Friday	Total number 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							

Rationale behind reduced timetable for this child:	Type of education being provided outside of school during school hours:
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 (note – this will affect overall attendance of your child)
- Monitor the effectiveness of the part-time timetable
- Hold a review on the agreed date and consider the impact of any part-time timetable
- Provide work for the child/young person to do whilst at home and mark all work completed

	Name	Comments	Signature	Date
Parents/Carers				
Social Worker (if subject to CP/CIN)				
LA SEN Co-Ordinator if EHCP				
Virtual School Rep if (LAC)				
Designated Teacher in School if LAC				
Headteacher/Principal				