

Guidance on the Use of Part Time Timetables

Developed by Leeds Inclusion Service

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1.Introduction

This guidance outlines the following:

- Best practice guidance for schools and settings on the (exceptional) use of part-time timetables.
- A commitment from the local authority to ensure that settings understand their duties and know where to seek advice.
- The rights and entitlements of all statutory school aged children and young people to receive full time education appropriate to their age and irrespective of their needs.
- A reminder to settings of their statutory duties regarding keeping children safe in education.

The guidance draws on the following statutory and non-statutory guidance:

- Keeping children safe in education 2023 - Statutory guidance for schools and colleges
- Working Together to Safeguard Children, December 2023
- Leeds Safeguarding Children Board
- Education Act 2011 s175/s157
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016)
- Alternative Provision (DfE January 2013) Statutory guidance for local authorities
- Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)
- 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)
- Length of the school week - non-statutory guidance (July 2023)
- The School Day and Year House of Commons Library

Local Authority Vision

1.1 Our vision is for Leeds to be the best city in the UK and the best city for children and young people to grow up in, to thrive from early years into adulthood. We want Leeds to be an inclusive and welcoming child friendly city where children live in loving and nurturing families.

1.2 Our top three priorities are known as the Leeds ‘obsessions’ and are set out in our [CYPP: The Leeds Children and Young People’s Plan](#). They help us to measure our progress and are a focus for all services and partners that work with children and young people across the city.

The second obsession is integral to this guidance as it outlines the ambition that “*Young people in Leeds attend school, achieve, and attain well, and continue their route of a sustained education, apprenticeship, or employment destination.*”

2. The rights of statutory school aged children or young people to education

2.1 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 children and young people (CYP).

2.2 The Local Authority has a statutory duty to ensure that full-time provision is made available, appropriate to their needs, for all children and young people deemed fit for school. For children and young people deemed as not fit to attend school because of medical reasons, schools must follow [Local Authority Guidance](#), found on Leeds for Learning.

How many days must schools be open each year?

The legislation regulating the school day and school year applies to schools maintained by a local authority and special schools not maintained by a local authority, but not to academies (other than special academies) or children and young people in referral units. It requires that:

- Every school must normally have two sessions divided by a break in the middle of the day. The length of each session, break and the school day is determined by the school’s governing body.
- Employers in maintained schools must set term dates. Maintained school employers are:
 - the local authority in community, voluntary controlled and community special schools and maintained nursery schools
 - the governing body in foundation and voluntary aided schools

Except in the very limited circumstances set out in the Education (School Day and School Year) (England) Regulations 1999, schools must meet for at least 380 sessions or 190 days in any school year. In academies, the length of the school day and year is the responsibility of the Academy Trust as per the Funding Agreement.

The legislation relevant to this section is:

- The Education Act 2002 - section 32
- The Education Act 1996 - section 551(1)
- The Education (School Day and School Year) (England) Regulations 1999.

Length of the school week (Schools White Paper proposal for future legislation, March 2022)

In March 2022 the government set a minimum expectation on the length of the school week of 32.5 hours for all mainstream, state-funded schools. Any mainstream state-funded school that does not yet meet the minimum expectation of 32.5 hours should be working towards doing so **by September 2024 at the latest**.

The 32.5-hour minimum expectation includes the time in each day from the official start of the school day (i.e., morning registration) to the official end of the compulsory school day (i.e., official home time).

The 32.5 hour minimum includes lunch times and other breaks as well as teaching time and any enrichment activities that all children and young people are expected to attend. It does not include optional before or after school provision.

All schools should deliver a substantive high-quality morning and afternoon session in every school day. In some instances, schools may wish to finish earlier on specific days, for example to allow children and young people to attend religious observances. In those circumstances, these schools should offer longer hours on the remaining days so that they meet the minimum expectation over the course of the week.

2.3 The expectation does not apply to children or young people in:

- Early years (including in school settings) due to the age of children.
- 16-19 education (including school sixth forms) due to the variation in their courses and having different guided learning hours.

2.4 The expectation for a minimum school week of 32.5 hours does not apply to Specialist settings, (including special schools and alternative provision). Such settings support a wide range of children and young people with diverse needs and therefore currently structure their school

week in more varied ways than mainstream schools. However, specialist settings should share the overall ambition to increase the length of the school week, where it is beneficial for their children and young people to do so, keeping in mind that all children or young people of compulsory school age are entitled to a full-time education which is relevant to their age, ability, and aptitude.

2.5 Special units within mainstream schools, and children and young people with SEND in mainstream settings, should continue to follow the same length of school week as set by the mainstream school.

2.6 Schools are required, as part of the statutory spring census collection, to enter their typical total compulsory school hours per week for all children and young people. Therefore, any children or young people receiving less than the normal school offer would be considered as receiving a reduced timetable.

2.7 In exceptional circumstances, the school, and a parent who the children or young people normally lives with may agree that the children or young people should, temporarily be educated part-time. Schools should refer to the document [Working together to improve school attendance](#) to determine the conditions in which this would be considered to be an authorised absence.

3. Use of Part-time timetables

3.1 DfE guidance emphasises that a part time timetable should only be considered in **very limited and exceptional circumstances**, as all children and young people are entitled to a full-time education. The primary purpose of a part time timetable is to support a children or young people's reintegration and therefore may be appropriate in the following circumstances:

- To support a reintegration approach for children or young people with Extended School Non-Attendance (ESNA); a broad term to describe a group of children and young people who experience difficulties in attending school, usually for prolonged periods. ESNA is associated with a range of factors, including the emotional needs of the child, within-school challenges, and family circumstances.
- To support a reintegration approach for a children or young people with clearly identified SEMH needs where a reduced timetable is part of a planned, time-limited intervention used alongside identified actions through the Graduated Approach.

Schools should not use a part-time timetable to manage a children or young people's behaviour. In such cases, schools should seek alternative provision as an intervention (See [statutory guidance "Alternative Provision"](#) (DfE January 2013, para 41).

3.2. A part-time timetable should only be put in place where:

3.2.1 A school or setting has explored all other options for providing support to enable a children or young people 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 children and young people.

3.2.2 There has been a Team Around the Child meeting, which includes 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 children or young person concerned and this is recorded.

3.2.3 Where a school arranges for a children or young person to receive education via an alternative provider, the school retains the responsibility for ensuring that a children or young people 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 children and young people on roll) then the school must follow the guidance in relation to reduced / part time timetables.

3.3 Children Looked After

Children who are looked after by the local authority are some of our most vulnerable learners and therefore a reduced timetable should only be implemented in extremely 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 children or young people's Personal Education Plan.

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

For children or young people with an Education, Health & Care Plan (EHCP) a reduced timetable should only be used in extremely limited circumstances. A children or young person should not be put on a reduced timetable because of their special educational need as this may constitute discrimination. For children with an EHCP the SEND Casework Officer or SEND Team Manager

must be consulted and agree to the arrangements. 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 first ensure that the provision outlined in the EHCP is used to meet the child or young person's needs.
- Where a reduced timetable is being considered for a children or young person with an EHCP, the school must 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 people, 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.
- It therefore follows that no reduced timetable should begin with immediate effect. 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.

3.5 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 following a multi-agency review (including core group or CP Conference). Virtual School should be consulted for advice and guidance prior to reduced timetables being implemented for children supported by a Child in Need/Child Protection Plan. The purpose of this meeting 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 Record Keeping, Review and Monitoring

4.1 Before a children or young people is placed on a reduced or part time table, schools must produce a written support plan. Written support plans should set out:

- What provision will be put in place to support reintegration.
- How work will be provided to the children or young people whilst they are not on the school/college site.
- How progress will be monitored and reported.
- How the children or young person's safety will be assured when they are not on the school site (see 4.6 below).
- The designated member of staff responsible for reviewing the support plan.
- Where a part time timetable is used to support clearly identified SEMH needs, a written support plan should also include a time limit by which point the children or young person is expected to attend full-time, with appropriate targets to gradually increase attendance during the period agreed, prior be provided with alternative provision. Time limits should not be more than six weeks without any external professional involvement.
- Where a part time timetable is used as part of a reintegration plan for a CYP with ESNA, refer to guidance pathway outlined in appendix 1.

4.2 The support plan should be overseen by a member of the school's senior leadership team and a school governor should be consulted and sign to say this this stage has been completed.

4.3 Once a written support plan has been agreed, schools should complete a school access or reintegration (Examples are provided and signposted in Appendix 4). Plans should be child-led working documents, completed in collaboration with the child/young people, their parents/carers, and key adults in school.

4.4 All plans must be shared with parents/carers, all professionals working with the children or young people and include the voice of the children or young people.

4.5 Reviews should take place at least every two weeks. The designated member of staff should involve parents/carers and include the voice of the child. Reviews should recognise and praise

good progress, determine any further support and, where appropriate, amend timescales in the plan. Professional agencies working with the child should be regularly informed.

4.6 Schools and settings have a duty of care for all children and young people on their school admission register (school roll - s157 & s175 The Education Act 2002). Schools must ensure that when a children or young people is not expected to attend the school site, there is a written agreement with parents/carers or alternative education providers about who is performing the duty of safeguarding for each session. Prior to the implementation of the arrangement, a risk assessment should be conducted to address:

- An assessment of the safety and wellbeing of the child.
- Any Child in Need/Child Protection/safeguarding concerns.
- The risk of the children or young people engaging in criminal activity (Youth Offending Team 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.

4.7. Where a children or young person moves school and has at any point been on a reduced timetable all information relating to this should be sent to the receiving school.

4.8 If a part-time timetable is agreed, then the school must record it as authorised absence using the 'C2' code (Leave of absence for a compulsory school age children or young people subject to a part-time timetable). This must not be masked by using any other code.

4.9 The Education Safeguarding Group (reporting to LSCB) will monitor the use of part-time timetables, through the S175 return (annual review monitoring return and attendance data).

The Graduated Approach Pathways

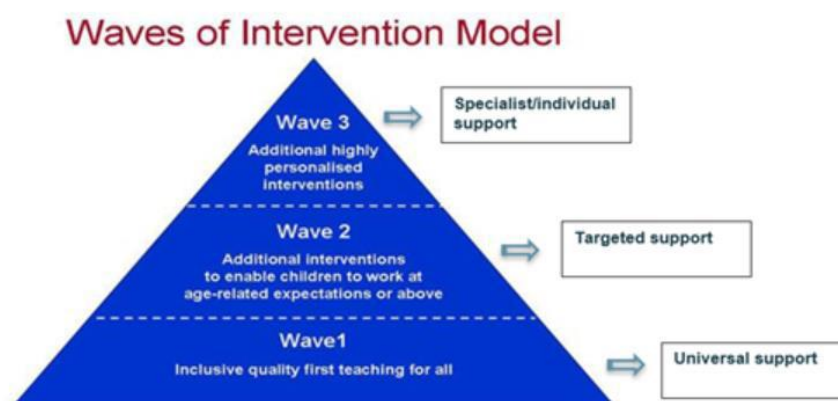
The SEND Code of Practice (2015) places a duty on settings to implement a graduated approach to support the strengths and needs of a Child or Young Person (CYP) with SEN. This duty involves every practitioner being a practitioner of SEND.

The Leeds Learning Inclusion Service believes best practice for SEND support should take the form of a four-part cycle (assess, plan, do, review); through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the CYP's strengths and barriers, and of what supports the CYP in making good progress and securing good outcomes. This is known as the graduated approach.

Universal: Universal support outlines provision and guidance at a whole school level.

Targeted: Targeted support outlines provision and guidance at an individual or group level, if further support is needed for the child or young people after they have accessed the universal offer.

Specialist: Specialist support outlines provision and guidance if further support is needed for the child or young people after they have accessed the universal and targeted offer.



Before considering placing a child or young people on a part-time timetable, schools should ensure they have implemented the Graduated approach through the following actions:

Children or young people with Extended School Non-Attendance (ESNA)

- Refer to the [Extended School Non-Attendance \(ESNA\)](#) page on Leeds for Learning. This pathway links to a range of resources to explore and develop current practice in relation to ESNA.

- Provide an [Individual Provision Map](#) (IPM), or similar, detailing the CYPs strengths, needs and provision at universal, targeted and personalised levels.
- Where barriers continue, seek advice and support from the [Educational Psychology Team](#) or [SEMH Inclusion Support Team](#).

Children or young people with Social, Emotional and Mental Health Needs

- Refer to the [SEMH Support Pathway](#). This pathway links to an 'A-Z' of Leeds Mental Health Services
- Refer to the [SEMH provision grid](#), available on Leeds for Learning.
- Provide an [Individual Provision Map](#) (IPM), or similar, detailing the CYPs strengths, needs and provision at universal, targeted and personalised levels.
- Seek advice and support from the [Educational Psychology Team](#) or [SEMH Inclusion Support Team](#).

Children or young people with Neurodivergent Conditions

Emerging studies suggest that CYP with neurodivergent conditions who are finding it difficult to remain regulated at school are accessing reduced timetables. If barriers to full time education are increasing because of CYP's SEND needs, then school are advised to implement the following actions:

- Refer to the [Extended School Non-Attendance \(ESNA\)](#) page on Leeds for Learning. This comprehensive resource page includes a range of accessible resources to support CYP with neurodivergent conditions.
- Provide an [Individual Provision Map](#) (IPM), or similar, detailing the CYPs strengths, needs and provision at universal, targeted and personalised levels.
- Seek advice and support from the [Educational Psychology Team](#), [SENIT \(SEN and Inclusion Team\)](#) or [STARS \(Specialist Training in Autism and Raising Standards\)](#)

Appendix 2 Written Support Plan (Initial Meeting)

Guiding Principles

- *The voice of the children or young people voice should form an integral part of the support plan and subsequent reviews.*
- *Regular communication between all key contributors is essential.*
- *Any changes should be agreed by consensus.*

Name of CYP	
Synergy Reference	
School/Setting	
Date	

Key Contributors

(Include additional professionals working with the children or young people)

Role	Name	Contact details
Designated member of staff <i>(responsible for review)</i>		
Parent/carer		
Class teacher/form tutor		

Purpose of Reintegration/School Access Plan		
Has a risk assessment been carried out prior to the implementation of this arrangement?	Yes	Date completed: (Include as an attachment for the local authority)
	No	A risk assessment must be completed as part of duty of care school roll (s157 & s175 The Education Act 2002)
What provision will be put in place to support reintegration/Access to school?		
What work will be provided to the CYP whilst they are not on school/setting site?		

How will progress be monitored and reported? Who will this be shared with?		
Does the children or young people have an EHC Plan?	If yes has this been discussed/agreed with the local authority? (Schools should contact their link casework <u>officer</u>)	
Does the children or young people have a social worker/looked after by the local authority/On a Child in Need Plan?	If yes, schools must contact virtual school and the designated social worker.	
<p><i>If agreed, school must record as authorised absence using the 'C2' code (Leave of absence for a compulsory school age children or young people subject to a part-time timetable).</i></p> <p><i>This <u>must not</u> be masked by any other code.</i></p>		
I confirm I have read and agreed the use of a part time timetable in accordance with the guidance.	Headteacher	
	Signature:	
	Date:	
	Governor (include role)	
	Signature:	
	Date:	

Appendix 3 Written Support Plan Guidance

Outline	Guidance
How the children or young person's safety will be assured when they are not on the school site.	School and settings must complete an Individual Pupil Risk Assessment (IPRA) before any part-time timetable is considered.
Provision to support reintegration.	Provide an Individual Provision Map (IPM), or similar, detailing the CYPs strengths, needs and provision at universal, targeted, and personalised levels. (Refer to appendix 1 for further details)
Work provided to the children or young person whilst they are not on the school/setting site.	Arrange for appropriate work to be sent home (or online options) with clear and reasonable expectations, so that there are fewer issues about 'missed work' (Refer to guidance document ' A Graduated Approach to ESNA ' for further information).
How progress will be monitored and reported.	Reviews should take place every two weeks . The designated member of staff must include the voice of the CYP, parents/carers, and liaise with other agencies working with the CYP. * Schools may wish to use sample Reintegration plan, included in appendix 4, (Recommended for pupils with SEMH needs) or the School Access Plan (recommended for pupils with ESNA). <u>ALL</u> written documents should be shared with all key contributors and uploaded by the school onto the pupil's Synergy number using the following naming convention: Pupil name/School Access (Reintegration) Plan/review number/date (e.g., Joe Bloggs/School Access Plan/Review 2/04052024).
A time limit by which point the children or young person is expected to attend full-time, with appropriate	Where a part time timetable is used to support reintegration for a pupils with SEMH needs, time limits should not exceed 6 weeks without external agency involvement.

<p>targets to gradually increase attendance during the period agreed, prior be provided with alternative provision.</p>	<p>If there are signs that the CYP is having difficulty with the next step, schools are recommended to retreat to an earlier step and consider whether additional provision/steps would support progress to the next stage. Where no progress is made, schools should seek advice and support from the <u>Educational Psychology Team</u>, <u>SEMH Inclusion Support Team</u> or involved professionals who are able to advise on next steps or alternative provision</p> <p>Where a children or young person has an EHCP, the casework officer should be also be informed.</p>
<p>The designated member of staff responsible for reviewing the support plan.</p>	<p>Reviews should take place every two weeks. Progress should be monitored and recorded by the designated member of staff.</p> <p>Schools should ensure the designated member of staff responsible for reviewing the support plan is appropriately qualified and has accessed appropriate safeguarding training.</p> <p>Designated staff should receive regular supervision from senior leaders to help strengthen school accountability and decision making.</p>
<p>Governor</p>	<p>The written support plan should be shared with an appropriate governor with responsibility for safeguarding and/or SEND. This may also include the Chair of Governors.</p>
<p>Recording Absence</p>	<p>If agreed, school must record as authorised absence using the 'C2' code (Leave of absence for a compulsory school age children or young person subject to a part-time timetable). This <u>must not</u> be masked by any other code.</p>

Appendix 4 School Reintegration Plan (for CYP with SEMH needs)

Introduction

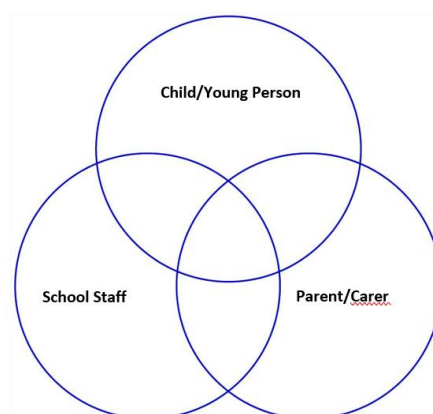
The purpose of this document is to help collate information gathered, including the voice of the child/young people, to support children and young people who are attending school on a part time timetable because of SEMH needs. It is a child led working document that should be completed in collaboration with the child/young people, their parents/carers and key adults from school. The plan should be reviewed every two weeks with set dates for reviewing progress. The child and parents/carers should be actively involved in the review.

The focus of this reintegration plan is to support the child/young people's ability to attend safely with the right provision in place to support, rather than placing an emphasis solely on improving the child/young people's attendance.

This plan does not include a place for the child/young people to sign; as this may place additional pressure on the child/young people and take away the point that this is a working document that should be reviewed, not a contract.

Improving feelings around safety is the first step towards attending school. Protective factors identified in supporting a child/young people to access school are:

- Understanding the child & parent/carer situation
- Having an individualised approach
- Ensuring provision matches pupil need.
- Adjustments based on barriers & protective factors.
- Empowering the child/young people to lead the reintegration plan.
- Promoting a sense of belonging
- Building positive relationships



School Reintegration Plan
(Recommended for pupils with SEMH needs)

With thanks to Leeds Inclusion Service and West Sussex EPS

Child / young People's Name:

D.O.B:

Date:

Year Group:

Aim *(The aim should be led by the child and needs to be achievable and reviewed regularly. Remember this plan should be reviewed every two weeks and as such can be a small step that can be celebrated once achieved, and then a new one can be created):*

At school these things can make me feel happy:



At school these things can make me feel worried or upset:



My key adult(s) in school is/are (include names, how and when they will support)



Things that other adults can do to support me when I'm at school:



Adults at school:

Adults at home:

Things that I can say if people ask me questions:



Changes to my timetable include: *(see example timetable below)*



When I arrive at school (name) will meet me at (place)

Places in the school I can go to where I feel safe and supported:

During breaktime I can go to _____

During lunchtime I can go to _____

If I am feeling worried or upset I can _____



Things that I can do when I am feeling worried or upset in school (e.g., link to IPM):

What progress will look like: (pre-agreed realistic expectations)

Next Steps

Targets (Week 1-2)

<i>Actions to be taken (At School):</i>	<i>By When:</i>	<i>People responsible:</i>	<i>How will we know it is working?</i>
1.			
2.			
<i>Actions to be taken (At Home)</i>	<i>By When:</i>	<i>People responsible:</i>	<i>How will we know it is working?</i>
1.			
2.			

Review date	Other people who have access to this plan:		
Successs & Next steps			
Targets (Week 3-4)			
Actions to be taken (At School):	By When:	People responsible:	How will we know it is working?
1.			
2.			
Actions to be taken (At Home)	By When:	People responsible:	How will we know it is working?
1.			
2.			
Review date	Other people who have access to this plan:		
Successs & Next steps			
Targets (Week 5-6)			
Actions to be taken (At School):	By When:	People responsible:	How will we know

			<i>it is working?</i>
1.			
2.			
<i>Actions to be taken (At Home)</i>	<i>By When:</i>	<i>People responsible:</i>	<i>How will we know it is working?</i>
1.			
2.			
Review date	Other people who have access to this plan:		
Summarize successes and next steps:			

